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## Questionnaire for Assessing Sustainability Awareness and Practices in Vocational Schools

This annex contains a **questionnaire** designed to support vocational schools to identify the school community's knowledge and attitudes regarding sustainability.

### The questionnaire should be conducted anonymously among school management, administrative staff, teachers and learners.

Building on **module 2 - Education for sustainable development**, the questionnaire examines how familiar the school community is with sustainable development, and, more precisely, education for sustainable development. To what degree does it already play a role in the school's teaching, learning, and practices?

Referring to **module 4 - Whole Institution Approach to Sustainability** the questionnaire engages students, teachers, and staff to reflect on their own school setting and the way sustainability is anchored in the different action areas of the school, namely school values, partnerships, and networks, team development, teaching and learning, school community and school premises. It also helps to reveal what practices that the school may already be implementing are visible to the school community.

### What insights can the questionnaire reveal about sustainability in your school?

The results of the questionnaire help identify

- the views on sustainable development and ecological sustainability in your school community.
- the school's potential and challenges in anchoring sustainability holistically in their institution.
- how current sustainable practices are conceived within the school community.
- what specific demands, expectations and ideas your school community has regarding sustainability and education for sustainable development.

This will help your vocational school to inform strategies and initiatives, ensuring that efforts are both effective and impactful in promoting sustainability.

### How can the questionnaire results spark meaningful discussions?

The results of the questionnaire provide a valuable foundation for initiating discussions within your school community. Consider starting the conversation with these guiding questions:

- What are your key takeaways from the results?
- What aspects met your expectations?
- Were there any surprises or unexpected findings?
- What is one specific idea you would like to see implemented immediately?
- Which existing sustainability actions are currently overlooked or not recognized by the school community?
- Based on the results, what do you see as the main challenge for your school in advancing sustainability?

### How can you adapt and use the questionnaire efficiently?

The following pages can be used by your institution as-is, serving as a copy template, or adapted to suit your specific context. To conserve valuable resources, we recommend utilizing the online version. A Google Forms template is provided, which you can copy, customize, share, and analyze as needed:

[https://docs.google.com/forms/d/1SuSR5ljs6Z5zoL-sDwJuye\\_fMrEwKpQZ-l\\_GEhGliRs/copy](https://docs.google.com/forms/d/1SuSR5ljs6Z5zoL-sDwJuye_fMrEwKpQZ-l_GEhGliRs/copy)



# SchoolSurvey

## Exploring Sustainability in Our School Community: A Questionnaire for Reflection and Action

This survey examines the views of your VET-school on sustainable development and on anchoring ecological sustainability in your institution. The results can help your school start a meaningful process towards establishing sustainability institutionally. Some of the questions are specifically tailored to certain segments of the school community (e.g., school administration, teachers, or learners) and are marked accordingly.

The survey was created by the Erasmus+ project GreenVET Pathway (2023-1-DE02-KA220-VET-0001571).

Find out more about the project on [www.green-vet.eu](http://www.green-vet.eu).

### What is your function at the school?

- ☐ I am working in the school's management or administration.
- ☐ I am a teacher at the school.
- ☐ I am a student at the school.
- ☐ Other

### Age

- ☐ Under 18
- ☐ 19-21
- ☐ 22-25
- ☐ 25-35
- ☐ 36-45
- ☐ 46-55
- ☐ Over 55

### Gender

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ I prefer not to tell

### What subject(s) are you teaching?

For teachers

### What professional field are you studying?

For learners

### How familiar are you with the United Nation's 17 Sustainable Development Goals (SDGs)?

- ☐ Very familiar
- ☐ Not familiar at all

Watch this video if you haven't heard about the UN Sustainable Development Goals:

<https://www.youtube.com/watch?v=0XTBYMfZyrM>



### In what context did you come into contact with the Sustainable Development Goals (SDGs)? [multiple answers possible]

- ☐ The topic has been discussed at the educational institution (e.g. among colleagues).
- ☐ In my initial teacher training
- ☐ In internal staff trainings
- ☐ In external professional further training
- ☐ When following the current topics of my own field (e.g. research)
- ☐ In the lessons at vocational school
- ☐ In practical training or internships in companies
- ☐ At school in general
- ☐ In the media or social media
- ☐ In professional or private networks
- ☐ At home
- ☐ In community engagement
- ☐ In hobbies and leisure time
- ☐ Not at all
- ☐ Other ...



# SchoolSurvey

In your opinion, how well does your educational institution contribute to achieving the Sustainable Development Goals (SDGs)?

Very well    1    2    3    4    5    Very poorly

The UN Sustainable Development Goals are listed below. To what extent have the topics of the SDGs been presented at your educational institution?

	A lot	To some extent	A little	Not at all	I don't know
No poverty (SDG 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zero hunger (SDG 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good health and well-being (SDG 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality education (SDG 4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender equality (SDG 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean water and sanitation (SDG 6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable and clean energy (SDG 7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decent work and economic growth (SDG 8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry, innovation and infrastructure (SDG 9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced inequalities (SDG 10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable cities and communities (SDG 11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible consumption and production (SDG 12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate action (SDG 13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life below water (SDG 14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life on land (SDG 15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peace, justice and strong institutions (SDG 16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships for the goals (SDG 17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# SchoolSurvey

**Choose the 3 most important sustainable development goals that are the most important for you personally:**

No poverty (SDG 1) ☐

Zero hunger (SDG 2) ☐

Good health and well-being (SDG 3) ☐

Quality education (SDG 4) ☐

Gender equality (SDG 5) ☐

Clean water and sanitation (SDG 6) ☐

Affordable and clean energy (SDG 7) ☐

Decent work and economic growth (SDG 8) ☐

Industry, innovation and infrastructure (SDG 9) ☐

Reduced inequalities (SDG 10) ☐

Sustainable cities and communities (SDG 11) ☐

Responsible consumption and production (SDG 12) ☐

Climate action (SDG 13) ☐

Life below water (SDG 14) ☐

Life on land (SDG 15) ☐

Peace, justice and strong institutions (SDG 16) ☐

Partnerships for the goals (SDG 17) ☐

**Choose the 3 sustainable development goals that are most important for you from the point of view of your VET school:**

No poverty (SDG 1) ☐

Zero hunger (SDG 2) ☐

Good health and well-being (SDG 3) ☐

Quality education (SDG 4) ☐

Gender equality (SDG 5) ☐

Clean water and sanitation (SDG 6) ☐

Affordable and clean energy (SDG 7) ☐

Decent work and economic growth (SDG 8) ☐

Industry, innovation and infrastructure (SDG 9) ☐

Reduced inequalities (SDG 10) ☐

Sustainable cities and communities (SDG 11) ☐

Responsible consumption and production (SDG 12) ☐

Climate action (SDG 13) ☐

Life below water (SDG 14) ☐

Life on land (SDG 15) ☐

Peace, justice and strong institutions (SDG 16) ☐

Partnerships for the goals (SDG 17) ☐



# SchoolSurvey

In your opinion, how well has sustainable development been taken into account in the curriculum in your field?

Very well    1    2    3    4    5    Very poorly

How do you integrate sustainable development into your teaching?

For teachers

Do you have any wishes or suggestions regarding learning about sustainable development?

For learners

How is ecological sustainability and climate protection reflected in your educational institution on the following levels?

On the level of SCHOOL VALUES and COMMUNICATION:

	To great extent	To some extent	A little	Not at all	I don't know
It is written into the educational institution's strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is visible in the school's communication (logo, website, publications, school building etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On the level of TEACHING and LEARNING:

	To great extent	To some extent	A little	Not at all	I don't know
It is in the implementation plans of the professional degrees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It can be seen on a practical level, for example in the working methods and lesson activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On the level of SCHOOL COMMUNITY and PARTICIPATION:

	To great extent	To some extent	A little	Not at all	I don't know
It is discussed within the school community with all (students, teachers, school employees, school management).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is subject of extracurricular activities, informal learning formats or joint initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# SchoolSurvey

## On the level of the SCHOOL PREMISES and FACILITIES:

	To great extent	To some extent	A little	Not at all	I don't know
It has been taken into account in the design and maintenance of the school building and premises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It plays a role in the handling of resources (procurement, organisation, use and disposal).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## On the level of NETWORKS and PARTNERSHIPS:

	To great extent	To some extent	A little	Not at all	I don't know
It is discussed within the school community with all (students, teachers, school employees, school management).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are cooperating with local partners on those topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For teachers



For administration



## On the level of TEAM DEVELOPMENT and LIFELONG LEARNING:

	To great extent	To some extent	A little	Not at all	I don't know
It is subject of further teacher training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It has been discussed with the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Give specific examples of ecological sustainable practices at your school:

How could your educational institution further promote ecological sustainability?

## You made it!

**Thanks a lot for your contribution.**

*Your answers and those of your peers will be very valuable for your VET-school to forward sustainability institutionally.*

This questionnaire was developed as part of the Erasmus+ project GreenVET Pathway, which focuses on promoting sustainable practices in vocational education and training (VET). The project aims to equip schools and learners with tools and strategies to integrate environmental sustainability into their curricula, policies, and daily operations. By participating in this questionnaire, respondents contribute to the project's broader goal of fostering greener educational pathways and enhancing collaboration among stakeholders in the VET community. For more information on the project visit [www.green-vet.eu](http://www.green-vet.eu).

