SHIFT INSIGHT

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# Climate action education: a global view of challenges and best practice

Research partnership: Shift Sustainability, Take Action Global and EARTHDAY.ORG

Technical Report

# 1.0 INTRODUCTION

This report presents the technical details of **Climate action education: a global view of challenges and best practice**. The research was conducted by **Shift Sustainability in partnership with Take Action Global (TAG) and EARTHDAY.ORG.** A white paper presenting key themes from the research has been published on the Shift Sustainability website. An additional question-by-question deck is available on request, including charts for each question and commentary on the statistically significant differences uncovered in the research.

## 1.1 RESEARCH OBJECTIVES

Shift was commissioned by Take Action Global and EARTHDAY.ORG to explore:

- What are educators doing around the world, and across all levels to teach climate action education?
- What works?
- What examples are there of best practice approaches?
- By what criteria is success measured?
- What are the challenges? Or barriers to teaching about climate?
- How have challenges been overcome?
- Where efforts have failed, what have educators learned?
- If educators could share one helpful hint to a novice, what would they share?
- If educators could ask decision-makers for one thing to make their job as a climate educator easier, what would it be?

# 2.0 ESURVEY DESIGN AND DATA COLLECTION

## 2.1 OVERVIEW OF THE ESURVEY

All data was collected via an eSurvey.

The survey consisted of 11 demographic questions that allowed us to contextualise respondents' answers, as well as: 1 question on definitions and terminology; 3 questions on the importance and purpose of climate action education; 7 questions on climate action education in your educational setting; 4 questions on challenges and barriers; and 3 questions on wider support.

## 2.2 THIRD PARTY INVOLVEMENT

The research design and method was developed by Shift Sustainability in collaboration with the partner team, with Shift Sustainability taking the lead in research processes. See below for more detail on the process for developing sample materials and the involvement of each partner organisation.

## 2.3 THE SAMPLE

We targeted educators worldwide, including class teachers and department heads, principals and librarians, as well as those working in educator roles in wider organisations – nature centres, government departments, etc.

- 1,018 respondents in total
- Screen-outs included if respondents were not working in an educational, nature centre or government-based role or setting.

## 2.4 DEVELOPMENT OF THE SURVEY MATERIALS

The survey design was informed by 14 depth qualitative interviews lasting 30 minutes, and conducted by phone / online. Interviewees included experts in climate action education from 10 countries.

The interview guide was designed by Shift Sustainability and refined in collaboration with the partner team. Interviews were conducted by members of the TAG and EARTHDAY.ORG team, with detailed notes taken for analysis. TAG and EARTHDAY.ORG were responsible for identifying and inviting suitable contacts for interview.

The survey was designed by Shift Sustainability and finalised in collaboration with the partner team. All processes relating to the design and coding of the survey were conducted by Shift Sustainability.

All partners shared in dissemination of the survey via their networks and social media, including Twitter, LinkedIn and WhatsApp groups.

Quantitative analysis was conducted by Shift Sustainability with involvement from Take Action Global in analysing open responses in the survey and identifying key themes.

Reporting was conducted by Shift Sustainability in consultation with the TAG and EARTHDAY.ORG teams.

### 2.5 DATA COLLECTION

The eSurvey link was sent out by Shift Insight, Take Action Global and EARTHDAY.ORG to their networks.

The live date was 11th October and the survey closed on 24th October 2022. Several reminder emails were sent out to help maximise responses within this time frame. The survey was also promoted via social media.

Note that no financial incentive was offered. Respondents were given the opportunity at the end of the survey to receive a summary of findings to their email addresses.

## 3.0 DATA PROCESSING

### 3.1 RESPONSE RATE AND SAMPLE OUTCOMES

Responses from each source were as follows:

| Source | Number of contact names | Complete responses | Incomplete responses | Useable completes |
|---|---|---|---|---|
| **Shift** | 16220 | 265 | 89 | 176 |
| **Take Action Global** | Approx. 28,000 | 903 | 287 | 616 |
| **EARTHDAY.ORG** | Approx. 15,000 | 384 | 207 | 177 |
| **Social media posts (all partners)** | N/A | 54 | 20 | 34 |
| **Other** | N/A | 20 | 0 | 20 |

### 3.2 DATA PROCESSING AND MANAGEMENT

Participants who completed the survey in under 5 minutes were automatically cleared from the data. A research executive examined the dataset to check for nonsensical responses to open-ended questions or poorly completed questionnaires. These were then removed from the data. Incomplete cases (where the respondent failed to finish the questionnaire) were not included. Partial completes, where a respondent had completed the survey up to the last set of grid questions were included.

The processed file was validated by a senior research analyst to ensure the data processing form was followed, checking the set-up of the questions, the construct of derived variables and the content of code frames with regard to back coding and open coding.

### 3.3 WEIGHTING

There was no weighting to the eSurvey.

### 3.4 DERIVED VARIABLES AND FILTERS

Derived variables are variables that have seen some sort of adaption in data processing, e.g. merging or creating new groupings. The following derived variables were created, including but not limited to:

- ***DV Setting**: Categories were combined at Q1 'Which of the following best describes the place where you mainly work?' i.e. 'School' was given to those who selected "Kindergarten, Early Years, Pre-primary setting", "Primary School" or "Secondary School/ high school". 'School administration or MAT' was give to those who selected "School administration e.g. district/ network". 'University or college' was given to those who selected "Vocational or further education college" and "Higher education institution/ University". 'Nature Centre' was given to those who selected "Nature Centre". 'Library or resource centre" was given to those who selected "Library or resource centre (not part of a school, college or university". 'Gov Department or NGO' was given to those who selected "Government department" or "NGO or Not-for-profit organisation. 'Private company' was given to those who selected "Private Company".*
- ***DV Role**: Categories were combined at Q3 'Which of the following best describes your job role?' Leader or SLT was grouped from those who selected "School leader", or "headteacher or principal" or "Senior management team (e.g. deputy head)". 'Course/curriculum leader or class/subject teacher/tutor' was grouped from those who selected "Classroom teacher, tutor or lecturer", "Course, programme or subject coordinator / Head of department" and "Private tutor or freelance". 'Administrative and wider roles' were grouped from "Librarian or head of learning resources", "Instruction/curriculum coach", "Tech coach", "School business manager", "Careers advisor", "Agent or educational consultant" and "Administrative staff member". 'CAE specialists not in educator role' was grouped from "Climate action education specialist not in an educator role".*
- ***% Effective**: Combined categories of 1-10 ranking question Q14 'How effective were these activities or initiatives in delivering climate action education in your setting?' Groups included: Not at all effective = 0-1, Not very effective = 2-4, Neutral = 5, Fairly effective = 6-8, Extremely effective = 9-10.*

## 4.0 DATA ANALYSIS

### 4.1 IMPUTATION AND MISSING DATA

Missing data was kept to a minimum by making most of the questions mandatory during data collection. In case of missing data, this is due to routing within the survey, i.e. some people were simply not shown the question. Therefore, no imputation methods were applied to the data to replace missing values.

### 4.2 BACKCODING AND OPEN CODING

In questions with an 'Other' option, participants were asked to specify. These responses were then back-coded for further insight, creating new codes where applicable. Moreover, the questionnaire included 2 open-text questions. Themes were grouped in a qualitative analysis in partnership with TAG and EARTHDAY.ORG.

### 4.4 Q SOFTWARE / READER

Q Software / Reader was the tool used for data analysis. By default, Q conducts various tests of statistical significance on tables, such as independent t-tests and Chi-square tests, where applicable. Multiple comparisons correction is applied where appropriate. A p-value of 0.05 is used for significance testing. https://www.youtube.com/watch?v=jQpL8WiV5t8&feature=youtu.be