

GREENT PILOT DELIVERY IN GREECE – REPORT COMPILED BY THE GREENT PROJECT TEAM

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I. Teacher feedback after individual lessons delivery

A total of 8 lesson activity reports were submitted by teachers from Greece. The lessons piloted by Greek teachers are:

First Name	Last Name	City / town	Name of school	Name of the GREENT lesson you delivered
Apostolos	Vourkoudis	Thessaloniki	American Farm School	23. How to start up a green business
Apostolos	Vourkoudis	Thessaloniki	American Farm School	9. Pollution
Apostolos	Vourkoudis	Thessaloniki	American Farm School	11. Soil degradation
Ioannis	Mylonas	Thessaloniki	American Farm School	20. What is green entrepreneurship?
Ioannis	Mylonas	Thessaloniki	American Farm School	17. Sustainable solutions in everyday life – global and local impact
Ioannis	Mylonas	Thessaloniki	American Farm School	16. Sustainable solutions and their importance for the environment. Climate, energy and waste handling.
Ioannis	Mylonas	Thessaloniki	American Farm School	5. Biodiversity and natural systems
Panagiota	Chatzopoulou	Thessaloniki	American Farm School	23. How to start up a green business

The students to whom the lessons were delivered ranged from 10th to 11th graders. According to the information submitted in the forms, a total of 167 students participated in the lessons. The actual number of unique students is lower because teachers who piloted more than one lesson may have piloted it to the same group of students. The teachers who delivered the lessons are teachers in Math, Entrepreneurship, Agriculture and Plant Production – the subjects correspond to the vocational profile of the school.

All teachers used at least 2 school hours to deliver the respective lesson. They focused equally on delivering all sections of the lessons – both core and optional. Teachers reported that they had time to do all core sections and some were able to even deliver the optional sections. Almost 100 % of teachers thought that the indicative timings proposed for each section in the teachers' manual is a good reference for them when planning the lesson.

The overall assessment presented in Chart 1 below reveals the high appreciation that Greek teachers give to the relevance and appropriateness of the overall content and level of difficulty of the lessons, including their theoretical sections, entrepreneur profiles, and case studies.

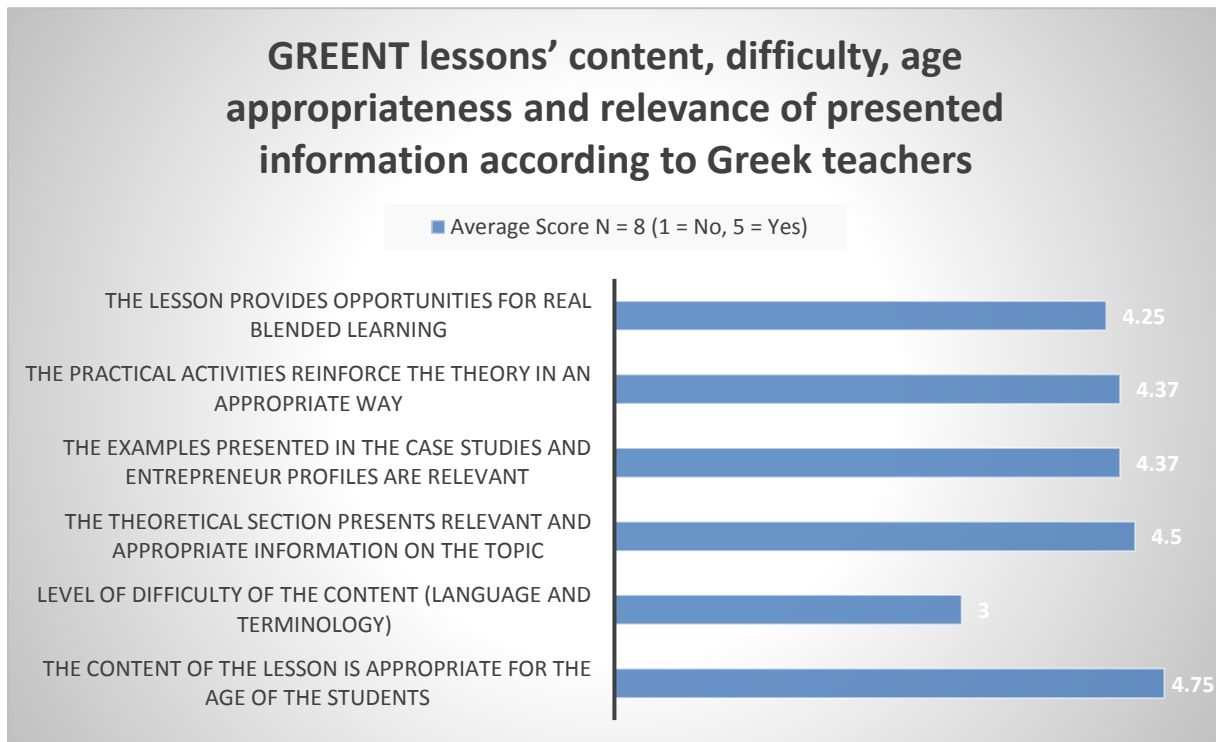


Chart 1. Assessment of Greek teachers related to GREENT lessons' content, difficulty, age appropriateness, opportunities for blended learning and relevance of presented information.

Since the American Farm School where the GREENT lessons were piloted features English language instruction in all subjects, naturally neither the teachers, nor the students had a problem with the fact that the online videos in the lesson are in English.

An important aspect of the GREENT lessons is their influence on fostering and/or changing students' attitudes. The teachers were requested to give their assessment of whether the lessons they piloted have an impact on students' creativity, environmental responsibility and willingness to generate their own sustainable business idea. The scores are presented in Chart 2 below:

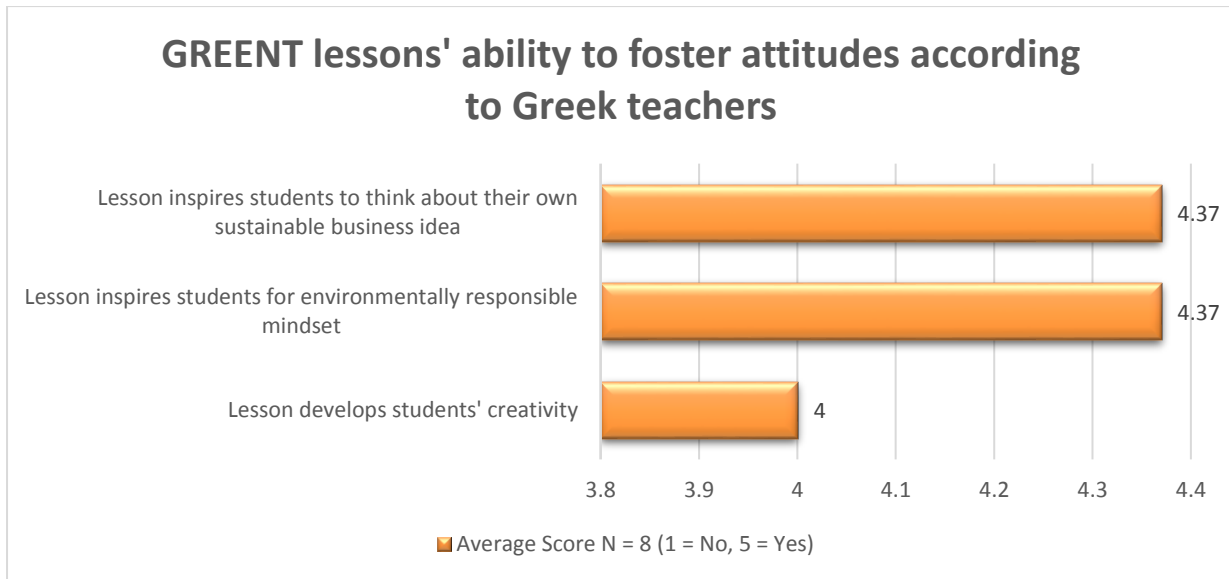


Chart 2. Assessment of Greek teachers related to GREENT lessons' ability to foster attitudes and creativity.

In terms of skills that piloting teachers thought were mostly developed by the GREENT lessons piloted in Greece, creativity and teamwork stands out as the leading skills. Data is summarized in Chart 3 below:



Chart 3. Skills developed by GREENT lessons piloted in Greece, according to piloting teachers.

The Greek teachers who participated in the pilot saw a number of cross-curricular links of the respective piloted lesson with the other subjects they teach. They were especially happy that the

GREENT lessons can be a good source of ideas for learning-by-doing activities with which they can complement the theoretical content in their subjects. Some of the specialized subjects where GREENT fits particularly well are thought to be Entrepreneurship in the Agri-food Sector, Loss of Biodiversity, Principles of Rural Development, and Entrepreneurship. The opportunity to connect theory with practice was seen by Greek teachers as the best quality of the lessons they chose to pilot.

II. Overall teacher self-assessment after delivery of all planned lessons

Apart from the feedback and recommendations teachers gave after piloting each lesson, they were asked to fill in a short self-assessment survey designed to gauge their perception regarding possible improvements in the level of their teaching skills and knowledge as a result of participating in the pilot. A total of 3 teachers from Greece filled in the survey. Although by no means representative, the results show an improvement in the way teachers see their level of entrepreneurship teaching skills and knowledge and skills in using blended learning platforms after the end of the pilot:

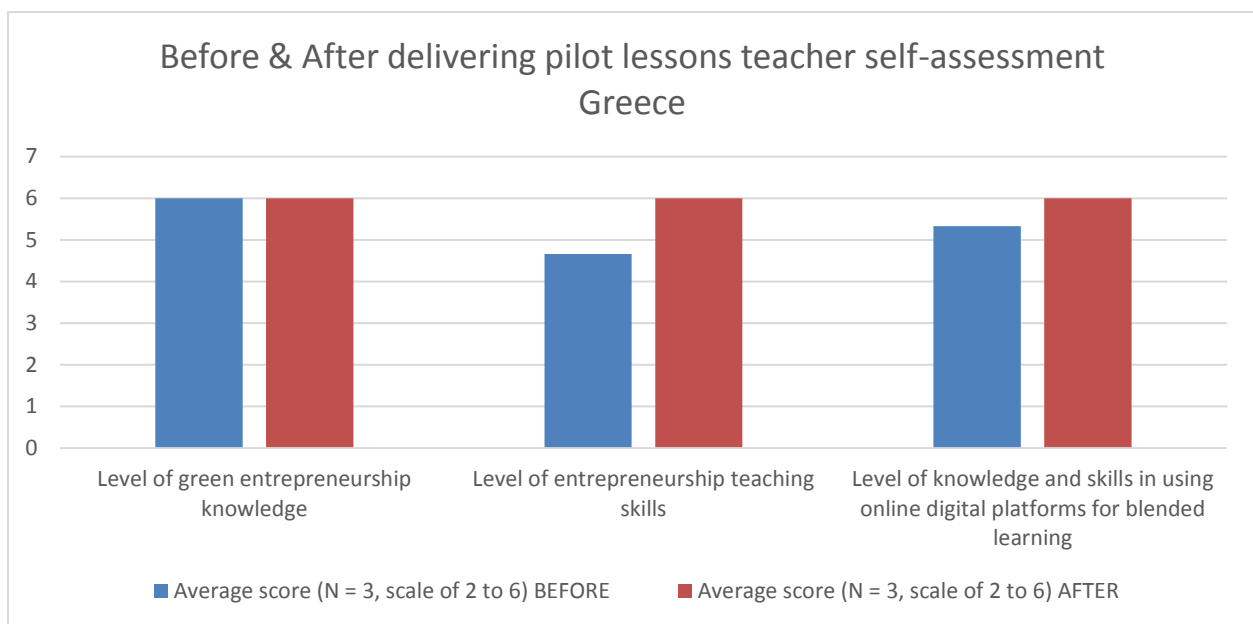


Chart 4. Before & After delivering pilot lessons teacher self-assessment for Greece

Teachers from Greece thought that the GREENT course and especially its practical activities are a very useful experience for the students. One of their recommendations is to put a greater emphasis on more specific subjects such as climate change.

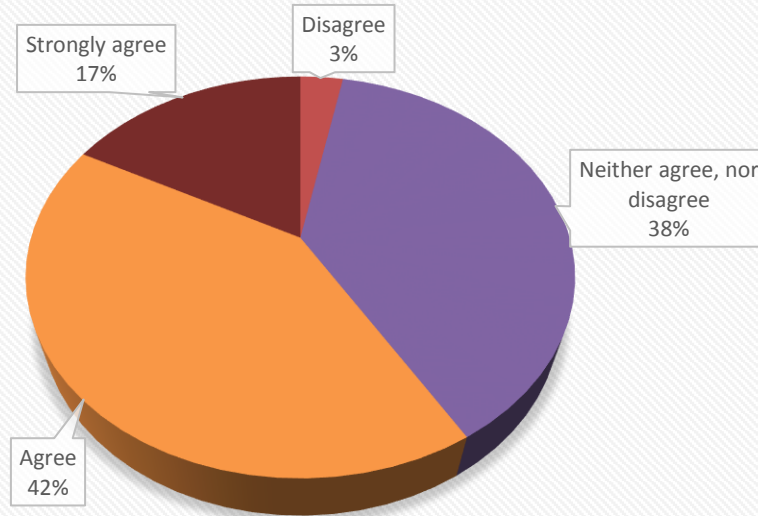
All teachers expressed their desire to implement the full GREENT course in the 2017-2018 school year.



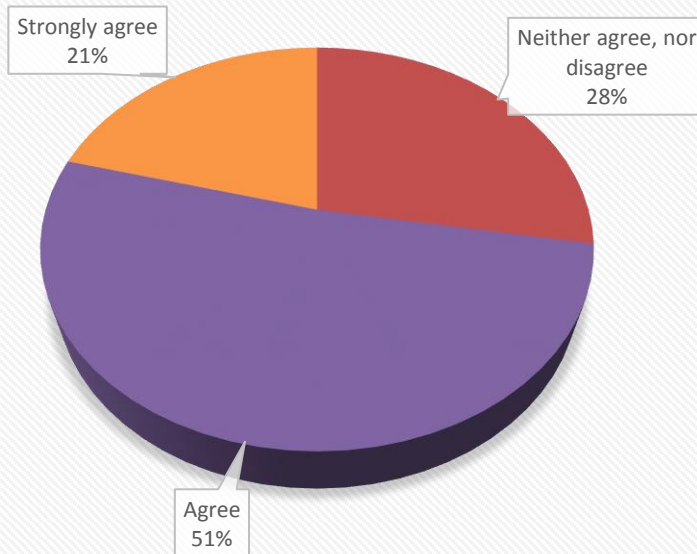
III. Student pre- and post-test results

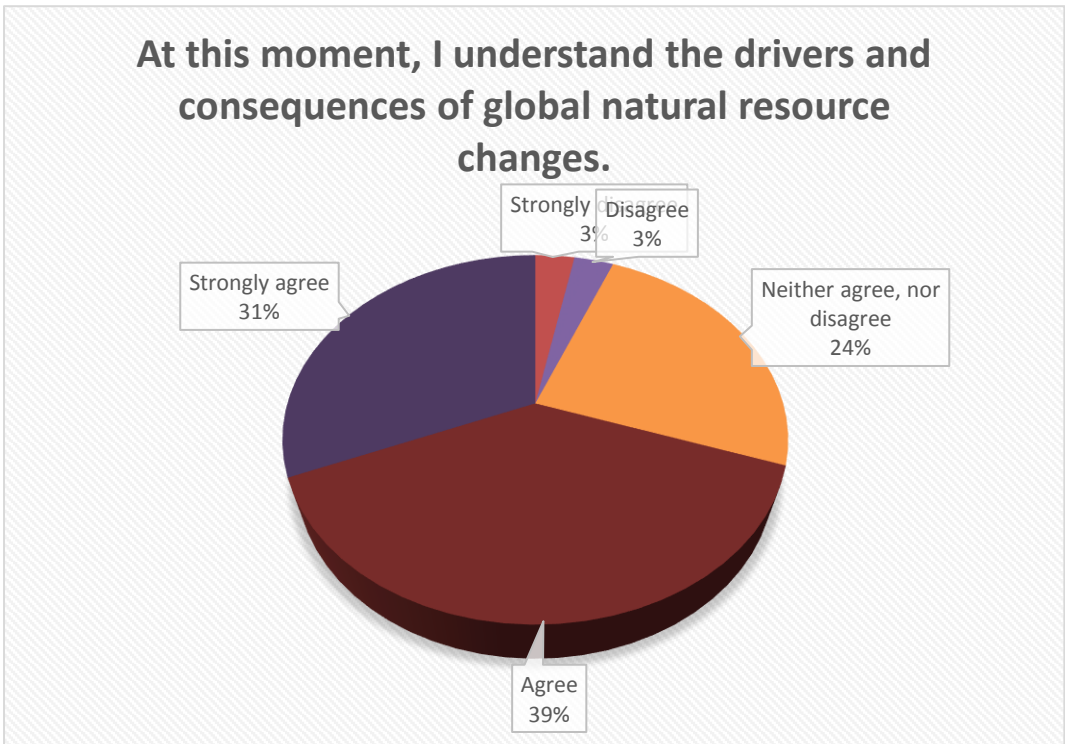
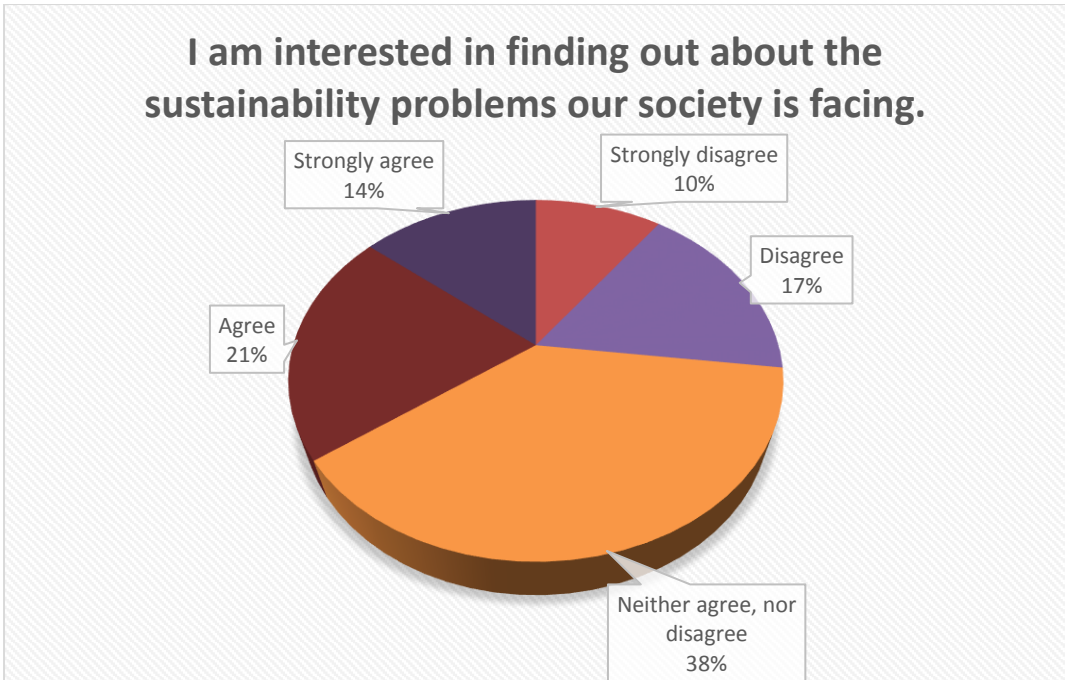
In order to gather information on the improvement of students' knowledge and perceptions, we designed a test with 10 closed- and open-ended questions and asked the teachers to distribute it to their students before and after the piloted lessons. The results should not be treated as too reliable, as some students who took the test were exposed to only 1 pilot lesson while others were exposed to 3 and more, thus the level would undoubtedly vary because the test questions cover aspects from several of the GREENT lessons. Also, mainly due to the fact that the piloting was done at the end of the school year, many students did not fill in the post-test (and filled in only the pre-test) which does not allow us to compare like for like. Greece represents a specific case with respect to the test – there are no results from the pre-test because the piloting process started very early in Greece before the pre-test questions were ready. Thus, we only have results from the post-test in Greece. There is no opportunity to make comparisons, but nevertheless we present the post-test results below. The total number of students who filled in the post test in Greece is 29.

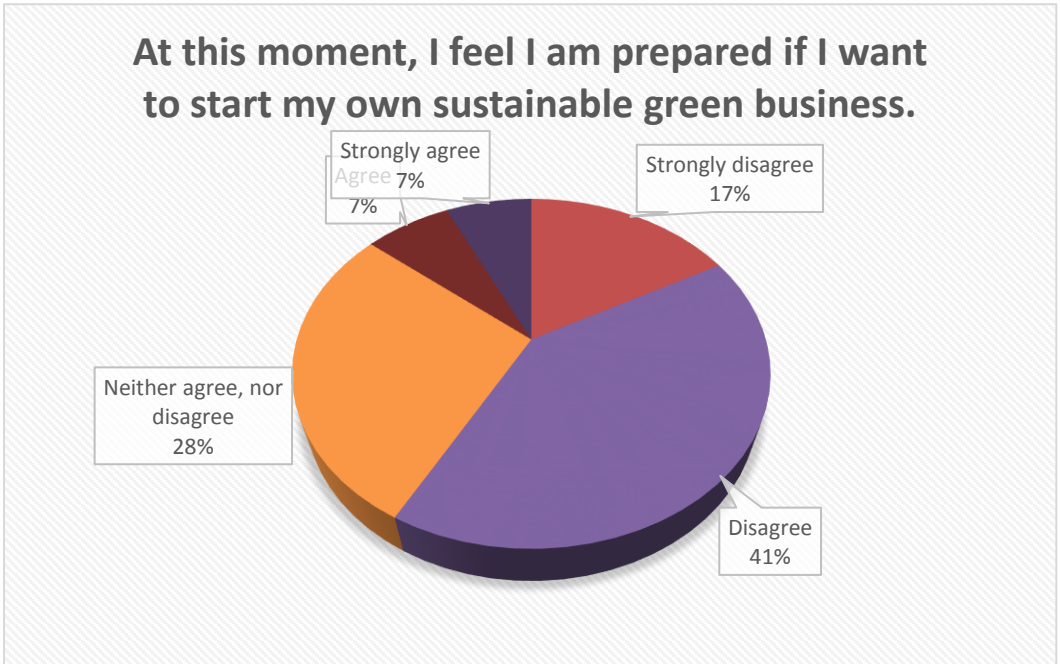
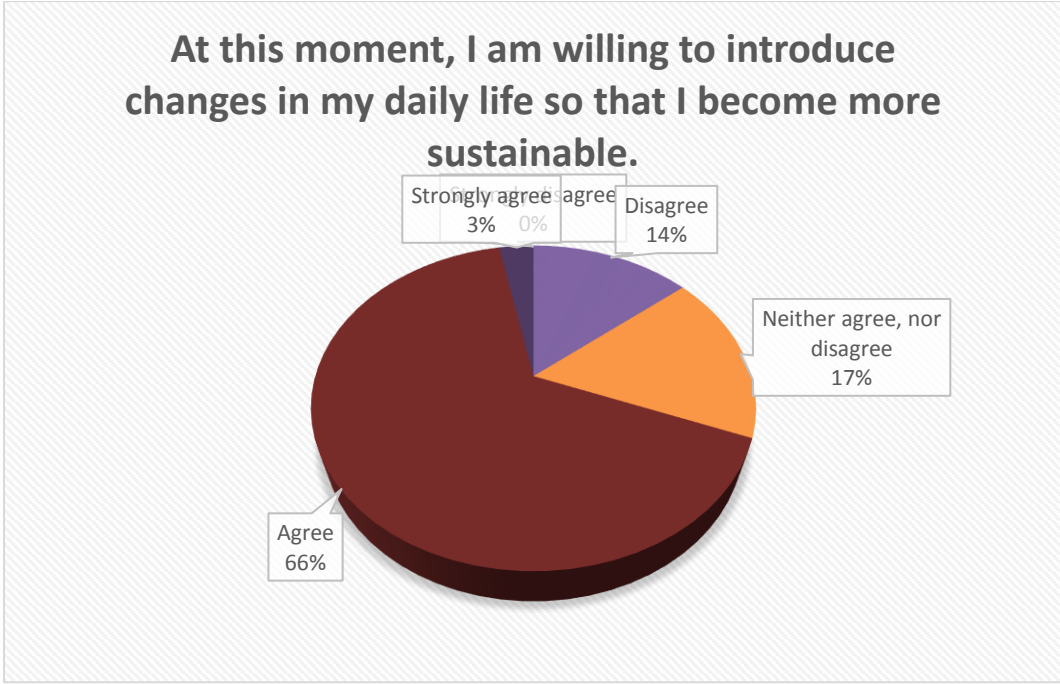
I am responsible for waste recycling.



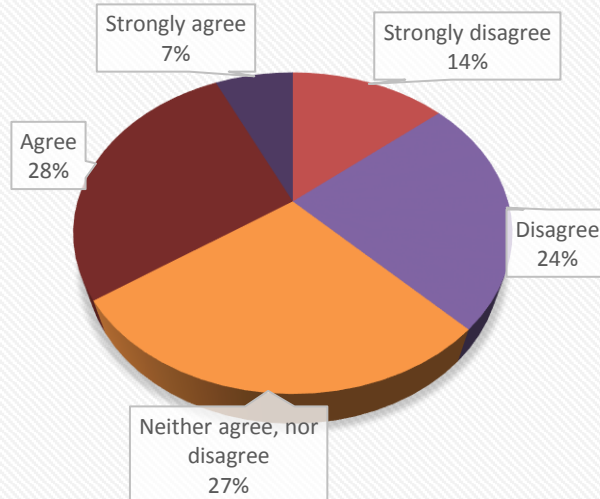
I take care of the surrounding environment.







At this moment, I feel inspired and willing to start my own green business sometime in the future.



Correct answers on knowledge questions Greece

