



Activity 1 – Students’ Report

Analysis of Student Questionnaires

The student questionnaire was developed to investigate young people’s knowledge, attitudes, and perceptions about sustainability and environmental issues. Its purpose is to assess students’ current understanding of sustainability and to identify key areas where further development and improvement may be needed. The process aims to highlight existing knowledge and perceptions while also pointing to opportunities for additional education and awareness-raising regarding environmental challenges.

A total of 88 students from three countries (Greece, Cyprus, and France) participated in the study. To better understand differences across developmental stages, the sample was divided into four distinct age groups:

- 12–13 years old → 14 students
- 14–15 years old → 28 students
- 16–18 years old → 40 students
- 18–19 years old → 6 students

This age-based categorization allows for meaningful comparisons across groups, highlighting how awareness and attitudes toward sustainability evolve as students grow older.

Awareness of the Term “Sustainability”

One of the first questions in the student questionnaire asked participants whether they had previously heard the term “*sustainability*”. This question is essential as it provides a baseline measure of students’ familiarity with a key concept in environmental education. The results show a clear developmental trend: awareness of sustainability increases steadily with age.

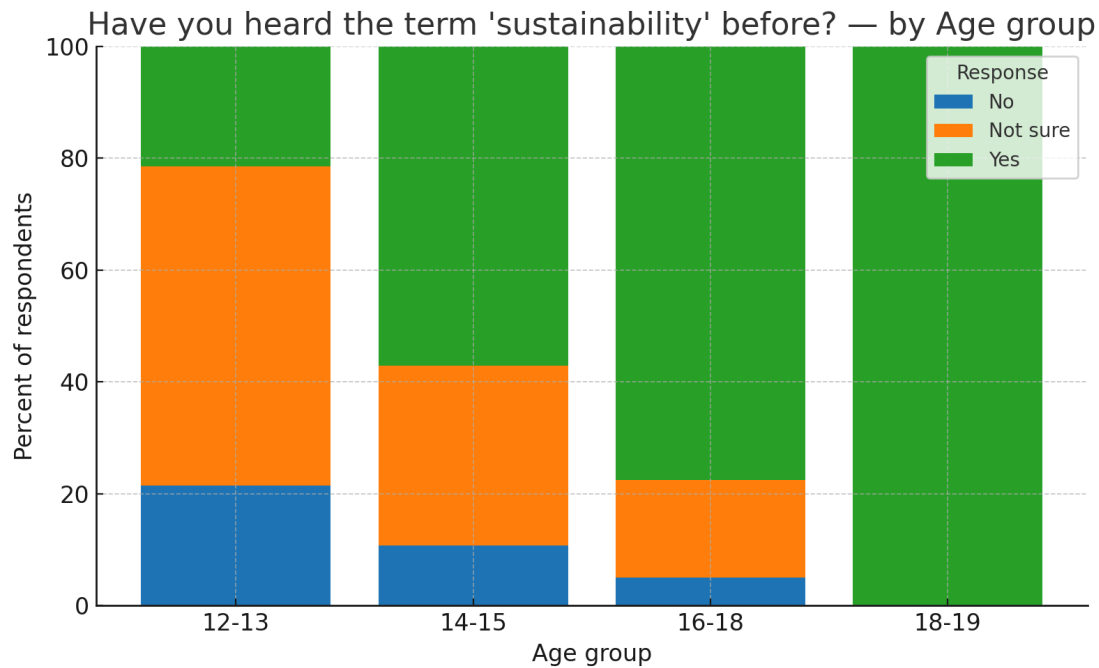


Figure 1 Responses to the question: “Have you heard the term ‘sustainability’ before?” — grouped by age (all countries combined).

Among the youngest group, aged 12–13, awareness is still relatively low. Only around one in five students at this stage reported that they had heard the term before, while the majority either answered “*Not sure*” or admitted they had not encountered it. This suggests that, for many early adolescents, sustainability is not yet a well-established concept in their vocabulary or educational experience.

By contrast, in the 14–15 age group, more than half of the students recognized the term. However, uncertainty remained noticeable, as a substantial proportion still selected “*Not sure*”. This indicates that, while exposure to sustainability increases during mid-adolescence, understanding is not yet fully consolidated.

A more decisive shift occurs in the 16–18 age group, where nearly four out of five students stated that they were familiar with the term. At this stage, sustainability appears to become an established concept, reflecting the fact that older students are likely to encounter it more often in their school curriculum, in the media, or through social discussions about environmental issues.

Finally, among the oldest participants, aged 18–19, awareness reached a peak, with every single respondent confirming that they had heard the term before.

When looking more closely at differences across countries, the picture becomes even clearer. In France, awareness is consistently strong across all ages, with most students reporting familiarity with sustainability and very few expressing uncertainty. In Greece, the pattern is more transitional: many of the younger respondents were unsure, but by the age of 16–18, all students reported knowing the term. In Cyprus, awareness appeared weaker and less consistent, with a considerable number of students, even among the older groups, still unsure about whether they had heard of sustainability.

Taken together, these results reveal that while the general trend is one of increasing awareness with age, the pace and strength of this increase vary across national contexts. France shows an



earlier and more consistent integration of sustainability into young people’s knowledge, Greece demonstrates a gradual but complete progression by late adolescence, and Cyprus reflects a slower uptake with persistent uncertainty.

Integration of Sustainability Themes in School Education

In France sustainability and environment are integrated in most topics (except maths and French) but students seem not to have learnt about them. I am always surprised.

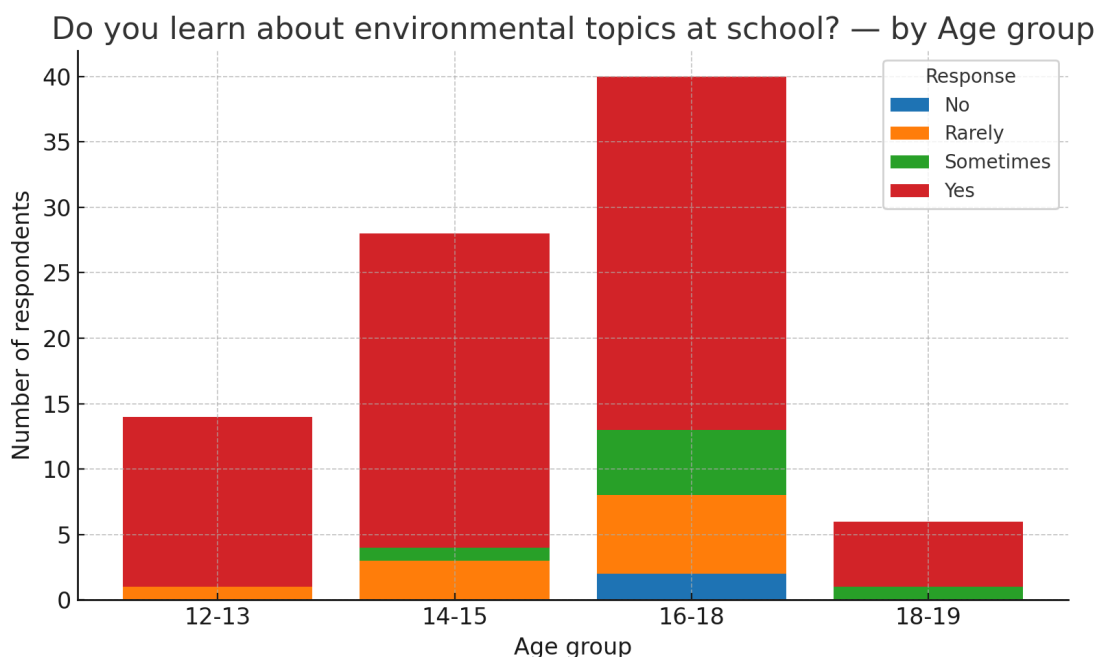


Figure 2 Responses to the question: “Do you learn about environmental topics at school (such as pollution, recycling, or climate change)?” — grouped by age (all countries combined).

Among the youngest students, aged 12–13, environmental education is highly prevalent. Nearly all respondents (93%) reported that they learn about such topics at school, while only a small fraction (7%) said this happens “rarely.” None reported “sometimes” or “no,” which shows a strong early emphasis on sustainability in the curriculum.

For students aged 14–15, exposure remains strong but slightly less consistent. About 86% confirmed that they learn about environmental issues, while 11% said “rarely” and a small minority (4%) chose “sometimes.” This indicates that while the majority are receiving environmental education, there are small gaps that point to variability between classrooms or schools.

A more noticeable change occurs in the 16–18 age group. Here, only about two-thirds (68%) of students responded “yes.” At the same time, 15% said they rarely learn about these topics, 13% answered “sometimes,” and 5% stated outright that they do not study them at all. This represents the lowest level of reported exposure, suggesting that during mid-to-late adolescence, environmental education loses some of its prominence, likely due to a stronger focus on exam preparation and specialized subjects.



Finally, among the oldest respondents aged 18–19, environmental learning appears to recover somewhat. Over 83% reported that they learn about these issues, while the remainder (17%) selected “sometimes.” Interestingly, no students in this group answered “rarely” or “no.”

Student Concern for the Environment

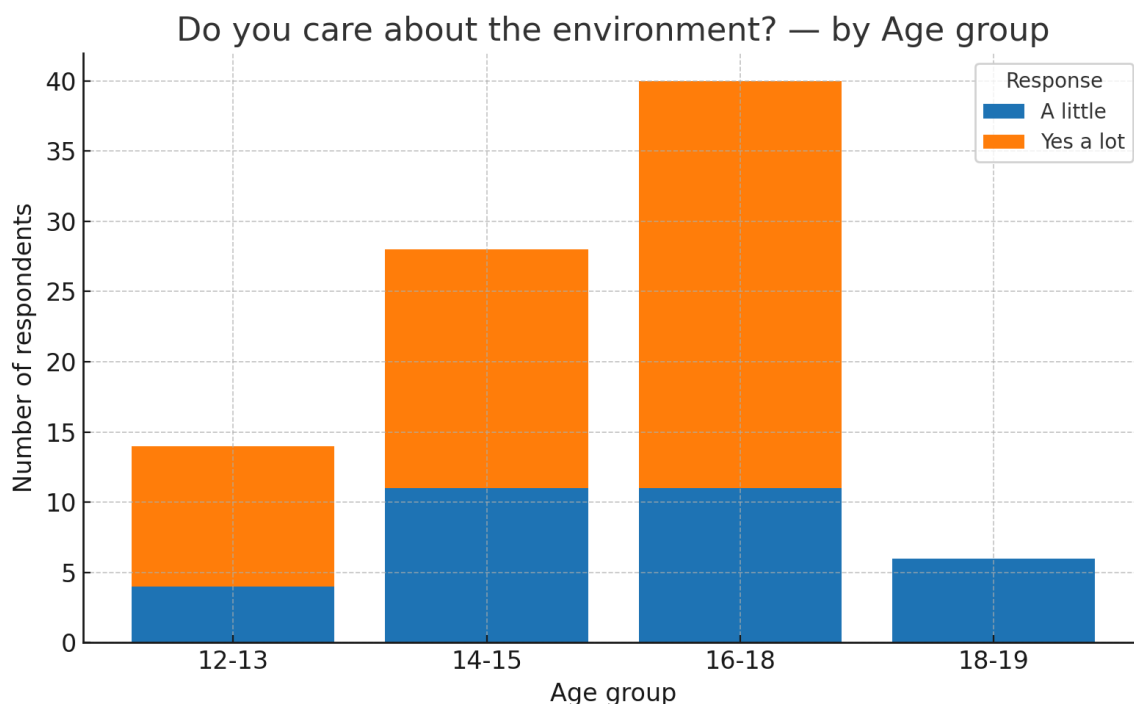


Figure 3 Responses to the question: “Do you care about the environment?” — grouped by age (all countries combined).

The results show that most students express a strong concern for the environment, although the intensity of this concern varies across age groups. Among the youngest group (12–13 years old), the majority (10 students) answered “Yes, a lot,” while 4 indicated only “A little,” suggesting that environmental awareness is already present at this stage, though not uniformly strong.

For the 14–15 age group, the responses are more balanced, with 17 students declaring “Yes, a lot” and 11 responding “A little.” This indicates that while a large proportion of students show strong concern, a significant segment remains less engaged compared to younger or older peers.

The highest levels of environmental concern are found among 16–18-year-olds, where 29 students said “Yes, a lot” and 11 “A little.” This highlights that concern for the environment strengthens notably during later adolescence, perhaps due to greater exposure to environmental education or a heightened sense of responsibility.

Interestingly, the 18–19-year-olds present a different picture, as all 6 respondents answered only “A little,” with none stating “Yes, a lot.” Although the sample size is small, this pattern may point to a decrease in expressed concern at the transition to adulthood, possibly linked to other priorities or a more critical perspective on environmental issues.



Students' Beliefs about the Impact of Their Personal Actions on Protecting the Planet

Do you believe your actions can contribute positively to protecting the planet? — by Age group

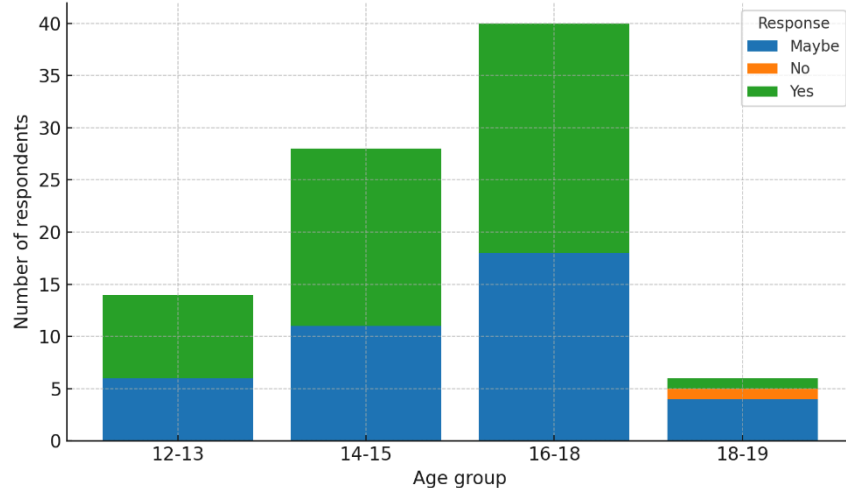


Figure 4 Responses to the question: “Do you believe your actions can contribute positively to protecting the planet?” — grouped by age (all countries combined).

Among the 12–13-year-olds, the responses are almost evenly distributed: 57% answered “Yes,” while 43% chose “Maybe.” This indicates that even the youngest students already show an awareness of their potential role in environmental protection, though many remain uncertain about the actual impact of individual actions.

In the 14–15-year-old group, confidence grows stronger. Here, 61% of the students believe that their actions can make a difference, while 39% are still hesitant, responding with “Maybe.” This increase compared to the younger group highlights a rising sense of responsibility during early adolescence.

The 16–18-year-olds present a more complex picture. A majority of 55% still affirm that their actions matter, yet a significant 45% remain doubtful. This shows that while environmental awareness is clearly present, it coexists with a substantial level of skepticism, possibly reflecting a more critical understanding of global environmental challenges.

The results shift notably in the oldest group, the 18–19-year-olds. Only 17% of students answered “Yes,” while 67% chose “Maybe,” and 17% responded outright “No.” This is the only age group where a negative response appears, suggesting a decline in certainty and optimism as students transition into young adulthood.

In Cyprus, students appear divided in their perceptions of individual responsibility. Many of them believe that their own actions can contribute positively to protecting the planet, yet an almost equal number remain hesitant, selecting “Maybe.” This balance between confidence and



uncertainty reveals that while environmental awareness exists, doubts about the effectiveness of individual action are still strong among Cypriot students.

In France, the responses reflect a more cautious and skeptical stance. Although a portion of the students answered “Yes,” the majority leaned toward “Maybe,” and France was the only country where a student explicitly answered “No.” This shows that French students are less convinced about the power of individual contributions, potentially indicating a more critical or even disillusioned outlook on environmental responsibility.

In Greece, students expressed the highest level of confidence. The majority answered “Yes,” while only a smaller group chose “Maybe.” This highlights that Greek students not only recognize the importance of environmental issues but also feel a stronger sense of personal responsibility and agency in contributing to solutions.

In summary, most students across all age groups express belief in their ability to positively contribute to protecting the planet, with confidence peaking around the 14–15 age range and remaining high through 16–18.

Students’ Interest in Learning More About Environmental Protection

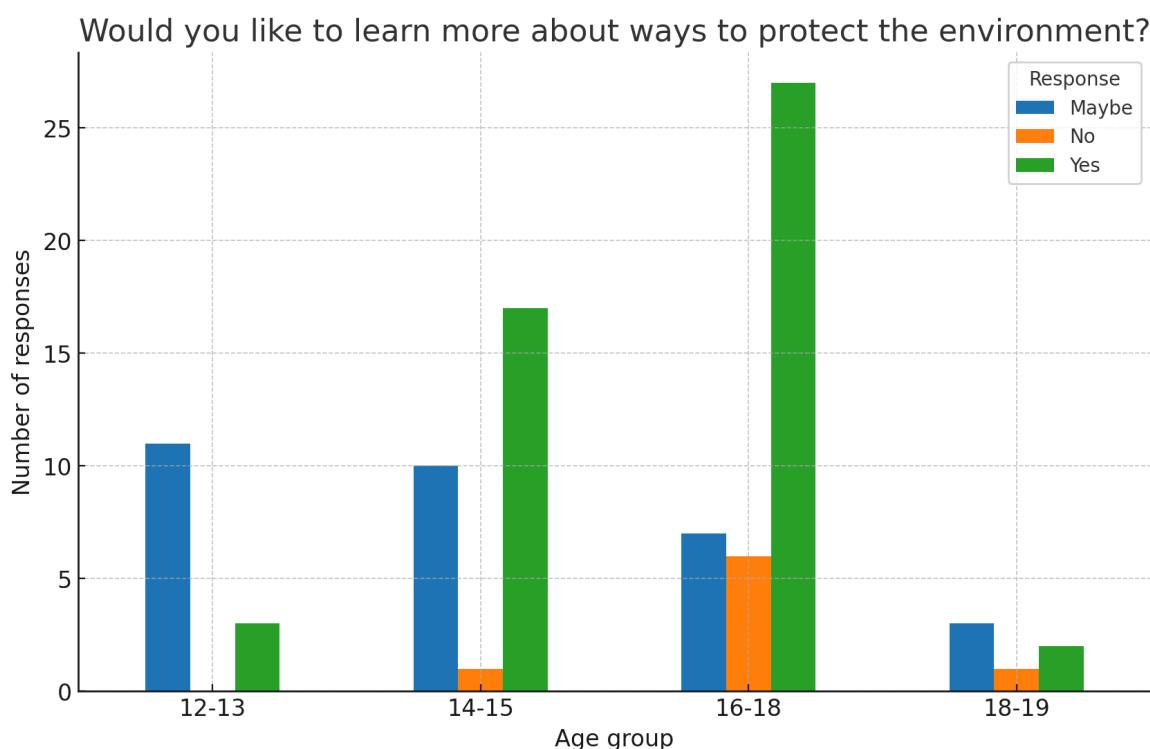


Figure 5 Responses to the question: “Would you like to learn more about ways to protect the environment?” — grouped by age (all countries combined).

Among the youngest students, aged 12–13 years old, the results show that only 21.4% responded ‘Yes’, while a striking 78.6% answered ‘Maybe’, and none said ‘No’. This suggests that most



younger students are curious about the topic but remain hesitant. Their uncertainty points to that they may require more encouragement, engaging teaching methods, and accessible materials to build confidence and transform their curiosity into active interest.

In the 14–15 age group, attitudes become more decisive. Here, 60.7% of students expressed a clear interest ('Yes'), while 35.7% answered 'Maybe', and only 3.6% responded 'No'. This group demonstrates growing awareness and willingness to engage with environmental issues. However, the relatively high number of "Maybe" answers shows that educators still need to sustain and strengthen their interest through practical, hands-on learning.

The 16–18 group demonstrates the strongest commitment. More than two-thirds of these students (67.5%) responded "Yes", while 22.5% answered "Maybe" and 10% said "No". These results show that mid-to-late teenagers are particularly receptive to environmental education, possibly because they are more aware of current global issues and can better understand their long-term implications. At the same time, the small but notable percentage of "No" responses highlights that not all teenagers are equally engaged, and educational strategies need to address this gap.

Taken together, the data shows that across all age groups, most students (63%) are interested in learning more about environmental protection. The greatest enthusiasm comes from students aged 16–18, while younger students are curious but uncertain, and older students are less engaged.

Student Participation in School Environmental Activities Across Age Groups



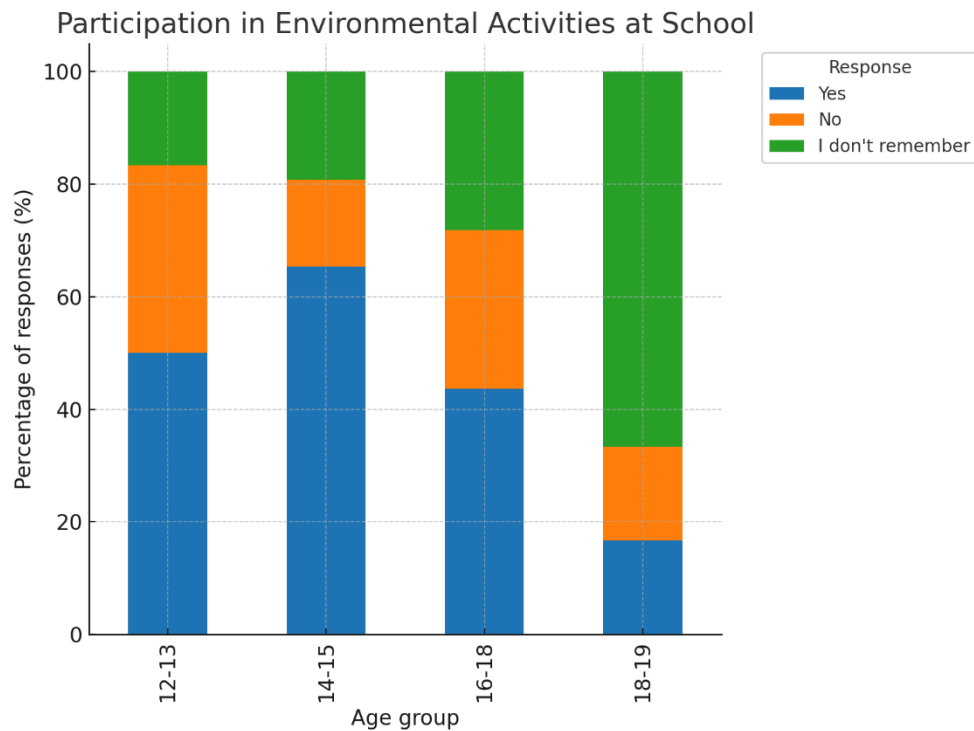


Figure 6 Responses to the question: “Has your school carried out environmental activities? If yes, have you participated in any of them? (e.g., tree planting, cleaning beaches or parks)” — grouped by age (all countries combined).

The results reveal some differences across the age groups. Among students aged 12–13, half of them (50%) reported having participated in environmental activities at school, while 33.3% said they had not, and 16.7% could not recall. In the 14–15 age group, the response is more positive, with 65.4% confirming participation, 15.4% saying no, and 19.2% uncertain. This leads to a stronger engagement in this age range.

For students aged 16–18, the results are more balanced. While 43.6% stated that they had participated in environmental activities, a significant portion, 28.2%, said they did not, and another 28.2% did not remember. This suggests that, although opportunities exist, not all students in this group were actively engaged.

Finally, in the 18–19 age group, participation was particularly low. Only 16.7% reported being involved, 16.7% said no, and a striking 66.7% did not remember.

Students’ Perceptions of Climate Change Seriousness



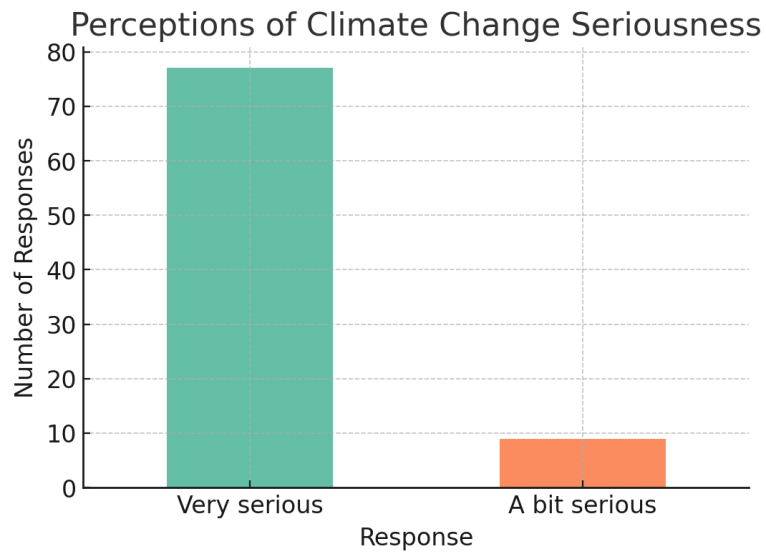


Figure 7 Responses to the question: "How serious do you think the problem of climate change is?" — (all countries combined).

The results show a very strong consensus among students that climate change is a highly critical issue. Out of 87 total responses, 89.7% of participants stated that they believe climate change is "Very serious", while only 10.3% considered it "A bit serious."

This distribution highlights that nearly nine out of ten students recognize climate change as an urgent and pressing global problem. The very small percentage of those who view it as only moderately serious indicates that awareness about the severity of the issue is widespread among young people.

Willingness of Students to Participate in School Environmental Programs



Willingness of Students to Participate in School Environmental Programs (by Age Group)

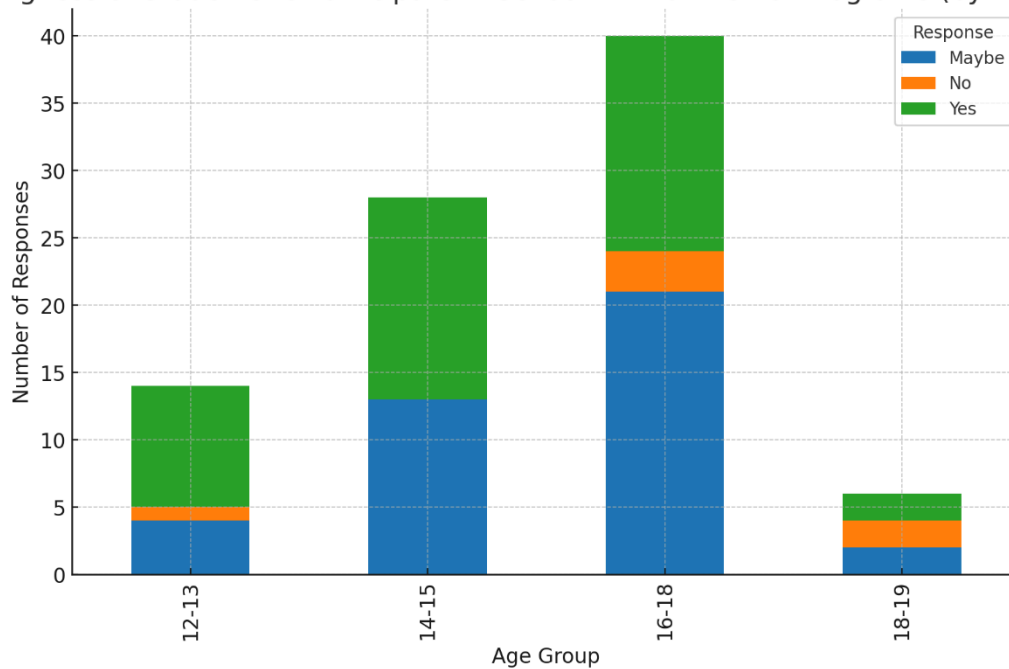


Figure 8 Responses to the question: “Would you like to participate in school environmental programs?”— grouped by age (all countries combined).

Out of the 86 total responses, almost half of the students (47.7%) expressed a clear interest in participating in environmental programs at school. Another large proportion (45.3%) responded with “Maybe,” showing openness but not full commitment. Only a small minority (7.0%) stated they would not like to participate.

Among students aged 12–13, the majority (64.3%) expressed a willingness to participate in school environmental programs, while 28.6% responded with “Maybe.” Only 7.1% stated they would not like to participate. This shows a generally positive inclination at this younger age.

For the 14–15 age group, responses were more divided. More than half (53.6%) answered “Yes,” while 46.4% remained uncertain with “Maybe.” Interestingly, none of the students in this group said “No,” suggesting a positive or at least open attitude toward such activities.

In the 16–18 group, hesitation increased significantly. Just 40% answered “Yes,” while the largest share (52.5%) chose “Maybe.” A small proportion (7.5%) stated “No.” This indicates a more cautious or uncertain stance compared to younger students.

Finally, among the 18–19 group, responses were equally split: 33.3% “Yes,” 33.3% “Maybe,” and 33.3% “No.”



Frequency of Environmental Discussions Among Students

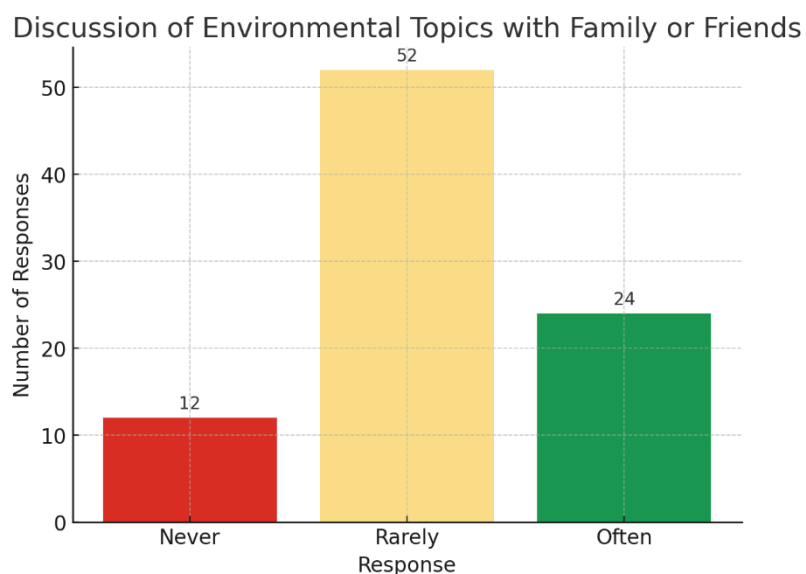


Figure 9 Responses to the question: “Do you talk about environmental topics with your family or friends?” — grouped by age (all countries combined).

Most students (almost 6 out of 10) reported that they rarely discuss environmental topics with their family or friends, while just over a quarter do so often. A smaller group, about 1 in 7, said they never talk about it.

Students’ Perceptions of Sustainability

Most students associate sustainability with something that lasts over time, using words such as “long-term”, “durable”, and “something that holds over time”. A significant number also connect it directly to the environment, highlighting ideas like protecting nature, using resources responsibly, and not harming the planet.

Several students gave answers that reflect the classic definition of sustainability — meeting the needs of the present without compromising future generations — showing awareness of its broader social and ecological dimension.

However, a smaller group provided uncertain or vague responses, such as “I don’t know” or “life?”, while a few gave more creative or philosophical interpretations, like “the meaning of life” or “effort to stay alive”.

Overall, students demonstrate a partial but uneven understanding of sustainability: some grasp the formal concept, others mainly see it as environmental protection or long-term endurance, and a few are still unclear.



Awareness of Environmental Topics Among Students

Most respondents indicated that they were familiar with a range of environmental topics, with global warming emerging as the most widely recognized (90.9%). This was closely followed by recycling (80.7%), renewable energy (77.3%), and plastic pollution (72.7%). Just over half of the respondents also mentioned biodiversity (51.1%).

Student Actions to Support the Environment

Most respondents highlighted recycling as their main action to support the environment, making it the most frequently mentioned behavior. Beyond recycling, several students described reducing waste (e.g., avoiding littering, reusing items, composting, reducing packaging), as well as saving energy and water (turning off lights, short showers, avoiding air conditioning/heating overuse).

A smaller but significant group mentioned sustainable mobility choices, such as walking, cycling, or using public transportation instead of cars. A few also noted picking up litter from streets or beaches, buying second-hand clothes, and avoiding overconsumption (e.g., fast fashion, unnecessary purchases).

Interestingly, while many showed strong awareness and concrete habits, a few admitted to doing nothing or being unsure about what actions they take, which suggests room for growth in environmental engagement.

Environmental Topics Students Wish to Explore

The responses to this question reveal a wide range of interests and levels of awareness among students. Several participants expressed curiosity about climate change, global warming, and pollution (particularly ocean and plastic pollution), indicating these are the most pressing and recognizable issues for them. Some also mentioned more specific areas, such as the greenhouse effect, rising sea levels, energy saving, and recycling practices, showing a desire to understand both causes and practical solutions.

Interestingly, several students emphasized wanting to learn how to better protect the environment in everyday life—through reducing waste, changing consumption habits, or protecting beaches—suggesting a strong orientation toward actionable knowledge rather than just theory.

At the same time, a considerable portion of students either responded with “no,” “nothing,” or “I don’t know,” which points to a lack of specific awareness or uncertainty about what environmental topics might be most relevant. This highlights the need for more targeted education and awareness-raising to inspire curiosity and engagement.



Shared Responsibility for Protecting the Planet

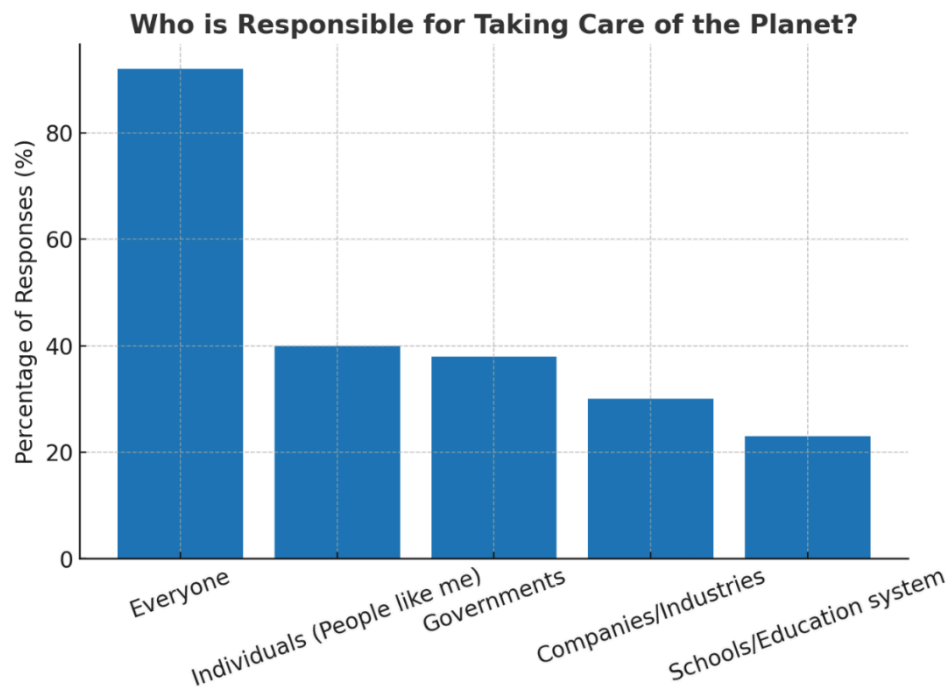


Figure 10 Responses to the question: “Who do you think is responsible for taking care of the planet?” (all countries combined).

The responses show that students overwhelmingly believe that environmental responsibility is shared by everyone. In fact, over 90% of participants explicitly mentioned “Everyone” as responsible, reflecting a strong collective mindset.

Breaking it down further:

- Everyone (general responsibility): ~92%
- Individuals/People like me: ~40% also made explicit reference to personal responsibility, beyond the general “everyone.”
- Governments: ~35–40% of responses highlighted governments as key actors, stressing the importance of laws and policies.
- Companies/Industries: ~30% mentioned companies, recognizing their large environmental footprint and the need for sustainable business practices.
- Schools/High schools/Education system: ~20–25% underlined the role of education in shaping environmental awareness and future action.

A striking feature is that very few students isolated responsibility to a single group. Instead, most listed multiple actors (e.g., governments, companies, schools, and individuals), reinforcing the idea of shared and interconnected responsibility.



Perceptions of the Biggest Environmental Problem Today

The responses reveal that climate change is overwhelmingly perceived as the most pressing environmental issue. Many participants emphasized rising temperatures, extreme weather events (fires, floods, droughts), melting ice, and global warming as direct consequences. Several also stressed the urgency of action, noting that delays will make solutions more difficult.

A significant number of respondents highlighted pollution (air, sea, waste, exhaust fumes, trash) as a major problem, often linking it directly to climate change. Plastic pollution was also frequently mentioned, reflecting widespread awareness of its impact on ecosystems and human health.

Other recurring issues include deforestation, biodiversity loss, and lack of water resources, with some students pointing to overconsumption and the human tendency to neglect everyday responsibilities.

Interestingly, a few responses framed the problem as human behavior itself—emphasizing apathy, unsustainable consumption, and insufficient individual action.

