

School Education Gateway survey on climate education

Fields marked with * are mandatory.



Survey on climate education

How should schools prepare students for living and dealing with climate change? Do you, as a teacher, feel confident about introducing this topic in your classroom? What are the biggest challenges teachers might face when integrating climate change as a topic in their curricula?

In addition to pupil-organised climate marches (<https://www.dw.com/en/climate-protests-germanys-new-green-youth-movement-takes-to-the-streets/a-47166873>) in 2019, climate education has gained significant attention in Europe and around the globe. Although Italy remains the only EU country to have made climate change education compulsory in schools (<https://edition.cnn.com/2019/11/06/europe/italy-climate-change-school-intl-scli-scn/index.html>), we are seeing initiatives like the Environmental Action Programme (<https://unfccc.int/topics/education-and-outreach/good-practices/education-and-training/accessing-information-on-climate-change-in-sweden>) (EAP) in Sweden, UNESCO's climate change education, and the eTwinning community (<https://www.etwinning.net/en/pub/newsroom/highlights/2020-annual-theme---climate-ch.htm>) doing their part to raise awareness and provide opportunities and resources.

Teachers can play a vital role in empowering young people to develop their understanding and attitudes when it comes to climate education. However, this can be a challenging topic for them to address in their classrooms, whether because of its controversial nature, the lack of understanding they may have themselves on the issue, or the lack of connection they may see with their own subject matter.

Take this short survey to share your opinion on the subject. It is open until **21 June** and is available in 23 languages. The results will be published on School Education Gateway.

***1. In your opinion, are schools in your region equipping students with the knowledge and skills to understand climate change and take appropriate action in their own lives?**

- ☒ Yes, there is already enough climate education in the curriculum
- ☐ No, the curriculum does not sufficiently address climate education
- ☐ Schools should not be responsible for climate education

***2. In your opinion, what are the main reasons why teachers in your school or region might not include climate education in their lessons? Choose all that apply.**

- ☐ There are more important issues already in the curriculum

- ☐ It is not schools' role to cover such a topic
- ☐ It is not part of the curriculum
- ☐ There is not enough evidence that climate change is a serious problem
- ☐ It is already covered in other subjects
- ☐ It is outside their subject area
- ☐ The subject is too controversial or politically sensitive
- ☐ Lack of climate education resources that are related to their own subject area
- ☒ Lack of expertise/training

***3. Thinking of your school, or a school you know, what would be its reaction to pupils taking climate change into their own hands (e.g. ad hoc meetings, social media campaigns, direct action, climate strikes)?**

- ☒ Approval: they would have the support of the whole school
- ☐ Some approval: the school would leave it up to the individual teacher to decide their position
- ☐ Neutral: the school would not say anything as the pupils would be acting out of individual choice
- ☐ Disapprove: the school would not allow pupils to take action, or teachers to support action, that parents or the wider community might disapprove of
- ☐ Don't know

4. To what extent do you agree with the following statements?

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
* The curriculum includes the opportunity to debate climate change action as well as the facts about the environment	☐	☒	☐	☐	☐
* Teachers have the necessary knowledge and resources to teach climate education	☐	☒	☐	☐	☐
* Climate education can be easily integrated into subjects other than sciences and geography	☐	☒	☐	☐	☐
* The curriculum in my school explores all topics related to climate change	☐	☒	☐	☐	☐

5. What do you think the attitude will be towards climate education in the next two years?

	Important: they will see it as a serious issue to discuss and learn about at school	Neutral: it is something to think about alongside other societal issues	Not important: learning about other crises, such as wars and global pandemics, should be prioritised over climate change in school education
* School education authorities	☒	☐	☐

* Teachers and school leaders	☒	☐	☐
* Pupils	☒	☐	☐

***6. What is your role?**

- ☐ Teacher – early years education
- ☐ Teacher – primary education
- ☒ Teacher – secondary education
- ☐ Teacher – vocational education
- ☐ School head
- ☐ National, regional or local authority
- ☐ Teacher educator/trainer
- ☐ Education policymaker
- ☐ Parent
- ☐ In-school support (e.g. ICT coordinator, school librarian, career counsellor, Special Education Needs)
- ☐ External practitioner (visiting schools)
- ☐ Other educational professional/stakeholder

***7. Which country do you currently live/work in?**

Italy

Contact

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