

2022

ACTIVITY NO. 1:  
INTERACTIVE REPORT

# Environmental

## CHALLENGES AND CLIMATE ACTION

PART 3

SURVEY RESEARCH (POLAND AND ITALY)

Free publication



**Within the project:**  
VEforCA

**Prepared by:**  
**Fundacja „Fundusz  
Inicjatyw”**  
**(“Initiative Fund”  
Foundation)**  
**with contribution of  
Prometeo**



Disclaimer:

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 European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by  
the European Union**



**Co-funded by  
the European Union**



**Co-funded by  
the European Union**

Erasmus +, Action Type KA210-VET - Small-scale partnerships in vocational  
education and training

Project: 2021-2-PL01-KA210-VET-000047985

**What Vocational Education can do for Climate Action (VEforCA)**

## **Activity No. 1: Interactive report: environmental challenges and climate action**

### **Research, Part 3 Surveys – Poland and Italy**

**language version: English**

**prepared by: Fundacja „Fundusz Inicjatyw”  
 (“Initiative Fund” Foundation)  
with contribution of Prometeo**

FFI: Agnieszka Stawiszyńska, Dominik Kubas  
Prometeo: Carlo Smaldone Villani, Francesca Pastorino Smaldone Villani

**within the project**

## **What Vocational Education can do for Climate Action (VEforCA)**

Disclaimer: 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 European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by  
the European Union**

## Contents

Introduction to the Report .....	5
Surveys in Poland.....	6
Surveys in Italy.....	16
Summary .....	25
Attachment – template of the survey questionnaire used .....	26



## Introduction to the Report

The survey was conducted by partner institutions (Fundacja “Fundusz Inicjatyw,” Prometeo) in their countries, i.e. in Poland and Italy, as a part of the project.

The survey is one of the four types of research carried out under the project. Other types of research carried out include: desk research, focus studies and interviews with experts.

The online survey tool on the [www.surveymonkey.com](http://www.surveymonkey.com) portal was used. The survey was prepared and posted online in two language versions. For Polish respondents – in Polish, and for Italian respondents – in English.

The aim of the survey was to obtain additional knowledge from the respondents, as part of civic education, about the most pressing environmental challenges, including ecological threats at the local level.

The questionnaire (attached to the Report) contained 10 questions. 3 questions were closed. 7 questions were of a mixed nature – apart from the possibility of choosing closed answers, the respondents had the possibility to give an additional, open answer.

In Italy, the survey questionnaire was conducted in Polish, therefore the graphics / charts in the Report are in Polish. In both countries, the questionnaire contained the same questions and answers, therefore it is possible to understand or translate the questions / answers from the Polish into English on the basis of the English part of the research included in the Report.

According to the provisions of the application, each partner institution was obliged to obtain min. 20 responses from respondents in their home country. The respondents were direct stakeholders in the VET (vocational education and training) sector: educators (staff), including educators – parents and learners (students) of the VET sector from the local environment. Detailed analysis of the survey results in Poland and Italy is presented in two separate parts of the Report.



## Surveys in Poland

### Introduction

This part of the Report presents an analysis of the results of the survey questionnaire carried out in Poland by Fundacja „Fundusz Inicjatyw” (“Initiative Fund” Foundation).

The main goal of the research was to find out the respondents' opinions on the environment and the ongoing climate change, to define the respondents' environmental awareness and to find out what vocational education institutions can do for climate action.

24 people from the Lublin Voivodeship, related to the vocational education and training sector (educators / staff working in the vocational education sector, including parents and students), participated in the study. 15 out of 24 respondents specified their status: educators – 10 (of which 3 parents, including 1 disadvantaged – from rural areas); students – 5 people (of which 3 are in a disadvantaged socio-economic situation). The remaining 9 did not specify their status, but they are people from the VET sector, as the questionnaire was distributed only to this group. The research was anonymous and the results did not require division into individual groups of respondents, so the response to the status was optional, e.g. due to the sensitivity of the data on the disadvantaged status (i.e. persons of disadvantaged socio-economic/educational background).

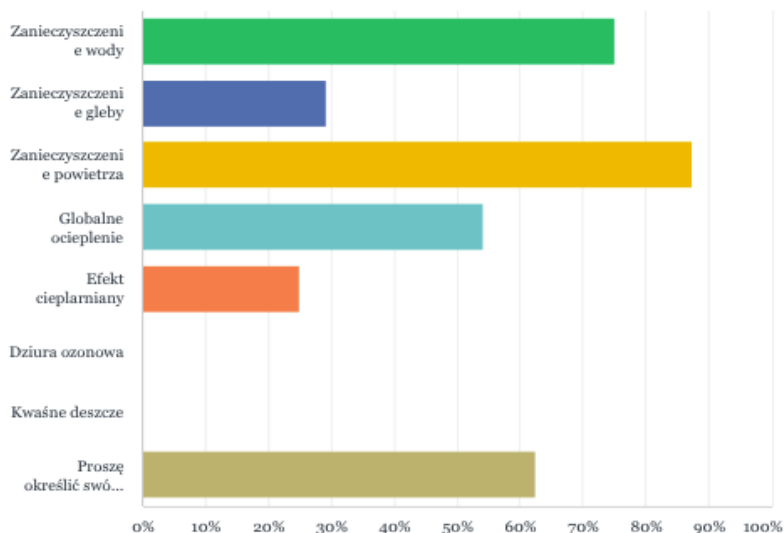
The questionnaire contained 10 questions, 3 of which were closed questions, and 7 were closed but with the possibility of giving an additional open answer by the respondents. The survey was conducted in August-September 2022 with the use of the ‘surveymonkey’ tool.



## Question 1.

Jakie są 3 najpilniejsze problemy środowiskowe w Twojej społeczności lokalnej? (zaznacz maksymalnie 3 odpowiedzi)

Risposte: 24 Saltate: 0



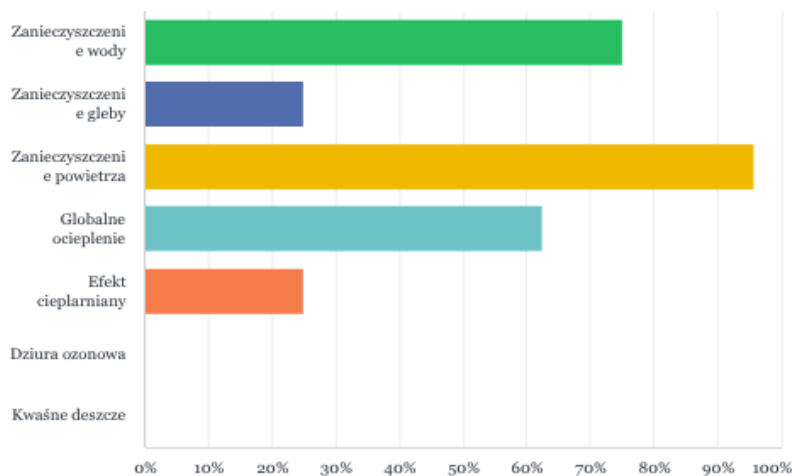
The chart above presents the respondents' indications regarding the selection of the three most urgent environmental problems in their local community. The above data shows that the majority, i.e. 87.5% of the respondents, indicated air pollution. Then the respondents chose water pollution (75% of the respondents). Global warming is the third most important problem in the local environment according to the respondents – 54% of responses. The respondents recognise soil pollution (29%) and the greenhouse effect (25%) to a much lesser extent.



## Question 2.

Które 3 problemy środowiskowe są najpilniejsze WEDŁUG CIEBIE?  
(zaznacz maksymalnie 3 odpowiedzi)

Responses: 24 Skipped: 0



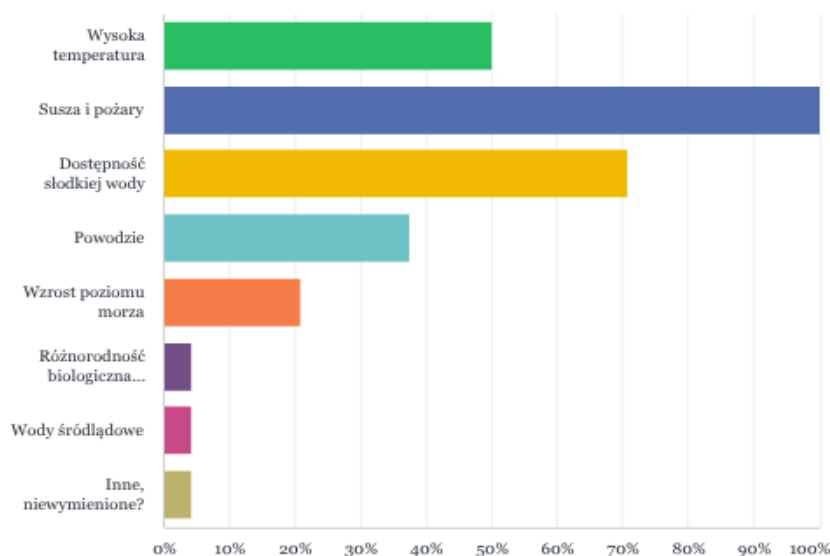
The above results indicate the three most pressing environmental problems according to the respondents. According to almost 96% of respondents, air pollution is a very serious environmental problem. 75% of respondents indicate water pollution, whereas 62.5% – global warming. As in the previous question, a lower percentage of participants indicated soil pollution (25%) and the greenhouse effect (25%).



### Question 3.

Jakie są 3 najpilniejsze według Ciebie problemy środowiskowe związane ze zmianami klimatu? (zaznacz maksymalnie 3 odpowiedzi)

Risposte: 24 Saltate: 0



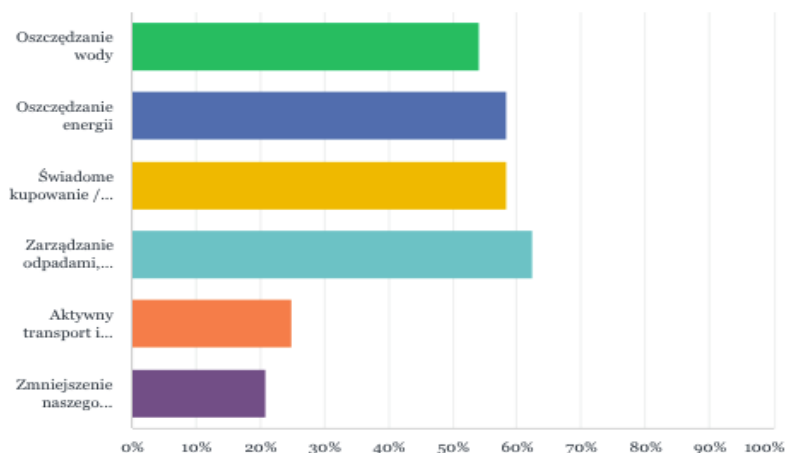
The above graphic shows the three most pressing environmental problems related to climate change indicated by the respondents. Unanimously, 100% of the survey participants indicated droughts and fires first, and almost 71% indicated the availability of fresh water. Thirdly (50%), the respondents chose high temperature. Floods were marked by 37.5% of the respondents, the sea-level rise by 21% of the respondents. Both options – “biodiversity of soils” and “inland waters” were noted by 4% of the respondents. With the above question, the respondents also had the option of adding an individual statement “Other, not listed.” 4% responded to this, giving an additional factor of unpredictability of the weather.



#### Question 4.

Na jaki temat chciałbyś/chciałabyś się szkolić?

Risposte: 24 Saltate: 0



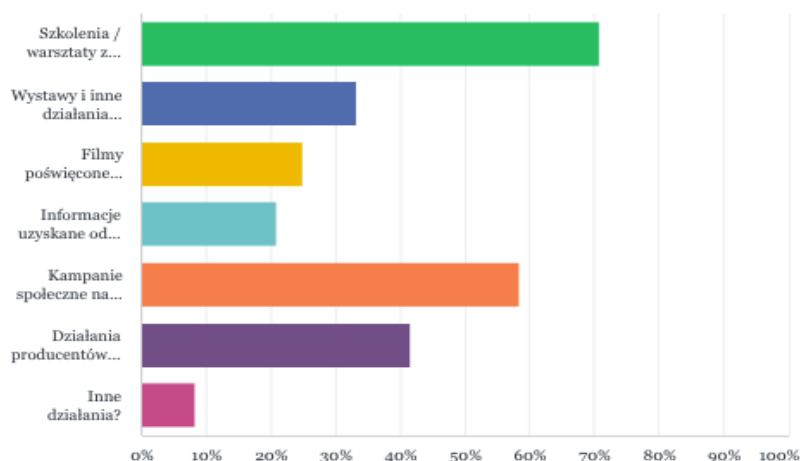
The next chart shows in which areas of knowledge about the environment and climate the respondents would like to be trained. The largest number of the respondents chose waste management, recycling and upcycling (62.5%), energy saving and conscious buying / smart buying of food – 58% of the indications each. Subsequently, 54% of the respondents chose the answer “water saving.” 25% of the respondents indicated active transport and mobility, and the lowest percentage of responses, 21%, concerned the reduction of the digital carbon footprint.



### Question 5.

Jakie są najlepsze sposoby promowania działań na rzecz środowiska i klimatu w społeczności lokalnej?

Risposte: 24 Saltate: 0



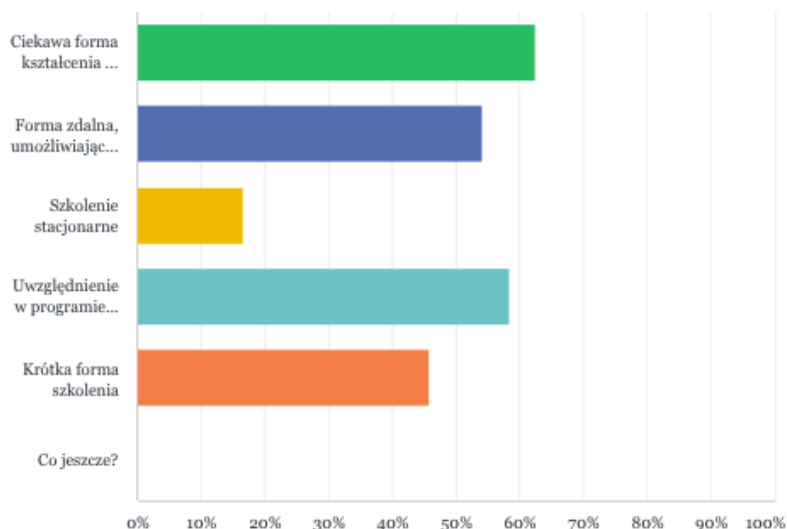
The chart above illustrates the best ways to promote environmental and climate actions in the local community, according to the respondents. Most of the respondents, almost 71%, find training / workshops in the field of ecology the best form of promoting environmental and climate action. Subsequently, 58% indicated social campaigns on ecology. 42% of the respondents chose pro-ecological activities undertaken by producers of goods and services. Films devoted to ecology were selected by 25% of respondents, and 21% believe that the best way to promote this type of activity is information obtained from friends. The lowest percentage of responses (8%) occurs with the option “Other activities?” The respondents mention happenings, events aimed at increasing awareness and educating in the field of changing attitudes, as well as teaching children at school, and promoting ecological behaviour as fashionable.



## Question 6.

Co mogłoby Cię zmotywować do wzięcia udziału w edukacji ekologicznej?

Risposte: 24 Saltate: 0



In the chart above, we can observe the percentage of respondents' indications in terms of what could potentially motivate them to take part in environmental education. In the first place there is an interesting form of education with the use of various forms of teaching (lectures, exercises, films, simulations, experiments), marked by 62.5% of the respondents. For 58% of the respondents, it is motivating when the training programme includes topics they can use in their lives, and 54% of the respondents indicate a remote form, enabling learning at any time. Slightly less, that is 46% of the respondents, indicated a short form of training. The lowest number of respondents, 17%, indicated stationary training.

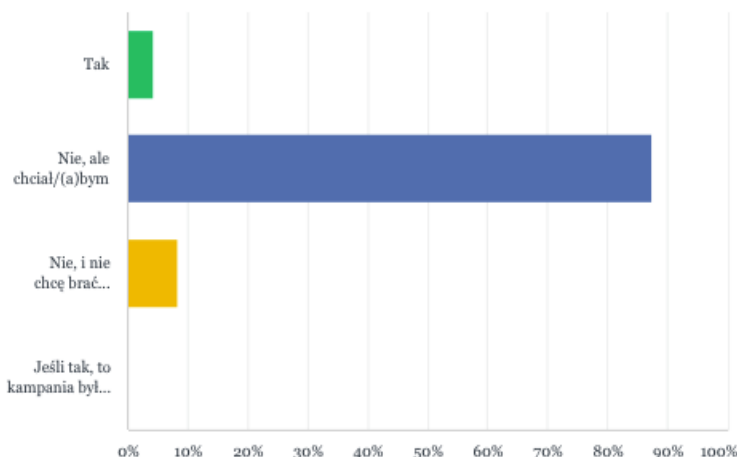


Co-funded by  
the European Union

### Question 7.

Czy w ostatnim czasie lub w przeszłości brałeś/aś udział w jakiejś kampanii proekologicznej?

Risposte: 24 Saltate: 0



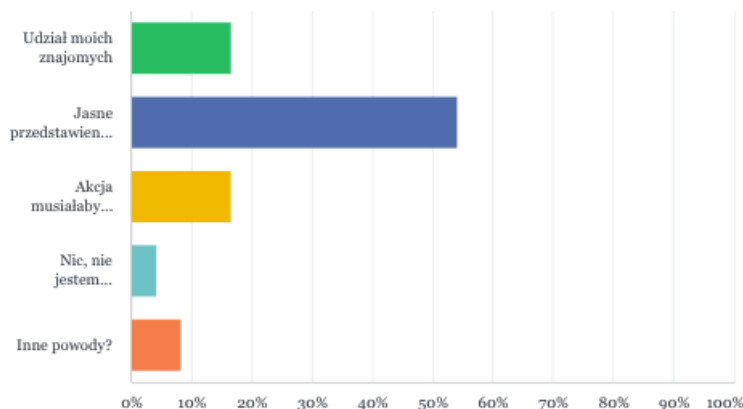
Another question was related to the participation of the respondents, in the past or recently, in the pro-ecological campaign. You can clearly see that a very large percentage, as many as 87.5% of the respondents, did not participate, but would like to take part in a campaign on this subject. This data is satisfactory and shows us that the respondents care about the environment. Only 4% had contact with this form of education, and 8% of the respondents indicated that they did not participate and, what is more, they do not want to take part in such activities.



### Question 8.

Co mogłoby Cię zmotywować do wzięcia udziału w akcjach ekologicznych?

Risposte: 24 Saltate: 0

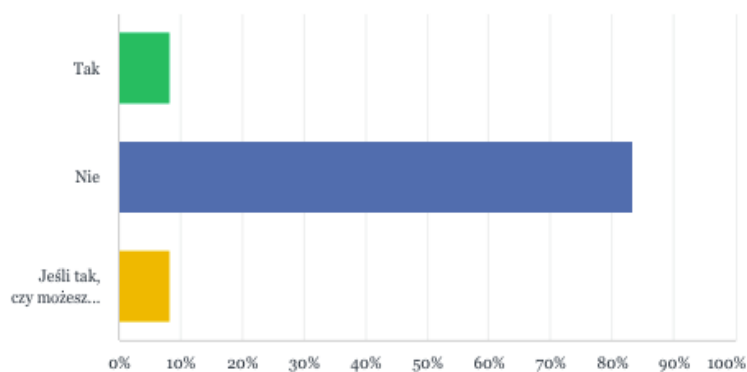


The next chart shows which factors and to what extent could motivate the respondents to take part in ecological actions. As it turns out, the largest number of the respondents (54%) indicated a clear presentation of the objectives of the action and the planned results. 17% of the respondents indicated the participation of friends and the fact that environmental campaigns would have to take place at school or at work due to the reluctance to allocate their private time. There is also a small percentage (4%) of people not interested in such activities. 8% of the respondents added that they would have to have free time for such initiatives.

### Question 9.

Czy znasz jakieś przykłady oddolnych, lokalnych działań ekologicznych, które zakończyły się sukcesem?

Risposte: 24 Saltate: 0



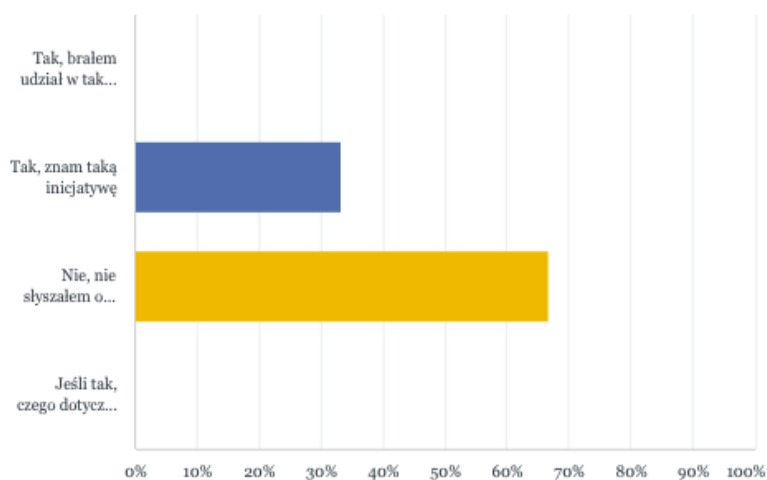


In the next chart, we can see the answers given by the respondents to the question about the knowledge of examples of grass-roots, local ecological activities that have been successful. Unfortunately, the most (83%) of the respondents indicated that they “do not know” such activities. Only 8% of the respondents know examples of such practices. Within this question, the respondents had the opportunity to provide their own examples of this type of action. 8% of the respondents indicated buying food from local farmers and local actions against logging.

### Question 10.

Czy znasz pojęcie nauki obywatelskiej [ang. citizen science] (badania, w których dane są zbierane przez nieprofesjonalnych badaczy, a następnie przekazywane badaczom/instytucjom/szkołom do wykorzystania z korzyścią dla wszystkich)?

Risposte: 24 Salute: 0



The chart above shows the responses of the respondents asked about their knowledge of the concept of citizen science. As we can observe, nearly 67% of the respondents have not heard about this concept. On the other hand, 33% of the respondents know what citizen science is. However, none of the respondents took part in such activity.



## Surveys in Italy

### Introduction

This section of the Report presents an analysis of the results of the questionnaire survey conducted in Italy by Prometeo. The main goal of the research was to find out the respondents' opinions on the environment and the ongoing climate change, to define the respondents' environmental awareness and to find out what vocational education institutions can do for climate action.

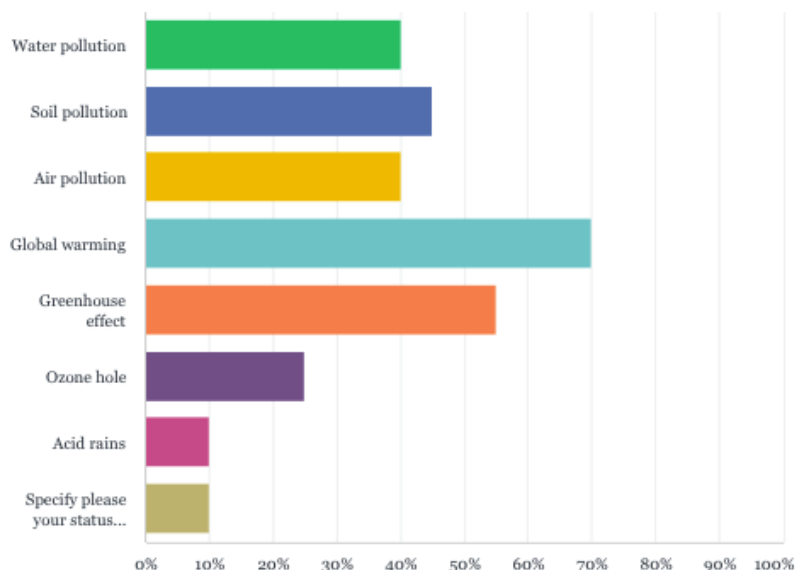
20 people took part in the survey, 6 of whom were learners in the VET sector and 14 were representatives of the VET sector staff (including 8 educators, 4 teachers and 2 trainers).

The questionnaire contained 10 questions, 3 of which were closed questions, and 7 were closed but with the possibility of giving an additional open answer by the respondents. The survey was conducted in August-September 2022 with the use of the 'surveymonkey' tool.

### Question 1.

What are the 3 most urgent environmental issues in your local community?  
(choose max 3 answers)

Risposte: 20 Saltate: 0



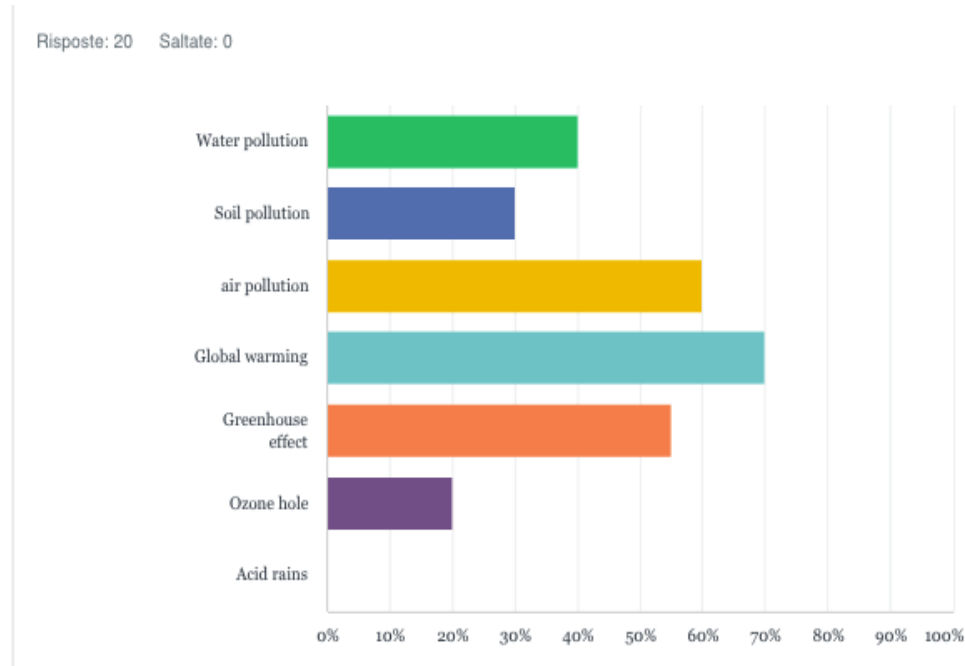
The chart above shows the three most urgent environmental problems – according to the respondents – in their local community. The above data shows that the greatest number, as many as 70% of the respondents, pointed global warming. The next choice of the respondents was the greenhouse effect, indicated by 55% of the respondents. Soil contamination was the third most frequently chosen problem by the respondents in the local environment – 45% of responses. Both answers – water pollution and air pollution were indicated by 40%



Co-funded by  
the European Union

of the respondents. The ozone hole was marked by 25% of the participants. Acid rain was the least selected (10%) by the respondents.

### Question 2.

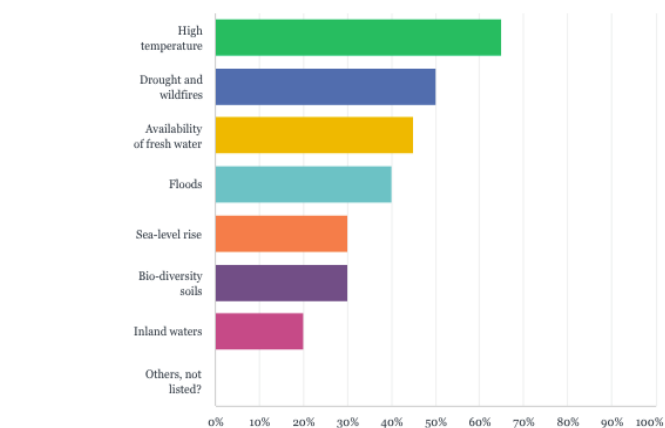


The chart above shows the three most urgent environmental problems according to the respondents' individual opinions. According to 70% of the respondents, global warming is a very serious environmental problem. 60% of the respondents chose air pollution, and 55% of the respondents indicated the greenhouse effect. Water contamination was indicated by 40% of the respondents, and soil contamination by 30%. The ozone hole was indicated by 20% of the respondents.

### Question 3.

What are 3 the most urgent environmental issues of climate change for you? (choose max 3 answers)

Risposte: 20 Saltate: 0





**Co-funded by  
the European Union**

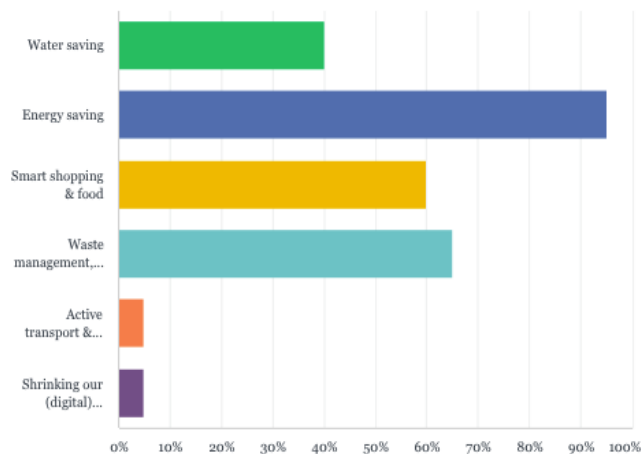
The chart above shows the responses of the respondents to the three most urgent environmental problems associated with climate change. As many as 65% of the survey participants considered high temperature first. 50% of the indications concerned drought and fires.

In the third place, the respondents indicated the availability of fresh water (in this case it was 45% of the respondents). Floods were marked by 40% of the respondents. 30% of the respondents chose sea-level rise and soil biodiversity. The smallest percentage of respondents (20%) pointed the answer “inland waters.”

#### Question 4.

What topics do you like to be trained about?max 3 answers

Risposte: 20 Saltate: 0



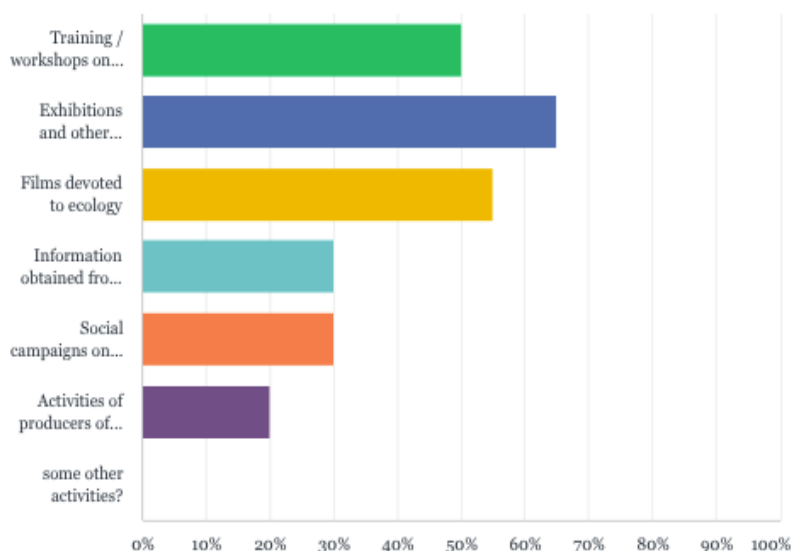
The next chart shows in which areas of the environment and climate change the respondents would like to be trained. The primary area indicated by the majority of the respondents, amounted to as much as 95%, is energy saving, while 65% indicated waste management, recycling and upcycling. 60% of the respondents indicated conscious buying / smart buying of food. These are the three leading areas. Water saving was indicated by 40% of the respondents, and each category “active transport and mobility,” and “shrinking our (digital) carbon footprint” obtained 5% of the responses.



### Question 5.

What are the best ways to promote environmental and climate actions in the local community? Max 3 answers

Risposte: 20 Saltate: 0



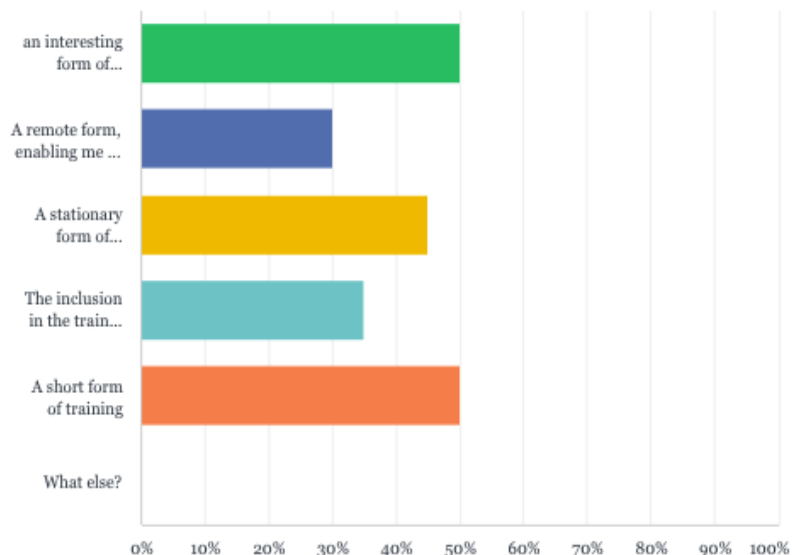
The next chart shows the best ways of promoting environmental and climate actions in the local community according to the respondents. Most of the respondents, 65% to be exact, indicated that the best method of promoting environmental and climate actions are exhibitions and other cultural activities devoted to ecology. Then 55% of the respondents indicated films devoted to ecology. 50% of the respondents indicated training / workshops in the field of ecology. 30% of the respondents selected the answer “information obtained from friends who are pro-ecological” and “social campaigns on ecology.” The lowest percentage of responses (20%) concerned pro-ecological activities undertaken by producers of goods and services.



## Question 6.

What could motivate you to take part in environmental education?Max 3 answers

Risposte: 20 Saltate: 0



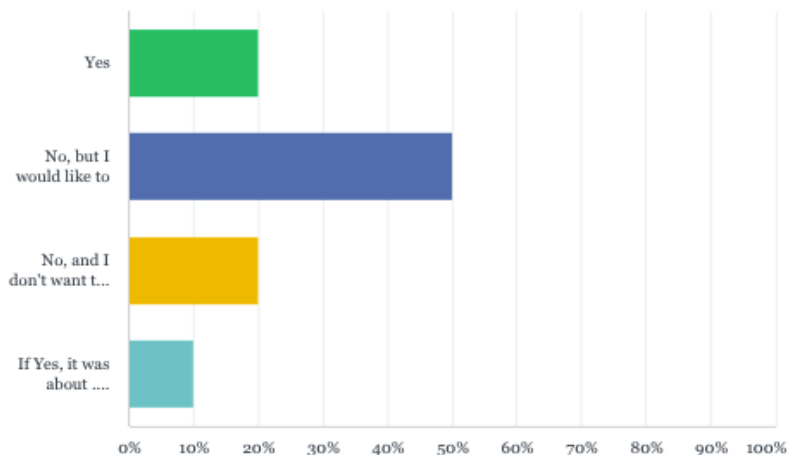
In the chart above, we can see the respondents' responses to what could potentially motivate them to participate in environmental education. In the first place (50% of the respondents) were: an interesting form of education using various forms of teaching (lectures, exercises, films, simulations, experiments) and a short form of training. For 45% of the respondents, a stationary form of training would be motivating. For 35% of the respondents, it is important that the training program includes topics that they can use in their daily lives. A bit less, i.e. 30% of the respondents, expect a remote form that would enable learning at any time.



### Question 7.

Have you taken part in any pro-ecological campaign recently or in the past? Max 3 answers

Risposte: 20 Saltate: 0



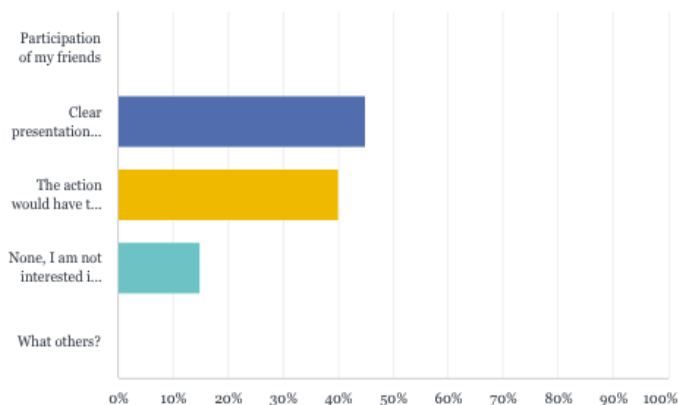
Another question concerned the participation of the respondents, recently or in the past, in the pro-ecological campaign. We immediately notice that 50% of the respondents did not participate in such an action, but would like to take part in a campaign on this subject. This data is satisfactory and shows that the respondents care about the environment. 20% of the respondents indicated that they took part in some pro-ecological campaign. Also 20% of the respondents answered that they did not participate and, what is more, they do not want to take part in such actions. Within this question, 10% of the respondents added in which type of campaign / training / environmental event they had participated in the past. These were: bird watching and the # FridaysForFuture movement.



### Question 8.

What could motivate you to take part in environmental actions?Max 3 answers

Risposte: 20 Saltate: 0



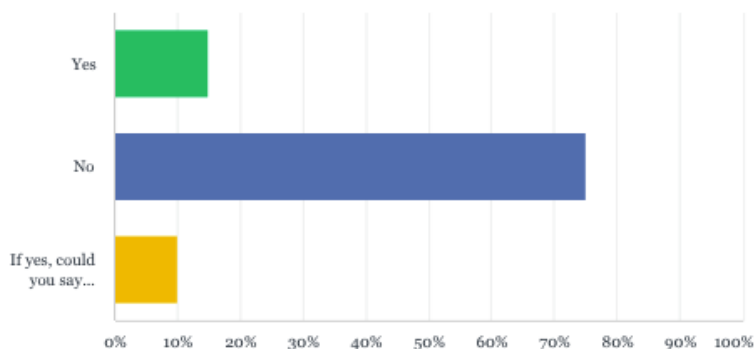
The next chart shows what factors and to what extent could motivate the respondents to take part in ecological campaigns. As it turns out, the largest number of respondents (45%) indicated a clear presentation of the objectives of the action and the planned results. 40% of the respondents replied that environmental campaigns would have to take place at school or at work, due to the reluctance to allocate their private time. 15% of the respondents indicated that they are not interested in this type of activities.



### Question 9.

Do you know any examples of grassroots, local environmental activities that have been successful? Only one answer

Risposte: 20 Saltate: 0



In the next chart, we can see the percentage of the respondents' answers to the question regarding the knowledge of examples of grassroots, local environmental activities that have been successful. Unfortunately, the greatest number, 75% of the respondents, indicated the answer "no." Only 15% of the respondents replied that they knew examples of such practices.

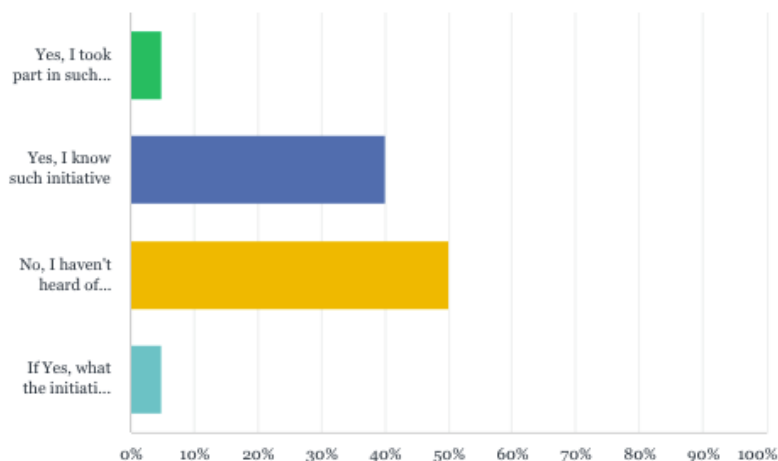
Within this question, the respondents had the opportunity to provide examples of activities known to them. 10% of the respondents indicated involvement in the activities of "Green party" and Greenpeace campaigns.



### Question 10.

Do you know the concept of citizen science (research where data is collected by non-professional researchers and then transferred to researchers/institutions/schools for use for the benefit of all)? Only one answer

Risposte: 20 Saltate: 0



The chart above shows the responses of the respondents asked about their knowledge of the concept of citizen science. As you can see, nearly 50% of the respondents have not heard about this kind of research. On the other hand, 40% of the respondents know what citizenship education is. In addition, 5% of the respondents had taken part in this type of initiative in the past and added that it was related to astronomy.



## Summary

The respondents in both countries considered the following environmental problems in their local community / local environment the most urgent: air pollution, water pollution, soil pollution, as well as global warming, and the greenhouse effect.

The most urgent general environmental problems (nationally, worldwide) were identified by respondents in both countries as: air pollution, water pollution, global warming, and the greenhouse effect

The most urgent environmental problems related to climate change in both countries are: high temperature, drought and fires, and the availability of fresh water.

The respondents in both countries indicated that they would most like to learn more on the subjects of: waste management, recycling and upcycling, energy saving, smart shopping and conscious food buying, and water-saving.

In both countries, the respondents indicated that the best ways to promote environmental and climate action are: environmental training / workshops; exhibitions and other cultural and ecological activities; social campaigns on ecology, and films on ecology.

Both in Poland and in Italy, respondents indicated that they could be motivated to participate in a pro-environmental campaign primarily by an interesting form of education with the use of various forms of teaching. Besides, by including topics that can be used in their daily lives in the training programme, and by a short form of training.

In terms of participation in ecological campaigns, we see a significant discrepancy between the respondents in Italy and the ones from Poland. In Poland, as many as 87.5% of the respondents have not recently participated in a campaign on this subject, in Italy only half of the respondents did not participate in such an action. In Poland, only 4% of the respondents took part in some ecological campaign recently. In Italy, it was 20% of the respondents.

In both countries, the respondents first of all indicated that they could be motivated to participate in climate action by clearly presenting the objectives of the action and the planned results. A significant group of the respondents would expect the implementation of an ecological action at school or at work, due to the reluctance to allocate their private time.

In both countries, the overwhelming majority of the respondents said they were not familiar with grassroots ecological activities, which were successful. Only a small percentage of the respondents (8% in Poland and 15% in Italy) knew such initiatives, which shows us the unfavorable situation in both countries.

In terms of familiarity with the concept of “citizen science,” in both countries, the majority of the respondents had not heard of this research method (67% in Poland and 50% in Italy). About 1/3 of the respondents know this concept (33% in Poland and 40% in Italy).



## Attachment – template of the survey questionnaire used

### What Vocational Education can do for Climate Action (VEforCA)

#### 1. PART II - The Participatory Field Research as an analysis of focus groups and surveys

Some questions have a number of closed answers, please choose the one you like more, and answer with a short detail the open questions. Thank you for your time.

##### **Question 1. What are the 3 most urgent environmental issues in your local community? (choose max 3 answers)**

- ☐ Water pollution
- ☐ Soil pollution
- ☐ Air pollution
- ☐ Global warming
- ☐ Greenhouse effect
- ☐ Ozone hole
- ☐ Acid rains
- ☐ Specify please your status (VET Learner with disadvantaged socio-economic/educational background, VET Learner, VET educator, parent, other)

##### **Question 2. What are the 3 most urgent environmental issues **FOR YOU?** (choose max 3 answers)**

- ☐ Water pollution
- ☐ Soil pollution
- ☐ air pollution
- ☐ Global warming
- ☐ Greenhouse effect
- ☐ Ozone hole
- ☐ Acid rains

##### **Question 3. What are 3 the most urgent environmental issues of climate change for you? (choose max 3 answers)**

- ☐ High temperature



**Co-funded by  
the European Union**

- ☐ Drought and wildfires
- ☐ Availability of fresh water
- ☐ Floods
- ☐ Sea-level rise
- ☐ Bio-diversity soils
- ☐ Inland waters
- ☐ Others, not listed?

**Question 4. What topics do you like to be trained about?**

- ☐ Water saving
- ☐ Energy saving
- ☐ Smart shopping & food
- ☐ Waste management, recycling and upcycling
- ☐ Active transport & mobility
- ☐ Shrinking our (digital) carbon footprint)

**Question 5. What are the best ways to promote environmental and climate actions in the local community?**

- ☐ Training / workshops on ecology
- ☐ Exhibitions and other cultural activities devoted to ecology
- ☐ Films devoted to ecology
- ☐ Information obtained from friends who are pro-ecological
- ☐ Social campaigns on ecology
- ☐ Activities of producers of goods and services encouraging pro-ecological activities
- ☐ some other activities?

**Question 6. What could motivate you to take part in environmental education?**

- ☐ An interesting form of training with the use of various forms of teaching (lectures, exercises, films, simulations, experiments)
- ☐ A remote form, enabling me to learn at any time
- ☐ A stationary form of training



**Co-funded by  
the European Union**

- ☐ The inclusion in the training program of topics that I can use in my life
- ☐ A short form of training
- ☐ What else?

**Question 7. Have you taken part in any pro-ecological campaign recently or in the past?**

- ☐ Yes
- ☐ No, but I would like to
- ☐ No, and I don't want to participate
- ☐ If Yes, it was about ....

**Question 8. What could motivate you to take part in environmental actions?**

*Only one answer*

- ☐ Participation of my friends
- ☐ Clear presentation of the objectives of the action and its planned results
- ☐ The action would have to take place at school or at work (I do not want to involve my private time)
- ☐ None, I am not interested in such activities
- ☐ What others?

**Question 9. Do you know any examples of grassroots, local environmental activities that have been successful?**

*Only one answer*

- ☐ Yes
- ☐ No
- ☐ If yes, could you say something more?

**Question 10. Do you know the concept of citizen science (research where data is collected by non-professional researchers and then transferred to researchers/institutions/schools for use for the benefit of all)?**

- ☐ Yes, I took part in such an initiative
- ☐ Yes, I know such initiative



**Co-funded by  
the European Union**

- ☐ No, I haven't heard of citizen science
- ☐ If Yes, what the initiative was related to?

---

[Click here to finish your survey, Thanks for your collaboration](#)



**Co-funded by  
the European Union**



**Co-funded by  
the European Union**



**Attribution-NonCommercial-ShareAlike  
(CC BY-NC-SA)**

This license lets others remix, adapt, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.

**Disclaimer:**

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 European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.