



Co-funded by
the European Union



TRANSNATIONAL REPORT

IMPACT IN STUDENTS AND TEACHERS AFTER PARTICIPATING IN THE PROJECT “CLI-MIND CHANGE”

CLI-MIND CHANGE - 2021-1-ES01-KA210-SCH-000032285

PREPARED BY CRESOL

TABLE OF CONTENTS

INTRODUCTION.....	2
AIMS OF THE QUESTIONNAIRE	2
TARGET GROUPS.....	2
METHODOLOGY	3
PARTICIPANTS EVALUATION	3
TEACHERS' EVALUATION.....	3
STUDENTS' EVALUATION	5
CONCLUSIONS AND RECOMMENDATIONS.....	12

INTRODUCTION

This document constitutes a common report produced within the framework of the *project Cli-mind Change*. The report aims to show the impact that the project activities have had in the participants, focusing on the role of teachers and students. Thus, the present document spotlights the following activities:

- Activity 3 "National Event 1 – Spain"
- Activity 4 "National Event 2 – Portugal"
- Activity 5 "National Event 3 – Serbia"

This report presents the profile of participants, and the results obtained after passing the evaluation questionnaire once having participated in the project, showing the perception, learnings and personal opinions of students and teachers from the schools involved. The questionnaire has been delivered in 3 schools: Agrupamento de Escolas João da Rosa (Portugal), Gimnazija Branko Radievi (Serbia) and Colegio Concertado Obispo Pont (Spain).

AIMS OF THE QUESTIONNAIRE

The Cli-mind Change project developed a series of activities addressed to Secondary School teachers and students, with the aim of raising awareness about the effects of climate change and its specific impact and risks regarding social inclusion. The activities included different presentations and non-formal education methodologies, addressing the following topics:

- Perception of Climate Change and Communication aspects (Cresol)
- Climate Change mitigation and adaptation (GreenBWTC)
- Methodology for environmental awareness research with Wonder Box (La Transeducativa)
- Methodology for Environmental awareness investigation (Always Greener)

The aim of the questionnaires is to collect teachers' and students' opinions about the project after its implementation, focusing on the before and after perceptions regarding climate change and its consequences regarding social inclusion.

TARGET GROUPS

The questionnaires focused on the educative centres from Serbia, Portugal and Spain that participated in the implementation of the project. In this sense, the target groups were, on the one hand, the High School teachers, and the other hand, the High School students that took part in the activities.

METHODOLOGY

The questionnaires have been designed with the aim of analysing the impact that the project has had in the participants of the Secondary Schools. Quantitative and qualitative questions have been included to gather the data that allows to get an overview of the participants impressions after taking part in Cli-Mind Change.

The questionnaires have been transferred to a Google Forms format and disseminated in English to the representatives of each partner organization, that were able to pass it to both, teachers and students.

The questionnaires were anonymous to guarantee the honesty in the responses. The teachers responded in English. The students responded in English, Spanish and Portuguese.

The respective questionnaires are included in the Annexes of this report.

PARTICIPANTS EVALUATION

In this section, we will present and analyse the responses of the respective target groups: teachers and students.

TEACHERS' EVALUATION

4 teachers responded to the questionnaire, out of the 15 that took part in the project. Even if it's a low number of respondents, their answers are very important to understand the implementation of the project Cli-mind Change in the classroom, and their opinions about the perception of the students regarding the climate change. In this report, we present the most relevant aspects extracted from the questionnaire, that help to have a global understanding of the impact of the project among teachers and students.

Materials shared during the sessions at school

All the teachers confirm that **all the materials shared during the sessions of the project addressed the following topics:**

- The impact and consequences of climate change.
- The difference between social inclusion and risk of exclusion
- Examples of concrete actions to take care of the Environment
- Impact on environmental protection of the European Union
- The meaning and the scope of the belonging to the European Union
- Their perception of climate change and its consequences
- The link between climate change and social exclusion
- Specific actions to promote the social participation of students in environmental issues
- Students have actively participated in the sharing of the above mentioned topics
- Students perceive climate change as a problem

On the other hand, the respondents declare that **the materials related to “The relationship between climate change and social exclusion” were not sufficient** to show this link between social exclusion and the consequences of climate change.

After-project students’ interests – perceived by teachers

Because of the participation of the project, the participant students showed interest in different activities related to climate change and the protection of the environment. According to the teachers’ opinion, below we show those activities in most students showed interest.

In the first place, **50% of the respondents declared that the whole class would participate in the following actions:**

- Concrete actions at school
- Volunteering in organizations related to the environment
- Attendance at climate demonstrations
- Active participation in climate activism groups (Fridays for Future, Extinction Rebellion...)
- Other (please specify in the gap below)
 - Reduce the use of plastic.

After-project teachers’ perception

In general, the respondent teachers declare to be well aware of the topics related to climate change that were addressed during the project. In this sense, 75% or more respondents declared to be aware of the following topics before participating in the project:

- I knew beforehand the information that has been exposed during the activities before participating in the Climind Change project.
- I know better the student’s perception about climate change.
- I can identify competences and skills related to the protection of the Environment in the students.
- I can identify specific needs of students in terms of competences and skills related to the protection of the Environment.
- I know better the processes of awareness, perception and behaviour of students about climate change.
- I can identify specific needs of teachers in terms of facilitating processes of students’ awareness, perception and behaviour about climate change.

The only item in which the respondents do not totally agree is the awareness of **“the students’ perception about the risks that climate change implies for the social inclusion of people in vulnerable situations”**, in which **50% declared not to be completely conscious of before the project.**

New pedagogical tools

Talking about new group dynamics and non-formal education activities, the teachers respond that after having participated in the project, refer to the **Wonderbox** as a **new pedagogical tool** they've learnt, and that they'd considered to include in their lesson plans.

Feedback, experience, and opinion of the participant teachers

The teachers were asked about their general opinion regarding their participation in the project. Their comments are literally included bellow:

Question: What did you like most about the project?

- *I like the organization and dynamics of young people who participated in the project.*
- *The interaction among international partners and the exchange of ideas and experiences.*
- *I liked that the students realized the real effects and consequences that are occurring due to climate change. They no longer see it as something far away that does not affect them.*

Question: Which aspects do you think could be improved?

- *Better spaces for learning.*
- *Improving the contribution of the specialist partners in schools.*

Question: Briefly comment on your experience as a teacher participating in the Climind-Change project

- *I learned how to better cooperate with young people.*
- *As a first experience in Erasmus+ projects, it was fantastic, so much that **I agreed to participate in future projects, as well as applying to the school to coordinate two projects.***
- *A very rewarding experience, I have met other teachers from other cultures, and I have been able to learn more about their schools, methods, etc. It is also a very interesting subject, and the students can take advantage of these activities.*

STUDENTS' EVALUATION

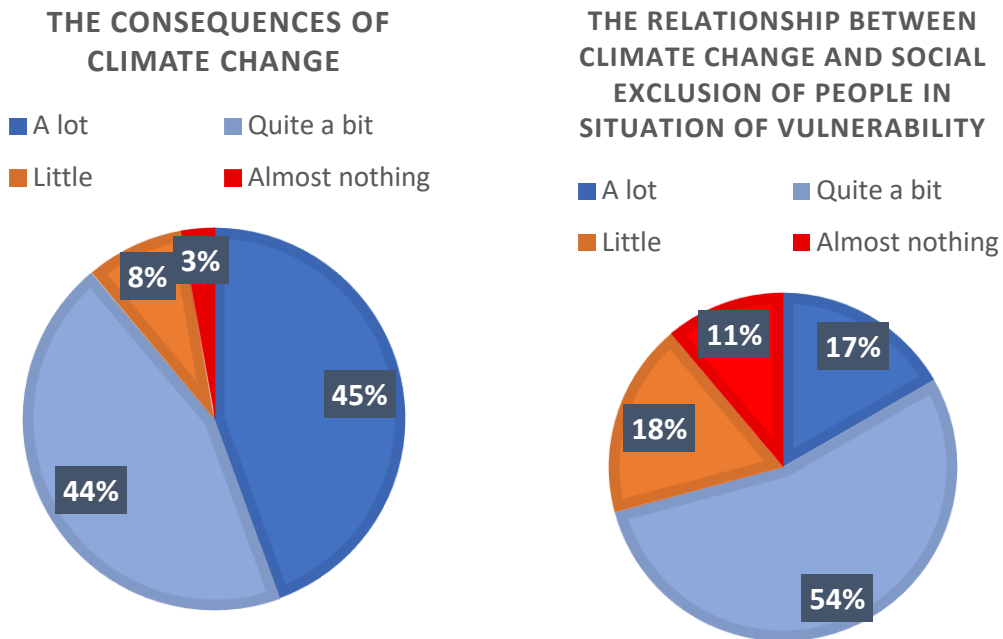
A total of **72 students responded** to the questionnaire. They were part of the **150 students from 14 to 17 years** old involved in the implementation of Cli-Mind Change in the schools. The answers of the students have been included in different graphs, which can be seen below.

Knowledge after participating in the project.

The first section of quantitative questions is about the knowledge acquired during the project regarding the topics presented. Regarding the question "After participating in the project, I know better the consequences of the Climate Change", **89% of the students responded that they are a lot or quite a bit more aware of the Climate Change consequences.**

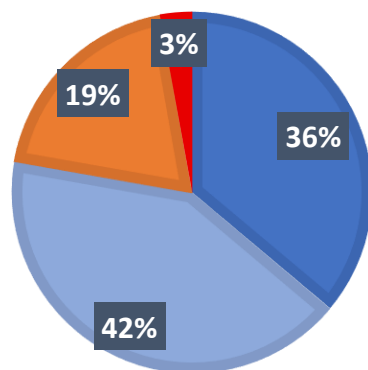
The question “[After participating in the project] I know better the relationship between climate change and social exclusion of people in risk of vulnerability”, 71% of the respondents declares know a lot or quite a lot more than before taking part of the project. Nevertheless, in this case, the percentage of **students that learnt a little or almost nothing regarding this issue ascends to the 29%, a number that shouldn’t be dismissed.**

About the **“Concrete actions students can take to protect the environment”**, **78% of the participants in the questionnaire respond to have learnt a lot or quite a bit after the project.**



CONCRETE ACTIONS I CAN TAKE TO PROTECT THE ENVIRONMENT

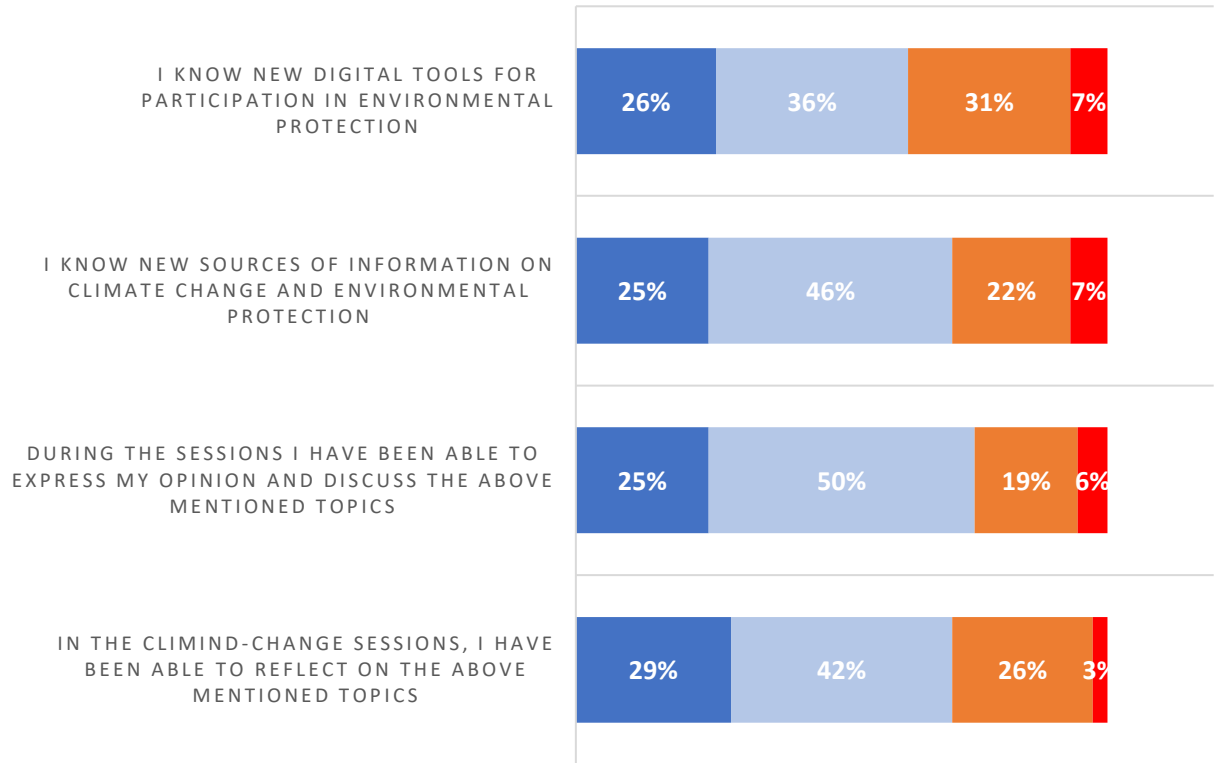
■ A lot ■ Quite a bit ■ Little ■ Almost nothing



About other items to consider have improved the knowledge of students after having participated in the project – generation of spaces of reflection, discussion, new digital tools, new sources of information – the responses of the participants are shown below:

AFTER PARTICIPATING IN THE PROJECT, I KNOW BETTER

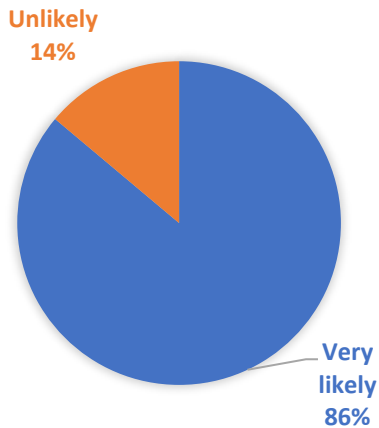
■ A lot ■ Quite a bit ■ Little ■ Almost nothing



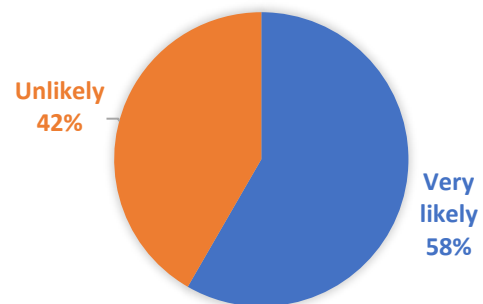
Willingness to actively participate in the protection of the Environment.

In the second block of quantitative questions revealed those actions in which students would be more likely to get involved, and those others in which they would be less inclined to participate. In the three following graphs, we show those activities in which students appear to be more interested after participating in the project:

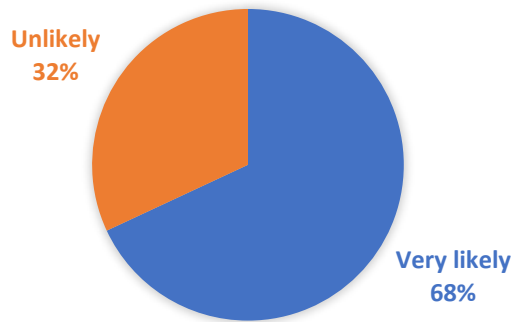
CONCRETE ACTIONS AT SCHOOL



CONCRETE ACTIONS IN THE NEIGHBOURHOOD



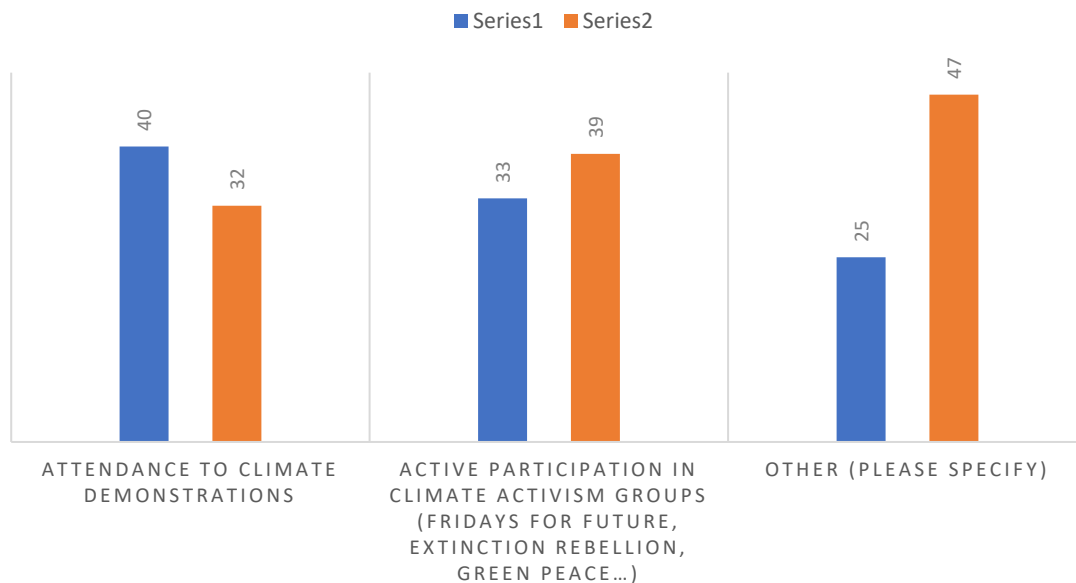
VOLUNTEERING RELATED TO THE ENVIRONMENT



Other activities in which students would be opened to participate are the ones that follow:

(Blue = Very likely // Orange = Unlikely)

AFTER PARTICIPATING IN THE PROJECT, I WOULD LIKE TO ACTIVELY PARTICIPATE IN SOME ACTIVITY RELATED TO THE PROTECTION OF THE ENVIRONMENT



Other activities that motivated the students to participate in the Environment protection are literally transcribed from the questionnaires (translated into English when needed), namely:

- *I would like to join the activation for environmental response "green patrol", founded in Vojvodina, Serbia. The goal of the "Green Patrol" is to bring together young experts - environmental protection students, artists, volunteers and environmental enthusiasts to act in a timely and efficient manner in case of pollution in the environment. This group currently*

has about twenty members and invites students from various faculties to join them. join, who are ready to put their knowledge and skills to the service of environmental protection.

- *Garbage collection, garbage collection in the beach*
- *Reduce, reuse and recycle*
- *Start teaching about how to take care of the environment to little kids at school.*
- *Avoid the use of plastic, look for alternative ways to fossil fuels, reduce the use of the car for travel.*
- *I would be highly interested in general climate change activism if my local community could form one and having previously attended some climate change demonstrations, I would like to attend more but I would like to organize mandatory classes for all schools and a group of professionals (along with high school students) to teach younger kids about climate change.*

Open questions

A final block of open questions focused more on the student's opinion after their participation in the project. The most relevant answers have been translated and transcribed below:

Question: What did the participation in the Climind-Change project mean to you?

- *It is very important to me because I believe that everyone should participate.*
- *It meant being able to learn more about climate change.*
- *I really enjoy this activity, so I encourage everyone to participate.*
- *I found the project interesting, and it helped me realize that we are not doing our best when it comes to climate change.*
- *It meant a new experience in my educational journey and new learnings beyond studies.*
- *It meant something new because I learned more about a very important topic for our planet.*
- *It meant a lot to me because I was contributing to the environment where I live.*
- *I liked participating in this project and it meant a lot to me because I like to learn more about the problems in our world.*
- *This participation showed me that we must empathize with the environment and respect it as it is.*
- *I think it brought awareness and made me more conscious of climate change. It also made me think about what I can do to help stop it.*
- *I think I'm more aware of the consequences of climate change, and I know what to do to help stop it.*
- *By participating in this project, I learned more about climate change and what I can do to help the planet.*
- *The participation in the project really meant a lot to me. I have learned many new (and useful things) about climate change and had fun working on the project with my group. I am very thankful I've been given an opportunity like this.*

Question: What did you like most about participating in the sessions of the Climind-Change?

- *I enjoyed the possibility of showing creativity in an educational way.*
- *I really enjoy participating in challenges like that, and it was a very fun and creative way to express my thoughts.*

- *I liked the extraordinary information about the ways in which we can help and mitigate the presence of climate change, and that those ways can even be quite interesting. I also enjoyed the social interaction between my friends and me because together we created something ecologically valuable and useful while also doing a good thing as a team.*
- *I liked the meeting and the way the woman presented the information.*
- *Creating recycled toys.*
- *Working on creativity and originality to help the environment.*
- *The exchange of ideas between groups made me understand others' perspectives.*
- *Sharing my opinion with other colleagues.*
- *I really liked the theme we talked about and creating slogans with drawings.*
- *I liked writing the slogans and being aware of what our planet is going through.*
- *Creating a project involving climate change.*
- *Doing the projects.*
- *There are many things I liked, but if I could single out one, it would be the amount of knowledge I've accumulated in the past few months about climate change and its dangers. I already knew a lot about climate change, but the new information I've learned will definitely stay in my mind.*

Question: What did you do before and what would you do from now on to contribute to the protection of the Environment?

- *I am still figuring this one out.*
- *In general, I didn't do anything bad before. I understand how important it is to protect the environment so that the next generations live in a clean environment. I recycled bottles and used public transport. From now on, I would plant plants and use less plastic. Like I did in the past, I would like to continue in the future to help as much as possible to save our environment. I think I would definitely pay more attention to littering, and if I'm not someone who pollutes the environment too much, I'd think twice the next time I throw a plastic bottle or some plastic wrap on the street. I also noticed that I pay more attention when I buy cosmetic products, making sure their packaging is biodegradable and recyclable. Like many movements, the climate change movement awakened an interest in similar movements in me, and I became more interested in veganism and animal protection. I am slowly moving towards becoming a complete vegan, but I have already discarded products that are not approved by the organization "PETA," which fights against chemical testing on animals. For me, these two movements are closely related, and I'm glad I became aware of some things because of them. I am doing what I can every day.*
- *Not littering and trying not to use the car as much.*
- *For example, I collected bottle caps.*
- *More recycling, walking more and using less polluting transportation.*
- *I would be more careful with waste.*
- *Before, I already recycled, but now with more information, it helps me recycle better.*
- *I recycled before, and now I do the same and alert people to respect the planet and reduce things that are bad for the environment.*

- *Today I like recycling more. I always end up reusing materials, and I like that. I always try to separate plastic trash from paper trash, for example. I try to keep a generally clean environment and participate in demonstrations surrounding climate and nature. I always try to walk as much as I can, and these are all the things I will continue doing. I would like to attend conferences about climate change and environmental protection and learn more about it.*
- *Before, I didn't do anything, but now I'm going to participate to improve the environment.*
- *Before, I recycled and tried to support local shops and save energy. Now I still do the same.*

Question: How would you encourage other friends to participate in the protection of the Environment?

- *I would explain to my friends that we will make the world a better place if we try to protect our environment. I would tell them that they will meet more people, travel more, and learn more things. I would explain it to them in a creative way. I would also advise them to start with the little things, to find something interesting for them in all of this, so that they would change their attitude about climate change being boring information and realize it is a serious consequence for our entire population. If we don't unite and take action, maybe our grandchildren won't experience snowy winters, Venice in Italy will become a historical city only in memory, and the Antarctic will become a forest with a sea that was once inhabited by polar bears and penguins, which by then will have largely died out. That's why each of us should start with small things that will become a habit over time and that we will improve and enrich with new habits over time, thus spreading awareness to many people who will be happy to join the organization.*
- *I would encourage them by asking them to think about the future of their children.*
- *Picking up trash from the ground when we pass by on the street (occasionally).*
- *Encouraging them to recycle.*
- *Encouraging them for a better future, advising and introducing them to the various advantages.*
- *Through some games that would help promote this topic.*
- *Showing them that they also live in this world and that in a few years they won't be able to breathe and live in this world if things continue like this.*
- *Going vegan.*
- *I would encourage them by saying that the planet is our home, and if we don't act now, our children and grandchildren will suffer from the world we are "creating."*
- *I would explain what our world is going through and what we should do to stop it, emphasizing that this project is fun.*
- *I would show them pictures of the world and the damage that is being done.*
- *I would always mention the benefits of learning new things. Even if you think you know a lot about protecting the environment and climate change, you can never know enough. During this project, you learn a lot of new things and participate in new and fun challenges, so it's a mix of fun and learning.*

CONCLUSIONS AND RECOMMENDATIONS

Through the elaboration of this report, the consortium could collect teachers' and students' feedback, impressions and overall impact of the project Cli-Mind Change in the educative centres in which it was implemented. This report is based on the responses of the questionnaires delivered in the three participant schools: Agrupamento de Escolas João da Rosa (Portugal), Gimnazija Branko Radievi (Serbia) and Colegio Concertado Obispo Pont (Spain). 72 students and 4 teachers answered the questionnaire.

During the implementation of the project, the expert organizations, together with the schools, shared with the students' multiple materials related to climate change and environmental protection. These materials deepened in the knowledge and facilitated the reflection of both teachers and students.

Despite teachers were aware of the information given during the project, they could enrich the pedagogical methods to raise awareness among their students. In this sense, they declare their willingness to include in their lessons new approaches such as the Wonderbox, that they got the opportunity to know during the implementation of the project.

Another remarkable aspect is that Cli-mind Change has been the first Erasmus+ experience that the schools have participated in. The respondent teachers insist in the positive impact of this experience, declaring to be willing to participate in more Erasmus+ projects. Some of them are already working in upcoming calls.

On behalf of the participant students, 89% of the participants declare to be more aware of climate change consequences after their participation in the project. Nevertheless, the link between climate change and social inclusion appears to be an issue that needs to be more deeply discussed, both between teachers and students.

The participation on the project encouraged the students to take part in further actions regarding climate protection. Following this, most of the students declared to be interested in taking part in further actions related to climate protection, showing special interest in concrete actions at school, in their neighbourhoods, and volunteering in organizations related to the environment.

Recommendations

It is clear that the climate crisis has become a central topic in the public debate in the last years, due to the emergency and the awareness among the population. Nevertheless, it is a topic that needs to continue being discussed. The actions to tackle climate change among students many times are interiorised and focused at an individual level (reduce the individual consumption of plastics, reduce, reuse and recycle, use more the collective transportation or the bike instead of the car...). Having in mind that students and youngsters are aware of those measures, it'd be needed to insist in the importance of promoting collective actions and policies than have a major impact in communities, with a bigger scope than the individual level.

On the other hand, considering the multiple problems derived from the climate crisis: droughts and water scarcity, extreme weather events, food security, economic inequity and social disruption, it is necessary at all levels to raise awareness and provide more information to the population in general about the important consequences of climate change in the social sphere. This means being aware of the risks that the climate crisis implies for those in more risk of vulnerability, exploring and implementing policies and measures of social protection to face the present and future problems in terms of social inclusion linked to the current and upcoming climate and environmental conditions, that differently affects people in the different regions of the world, but eventually, affect us all as part of a global, connected humanity.