Co-funded by the European Union

Erasmus+
Enriching lives, opening minds.

AGENZIA NAZIONALE ERASMUS+ INDIRE

The EcoMystery Project:

Interactive Escape Rooms for Climate Crisis Awareness and Civic Engagement in School Education

WP2

National Survey Greece

Project partners

SOCIAL NEBULA

COMENIUS UNIVERSITY BRATISLAVA

Bluechain

AGRUPAMENTO DE ESCOLAS DR. CORREIA MATEUS

ecomystery.eu EcoMystery @ecomystery

The EcoMystery Project: Interactive Escape Rooms for Climate Crisis Awareness and Civic Engagement in School Education

(2024-1-IT02-KA220-SCH-000248873)

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Erasmus+ National Agency INDIRE. Neither the European Union nor the administering body can be held responsible for them.

Creative Commons License

This national report was produced and prepared by:

***Social Nebula** (EL)– Panagiota Digkoglou, Emmanouil Apostolidis*

***Bluechain** (EL)– Sofia Vlachou, Hariklia Sfouni, Dimitrios Sfounis, Dimitrios Kolovos*

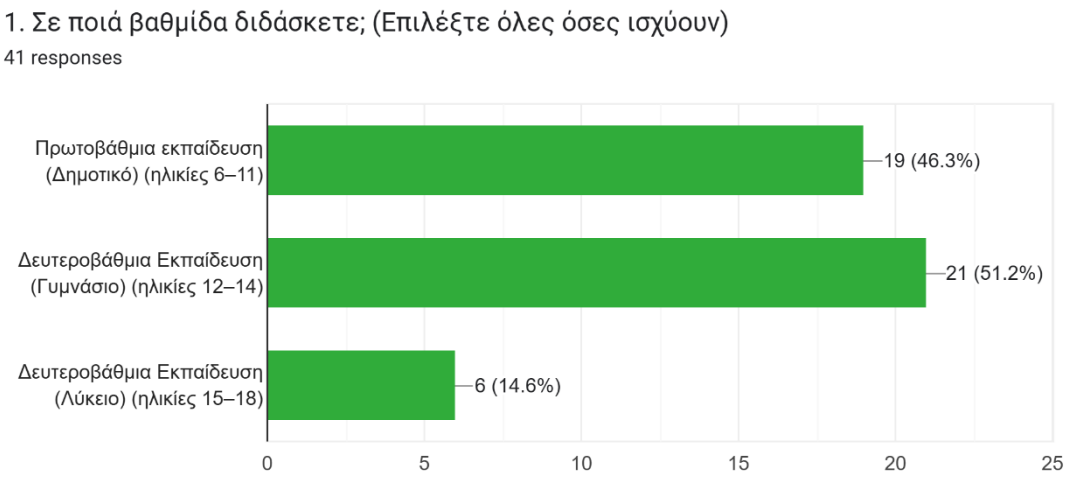
Table of Contents

Greece's National Survey

1. Teachers' Findings

General Information

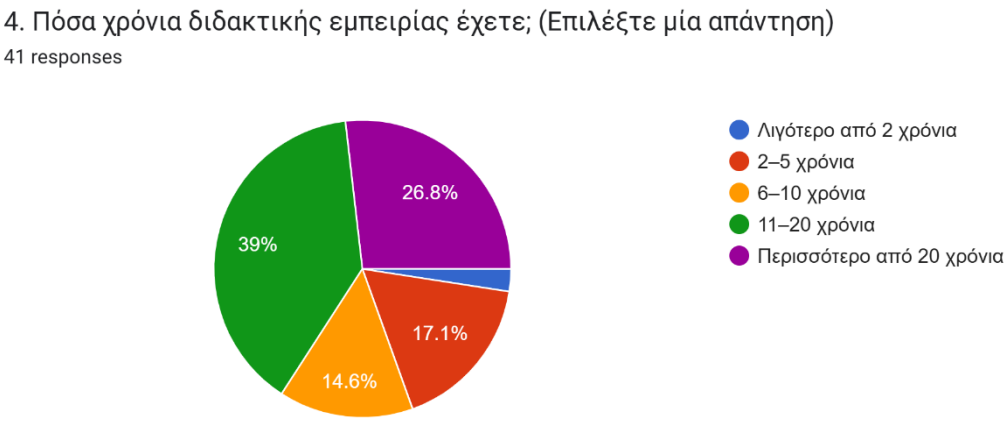
A total of 41 teachers participated in the survey. 19 teachers stated that they teach in primary education (ages 6–11), 21 in lower secondary education (ages 12–14) and 6 in upper secondary education (ages 15–18). Several teachers work across multiple levels; notably, 5 teachers work in both middle school and high school. This distribution indicates strong representation of lower secondary education, closely followed by primary education. This allows the EcoMystery project to focus effectively on its target groups.



Teachers represent a wide range of subjects. The largest group consists of teachers of literature subjects, such as Ancient Greek, Modern Greek language and literature, and history. This group comprises 7 teachers. The second largest group consists of teachers of general primary education subjects, which are defined as 'all primary education subjects' or explicitly refer to combinations of primary education subjects. This group comprises 6 teachers. Other frequently represented subjects are mathematics (3 teachers), physical education (3 teachers), and natural sciences (physics, chemistry and biology) (4 teachers). 2 teachers responded regarding special

subjects such as Information and Communication Technologies and Foreign Languages (English and French). The remaining subjects include Music, Religious Education, Social and Political Education, as well as Special Educational Needs and Inclusion.

In addition, teachers have a wide range of experience in the classroom. The majority (16 teachers) have between 11 and 20 years' experience, followed by those with over 20 years' experience (11 teachers). 7 teachers have relatively little experience (2 to 5 years), while 6 teachers have 6 to 10 years of experience. Only 1 teacher reported having less than 2 years of teaching experience. This indicates a significant proportion of experienced teachers.



Awareness of Climate Change

Teachers were asked to rate the extent to which they consider specific climate change impacts to be relevant to their local area. Initially, teachers widely recognised extreme weather events, such as heatwaves, storms, droughts and floods, as important impacts of climate change in their region, as indicated by an average rating of 4.02 and a median value of 4. Frequent responses rating this category as 'very important' or 'extremely important' suggest that these events are widespread or particularly noticeable at the local level. This heightened perception likely stems from the direct and tangible consequences that these phenomena have on communities,

infrastructure and daily life. This underlines the urgent need for preparedness and effective response strategies in educational settings.

In contrast, the impact of rising sea levels, linked to the melting of polar ice caps, was considered to be less directly relevant to the local context of the respondents, with an average rating of 2.76 and a median rating of 3. The varied responses, including several low relevance ratings, suggest that this issue may seem geographically distant or less immediately visible than other impacts. However, the presence of 13 high relevance ratings (scores of 4 or 5) suggests local awareness, possibly in coastal areas.

Educators recognised ecosystem disruption, including biodiversity loss, species extinction and coral bleaching, to a moderate degree, giving it an average score of 3.17 and a median score of 3. Although responses varied, these moderate scores suggest awareness of these impacts, albeit with less immediate perception of urgency or personal relevance compared to extreme weather events and public health issues.

Meanwhile, agricultural challenges such as soil degradation, reduced crop productivity, a lack of water for irrigation and increased pest activity due to rising temperatures were considered particularly important by respondents, with an average score of 3.95 and a median score of 4. These results reflect significant concern, as agricultural productivity directly affects food availability, local economies and community livelihoods. The fact that 31 responses received the highest ratings (4 and 5) suggests that teachers may already recognise these challenges.

Teachers also strongly recognise the public health risks associated with climate change. These include increased vulnerability to heat-related illnesses among vulnerable populations and the spread of mosquito-borne diseases, such as malaria and dengue fever. There are also food security issues arising from water shortages. This is evidenced by the high average and median ratings of 4. The consistently high

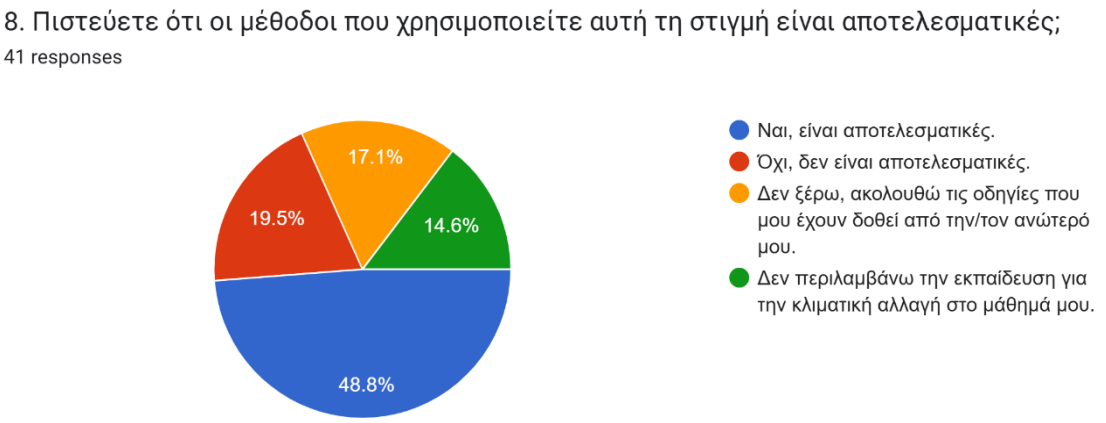
relevance scores indicate widespread recognition of the critical intersection between climate change and community wellbeing.

Integration of Sustainability in Teaching

An analysis of teachers' responses regarding their schools' compliance with national legislation and guidelines on integrating climate change education into the curriculum reveals varying levels of awareness and engagement. Specifically, 18 teachers (43.9%) stated that their school fully complies with national guidelines. Meanwhile, a significant proportion (13 teachers, 31.7%) acknowledged their school's compliance, yet expressed limited personal knowledge of the relevant legislation. Furthermore, a notable proportion of respondents (10 teachers, 24.4%) explicitly stated that they were unaware of whether their school adheres to these regulations.

Teachers use a variety of approaches to teach climate change, combining official guidelines with their own methods. Around 14 teachers follow the school or national curriculum guidelines, while 11 teachers primarily use their own methods. Experiential learning, including group projects, games, and discussions, is a key method mentioned by at least 9 teachers. 5 teachers link their teaching to European or local environmental programmes, such as Erasmus+, while others use interdisciplinary approaches, integrating climate-related topics into subjects such as human rights or citizenship. Some noted that climate-related topics were not taught in a structured way.

Meanwhile, an analysis of teachers' views on the effectiveness of current methods of teaching climate change reveals that the majority (20 teachers, or 48%) believe their methods are effective. However, 8 teachers consider their methods to be ineffective, while 7 teachers stated that they simply follow their superiors' instructions and are unsure of the results. Furthermore, 6 teachers reported that they currently do not include climate change education in their lessons at all. Additionally, 6 teachers reported that they do not currently include climate change education in their lessons.

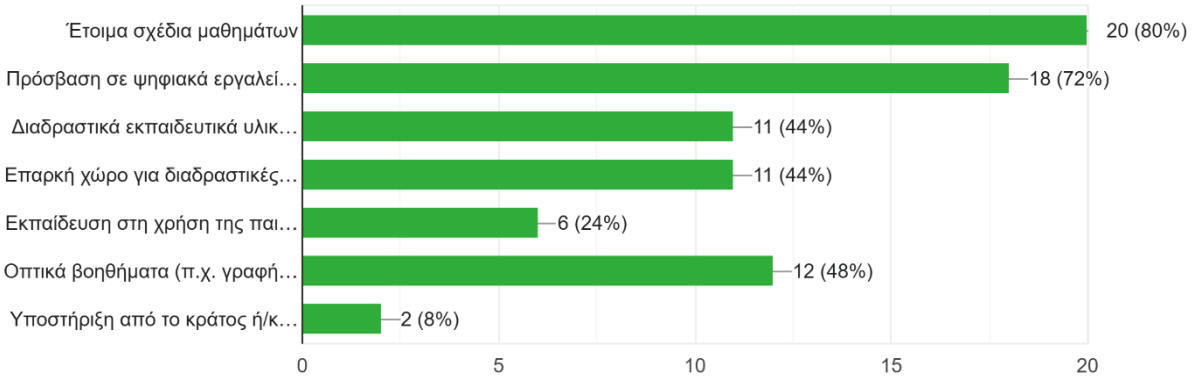


Analysis of teachers' responses regarding the availability and comprehensiveness of climate education resources reveals a mixed picture. The most common response (10 teachers, 24.4%) was that their schools provide a wide variety of comprehensive resources, including lesson plans and materials suitable for different types of learners. However, 8 teachers (19.5%) reported having some resources available, which are not fully comprehensive or adapted to all learning types and needs. Similarly, 9 teachers admitted that they were unsure about the existence of such resources, while another 9 (22%) noted that the available materials are limited and not specifically designed for students with learning difficulties or disabilities. Finally, 5 teachers (12.2%) clearly stated that their schools currently do not have resources for teaching climate education.

9. Στο σχολείο σας, διαθέτετε πόρους (υλικά, σχέδια μαθημάτων κλπ.) που βοηθούν στην Εκπαίδευση για το Κλίμα σε όλους τους τύπους μαθητών;
41 responses

The most frequently used resources for climate and environmental education are ready-made lesson plans and access to digital tools and platforms. These were mentioned by 20 and 18 teachers, respectively. These are followed by visual aids, such as diagrams and videos (mentioned by 12 teachers), and interactive teaching materials, such as experiments and workshops (mentioned by 11 teachers). Additionally, 11 teachers reported having sufficient space for interactive activities, and 6 teachers reported having received training in gamification techniques. Only 2 teachers emphasised that they received support from the state or institutions for social interaction.

10. Εάν απαντήσατε ναι στην προηγούμενη ερώτηση, ποιο είδος πόρων ή εργαλείων χρησιμοποιείτε αυτήν τη στιγμή για να διδάξετε ...ην κλιματική αλλαγή; (Επιλέξτε όλα όσα ισχύουν)
25 responses

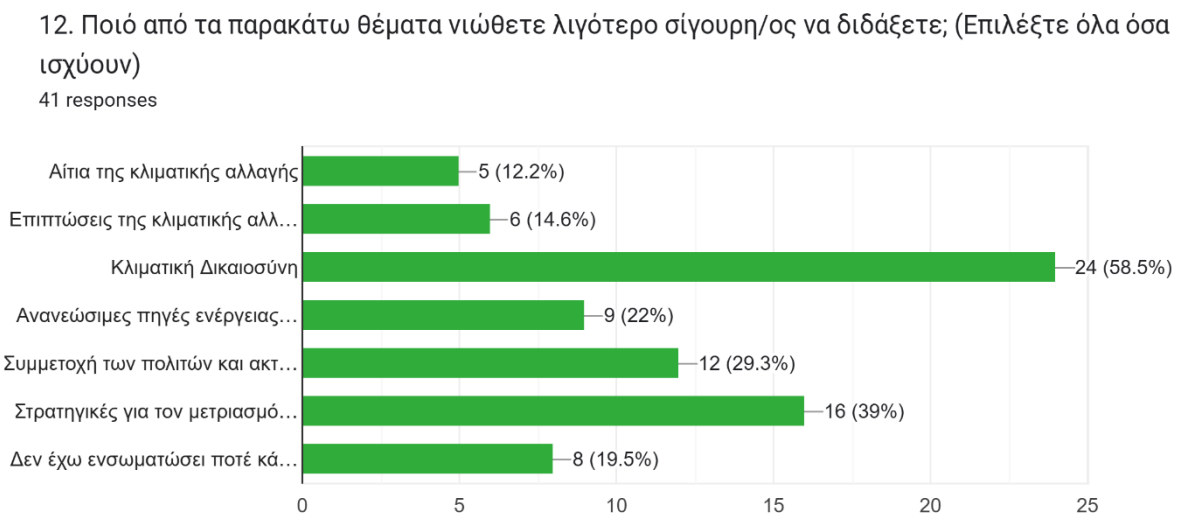


Challenges in Environmental Education

Responses to the question about familiarity with scientific theories of climate change suggest that teachers have a moderately strong knowledge base. The largest group (16 teachers, 39%) said they were somewhat familiar with the topic, meaning they understand the basics and can discuss it at a general level. Another 12 teachers (29.3%) said they were very familiar with the topic, and could explain concepts such as global warming or the carbon cycle in depth. Meanwhile, 9 teachers (22%) said they were only slightly familiar, and 4 teachers (9.8%) admitted to having no familiarity at all.

An analysis of the topics that teachers feel least confident about teaching reveals clear trends in areas where further support and training are needed. The most frequently cited topic was climate justice, selected by 24 teachers, suggesting that this concept is still perceived as complex or unfamiliar in a classroom setting. This was followed by climate change mitigation strategies (16 mentions) and citizen participation and climate activism (12 mentions). These are both areas that often require deeper interdisciplinary approaches and may lack sufficient training materials. 9 teachers identified topics such as renewable energy and sustainable technologies as challenging, while impacts on ecosystems (6 references) and causes of climate change (5 references) were mentioned less frequently, suggesting greater confidence or familiarity with the curriculum in these more established areas. Notably, 8 teachers

reported never including any of the reported topics in their teaching, suggesting broader gaps in curriculum integration.



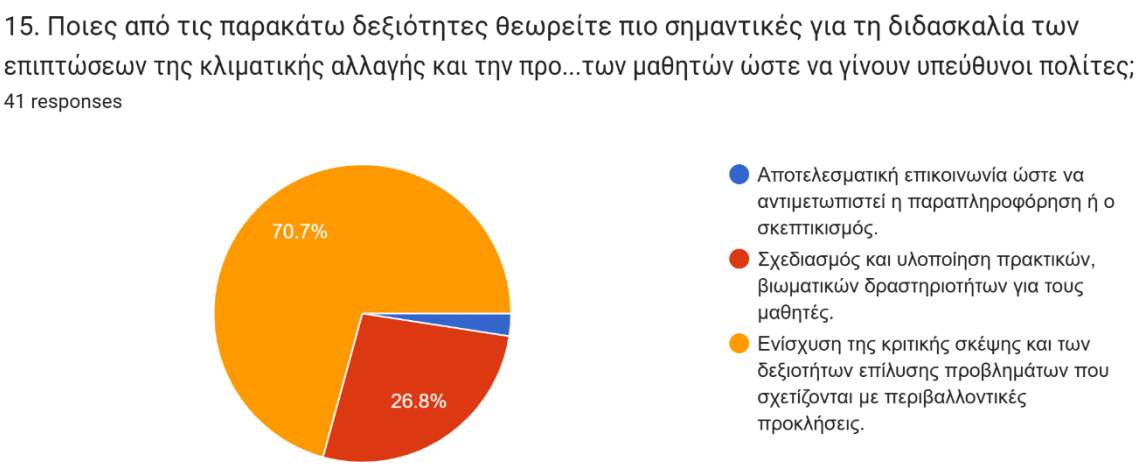
The next two questions highlight the themes that teachers consider important for teaching climate change impacts and their confidence levels in delivering these themes. The majority of respondents (24 teachers, or 28.5%) selected "Ethical and Cultural Aspects of Sustainability" as the most important knowledge area. This includes topics such as environmental responsibility, habitat preservation, equity for vulnerable communities, and intercultural collaboration. A smaller, yet still notable, group of 10 teachers (24.4%) emphasized the importance of understanding the social and economic impacts of climate change. Only 4 teachers (9.8%) focused on scientific theories, and just 2 teachers (4.9%) focused on global and local solutions. 1 respondent selected "All of the above", indicating support for an integrated approach.

Although most teachers recognised the importance of these themes, 28 teachers (68.3%) stated that they did not feel confident teaching them and needed more training and knowledge. Only 13 respondents (31.7%) reported feeling confident.

13. Ποιές από τις ακόλουθες θεματικές γνώσεων θεωρείτε ότι είναι πιο σημαντικές για τη διδασκαλία των επιπτώσεων της κλιματικής αλλαγής στους μαθητές;
41 responses

14. Αισθάνεστε σίγουρη/ος να διδάξετε τις θεματικές που επιλέξατε στην προηγούμενη ερώτηση;
41 responses

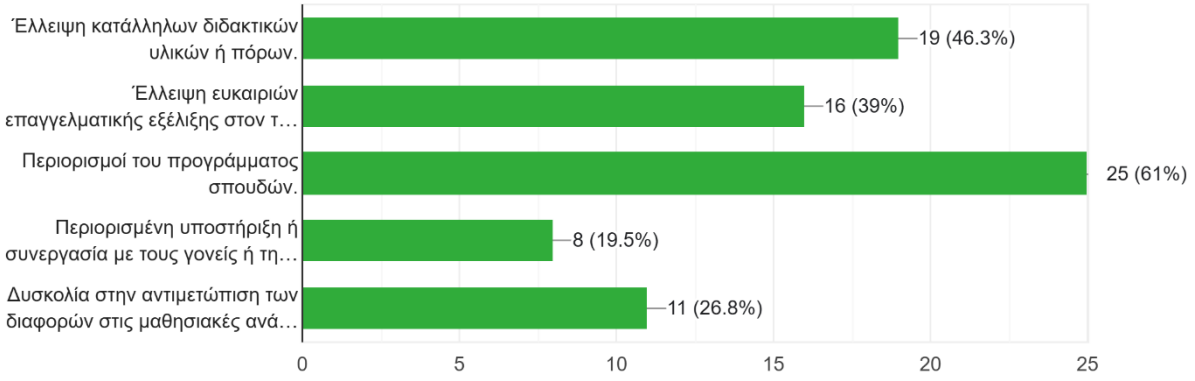
In response to the question 'Which skills do you consider most important for teaching the impacts of climate change and preparing students to become responsible citizens?', the vast majority of teachers (70.7%) selected critical thinking and environmental problem-solving as the top priority. Eleven teachers (26.8%) emphasised the importance of practical, experiential learning, while only one mentioned the need for effective communication to address misinformation.



Teachers highlighted several key areas in which they felt less equipped to teach about climate change. The most frequently mentioned gap was in general theoretical understanding (e.g. the causes, impacts and strategies of climate change), cited by 7 teachers. This was followed by designing and implementing practical or experiential activities (6 teachers) and familiarity with scientific theories or current data (5 teachers). 4 teachers mentioned skills related to critical thinking and problem-solving, addressing misinformation, and linking theory with practice. Digital tools and self-declared preparedness were each cited by 3 teachers, while collaboration with local stakeholders was the least frequently mentioned area, cited by 2 teachers.

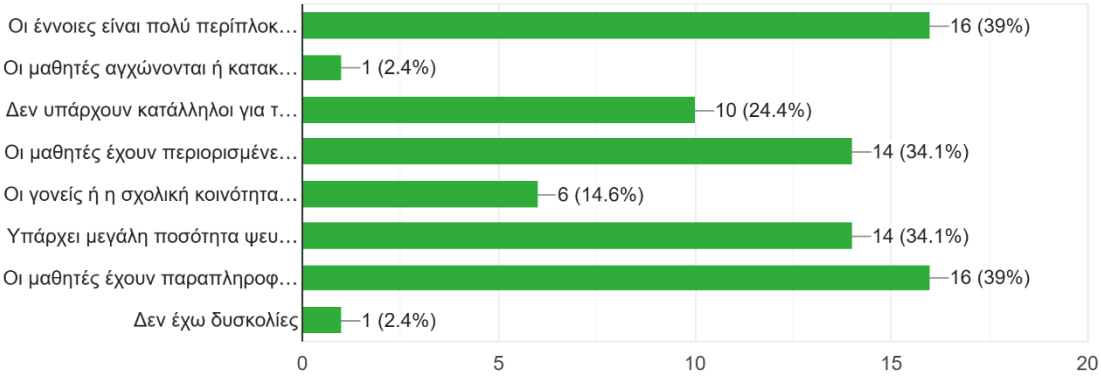
Teachers also reported several key difficulties when integrating climate change topics into their curriculum. The most common issue was constraints on the curriculum, mentioned in 25 responses. This was followed by a lack of appropriate teaching materials or resources, mentioned in 19 responses. Additionally, 16 responses pointed to a lack of professional development opportunities in climate education. 11 responses mentioned challenges related to addressing diverse learning needs, and 8 responses reported limited support or collaboration with parents and the wider community.

18. Εάν διδάσκετε θέματα που σχετίζονται με την κλιματική αλλαγή στο εκπαιδευτικό σας πρόγραμμα, ποιες είναι οι κύριες δυσκολίες που αντιμετωπίζετε; (Επιλέξτε όλες όσες ισχύουν)
41 responses



Teachers face several recurring difficulties when teaching about climate change. The most commonly reported issues were student misinformation due to fake news or unreliable sources, cited by 16 respondents, and climate-related concepts being hard to simplify due to their complexity, cited also by 16 respondents. 14 respondents mentioned students' limited prior knowledge making comprehension challenging and expressed concern about overexposure to misleading media content. 10 respondents cited a lack of age-appropriate or engaging teaching resources. Resistance to climate education from parents or the community appeared less frequently (6 responses), with only 1 teacher reporting emotional distress in students and another reporting no difficulties at all.

19. Ποιες δυσκολίες αντιμετωπίζετε όταν διδάσκετε θέματα σχετικά με το κλίμα;
41 responses

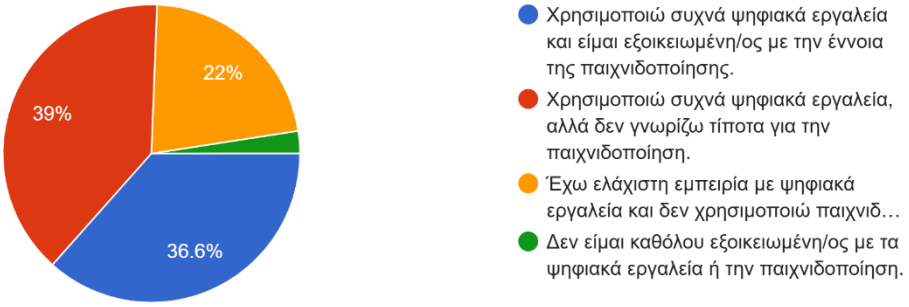


Professional Development Needs

Teachers were asked how important they think it is for tackling climate change that students develop the following skills. Problem-solving skills were rated as highly important, with an average score of 4.59. A significant majority of respondents (68.3%) gave this skill the maximum score of 5, highlighting its perceived importance in enabling students to tackle the complexities of climate change. The few lower ratings (2 and 3) suggest slight divergence, possibly due to differences in subject focus or confidence in teaching problem-based approaches. Critical thinking skills were overwhelmingly identified as the most important, with an exceptional average of 4.85 and nearly all respondents (90.2%) assigning a score of 5. Collaboration and teamwork also ranked high in importance, with an average of 4.56. Most participants (around 80%) gave scores of 4 or 5, indicating strong agreement that climate change, being a global and collective issue, demands cooperative learning and shared responsibility. Digital skills received a more moderate score of 3.83 on average, with responses spread more evenly across the scale. While many teachers still rated them as highly important (scores of 4 or 5 – 61%), a significant proportion gave lower ratings (2 or 3 – 39%), suggesting some ambivalence. This variance could be due to differing levels of digital confidence, the perceived relevance of digital skills in non-technical subjects, or limited access to digital tools in certain educational settings. Civic engagement received an average rating of 4.39, with most respondents selecting 4 or 5 (87.8%). This suggests that teachers recognise the importance of student empowerment and democratic participation in addressing environmental issues.

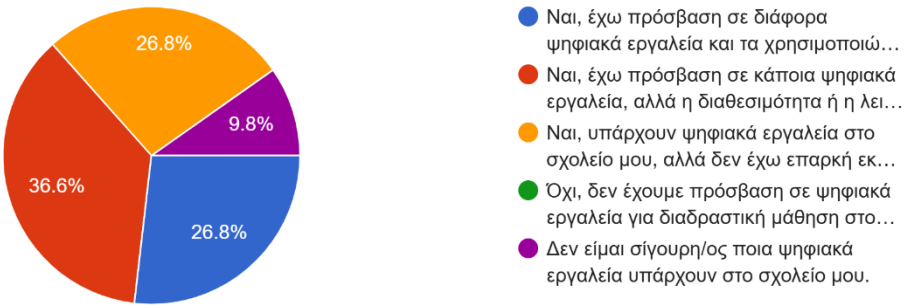
When asked about their familiarity with digital tools and gamification, most teachers reported using digital tools frequently, yet many remain unfamiliar with gamification. Specifically, while 75.6% of participants regularly use digital tools, only 36.6% are familiar with gamification, highlighting a notable gap in the integration of playful learning strategies into their practice.

21. Πόσο εξοικειωμένη/ος είστε με τα ψηφιακά εργαλεία και την έννοια της παιχνιδοποίησης (gamification);
41 responses



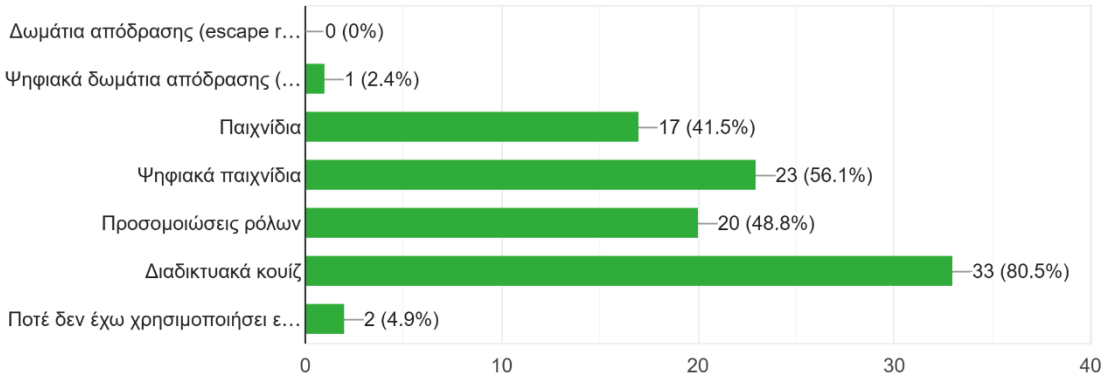
When asked about access to digital tools for creating interactive learning experiences, the responses provided a mixed picture. While 26.8% of teachers said they regularly and effectively use a variety of digital tools, the majority (63.4%) reported limitations due to either poor functionality or a lack of training and support. Furthermore, approximately 9.8% were uncertain about the digital tools available at their school.

22. Έχετε πρόσβαση σε ψηφιακά εργαλεία στο σχολείο σας για τη δημιουργία/χρήση διαδραστικών μαθησιακών εμπειριών;
41 responses



When asked about their experience with gamified teaching tools, the majority of teachers reported using online quizzes (33), followed by digital games (23), role-playing simulations (20), and traditional games (17). Only 1 responder has explored digital escape rooms.

23. Ποιά από τα παρακάτω εργαλεία διδασκαλίας με παιχνιδοποίηση (gamification) έχετε χρησιμοποιήσει ή με ποιά είστε εξοικειωμένοι; (Επιλέξτε όλα όσα ισχύουν)
41 responses



In terms of the frequency with which gamification tools are used, most teachers appear to use them occasionally. Specifically, 53.7% reported using such tools a few times per school year, 26.8% said they use them monthly and 7.3% reported using them weekly. Conversely, 12.2% stated that they never use them.

24. Πόσο συχνά χρησιμοποιείτε αυτά τα εργαλεία διδασκαλίας με παιγνιοποίηση (gamification);
41 responses

In response to the question about the most important improvements to the approach to climate education in schools, participants clearly favoured certain areas of action. The most frequently prioritised need was increased teacher training and professional development in climate education. A significant majority ranked this among the top improvements, indicating a strong recognition that teachers must feel confident and well-prepared to teach climate-related topics effectively. Allocating more time and

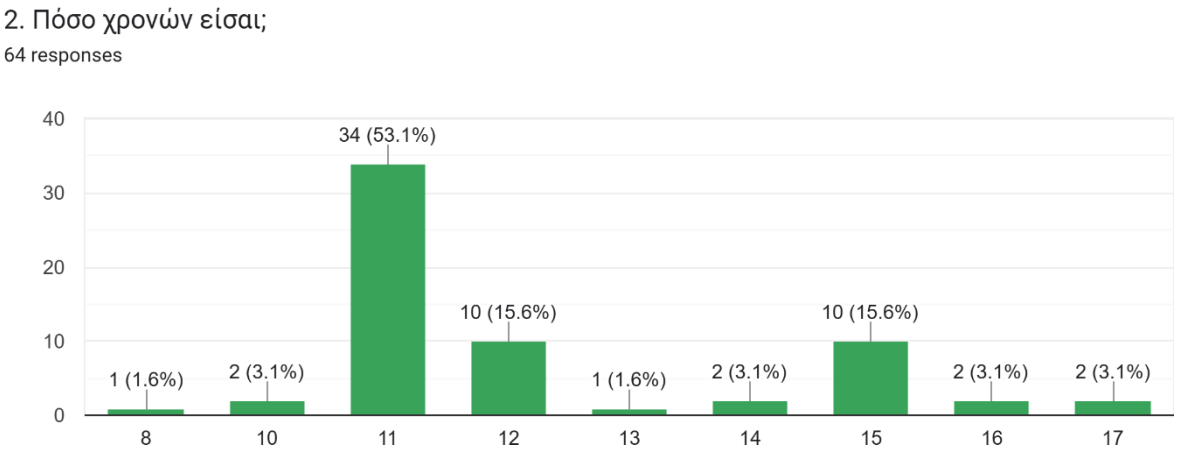
resources to climate education within the school curriculum was also highly valued. Many participants considered this essential, reflecting a desire to move beyond surface-level engagement and ensure the topic receives the depth and continuity it deserves. Many considered integrating interdisciplinary approaches, such as linking climate topics with science, social studies or citizenship education, important, though there was slightly more variation in rankings for this. This may suggest some uncertainty about how such approaches could be implemented in practice. Finally, enhancing collaboration with external experts and organisations was considered beneficial, particularly for bringing real-world relevance into the classroom. However, this received slightly more moderate support, possibly due to perceived barriers in access or implementation.

Finally, in response to the question about how climate education could be improved in schools, teachers highlighted several key areas for change. Most notably, they emphasised the need for more time and structured space in the curriculum to meaningfully address climate-related issues. They also emphasised the importance of better teacher training and access to appropriate educational resources. Many teachers suggested interdisciplinary and hands-on approaches to encourage collaboration across subjects and establish real-world connections. Other proposals included greener school infrastructure and greater involvement of the local community and external experts, with the aim of making climate education more impactful and engaging.

2. Students' Findings

General Information

A total of 64 students responded to the questionnaire. The majority (73.4%) are between 8 and 12 years old. The remaining 18 students (26.6%) are aged between 13 and 17. These results show that the responses mainly reflect the views of upper primary school students.



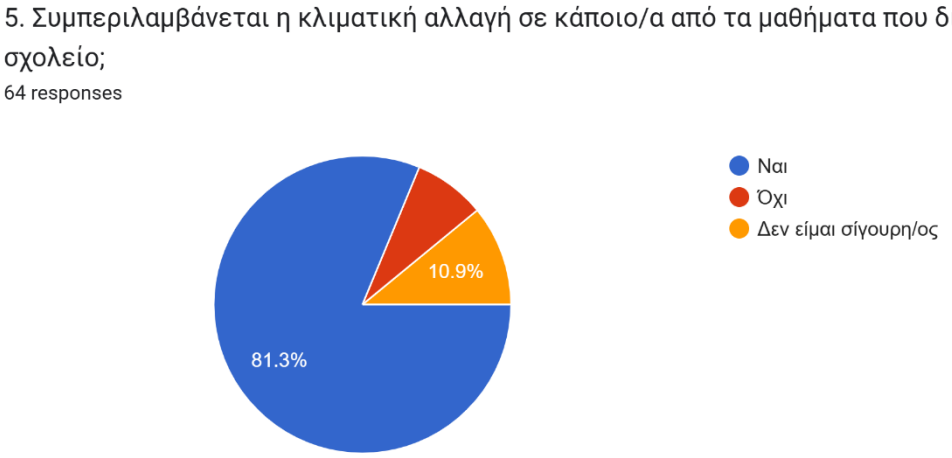
Awareness of Climate Change

In response to the question about students' understanding of climate change, most demonstrated basic awareness. Around 60% defined it as a change in weather patterns or climate over time, using phrases such as 'the climate is constantly changing'. Around 20% of responses specifically referred to global warming or an increase in temperature, describing the Earth as 'getting hotter' or 'the temperature changing'. A smaller proportion of students (around 10%) showed a more advanced understanding by linking climate change to human actions such as pollution or industrial activity. Meanwhile, another 10% of responses reflected limited knowledge, with vague or irrelevant answers such as 'sun', 'cold', or 'I don't know'.

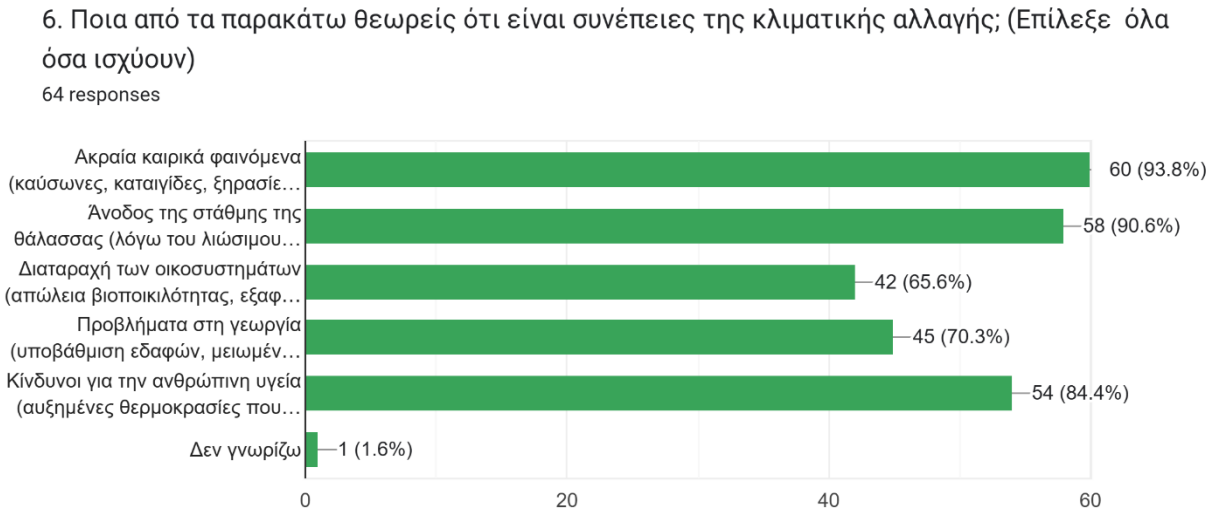
School-based Climate Education

In response to the question of whether climate change is addressed in school lessons, a strong majority of 52 students (81.3%) answered 'Yes', indicating that the topic is

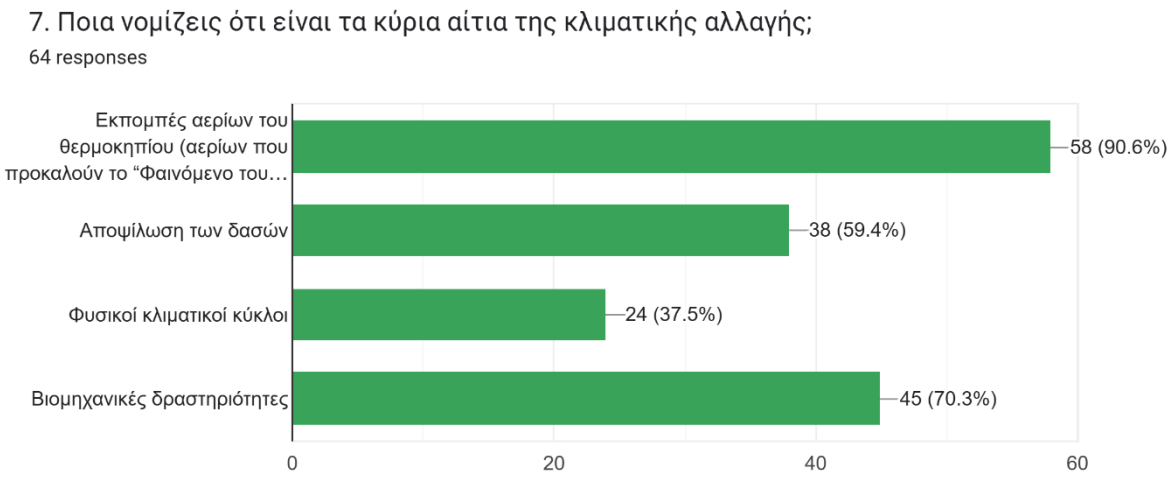
included in at least one subject at school. Meanwhile, 5 students (7.8%) responded 'No', suggesting that, in their experience, climate change is not covered. The remaining 7 students (10.9%) were unsure, reflecting a lack of clarity or awareness regarding whether the subject is explicitly discussed.



When asked about the consequences of climate change, the results showed that most participants had a strong understanding of them. The most frequently selected consequences were extreme weather events (93.8%) and sea level rise (90.6%), followed by risks to human health (84.4%) and problems in agriculture (70.3%). Ecosystem disruption was chosen by 65.6% of respondents, suggesting slightly lower awareness of the impact on biodiversity.

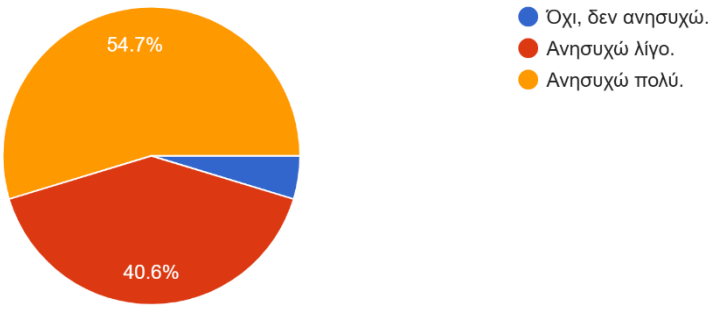


When asked about the main causes of climate change, the vast majority of students (90.6%) identified greenhouse gas emissions as a key driver, followed by industrial activities (70.3%) and deforestation (59.4%). In contrast, a smaller proportion of students (37.5%) attributed it to natural climate cycles. These results suggest a solid awareness of anthropogenic causes, but highlight the need for more clarity in climate change discussions about the distinction between human-made and natural factors.



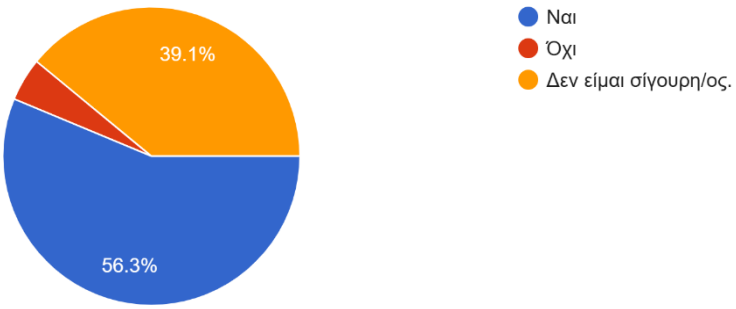
Regarding the question about concern over climate change, the majority of students (54.7%) stated they are very concerned, while 40.6% expressed moderate concern. Only a small minority (4.7%) reported not being concerned at all.

8. Ανησυχείς για την κλιματική αλλαγή;
64 responses



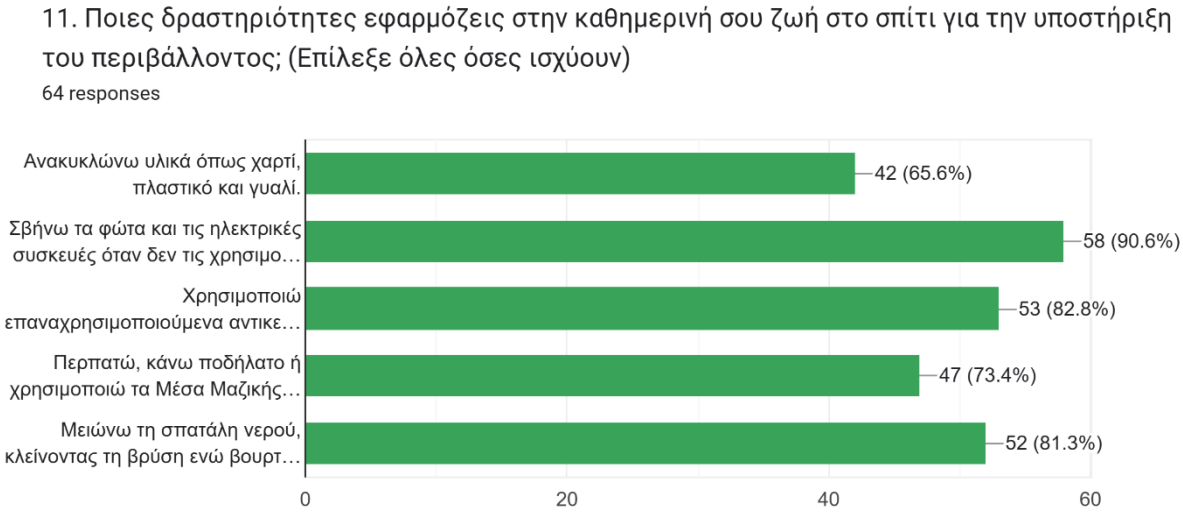
When asked whether they believe their actions contribute to addressing climate change, the majority of students (56.3%) responded positively. A significant proportion (39.1%) said they were not sure, while just 4.6% answered negatively. While these results indicate a generally positive attitude towards personal responsibility, they also highlight the need to strengthen students' confidence and awareness of their potential impact.

9. Πιστεύεις ότι με τις πράξεις σου συμβάλλεις στην αντιμετώπιση της κλιματικής αλλαγής;
64 responses



In response to the question about participation in organised environmental activities within the community, the majority of students (54) reported taking part in school recycling campaigns, with 48 students having participated in tree planting or greening projects. Clean-up activities in public spaces were also popular, with 38 of respondents reporting participation in such activities. 30 students attended awareness-raising events or workshops.

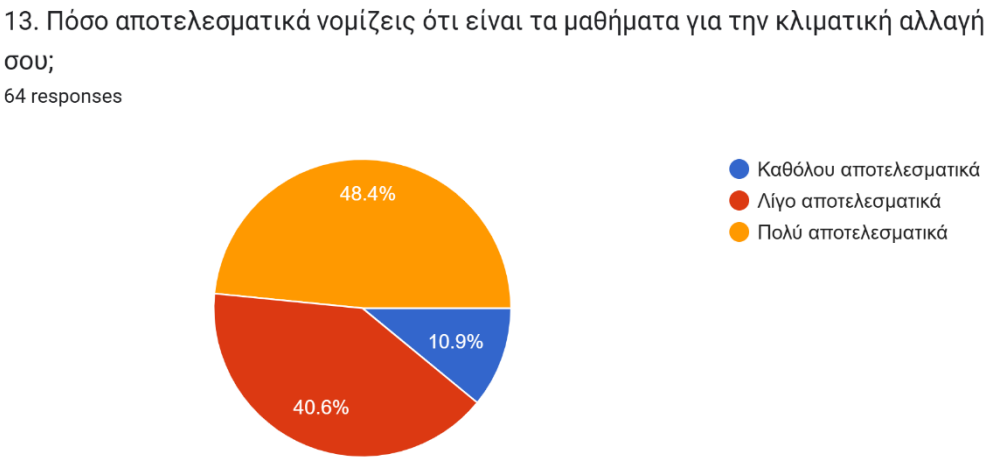
When asked about their daily eco-friendly habits at home, most students (58) said that they switch off lights and electrical devices when they are not in use. Many also reuse items (53) and reduce water waste (52). Furthermore, 47 students opt for eco-friendly transport options such as walking, cycling, or using public transport, while 42 students recycle materials such as paper, plastic, and glass.



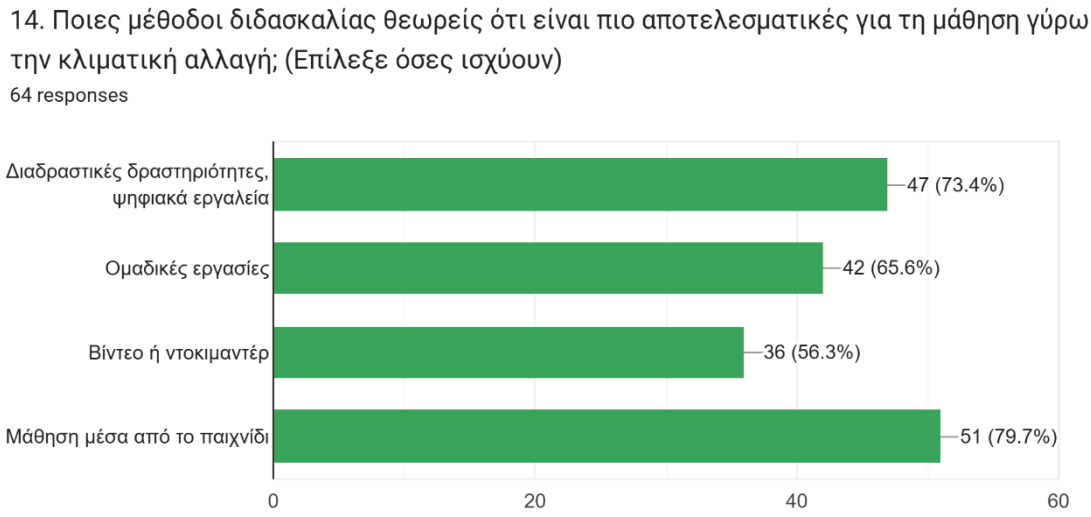
In response to the question of which school subjects address climate change, Geography and Physics were the most frequently mentioned, often alongside Social and Political Education and Modern Greek Language. A notable proportion of students also referred to subjects such as biology, home economics and skills labs. Many

respondents mentioned a combination of 'Study of the Environment – Geography – Skills Labs'.

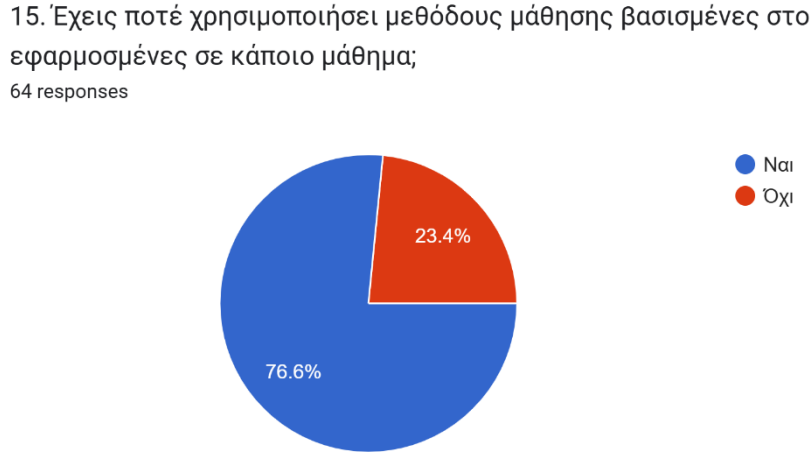
When asked how well they thought school lessons on climate change were working, most of the students (48.4%) said they were ‘very effective’, which suggests that they were quite happy with them. However, a significant proportion (40.6%) found them only 'slightly effective', while a smaller group (10.9%) considered them 'not effective at all'.



Regarding which teaching methods are considered most effective for learning about climate change, game-based learning was selected by the majority of students (51), with the strong appeal of playful, experiential approaches being highlighted. This was followed by interactive activities using digital tools (47) and group work (42), indicating a preference for collaborative and engaging formats. Videos or documentaries were also popular, since 36 students chose this option, though it was ranked slightly lower.

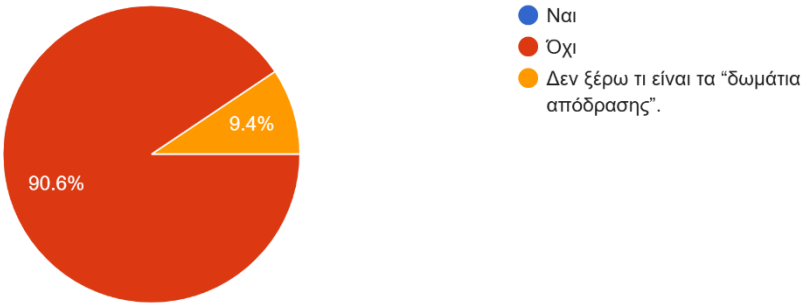


In response to whether students have ever used game-based learning methods in school, a significant majority (76.6%) answered "Yes", indicating that playful educational approaches are already widely applied in classrooms.



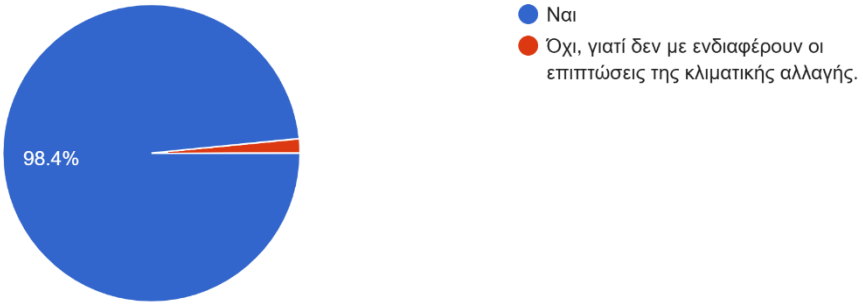
However, when asked if they had ever used escape rooms as a learning method at school, 90.6% of students answered 'No', while 9.4% said they were unfamiliar with escape rooms. Notably, none of the respondents indicated that they had used them in class, which highlights a significant gap in the integration of this innovative, game-based educational tool into the school curriculum.

16. Έχεις χρησιμοποιήσει ποτέ δωμάτια απόδρασης (escape rooms) στο σχολείο σου;
64 responses



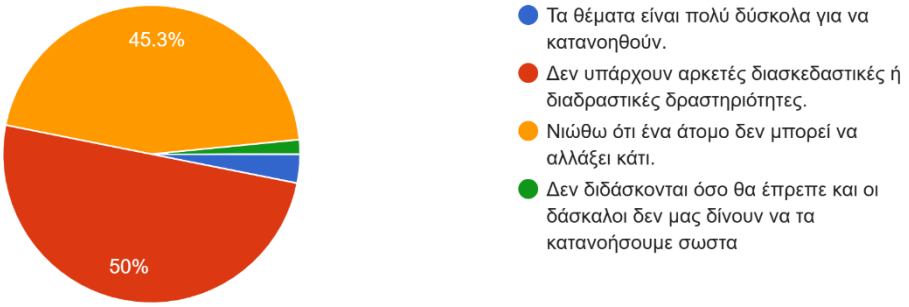
When asked if they would like to learn more about climate change through game-based learning methods, an overwhelming 98.4% of students answered 'Yes', demonstrating a strong interest in this approach. These results highlight the potential of gamification as an effective educational tool for engaging students with environmental issues.

17. Θα ήθελες να μάθεις περισσότερα για την κλιματική αλλαγή αν διδασκόταν μέσω μεθόδων βασισμένων στο παιχνίδι;
64 responses



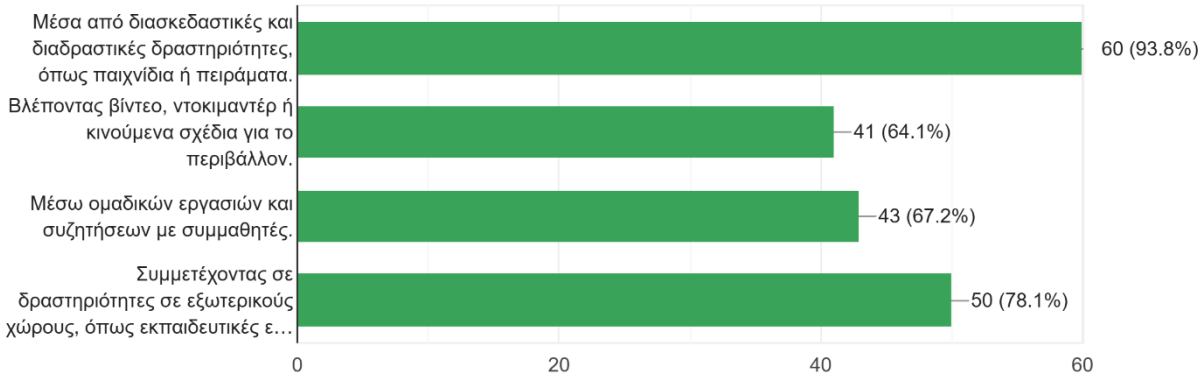
In terms of the difficulties students encounter when trying to understand or engage with climate change education, half of the respondents (50%) said that there aren't enough interactive or engaging activities. Another 45.3% reported feeling helpless, believing that they cannot make a difference. Only a small proportion mentioned issues such as the complexity of the topics (3.1%) or a lack of teaching support (1.6%). These results highlight the need for more experiential and empowering learning methods in climate education.

18. Ποιες προκλήσεις αντιμετωπίζεις στην κατανόηση ή την ενασχόληση με την εκπαίδευση για την κλιματική αλλαγή;
64 responses



Finally, when asked about their preferred method of learning about climate change at school, the vast majority of students (60) said they would prefer fun, interactive activities, such as games and experiments. Outdoor activities were the second most popular choice, with 50 students favouring hands-on learning in external environments. Group work and peer discussions were favoured by 43 students, while 41 students opted for audiovisual content such as videos and documentaries. These preferences highlight a strong inclination towards experiential, participatory and multimodal learning approaches.

19. Ποιες μεθόδους θα προτιμούσες για να μάθεις για την κλιματική αλλαγή στο σχολείο σου; (Επίλεξε όσες ισχύουν)
64 responses

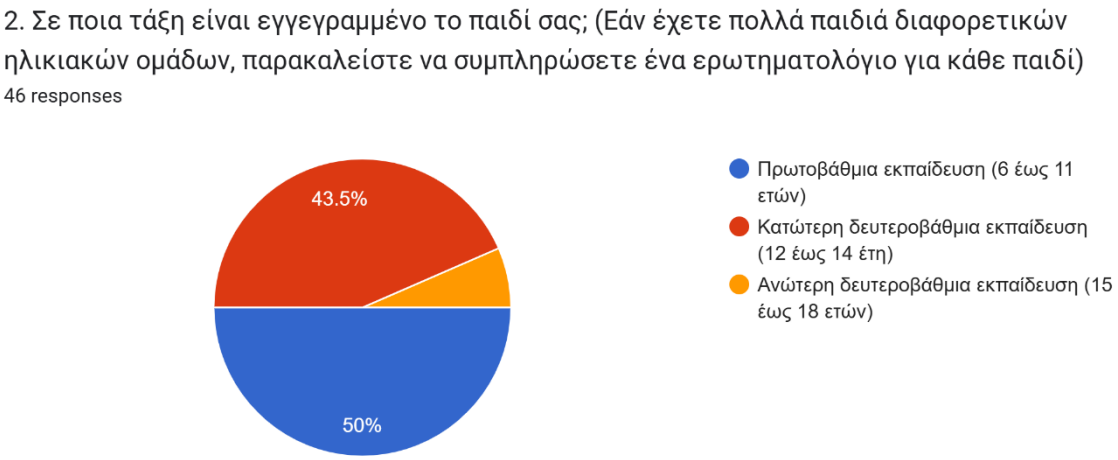


3. Stakeholders/Parents' Findings

General Information

A total of 46 parents and stakeholders responded to the question about the school their child attends. The responses indicate a broad geographical coverage, with participants from areas such as Thessaloniki (e.g., Pefka, Retziki), Ioannina, Larissa, Heraklion, and several towns and villages in the Kavala region (e.g., Eleftheroupoli, Nea Karvali, Krinides, Palio, Amygdaleonas). Both public and private schools are represented, spanning primary and secondary education. This geographical and institutional diversity suggests that the questionnaire collected input from a wide and varied educational community across Greece.

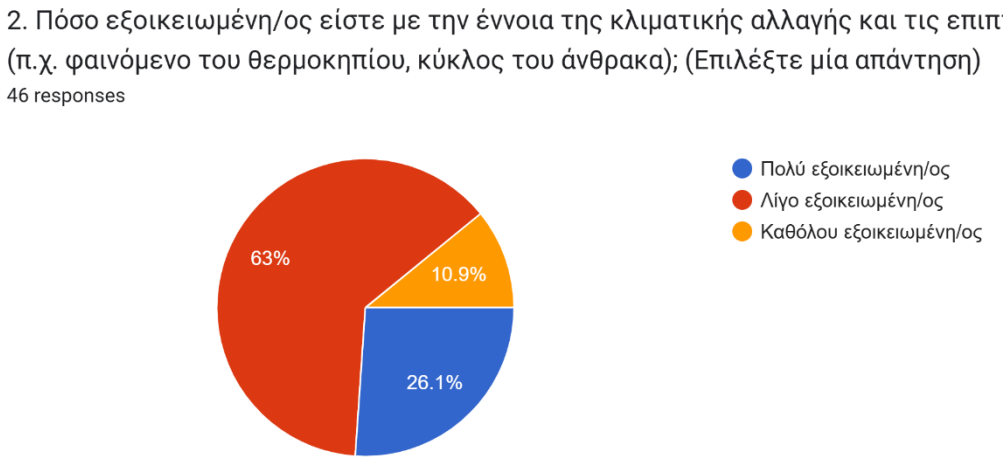
Of the 46 respondents, 50% reported that their child is enrolled in primary education (ages 6–11), while 43.5% indicated that their child is in lower secondary education (ages 12–14). A smaller proportion (6.5%) stated that their child attends upper secondary education (ages 15–18).



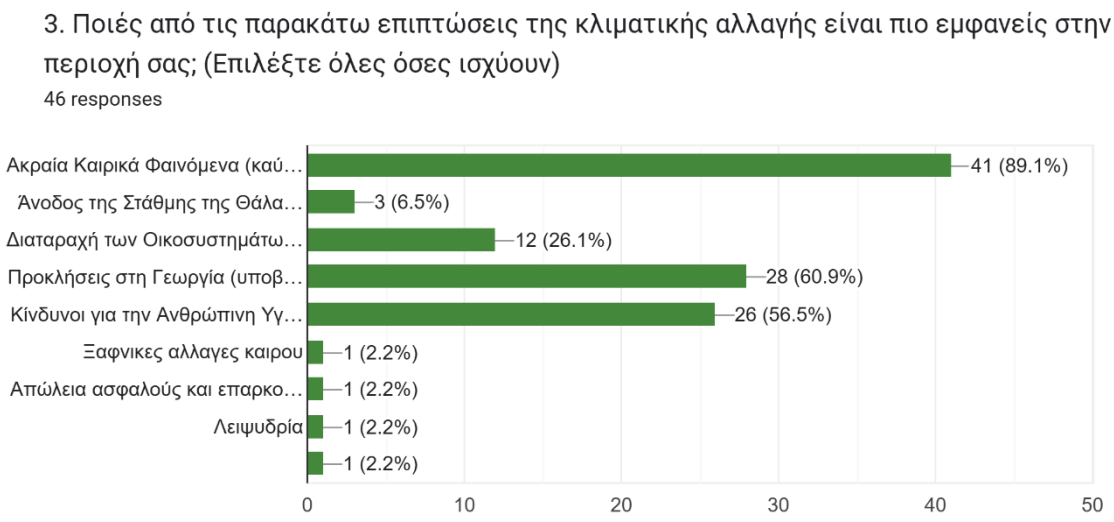
Awareness of Climate Change

In response to the question about how familiar respondents feel with the concept of climate change and its impacts, 63% said they were 'a little familiar', while 26.1% said

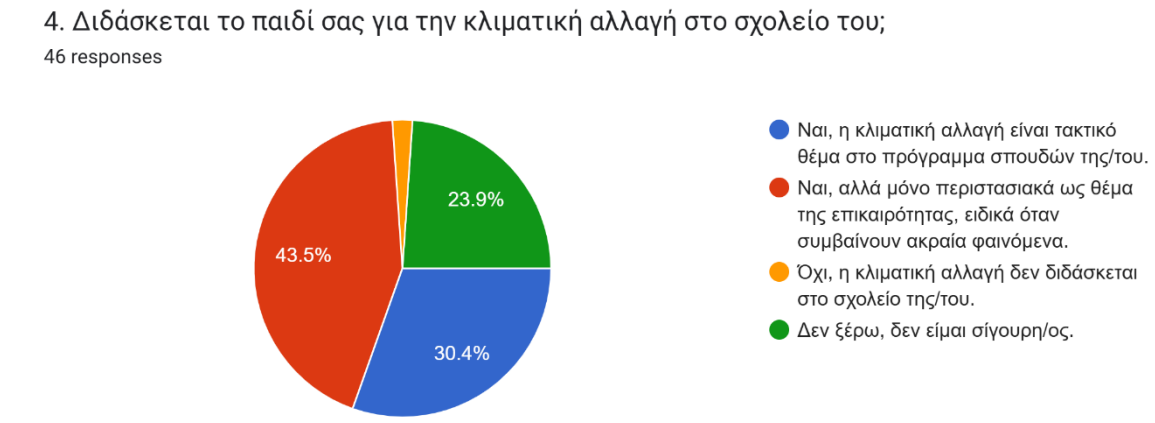
they were 'very familiar'. A smaller percentage (10.9%) reported not being familiar with the concept at all. These results suggest that, while there is basic awareness among parents and stakeholders, there is still significant scope to improve climate literacy within this group.



Respondents were asked to identify the most visible effects of climate change in their area. The vast majority of participants (41 votes) pointed to extreme weather events such as heatwaves and storms. These were followed by agricultural challenges (28 votes) and risks to human health (26 votes). A smaller proportion noted ecosystem disruption (12 votes), while only 3 responders considered sea level rise to be significant. Only a small number of respondents (3) mentioned issues such as unusual weather patterns, a lack of safe public spaces or drought.

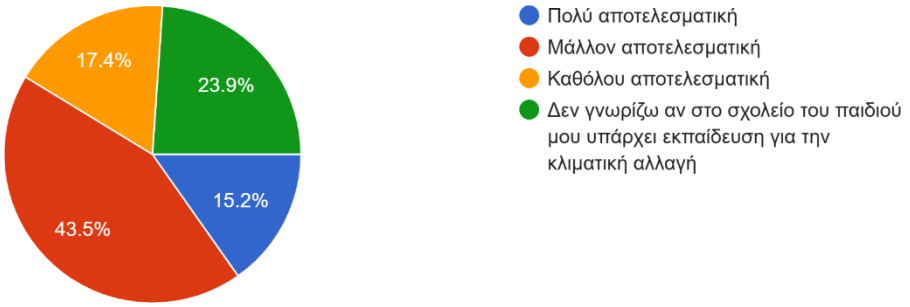


Respondents were also asked whether their child is taught about climate change at school. 30.4% said that climate change was a regular part of the curriculum, while 43.5% said that it was only addressed occasionally, mainly in response to current events or extreme weather. Notably, 23.9% of parents reported that climate change is not taught at all in their child's school and 2.2% were unsure.



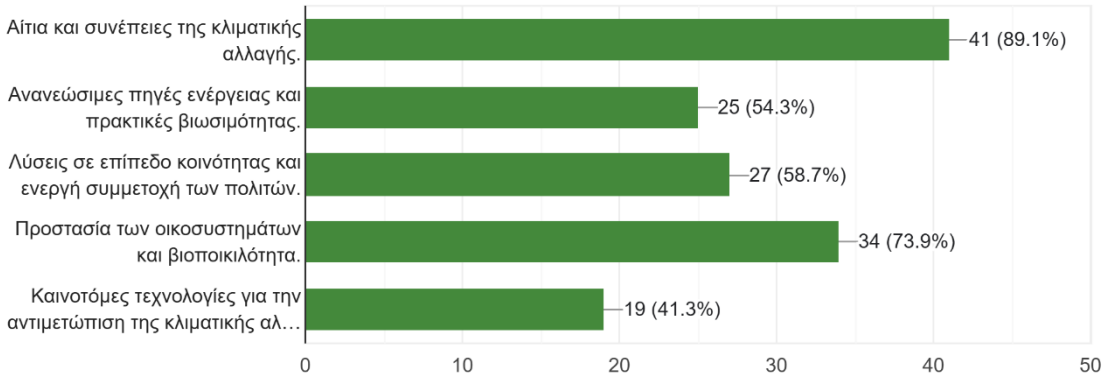
When asked to evaluate the effectiveness of climate change education at their child's school, 43.5% rated it as 'somewhat effective', while only 15.2% found it 'very effective'. Conversely, 17.4% considered it 'not at all effective'. Furthermore, 23.9% said they did not know whether climate education was provided at their child's school.

5. Πώς θα αξιολογούσατε την αποτελεσματικότητα της εκπαίδευσης για την κλιματική αλλαγή στο σχολείο που φοιτά το παιδί σας; (Επιλέξτε μία απάντηση)
46 responses



In response to the question about the most important topics that should be included in school education about climate change, the majority (41 votes) selected the causes and consequences of climate change. This was followed by 34 votes emphasising ecosystem protection and biodiversity. Community-level solutions and active civic participation were chosen by 27 respondents, while 25 respondents highlighted renewable energy sources and sustainable practices. Lastly, 19 respondents identified innovative technologies as a key topic.

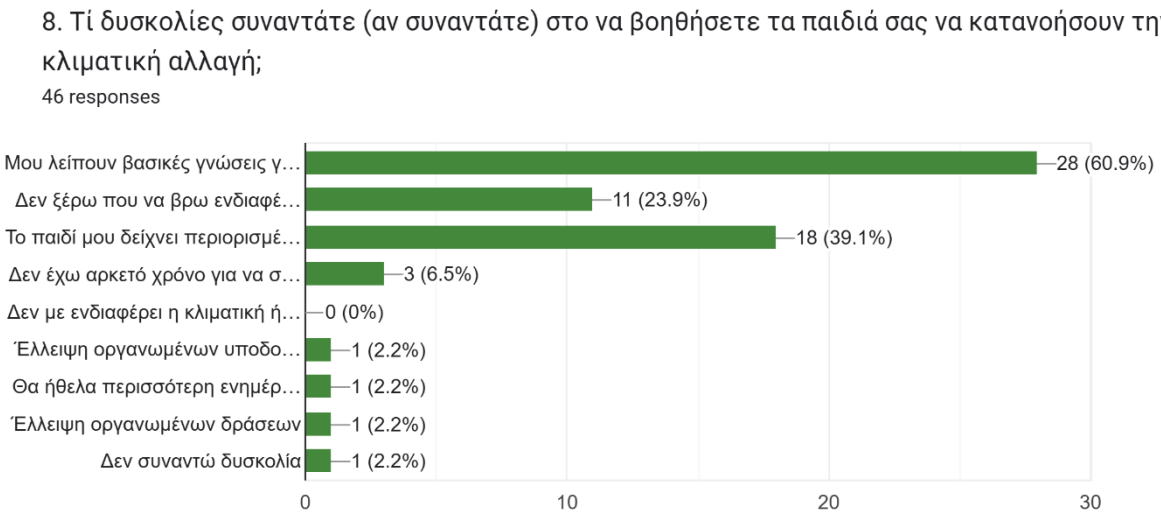
6. Ποια θεωρείτε ότι είναι τα πιο σημαντικά θέματα που θα πρέπει να περιλαμβάνονται στην εκπαίδευση για την κλιματική αλλαγή στα σχολεία; (Επιλέξτε όλα όσα ισχύουν)
46 responses



When asked how often they discuss climate change or environmental issues at home, the majority (60.9%) said such discussions were rare, usually only happening when triggered by media coverage. Around a quarter (26.1%) reported discussing these

topics occasionally, a few times per month. Just 13% said they engage in these conversations frequently, at least once a week.

When asked about the difficulties they face in helping their children to understand climate change, 28 respondents said that they lacked the necessary knowledge. Additionally, 18 respondents said their child was not very interested in the topic, while 11 respondents said they did not know where to find suitable resources. Only 6.5% cited lack of time, and 2.2% each pointed to other issues, such as the absence of local activities or resources. Notably, none of the respondents indicated a lack of interest in climate change, suggesting a general willingness to engage despite existing barriers.



Finally, in response to the question of how parents could best support their child's climate education at home, the majority of the 46 respondents (39) said they would like guidance from the school on how to do so. Furthermore, 35 respondents expressed an interest in participating in community events or activities related to climate issues. Nearly half (22 respondents) said that access to simple, engaging educational materials would be helpful, and a smaller proportion (11 respondents) said that collaborating with other parents would be helpful. Only 1 respondent mentioned support from the local area as helpful.