

REAL-WORLD EDUCATION TO FOSTER ENVIRONMENTAL AWARENESS

No. 2022-1-LV01-KA220-ADU-000087786

**Work package n°2 - Descriptive Mapping of AE in Environmental Awareness and Sustainable
Development**

A2.1 Preparation of the Mapping Methodology

MAPPING METHODOLOGY

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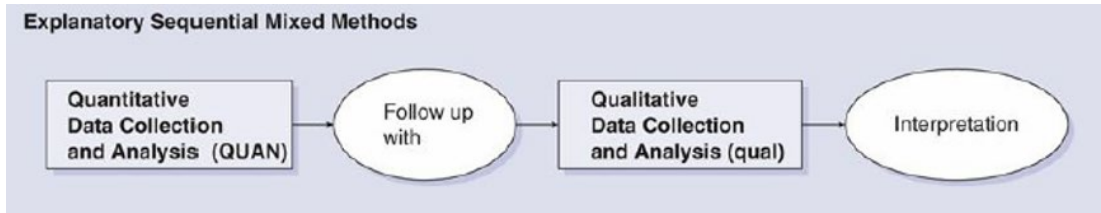
INTRODUCTION

The aim of WP2 is to map the needs of the Adult Educators and Low Skilled Adults (NEETs, and/or socially economically vulnerable people) in reference to Environmental Awareness and Sustainable Development, that will be the basis for the WP3 curriculum. Within this context, the partnership will identify the existing good practices in the Education for Sustainable Development (ESD), SDGs, and Environmental Awareness and emphasize and collect the ways in which educational systems in the partner countries provide environmental education, and report the learning opportunities, which adults can exploit. In order to gain an understanding of adult's environmental awareness in an EU context and conclude to the most up-to-date skills panorama that is needed in the AE field, the partnership will conduct an extensive analysis of the literature review and a benchmark of good practices, as well as a data collection for the skills needed, through a combination of a detailed desk-top research, a questionnaire survey and implementation of focus groups with the target groups.

METHODOLOGY

The methodology that WE will implement to meet the objective of the Descriptive Mapping of AE in Environmental Awareness and Sustainable Development is a **mixed methods research methodology**. Mixed methods research is a methodology for conducting research that involves the collection, analysis and integration of quantitative and qualitative data in a single study, as well as in a series of studies. The rationale for using quantitative and qualitative methods in combination is that it provides a better understanding of research problems than using them in isolation.

For the needs of the present research, the Explanatory Sequential Mixed Methods Design is chosen. “The explanatory sequential mixed methods approach involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build on to) the second, qualitative phase. The quantitative results typically inform on the types of participants to be purposefully selected for the qualitative phase and the types of questions that the participants will be asked. The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results. A typical procedure might involve collecting survey data in the first phase, analyzing the data, and then following up with qualitative interviews to help explain the survey responses” (Creswell, 2014).



Therefore, our research will be carried out in 2 phases that are divided in 3 activities:

Phase 1: **a. Thorough desk-top research, b. questionnaire survey** and

Phase 2: **focus groups with target groups.**

A. Desk-top research

The first component of the Mapping methodology refers to a thorough **literature review** that will be conducted by WE partnership. Each partner will go through studies, papers, and articles (10-20), in order to define good practices, available resources, and learning opportunities on the AE and Education for Sustainable Development and SDGs in national contexts.

The following structure presents a clear list of reporting sections that should appear in each partner's mini report (4-5 pages) (see Annex 1).

- a. Environmental awareness framework on Adult Education
- b. Good practices in adult education on environmental awareness (each partner should define at least 5 practices)
- c. Learning opportunities
- d. Demands in green skills

All information provided in the afore-mentioned sections should be based on national resources. The resources should be from 2019 and on and be cited in the text and presented in the References section in APA style.

B. Field Survey – Questionnaire survey

In parallel with the desk research, the partnership will collect and analyse quantitative data, which will be derived from the responses to specifically designed **questionnaires**. The questionnaires will be translated in partners' languages and uploaded in google form (provided links in annexes 2 and 3). Each partner will administer them to 20 AEs and 20 trainees in order to allow for a comparative analysis of the results obtained.

In the survey, we will use two forms of questionnaires: 1 for Adult educators (ANNEX 2) and 1 for low-skilled adults (ANNEX 3). Both forms will be divided into 4 different sections: a) Profile of participants, b) learning opportunities c) learning needs and d) desired green skills.

After the completion of the first phase of the survey all partners will send the results obtained from the questionnaire responses to Progressus in order to proceed with the analysis of the results. The structure of the questionnaires has been based on sources such as JRC and LinkedIn.

c. Focus groups

In the second phase of the research, the partners will conduct **focus groups** with target groups in order to validate the Mapping report and to further explain the results obtained in the first phase. Each partner will organize one focus group with 5 to 8 local persons, both AEs and low-skilled adults, who participated in the first phase survey.

The participants will be presented with the main results and conclusions of the Mapping Report and will be invited to discuss further on them, using as a base a set of predefined questions, that will be provided by Progressus after the analysis of the survey results. The participants will evaluate the content of the report using a 5 likert-scale, but they will also be free to propose improvements or suggestions for changes. The result of the focus group will stand as one of the 3 quality checkpoints for the Mapping Report.

REFERENCES

Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). *GreenComp The European sustainability competence framework* (No. JRC128040). Joint Research Centre (Seville site).

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

LinkedIn Economic Graph. (2022). *Global green skills report 2022*.

ANNEX 1

Desk research report template

1. Title: i.e. Greek report

2. Section 1: Environmental awareness framework on Adult Education

In this section each partner will present any framework existing in their national context related to the Environmental Awareness Education for Adults.

3. Section 2: Good practices in adult education on environmental awareness

Under this section, each partner has to define at least 5 best practices that have been applied in their countries. For each practice, there should be the following information:

- a. Title
- b. Year(s) implemented
- c. Short description of the practice
- d. Lessons learnt-impact
- e. Any existing evidence, i.e url, image e.t.c.

4. Section 3: Learning opportunities

In this section we need information related to the particular learning opportunities (workshops, seminars, university course e.t.c) that exist in each partner's countries focusing on environmental awareness on adults.

5. Section 4: Demands in green skills

In this section, each partner will provide data- information on the green skills that are needed in their national labour market.

6. Section 5: References

Each partner should include relevant references (10-20 at least) that have been used for writing up the report. This list will include the same sources cited within the text according to the APA style, i.e.:

- For journal article: Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>
- For Book: Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>
- For report by a government agency: National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>
- For LinkedIn post: American Psychological Association. (2019, December 9). *Last month, APA joined more than 40 national and international psychology organizations to explore ways to collaborate and use psychological* [Thumbnail with link attached] [Post]. LinkedIn. <https://www.linkedin.com/posts/american-psychological-association-how-psychologists-are-combating-climate-change-activity-6609801161937612800-GvdC>
- For webpage: Toner, K. (2020, September 24). *When Covid-19 hit, he turned his newspaper route into a lifeline for senior citizens*. CNN. <https://www.cnn.com/2020/06/04/us/coronavirus-newspaper-deliveryman-groceries-senior-citizens-cnnheroes-trnd/index.html>

ANNEX 2

AE TRAINERS QUESTIONNAIRE SURVEY

In the framework of WE project we aim to produce a tailor-suited inclusive curriculum on Environmental Sustainable Development and Environmental Awareness, and a tailor made in the needs of Adult Education trainers and NEETs - WE Digital Knowledge Hub with gamified elements that will offer flexible learning. Therefore, the goal of this survey is to map your needs in reference to the skills required towards Sustainable Development.

GDPR - I agree to the collection/utilization and storage of the information for the purpose of the survey. I fully understand that my participation is voluntary and it is not possible to withdraw data once it has been submitted.

Your feedback is valuable for us in order to design our services according to your needs.

Thank you for answering this questionnaire.

A. Profile of participants

1. Type of Organization:

National authority

Private company

NGO

School

Social partners' association

University

Training agency

Public Employment Service - CareerCentre

Social Service

VET organisation

Other/ specify

2. POSITION:

3. YEARS OF EXPERIENCE:....

B. Learning opportunities

4.1 To your knowledge, are there any trainings- workshops for adults in your country aiming at the enhancement of the environmental awareness and the 17 Sustainable Development Goals

YES

NO

I DON'T KNOW

4.2 If yes, please define.....

C. Learning needs

5. On which of the following Sustainable Development Goals (SDGs) do you consider that adult trainees need further training in order to increase their environmental awareness? Please indicate the level of the training needs on a scale from (1) “not needed at all” to (5) “Highly needed”.

	Not needed at all	Not needed	Neutral	Needed	Highly needed	Don't know
GOAL 6: Clean Water and Sanitation						
GOAL 7: Affordable and Clean Energy						
GOAL 11: Sustainable Cities and Communities						
GOAL 12: Responsible Consumption and Production						
GOAL 13: Climate Action						
GOAL 14: Life Below Water						
GOAL 15: Life on Land						

6.1 On which of the following thematic areas do you consider that adult trainees need further training in order to increase their environmental awareness? Please indicate the level of the training needs on a scale from (1) “not needed at all” to (5) “Highly needed”.

	Not needed at all	Not needed	Neutral	Needed	Highly needed	Don't know
Business and the environment						
Environmental law						
Environmental management						
Climate change						
Pollution (air, water etc.)						
Producer Responsibility						
Reducing Waste						
Participation in environmental actions						

Purchase of care products, clothes, etc. labeled "plastic-free" or biodegradable-consumption of green products						
Water conservation						
Use of transport with low environmental impact						

6.2 Are there any other thematic areas that you think are important that were not mentioned in the previous question?

.....

D. Green skills

7.1 Which of the following green hard skills do you think trainees should develop for encountering climate change challenges and what is their level of importance?

	Not Important	Slightly Important	Moderately Important	Important	Very Important	Don't know
Climate change adaptation and mitigation						
Corporate Social Responsibility						
Environmental Social Governance (ESG)						
Environment, Health and Safety (EHS)						
Environmental Awareness						
Occupational Safety and Health Advisor (OSHA)						
Waste management						
Remediation						
Renewable Energy						
Sustainability						
Circular Economy						
Environmental policies and regulations						
Water resources management						
Energy efficiency						
Life cycle assessment						

7.2 Are there any other green hard skills that you think are important that were not mentioned in the previous question?

.....

8.1 Which of the following green soft skills do you think trainees should develop for encountering climate change challenges and what is their level of importance?

	Not Important	Slightly Important	Moderately Important	Important	Very Important	Don't know
Valuing Sustainability (To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.)						
Supporting Fairness (To support equity and justice for current and future generations and learn from previous generations for sustainability.)						
Promoting Nature (To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to						

restore and regenerate healthy and resilient ecosystems)						
Systems Thinking (To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.)						
Critical Thinking (To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.)						
Problem Framing (To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems)						
Futures literacy (To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.)						
Adaptability (To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.)						
Exploratory Thinking (To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.)						
Political Agency (To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.)						
Collective Action (To act for change in collaboration with others.)						

Individual Initiative (To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.)						
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8.2 Are there any other green soft skills that you think are important that were not mentioned in the previous question?

.....

9. In the framework of the project, a focus group will be held in the near future in order to evaluate the results of the questionnaire. In case you would like to participate, please enter your email address so that we can contact you.

.....

Google forms link:

https://docs.google.com/forms/d/1RAZrASOcHYC4VbgK_qCImFaMevK7Kt5BBJNQMIInrVHU/edit

Partners are advised to copy the provided link and make their national versions of the form.

ANNEX 3

TRAINEES QUESTIONNAIRE SURVEY

In the framework of WE project we aim to produce a tailor-suited inclusive curriculum on Environmental Sustainable Development and Environmental Awareness, and a tailor made in the needs of Adult Education trainers and adult trainees - WE Digital Knowledge Hub with gamified elements that will offer flexible learning. Therefore, the goal of this survey is to map your needs in reference to the skills required towards Sustainable Development. GDPR - I agree to the collection/utilization and storage of the information for the purpose of the survey. I fully understand that my participation is voluntary and it is not possible to withdraw data once it has been submitted. **Your feedback is valuable for us in order to design our services according to your needs.**

Thank you for answering this questionnaire.

A. Profile of participants

1. AGE: <18 18 – 24 25 – 34 35 – 44 45 – 54 55 – 64 65+

2. LEVEL OF EDUCATION:

Primary education

Lower secondary education

Upper secondary education

Post-secondary non-tertiary education

Short-cycle tertiary education

Bachelor's or equivalent level

Other (please specify)

3. DEGREE OR DIPLOMA:

4. Which of the following best reflects your employment status?

Civil Servant

Private Employee

Self-employed

Entrepreneur

Student

Unemployed/Jobseeker

Unemployed

Other (please specify)

5.1 Are you currently participating in an education or training programme?

YES NO

5.2 If yes, what is it related to?.....

B. Learning opportunities

6.1 To your knowledge, are there any trainings -workshops in your country aiming at the enhancement of the environmental awareness and the 17 Sustainable Development Goals Yes

No

I don't know

6.2 If yes, please define.....

C. Learning needs

7. On which of the following Sustainable Development Goals (SDGs) do you consider that you need further training in order to increase your environmental awareness? Please indicate the level of your training needs on a scale from (1) “not needed at all” to (5) “Highly needed”.

	Not needed at all	Not needed	Neutral	Needed	Highly needed	Don't know
GOAL 6: Clean Water and Sanitation						
GOAL 7: Affordable and Clean Energy						
GOAL 11: Sustainable Cities and Communities						
GOAL 12: Responsible Consumption and Production						
GOAL 13: Climate Action						
GOAL 14: Life Below Water						
GOAL 15: Life on Land						

8.1 On which of the following thematic areas do you feel that you need further training in order to increase your environmental awareness? Please indicate the level of your training needs on a scale from (1) “not needed at all” to (5) “Highly needed”.

	Not needed at all	Not needed	Neutral	Needed	Highly needed	Don't know
Business and the environment						
Environmental law						
Environmental management						
Climate change						
Pollution (air, water etc.)						
Producer Responsibility						
Reducing Waste						
Participation in environmental actions						

Purchase of care products, clothes, etc. labeled "plastic-free" or biodegradable-consumption of green products						
Water conservation						
Use of transport with low environmental impact						

8.2 Are there any other issues that you think are important that were not mentioned in the previous question?

.....

9.1 Which of the following green hard skills would you be interested in developing?

Please indicate your interest in the following skills on a scale from (1) "not interested at all" to (5) "extremely interested"

	Not Important	Slightly Important	Moderately Important	Important	Very Important	Don't know
Climate change adaptation and mitigation						
Corporate Social Responsibility						
Environmental Social Governance (ESG)						
Environment, Health and Safety (EHS)						
Environmental Awareness						
Occupational Safety and Health Advisor (OSHA)						
Waste management						
Remediation						
Renewable Energy						
Sustainability						
Circular Economy						
Environmental policies and regulations						
Water resources management						
Energy efficiency						
Life cycle assessment						

10.2 Are there any other green hard skills that you think are important that were not mentioned in the previous question?

.....

11.1 Which of the following green soft skills would you be interested in developing?

Please indicate your interest in the following skills on a scale from (1) “not interested at all” to (5) “extremely interested

	Not interested at all	Not interested	Neutral	Interested	Extremely interested
Valuing Sustainability (To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.)					
Supporting Fairness (To support equity and justice for current and future generations and learn from previous generations for sustainability.)					
Promoting Nature (To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems)					
Systems Thinking (To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.)					
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Problem Framing (To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems)					
Futures literacy (To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.)					
Adaptability (To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.)					

Exploratory Thinking (To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.)					
Political Agency (To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.)					
Collective Action (To act for change in collaboration with others.)					
Individual Initiative (To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.)					

11.2 Are there any other green soft skills that you think are important that were not mentioned in the previous question?

.....

12. In the framework of the project, a focus group will be held in the near future in order to evaluate the results of the questionnaire. In case you would like to participate, please enter your email address so that we can contact you.

Google forms link:

https://docs.google.com/forms/d/1JlzRoeGBEerM5y4j5mszGX-YmG3bFytVAtUzS5y_Dns/edit

Partners are advised to copy the provided link and make their national versions of the form.