

SUSTAINABILITY COMPETENCIES ASSESSMENT QUESTIONNAIRE - GREENCOMP EUROPEAN FRAMEWORK

USER GUIDE	
AIM	This instrument is designed to assess the level of sustainability competencies of primary school students.
STRUCTURE OF THE INSTRUMENT	3 questions on sociodemographic variables (gender, educational level and age in years). 36 items. 12 on knowledge, 12 on attitudes and 12 on skills related to the European GreenComp framework on sustainability competences https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-es. - All items are presented in order following the GreenComp proposal of 12 competencies. - For each of the 12 sustainability competencies of the GreenComp: 1 item on knowledge, 1 on attitude and 1 on skill. 4-point Likert-type scale: Disagree (1), Neither agree nor disagree (2), Agree (3), Strongly agree (4).
PREPARATION	- Before distributing the questionnaire, explain to students the purpose and how they should respond. - Make sure all students have a printed copy or digital access to the questionnaire. - There are no right or wrong answers, students must respond freely according to their views, perceptions and knowledge.
APPLICATION	- Students have to mark the corresponding option with an "X." - Provide adequate time for response and reflection. - Clarify any doubts that students may have about the questions.
ANALYSIS OF THE RESPONSES	- Collect the questionnaires and review them for completeness. Descriptive analysis: calculate the percentage of responses for each option (1,2,3,4) for each item and dimension – knowledge, attitudes and skills. Pattern analysis: identify patterns in the responses. If there is a trend in agreement or disagreement on items related to knowledge, attitudes and skills or for each of the GreenComp sustainability competencies.
USE OF INFORMATION	- Present the results to the students to generate a debate and group reflection in class on sustainability competencies. - Relate the answers to the current educational curriculum and the corresponding subjects. - Based on the students' responses, a learning situation can be proposed to investigate the environmental problems present in the town or city, and then make proposals for improvement or actions that can be shared with the educational community, citizens, social and environmental entities, and political representatives of the territory.

Before you begin, answer the following questions. Mark with an X what applies.

What is your gender?

- 1) Male
- 2) Female
- 3) Others

How old are you?

- 1) 10
- 2) 11
- 3) 12
- 4) 13

What course are you taking?

- 1) 5th
- 2) 6th

Answer the following questions by marking the corresponding box with a cross, with a score of Disagree (1), Neither agree nor disagree (2), Agree (3), Totally agree (4):

KNOWLEDGE	1	2	3	4
1. To take care of the planet we must fairly distribute goods and services (food, health services, housing, transportation, etc.) among all people.				
2. I know that our actions past and present can affect the well-being of future generations.				
3. Our well-being, health and safety depend on the good state of nature.				
4. A human activity can have consequences on nature, society and the economy at the same time.				
5. The information we have about climate change must be contrasted with other sources.				
6. The environmental problems are complex and appropriate solutions must be sought for each location.				
7. The effects caused by human activity play an important role in the future of the planet.				
8. A person's lifestyle influences the health of the planet (e.g. transportation, vehicle use, meat consumption, water and electricity use, etc.)				
9. AND It is necessary to work together from different areas such as science, economics, technology, geography, history, etc. to address climate change				
10. Politicians must listen to citizens to address climate change				
11. Collaboration between all people and organizations is necessary to act against climate change				
12. Each person is responsible for the impact they have on the planet				

ATTITUDES

	1	2	3	4
1. I respect different points of view regarding climate change.				
2. I try to be a person who is supportive of present and future generations.				
3. I am concerned about the preservation of the world's natural habitats and their biodiversity.				
4. I am concerned about the consequences of my actions for other people and the planet.				
5. I try to reflect and debate on solutions to address climate change in my environment.				
6. I care that when actions are carried out to care for the planet, the situation of each place is taken into account.				
7. I am aware that what we imagine for the planet could become reality.				
8. I am willing to change my lifestyle to reduce my impact on climate change				
9. I like to think of new ideas and solutions to tackle climate change.				
10. I am willing to ask governments and municipalities to make decisions to take care of the planet.				
11. I care about encouraging other people (friends, family) to protect the planet.				
12. I care about taking action to take care of the planet				

SKILLS

	1	2	3	4
1. I am able to classify waste, take advantage of resources, reuse them and reduce garbage.				
2. I do not discriminate against other people because of their gender, culture or place of origin.				
3. When I am in contact with nature I try not to spoil anything in this environment (for example, I do not pick flowers, I do not throw garbage)				
4. I can analyze the consequences of my actions on the planet (e.g. compulsive consumption, food waste)				
5. I am able to make decisions about what my actions should be on climate change				
6. I identify the main environmental problems in my environment.				
7. I have good ideas to achieve a better future for the planet.				
8. I try not to waste resources in my day to day life (for example, water, electricity, food, material goods...)				
9. I look for information about climate change to understand, explain and implement changes in my daily life.				
10. I participate in activities organized in my neighborhood or city in favor of the planet.				
11. I propose to my family and friends actions that we can carry out to take care of the planet.				
12. In my daily life I act to take care of the planet (for example, I recycle and reuse toys, clothes, cell phones, books, etc.)				