



Activity 1 – Teachers’ Report

Analysis of Teacher Questionnaires

The teacher questionnaire was developed to investigate educators’ teaching subjects, familiarity with sustainability, and awareness of the United Nations Sustainable Development Goals (SDGs), as well as their experiences, practices, and perceptions regarding education for sustainability. Its purpose was to assess teachers’ engagement with sustainability concepts, confidence in incorporating environmental topics into their lessons, and the frequency with which they address issues such as climate change, pollution, recycling, and other sustainability-related themes. The questionnaire also explored teachers’ preferred topics, challenges encountered while teaching them, participation in environmental programs, collaboration with colleagues, and the types of school support or training that would help them integrate sustainability more effectively into their teaching.

A total of 84 teachers from three countries (Greece, Cyprus, and France) participated. The sample was categorized by subject:

- **Math:** 9 teachers
- **English / Literature:** 10 teachers
- **Philology / Modern Greek:** 10 teachers
- **Biology / Life Sciences / Geology:** 8 teachers



- **Computer Science / Technology / MIS:** 9 teachers
- **Physics / Chemistry / Physical Sciences:** 6 teachers
- **Economics / Management / Social Sciences:** 3 teachers
- **French / Italian:** 5 teachers
- **History / Geography:** 3 teachers
- **Engineering / Civil / Metal Structures:** 7 teachers
- **Physical Education / Gymnastics:** 4 teachers
- **Music:** 1 teacher
- **Special Education:** 1 teacher

Familiarity with the Concept of Sustainability

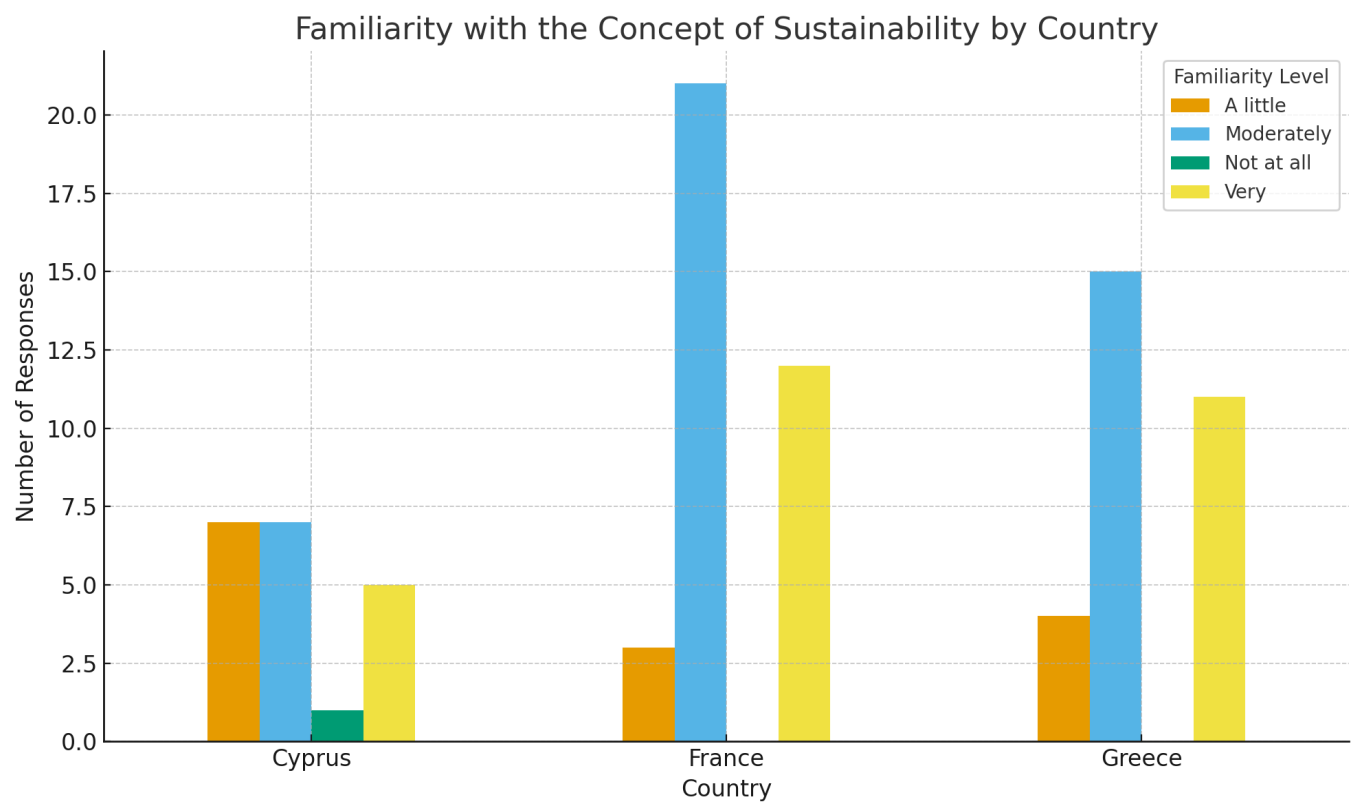


Figure 1 Responses to the question: “How familiar are you with the concept of Sustainability?”.



In all three countries, the majority of respondents reported being either “Very” or “Moderately” familiar with sustainability. Cyprus shows a more balanced distribution, with some participants selecting “A little” or even “Not at all.” In Greece, most teachers positioned themselves between “Moderately” and “Very” familiar, with fewer reporting limited knowledge. France displays the highest concentration of “Very” familiar responses, though a significant number also selected “Moderately.” Overall, the results suggest that while awareness of sustainability is generally strong, there are still notable differences between countries, with France showing the highest confidence in familiarity.

Awareness of the United Nations Sustainable Development Goals (SDGs)

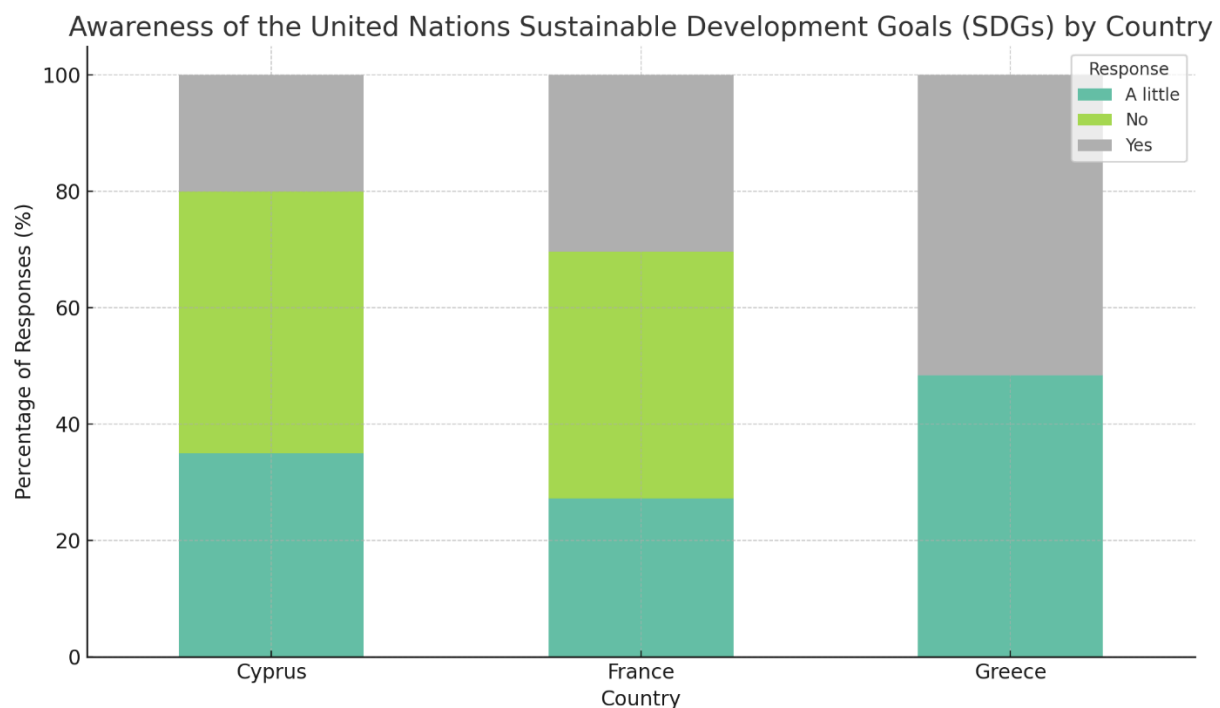


Figure 2 Responses to the question: “Are you aware of the United Nations Sustainable Development Goals (SDGs)?”.

In Cyprus, most teachers reported either “A little” or “No” awareness of the United Nations Sustainable Development Goals (SDGs), with fewer stating “Yes”. In Greece, responses were stronger, with about half of the teachers indicating “Yes” and the remainder mostly “A little”. In France, the distribution was more mixed, as many participants indicated “No”, while others selected “A little” and fewer responded “Yes” compared to Greece. Overall, the findings suggest that Greek teachers demonstrate the highest familiarity with the SDGs, whereas teachers in Cyprus and France show lower levels of awareness, with many being only partially informed or not aware at all.



Perceived Importance of Education for Sustainability in Students' Lives

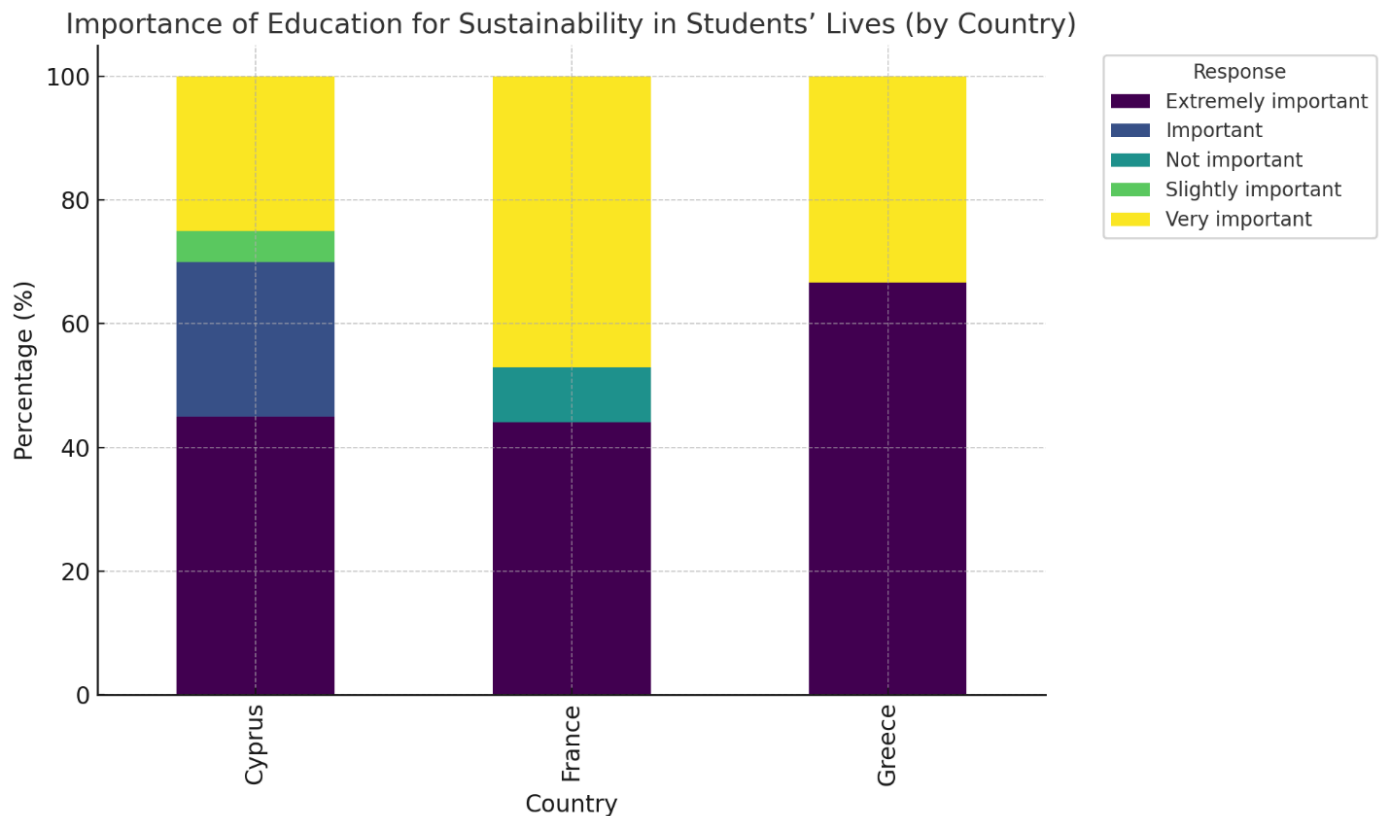


Figure 3 Responses to the question: "How critical do you consider education for sustainability in students' lives?"

- Cyprus: Teachers' responses were split, with many rating sustainability education as *Extremely important* (45%) or *Very important* (30%), while others considered it only *Important* or even *Slightly important*.
- Greece: The strongest emphasis was observed here, with about two-thirds (67%) of teachers rating it *Extremely important* and most of the rest *Very important*. This shows the highest prioritization among the three countries.
- France: Responses were mixed. While a large share considered it *Very important* or *Extremely important* (together about 75%), there were also notable minorities selecting *Important* or even *Not important*.

Overall, sustainability education is viewed as crucial across all three countries, but Greek teachers place the highest priority, while French and Cypriot teachers show more variation in their views.



Previous Teaching of Environmental Topics

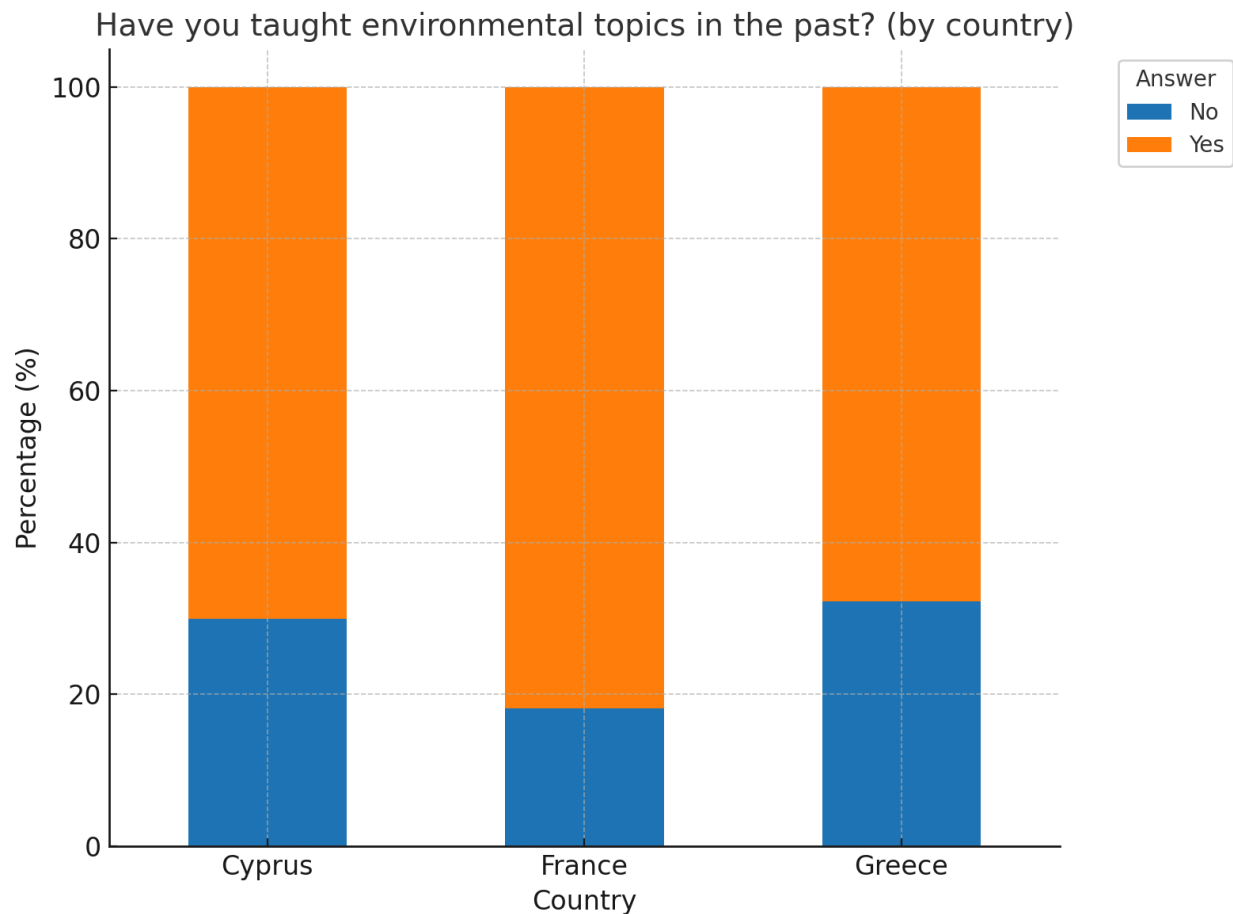


Figure 4 Responses to the question: "Have you taught topics related to the environment (such as climate change, pollution, or recycling) in the past?"

Most teachers across the three countries reported that they have taught topics related to the environment, such as climate change, pollution, or recycling. In Cyprus, roughly 70% of respondents indicated that they had incorporated such issues into their lessons, while about 30% had not. A similar trend was observed in Greece, where approximately two-thirds of teachers had previous experience teaching environmental topics. In France, however, the percentage was even higher, with more than 80% of teachers stating that they had engaged with these topics in their classrooms. Overall, these results highlight that while environmental education is widely addressed in schools across all three countries, French teachers appear to be the most actively involved in teaching sustainability-related subjects.



Frequency of Including Environmental Topics in Lessons

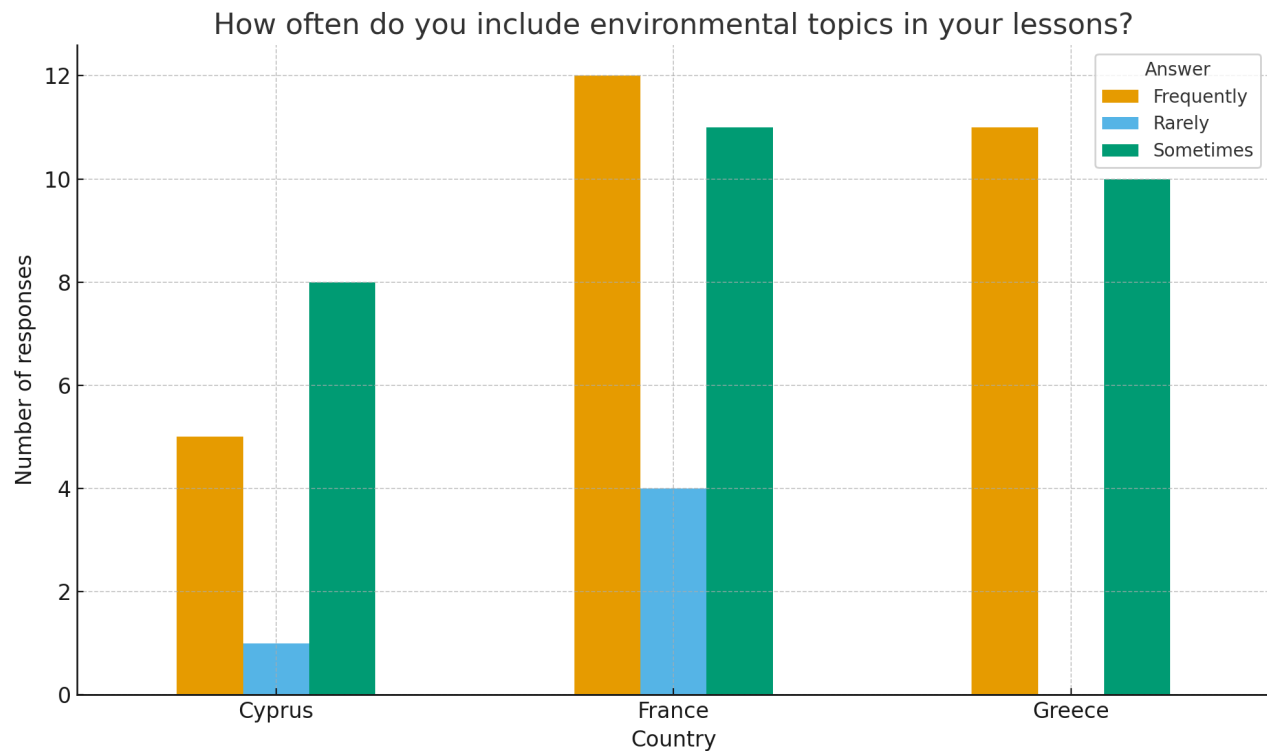


Figure 5 Responses to the question: “If yes, how often do you include environmental topics in your lessons?”.

The responses to the question “*How often do you include environmental topics in your lessons?*” reveal notable differences among the three countries. In Cyprus, most teachers indicated *Sometimes*, with fewer selecting *Frequently* and very few choosing *Rarely*. In Greece, the responses were balanced between *Frequently* and *Sometimes*, showing a stronger integration of environmental topics into the curriculum. In France, the distribution was more diverse, with the majority selecting *Frequently* or *Sometimes*, but also a noticeable share reporting *Rarely*. Overall, teachers in Greece and France appear to include environmental topics more consistently in their teaching compared to those in Cyprus, where integration remains less frequent.



Confidence in Incorporating Sustainability Topics into Teaching

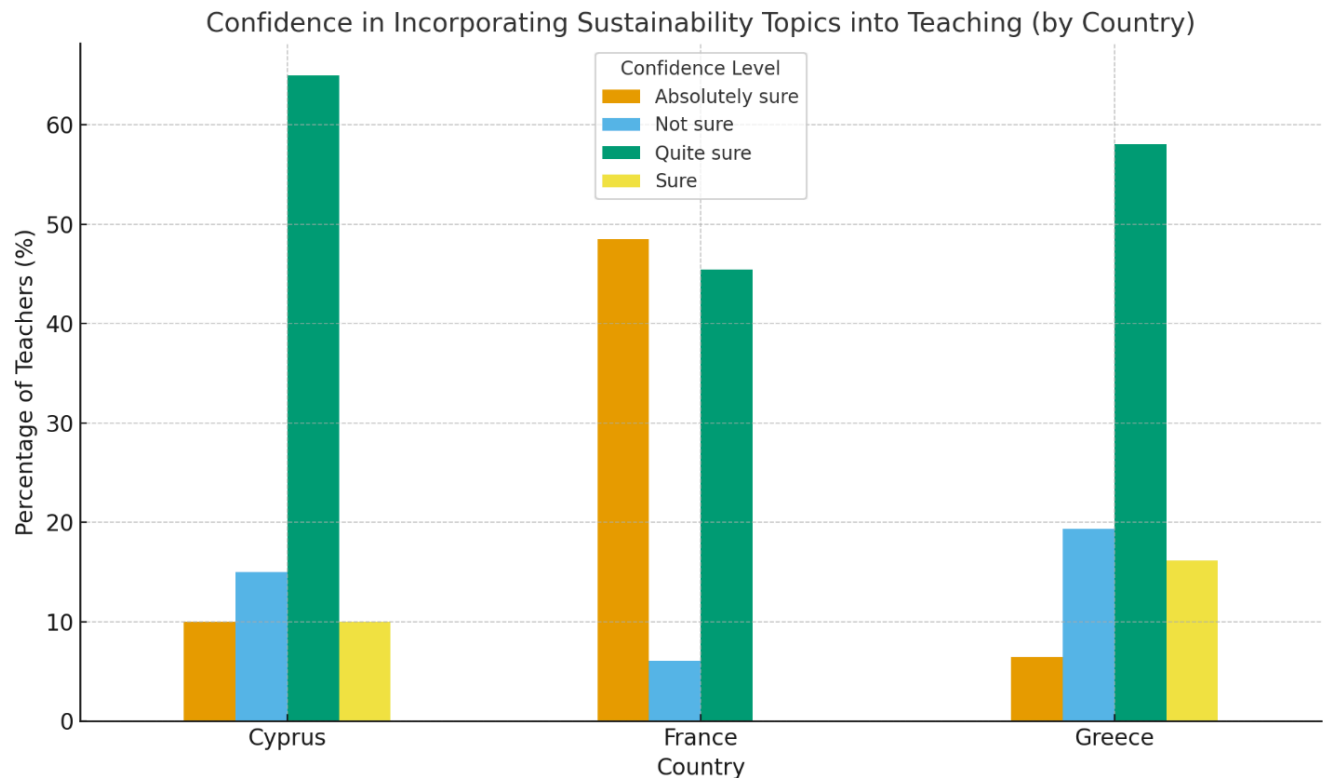


Figure 6 Responses to the question: “Do you feel confident incorporating sustainability topics into your teaching?”.

- In **Cyprus**, the majority of teachers reported being “Quite sure” about incorporating sustainability topics, with smaller proportions indicating “Not sure,” “Sure,” or “Absolutely sure.”
- In **Greece**, “Quite sure” was also the dominant response, though answers were more diverse, with more teachers identifying as “Not sure” or “Sure” compared to Cyprus.
- In **France**, responses were more balanced between “Quite sure” and “Absolutely sure,” suggesting a higher overall confidence among teachers in integrating sustainability into their teaching.

Preferred Sustainability Topics for Teaching

Most teachers expressed a strong interest in teaching **climate change** and **renewable energy**, which appeared consistently as preferred topics. Many also highlighted **waste management** and the **circular economy** as important areas, showing a focus on practical solutions for sustainability. In addition, **biodiversity** and **sustainable agriculture** were frequently chosen, reflecting the educators’ concern with ecological balance and sustainable food systems. Overall, the responses suggest a broad preference for addressing both global environmental challenges, like climate change, and more applied sustainability practices, such as recycling, resource use, and agriculture.



Challenges Encountered in Teaching Environmental Topics

From the teachers' responses, several recurring difficulties emerge when teaching environmental topics. A large number of educators emphasized student-related challenges, such as lack of interest, indifference, or insufficient awareness about environmental issues, often attributed to limited exposure at home or cultural attitudes. Others highlighted curriculum and institutional barriers, including lack of time in lessons, limited integration of sustainability in school programs, and insufficient support from ministries or educational policies. Resource constraints also appear frequently: poor-quality or outdated teaching materials, lack of interdisciplinary projects, and inadequate school equipment restrict effective teaching. Additionally, some teachers pointed out the complexity of environmental concepts, which can be difficult to explain in an accessible way, especially in subjects like language learning. A few educators also mentioned the challenge of keeping students engaged without overwhelming them or repeating the same messages. Overall, the responses suggest that while teachers recognize the importance of environmental education, they often feel constrained by structural limitations, resource gaps, and student disengagement, which hinder the full integration of sustainability into everyday teaching.

Participation in Environmental Actions or Programs at School

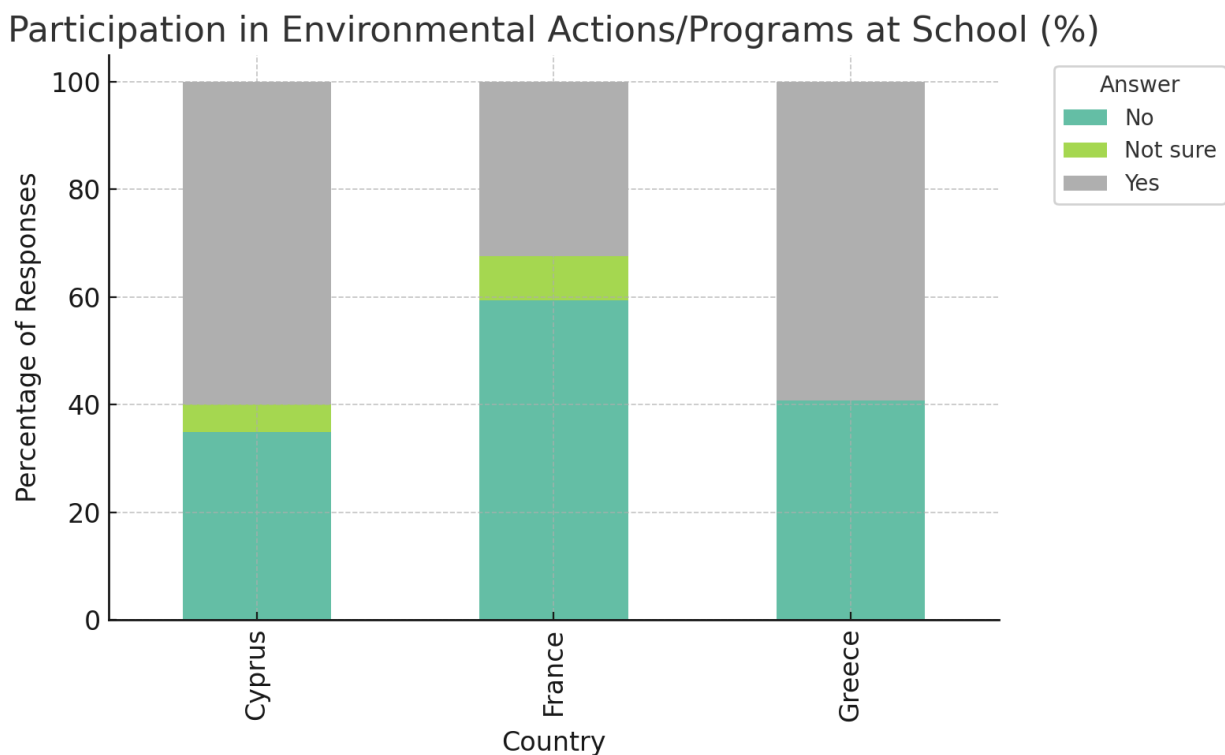


Figure 7 Responses to the question: "Have you participated in an environmental action or program at your school?".



In Cyprus, the majority of teachers reported having participated in such activities, while a smaller proportion indicated no involvement, and only a few were uncertain. In Greece, participation was also relatively strong, though slightly lower than in Cyprus, with a considerable number of teachers stating they had not taken part. In contrast, France displayed lower levels of engagement, as more than half of the respondents reported not having participated, a smaller group confirmed participation, and some expressed uncertainty. These findings suggest that environmental program participation is more established in Cyprus and Greece, while in France, teachers appear less engaged or less aware of such initiatives.

Collaboration with Other Educators on Sustainability Topics

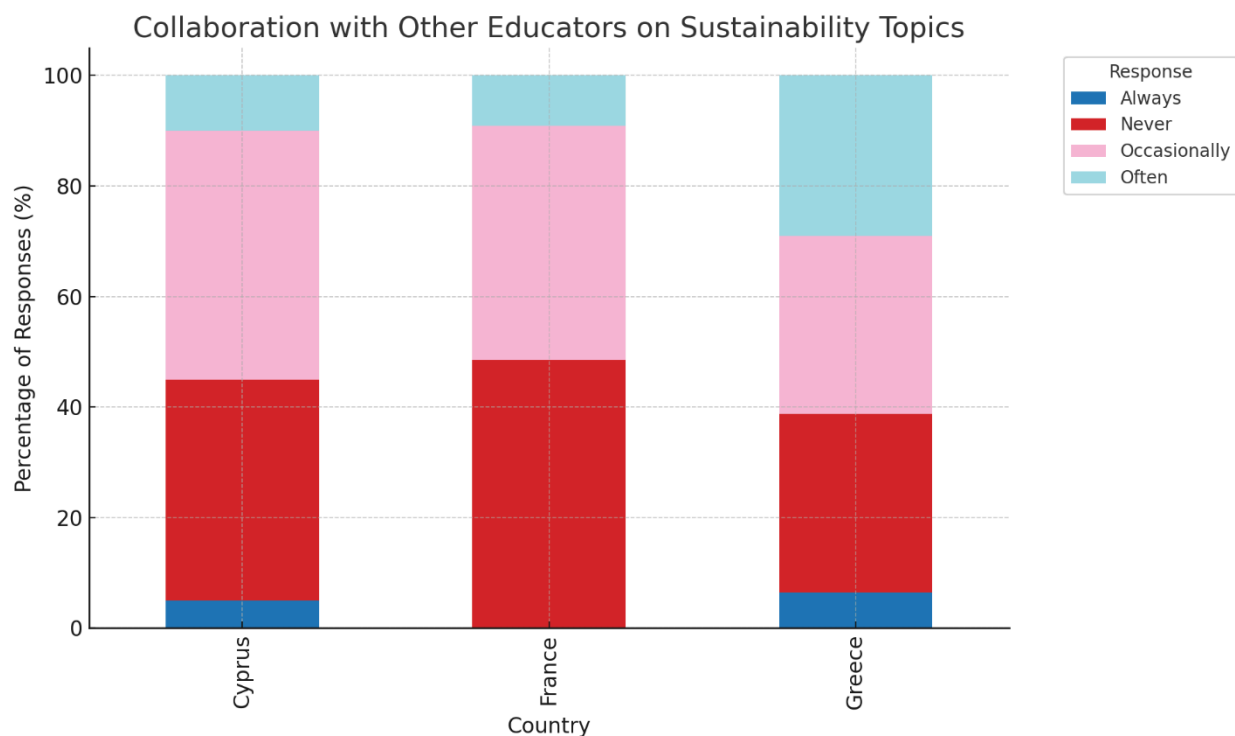


Figure 8 Responses to the question: “Do you collaborate with other educators on sustainability topics?”.

The results show that most teachers in all three countries collaborate on sustainability topics only occasionally, while a smaller proportion report collaborating often. Collaboration is rarely constant, as the “always” option was chosen by very few. Notably, in France nearly half of respondents stated that they never collaborate with colleagues on these topics, while Cyprus and Greece display slightly more frequent, albeit still limited, collaboration practices.



Evaluation of School Support for Environmental Education

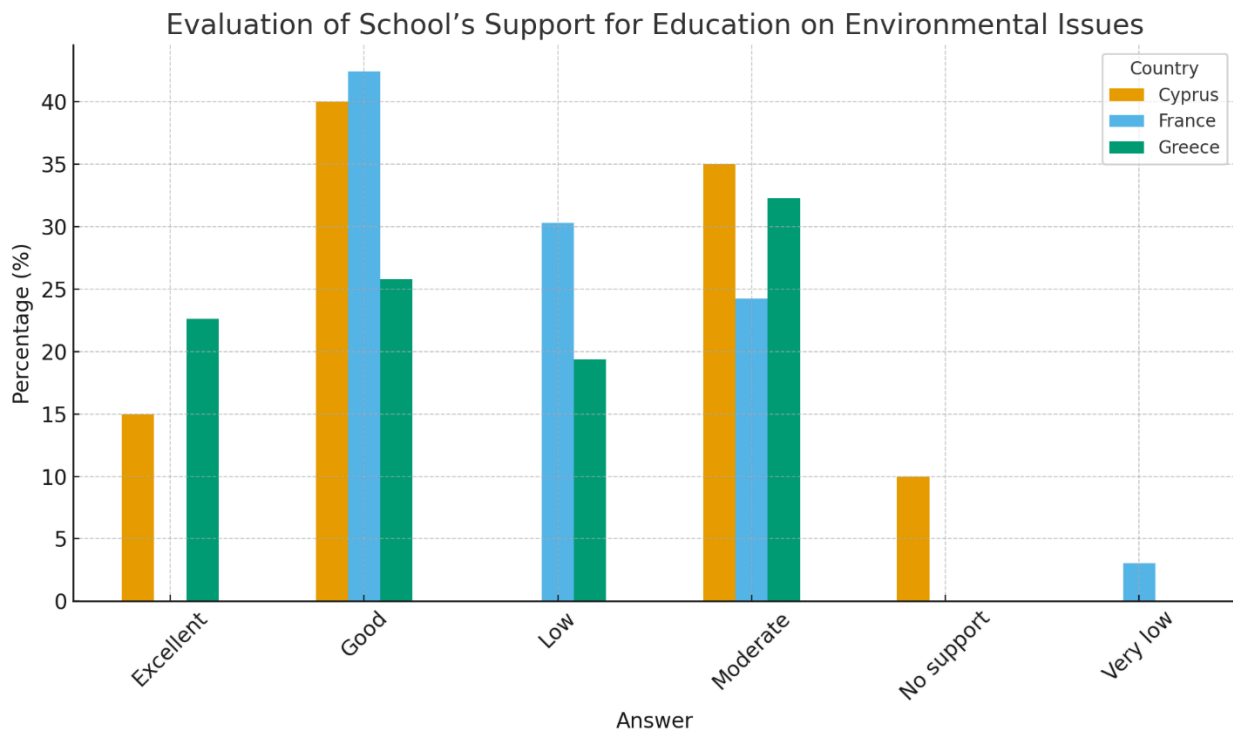


Figure 9 Responses to the question: “Evaluate your school’s support for education on environmental issues.”.

The results reveal significant differences among the three countries. In Cyprus, the majority of teachers rated their school’s support as *Good* or *Moderate*, though a notable share also pointed to *No support*. In Greece, responses leaned toward *Good* and *Moderate*, with a smaller but meaningful percentage rating support as *Excellent*. In France, the picture is more polarized: while many respondents considered the support *Good*, there was also a considerable proportion who rated it as *Low* or even *Very low*.

Overall, while all three countries show some positive evaluations, there is clear evidence that many schools provide only limited or inconsistent support for integrating environmental issues. This highlights the need for stronger institutional frameworks, better resources, and more systematic encouragement at the school level.

Support Needed to Integrate More Sustainability Topics into Lessons

The responses highlight that teachers strongly value practical support and accessible resources when it comes to integrating sustainability into their lessons. Many emphasized the need for better and updated educational material, such as worksheets, infographics, videos, digital tools, and ready-made lesson plans, which would help them deliver complex topics more effectively. There is also a clear demand for



training and professional development, including seminars, workshops, and pedagogical guidance adapted to different subjects, as well as opportunities for collaboration through networks like Erasmus+ or partnerships with local organizations. A recurring theme is the request for curriculum flexibility and institutional support, with several teachers pointing out the importance of official inclusion of sustainability topics in school programs and recognition from the Ministry. Some responses also stressed the value of hands-on and experiential learning, such as school gardens, recycling projects, energy-saving initiatives, or tree-planting activities, which engage students more directly. Finally, collaboration—both among teachers of different disciplines and with external experts—was seen as essential to make sustainability education more dynamic and relevant.

Willingness to Participate in Training Programs on Education for Sustainability

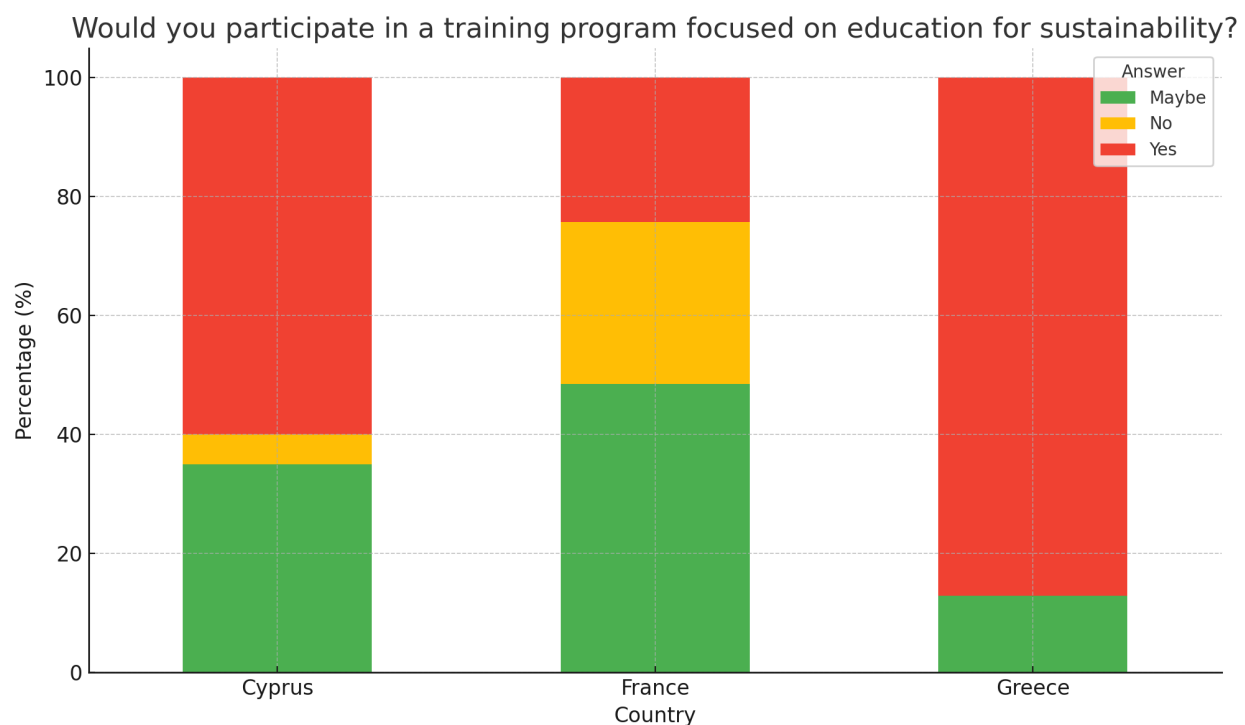


Figure 10 Responses to the question: "Would you participate in a training program focused on education for sustainability?"

- **Cyprus:** Most teachers answered *Yes*, while a smaller group said *Maybe*, and only a few selected *No*.
- **Greece:** The majority responded *Yes*, with a small portion selecting *Maybe* and almost none saying *No*.
- **France:** Responses were more divided compared to Cyprus and Greece, with many choosing *Yes*, but also a noticeable share selecting *Maybe* and *No*.

Overall, willingness to participate is highest in Greece and Cyprus, while France shows more hesitation.



Conclusions

The analysis of teachers' responses highlights both strengths and challenges in integrating sustainability into education. Overall, teachers show a moderate to high level of awareness of sustainability and the UN SDGs, and most consider education for sustainability as extremely or very important in students' lives. Many have already incorporated environmental topics such as climate change, recycling, and biodiversity into their lessons. However, the frequency of teaching these topics varies, with some educators doing so regularly while others rarely address them. Confidence in teaching sustainability is generally positive, though gaps remain due to limited training, lack of updated materials, and time constraints within the curriculum. Teachers identified difficulties such as student indifference, the complexity of scientific concepts, and insufficient institutional support. They emphasized the need for more resources, training programs, digital tools, and collaborative opportunities with other educators. Importantly, a large majority expressed willingness to participate in further training programs, reflecting strong motivation to strengthen sustainability education. Overall, the findings suggest that with better institutional frameworks, targeted resources, and professional development, teachers could play a pivotal role in promoting sustainability awareness and action within schools.

