Full Length Research Paper

Exploring the Greek kindergarten teachers’ views about school programs

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School programs are well defined by the curriculum all over the world, so that they are implemented by teachers in all educational ranks. Our paper aims to identify and present the Greek kindergarten teachers’ views about school programs. Specifically, Greek kindergarten teachers are called to express their aspects on the different types of school programs, the teaching methods, aids and materials used in school programs, as well as the issues concerning the design and implementation of school programs in the framework of the Greek Curriculum in preschool education. Also, this paper aims to indicate the possible difficulties and problems, most kindergarten teachers meet, while carrying out a school program, as well as the reasons which are responsible for them. Finally, we have the intention of making remarkable conclusions about the perspectives arisen for educational changes, innovations and improvement concerning the design and implementation of school programs in Greek kindergartens.

Key words: Greek kindergarten teachers, school programs, teaching methods, aids and materials, perspectives in preschool education.

INTRODUCTION

The characteristics of the European school programs

School Programs play an important role in many European countries, including Greece. In Greece, School Programs are well-defined by the Greek Curriculum of Studies for Preschool Education, so that create new opportunities and prospective show up. The most common methodological approach used in School Programs, not only in the U.S but also in many European countries, is project method (Prawat, 1995; Helm and Katz, 2002, Van Ausdal, 1988 in Katz and Chard, 2004). School Programs are Interdisciplinary or Cross-curricular ones and the theoretical issues concerning their implementation have to do with the following points (Fogarty, 1991):

- Combination of topics-subjects.
- Emphasis on projects.
- Access to extra teaching equipment and devices beyond the schoolbooks.
- Interrelated concepts creation.
- Establishment of thematic units as a part of the structural principles.
- Flexibility of the school timetable.
- Flexibility in the schooling group work.

Apart from knowledge, these Programs intend to develop social and cognitive skills, something which is very
important for children (French, 1985). Especially, if children do not develop social and communicative skills up to the age of the first five or six years, they run the risk of not being able to do so sufficiently, later on, in their adulthood (Katz and McClellan, 1997; Parker and Asher, 1987).

Furthermore, it is very useful for children to be given the chance to develop their social and communicative skills by participating in schooling group work, without the presence of adults (Nelson, 1985; Wells, 1983, 1986).

In general, we would say that it is difficult enough to improve social and communicative skills through traditional teaching methods. In this case, teachers should make efforts to apply new teaching methods, strategies and practices in the every day school program (Katz and McClellan, 1997).

School programs in Greece: The institutional framework

In recent years, various types of School Programs have been conducted all over the world. In Europe, Interdisciplinary and Cross-curricular School Programs have been carried out by the Consortium of Institutions for Development and Research in Education in Europe (CIDREE, 1999, 2001).

The key issues regarding the design and implementation of School Programs have to do with the following: a. the types of school programs (Carida, 2006), b. the teaching hours available for School Programs in the Curriculum of Studies and the timetable, c. the teaching methods, approaches and strategies used in School Programs (Matsagouras, 2000; Chrisafidis, 1994), d. the available school premises, e. the primary and secondary learning sources, as well as the teaching aids and materials used in School Programs (Kassotakis and Flouris, 2006; Trilianos, 1991).

At this point, it is essential to make clear that, the primary learning sources include museum exhibits and objects of every day living, while the secondary ones include books, leaflets, magazines, newspapers, dictionaries, photos, etc.

In Greece, a great variety of School Programs have been identified. First, there are the School Programs implemented in cooperation with other European countries, under the authority of the State Scholarships Foundation of each country (f.i GLOBE, COMENIUS, etc, available on http://www.pedia.gr/corner/eok-programs; www.iky.gr).

Also, there are the School Programs implemented under the authority of the Greek Ministry of Education (f.i e-twinning Programs, Unesco Programs, Programs of the Council of Europe, etc, available on http://www.minedu.gov.gr), or some other Programs implemented under the authority of the Greek Ministry of Culture (available on http://www.yppo.gr).

Moreover, there are the School Programs implemented in cooperation with National Thematic Networks, (available on http://www.ekke.gr/estia/gr_pages), or International and Non-Governmental Organizations (f.i UNICEF, etc).

It is worth saying that, all the above-mentioned School Programs are defined as formal, they are conducted in all educational ranks and they are under the guidance and surveillance of School Advisors.

However, there are also some School Programs which are not declared in an official way, as they are conducted by educators in class, without developing any kind of partnerships with local community or institutions, organizations, e.t.c. These School Programs are defined as informal and they are the most commonly conducted in our country.

School Programs in Greece: The thematic and methodological framework

Concerning the thematic fields of School Programs in Greece, they are related to Environmental Education, Health Education and Culture Education.

Also, Greek School Programs are authorized to be implemented during the school hours, according to the Curriculum of Studies in all educational ranks, including Preschool Education.

Greek School Programs are mainly interdisciplinary ones and authorized to give emphasis on the project method (Interdisciplinary Cross-Curriculum Framework-Analytical Courses of Studies, Ref. No 303/13-03-03).

From another scope, teaching in class both formal and informal approaches, such as the project method, is something which is strongly suggested (Katz, 1995).

Moreover, the successful implementation of the project method brings up considerable benefits to learning procedure, as new learning experiences come to the scene (Koulaids et al., 2001; Carida, 2009). In particular, early formal teaching methods seem to have benefits shortly afterwards the implementation of a School Program, while they fail to have a positive effect on the academic, intellectual and social development of children beyond that (Marcon, 1992, 1995; Schweinhart, 1997; Schweinhart and Weikart, 1997). This means that innovative approaches of teaching are more likely to meet the learning needs and the special characteristics of children. In addition, skills are more likely to be acquired, when applied to activities having a special meaning for children (Katz and Chard, 2004).

The above-mentioned concepts are well incorporated in the recently revised Curriculum of Studies of Preschool Education (Interdisciplinary Cross-Curriculum Framework-Analytical Courses of Studies, Ref. No 303/13-03-03). However, although Greek kindergarten
teachers are involved in the implementation of School Programs from times to times, there has been very little data, concerning their views about School Programs.

However, it is worth referring to a survey concerning the benefits of the project method applied in Greek kindergartens (Doliopoulou, 2005), as well as to another survey concerning some quantitative characteristics of the Greek educational system, including the methods, aids and materials, used in schools and which was conducted by the Pedagogical Institute (Pedagogical Institute, 2008).

The aforementioned surveys are less or more related to our study, in many points, as a comparative evaluation might be done, concerning teaching methods, strategies and practices, as well as learning sources, teaching aids and materials used by the Greek kindergarten teachers in class.

The purpose of research

Our paper aims to identify and present the Greek kindergarten teachers’ views about school programs. Specifically, kindergarten teachers are called to express their aspects on the different types of school programs, the teaching methods, aids and materials used in school programs, as well as the issues concerning the implementation of school programs in the framework of the Greek Curriculum in preschool education.

Additionally, we try to explore the Greek kindergarten teachers’ views about school premises, classroom settings and conditions, school partnerships, etc.

Last, we try to explore the Greek kindergarten teachers’ training needs concerning the various thematic fields of School Programs.

KEY RESEARCH QUESTIONS

The key research questions fall into five main categories:

1. What types of School Programs kindergarten teachers prefer to implement as well as the reasons for doing so (Questions 2, 5a, 11).
2. a. How satisfied the kindergarten teachers are with the available teaching hours, the school premises and school partnerships during the implementation of School Programs (Questions 5b, 5c, 6, 14, 17, 18).
   b. How willing the kindergarten teachers are to design and implement a School Program, reforming their daily practices in classroom (Question 9).
3. What kinds of methods, strategies and practices, as well as learning sources and teaching aids and materials kindergarten teachers usually use during the implementation of School Programs (Questions 7, 8, 15, 16).

4. Which kindergarten teachers’ training needs are concerning the various thematic fields of School Programs (Questions 3, 4, 12, 13).
5. Whatever the kindergarten teachers consider very important and it is not mentioned in the preceding questions (Question 10).

After all, we expect our study to become a nodal point for reforms, innovations and improvement in the educational context (Atweh et al., 1998).

MATERIALS AND METHODS

At first, we decided to use only a questionnaire, but afterwards we decided the findings of the questionnaire to be tested, verified and expanded with those coming from interviews-discussions and research memos. Thus, methodology includes questionnaires, interviews-discussions and research memos, so that the data collection to be triangulated.

The Questionnaire was trialled and tested piloted. The pilot study had been conducted with a sample of 8 kindergarten teachers and it contributed to finalizing the Questionnaire. The Questionnaire is given in the Appendix.

Our sample consisted of 115 in service kindergarten teachers of Piraeus.

1. Questionnaires: Our questionnaire was devised and distributed to 115 in service kindergarten teachers. The initial questions gave us some personal and demographic information. The multiple-choice part of the questionnaire consisted of 9 questions, while there was an open question.
2. Interviews-Discussions

   After careful consideration, it was decided that it would be best if the teachers participated in an interview after completing the Questionnaire. Before conducting the interviews, we created 22 clusters of kindergarten teachers. The key questions of the interview-questions from 11 to 14-were related to the questions 2, 3, 4 and 6 of the Questionnaire above.
3. Research Memos

   Finally, it was decided that certain entries by systematic observations, made by the School Advisor in charge, should have been made. These entries mainly describe the classroom environment and school premises. The key questions of Memos from 15 to 18-were related to the questions 5c and 7 of the Questionnaire above.

RESULTS

Questionnaire

Personal and demographic information

The sample consists of 115 in-service kindergarten teachers, the overwhelming majority of which are women (113 women, 2 men).

Concerning the years of service of kindergarten teachers, most of them are young, having only few years of service. Specifically, 42% have 1.5 years of service and 28% have 6 to 10 years of service.

Concerning their employment status, most of them (75%)
are permanent staff. Besides, the majority of the kindergarten teachers (69%) had only the Diploma in Pedagogical Sciences of Preschool Education and no postgraduate studies.

The kindergartens were All-day Ones and the kindergarten pupils' age was between 3.5 to 5.5 years old.

It is also to be noticed that in Greece, since 2007, the attendance of kindergarten courses is compulsory for children from 4.5 to 5.5 years old.

**Answers to key questions**

First of all, we should make clear that the School Programs, implemented by the kindergarten teachers participating in our survey, were interdisciplinary ones, according to the Greek Curriculum Studies.

In question 1, kindergarten teachers were asked to answer about the years they have been implementing educational programs. Approximately half of the kindergarten teachers (46%) have implemented School Programs for at least one year, while a relatively small percentage of the sample (15%) has implemented School Programs for more than 8 years.

In question 2, kindergarten teachers were asked to answer about the type of School Programs they have implemented from time to time.

Most kindergarten teachers (57%) have implemented “Informal School Programs”, while (36%) has implemented “Formal School Programs”. It seems that only a small percentage of the sample has implemented something else.

In question 3, kindergarten teachers were asked to identify the fields of knowledge in which they need further training. Almost half of the kindergarten teachers (43%) need to be trained in Environmental Education, 29% in Culture Education and 23% in Health Education. Finally, a very small percentage of the sample (5%) needs to be trained in other subjects.

In question 4, kindergarten teachers were asked to answer about the overall hours of training they received about School Programs. Half of the kindergarten teachers had few training hours, up to 50 hours at the most, and 35% had no training whatsoever.

In question 5a, kindergarten teachers were asked to answer if they were satisfied with the typical submission and approval procedure. Most kindergarten teachers (61%) seemed satisfied, as a smaller percentage (37%) seemed to be a bit satisfied, because they had difficulty with carrying out the submission and approval procedure in time. Only 2% seemed to be dissatisfied with the submission and approval procedure.

In question 5b, kindergarten teachers were asked to answer, if they were satisfied with the available teaching hours intended for the implementation of school programs within the curriculum of studies and the timetable. Most kindergarten teachers (56%) are very satisfied with the available teaching time and 38% of the sample is not.

In question 5c, kindergarten teachers were asked to answer, if they were satisfied with the available school premises and technological infrastructure. Most kindergarten teachers (58%) seem to be very little satisfied, while a smaller percentage of the kindergarten teachers (37%) seemed to be very satisfied.

In question 6, kindergarten teachers were asked to answer, if they entered into partnerships with schools during the implementation of a school program. Half of the Kindergarten teachers have never participated in school partnerships at all. A small percentage of the sample (16%) participates in school partnerships with schools of the same Prefecture.

In question 7, kindergarten teachers were asked to identify the type of learning sources, teaching aids and materials they use. The majority of the kindergarten teachers (94%) usually use secondary sources of learning and 89% use primary ones. Besides, most kindergarten teachers (71%) use school libraries, 68% use audio cassettes, 61% use Internet services, 52% use the video a little, while 39% use the video very often. Finally, only a very small percentage of the kindergarten teachers (10%) use the overhead projector, while 88% do not use the overhead projector at all.

In question 8, kindergarten teachers were asked to answer about the methods, strategies and practices they often use in School Programs. The vast majority of the kindergarten teachers (98%) use painting and art activities very often and 96% use brainstorming method and discussion in class very often. A smaller but a significant percentage of the sample (77%) use role-play and drama techniques in the every day practice. Moreover, 62% use field studies and experiments. Finally, a relatively small percentage of the kindergarten teachers (28%) use questionnaires, interviews and entry tables and a very small percentage of the kindergarten teachers (11%) use monologue.

In question 9, kindergarten teachers were asked to state if they have the intention of implementing School Programs, in future. The vast majority of the kindergarten teachers (89%) stated that they had, while a very small percentage (3%) stated that they had no intention of doing so. Finally, a relatively small percentage (8%) did not answer this question at all.

In question 10, kindergarten teachers were asked to write down whatever they consider as an essential matter, which is related to School Programs and it was not included in the questionnaire above. Most kindergarten teachers stated that, during the implementation of a School Program, they noticed a behavioural change for good not only among children, but also among educators and parents.
Interviews

In this section, we collected additional required information. Specifically, for question 2 in order to obtain information on the reasons kindergarten teachers preferred to conduct only the first type of school programs. Specifically, for question 3 we’d like to get informed of reasons the kindergarten teachers believe that they need primarily to be trained in environmental education. Specifically, for question 4 we’d like to get informed of reasons the kindergarten teachers have not attended adequately a training program in environmental, health and culture education. Specifically, for question 6 we’d like to get informed of the reasons the kindergarten teachers do not go in to school partnerships at all.

Question 11: The categorization of responses reflects the reasons the kindergarten teachers do not prefer to conduct formal school programs, because of the following reasons: a. They are not well informed about the complex process for the submission and approval of these programs, b. They are not properly trained for the role of a program coordinator, c. They are not willing to be under the obligation to present the final product of the program.

Question 12: The categorization of responses reflects the following reasons the kindergarten teachers need primarily to be trained in environmental education: a. Their training in environmental education is considered to be insufficient, so that more workshops and seminars are required to be organised, b. Environmental education is considered, in some cases, to represent health and culture education, c. The differences among the contents of environmental education, health education and culture education are not always distinct.

Question 13: The categorization of responses reflects the following reasons the kindergarten teachers have not attended adequately a training program in environmental, health and culture education: a. The financial burden for attending a training program, b. The lack of leisure time, c. The lack of incentives for kindergarten teachers' professional development.

Question 14: The categorization of responses reflects the reasons the kindergarten teachers do not go in to school partnerships at all, because of the following: a. The additional time required for school partnerships, b. The lack of infrastructure for Internet services, c. The lack of teacher training in new technologies.

Memos

During the well-prepared visits to the kindergarten, made by the School Advisor in charge, certain entries were made by the systematic observations, regarding the classroom environment. These entries describe the following:

Question 15: In almost all kindergartens there were plenty of secondary sources of learning/educational material, which was used or produced during the implementation of the School Program. Specifically, there were books, encyclopaedias, leaflets, pupils’ drawings and crafts, crafts materials and all types paints, many types of paper for painting, sketch blocks, dummies, movies and pictures’ simulations for different things (that is for vegetables and fruit), plants and animals exhibits, models and maps.

Question 16: In almost all kindergartens there were plenty of primary sources of learning/educational material, which was used or produced during the implementation of the School Program. Specifically, there were tools, utensils and instruments used in everyday life at home or at school, fabrics and clothes, a variety of museum material, plants and flowers, pulses and in some cases fresh fruit and vegetables.

Question 17: Moreover, all these learning/educational materials were properly positioned in specially designed places/benches or even recesses in the classroom, so that there was sufficient space in the centre of it for the kindergarten pupils to move freely.

Question 18: In most kindergartens there was a lending library, a handy cloakroom, a computer, but there was no infrastructure for having Internet services. It is also remarkable that in most kindergartens there was not a place for rest and relaxation or a place full of toys for kindergarten pupils to enjoy that.

DISCUSSION

From the analysis and study of the responses to the questionnaire and the interview, as well as the systematic observations of the School Advisor in charge, and, after synthesising the answers to the questions into a more holistic account, we finally concluded the following:

In Greek kindergarten the overwhelming majority of the kindergarten teachers are women, something, which reflects the social stereotypes regarding career guidance in the field of preschool education worldwide. As recorded in the survey, most kindergarten teachers are permanent staff and they have not more than ten years service. Also, the largest percentage of them has only the Diploma in Pedagogical Sciences and no post-graduate studies.

Although, most kindergarten teachers have few years of service and lack of training about the school programs they have implemented school programs for at least one year. Nevertheless, kindergarten teachers are not keen on spending money on their own training and they prefer to implement “Informal School Programs” instead of “Formal School Programs”, something which demonstrates their hesitation to take this effort to a higher level.

Additionally, it seems that the kindergarten teachers...
have no problems with the teaching hours available for the implementation of educational programs, according to the mandated Greek Curriculum Studies and the timetable of preschool education currently, as they have enough time for teaching the required courses, too. However, it is obvious that to some extent, there is a problem with the school premises and infrastructure, concerning mainly the Internet services. This fact is also tested and verified with the evaluation of the data, coming from our systematic observations. It is also obvious that the lack of Internet services and technological infrastructure in the kindergarten classrooms gives no possibility of entering into partnerships with schools of different districts or countries. Besides, because of that a large percentage of the kindergarten teachers use traditional teaching aids—such as audiocassettes, video and modern teaching aids—in conjunction with the Internet services. However, it should be noticed that the overhead projector is used very little or not used in the Greek kindergartens.

The fact that the kindergarten teachers usually use the primary and secondary learning sources to the same extent is very promising, as it promotes experiential learning. The vast majority of the kindergarten teachers very often use both painting and art activities on the one hand, and, the brainstorming method and the discussion in class, on the other hand. Besides, many of them use role-play and drama techniques and field studies and experiments. All these findings concerning the methods, strategies and practices are considered to be very important, because they meet the requirements of modern educational theory and practice. Last but not the least, it is very promising that despite the difficulties the vast majority of the kindergarten teachers have the intention of implementing a new educational program in the future.

Finally, comparing the findings of this survey with the findings of other surveys, referred in the literature of this paper, we conclude the following:

(I) In both surveys - that of Doliopoulou (2005) and ours - the vast majority of the kindergarten teachers conducting school programs, have been doing so, not more than 5 years. This probably means that there are few incentives for kindergarten teachers to get involved in school programs and a special attention should be given on this.

(II) In both surveys - that of Doliopoulou (2005) and ours - most kindergarten teachers state that the School Advisor’s guidance was significant, regarding the implementation of the project method and generally the implementation of the school programs, so far. On the contrary, in the survey of the Pedagogical Institute most of the primary teachers state that they are familiar with the project method, because of their studies at University and their professional development.

In all the surveys many kindergarten teachers state that there are the necessary teaching materials in classrooms and they often use them from time to time. However, most of them state that there are not satisfactory Internet services and they are not trained to use them effectively. This is probably the reason they do not enter into school partnerships during the implementation of a School Program.

(II) In all the abovementioned surveys many teachers give their pupils the opportunity to get involved in-group working through a variety of activities. However, most of the primary teachers believe that the mandated Greek Curriculum Studies and the timetable of primary education currently, and the schoolbooks in use are not very helpful. On the contrary, most of the kindergarten teachers believe that the mandated Greek Curriculum Studies and the timetable of preschool education currently are very helpful and there is available teaching time for a variety of activities to be carried out during a school program.

(IV) In both surveys - that of Doliopoulou (2005) and ours - the kind of activities, frequently used in the kindergarten are painting and art activities, brainstorming, field studies and experiments. Specifically, in our survey the majority of the kindergarten teachers state that they use role-play and drama techniques in their educational programs.

(v) In both surveys - that of Doliopoulou (2005) and ours - the majority of the kindergarten teachers state that they believe that educational programs contribute to the development of kindergarten pupils’ social skills and that in any case promote the aims and objectives of the mandated Greek Curriculum of Studies and the timetable of preschool education currently. Also, it is very encouraging that in all the surveys the teachers have noticed a behavioural change for good not only among children but also among themselves.

Making some proposals and highlighting the perspectives for improving the implementation of school programs in Greece, we would say that a special attention should be given on teachers lifelong learning and training, by the Ministry of Education and its Department in charge, as well as the organizations responsible for training and life-long learning for teachers, named OEPEK (available on http://www.oepiek.gr/index_gr.html).

Additionally, the process of the submission and approval of European programs should be simple, in order for more and more teachers to get involved. Moreover, most of the kindergarten teachers think they need further training in environmental education rather than in health or culture education. This happens because there is a misunderstanding or even confusion concerning the meaning and the contents of the environmental education. As a result, some issues concerning kindergarten teachers training in reference with the implementation of environmental, health and culture school programs should be further reconsidered.
and elaborated.

REFERENCES


WEBSITES


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Ministry of National Education and Religious Affairs: Greek Curriculum Studies [Interdisciplinary Cross-Curriculum Framework-Analytical Courses of Studies (Ref. No 303/13-03-03)].

OEPEK (available on http://www.oeppek.gr/index_gr.html)
APPENDIX

QUESTIONNAIRE

Male ☐  Female ☐

Years of service: 1-5 ☐ 6-10 ☐ 1-20 ☐ 30-30 ☐

Permanent staff: ☐  Non permanent staff: ☐

Diploma in Pedagogical Sciences: ☐  Postgraduate Studies ☐

1. How many years have you been implementing School Programs?
   a) 1 year at least
   b) 2 to 7 years
   c) More than 8 years

2. What types of School Programs have you implemented from time to time?
   a) Formal School Programs
   b) Informal School Programs
   c) Something else

3. Which is the thematic field of School Programs you think you should be further educated and trained?
   a) Environmental Education
   b) Health Education
   c) Culture Education
   d) Something else (Write down):

4. How many hours have you been educated and trained on one or more of the above-mentioned thematic fields?
   a) No hours at all
   b) Up to 50 hours
   c) Up to 100 hours
   d) More than 100 hours

5. How much satisfied are you with following issues concerning the implementation of School Programs?

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<thead>
<tr>
<th>Issue</th>
<th>Not at all</th>
<th>A bit</th>
<th>Much</th>
<th>Very much</th>
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<tbody>
<tr>
<td>5a. Satisfaction coming from the typical procedure of School Programs submission and approval</td>
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<tr>
<td>5b. Satisfaction coming from the available teaching hours intended for the implementation of School Programs</td>
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<tr>
<td>5c. Satisfaction coming from the available school premises and technological infrastructure</td>
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6. In which kind of partnerships with schools have you entered during the implementation of School Programs?
   a) With kindergartens of the same Prefecture
   b) With kindergartens of another Prefecture
   c) With kindergartens of another country
   d) No partnerships at all
7. Which types of learning sources as well as teaching aids and materials do you usually use during the implementation of School Programs?

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<tr>
<th>Question</th>
<th>Not at all</th>
<th>A bit</th>
<th>Much</th>
<th>Very much</th>
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<tr>
<td>7a. Secondary learning sources and teaching aids and materials (books, encyclopaedias, leaflets, maps, etc)</td>
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<td>7b. Primary learning sources and teaching aids and materials (tools, utensils and instruments used in everyday life at home or at school, fabrics and cloths, etc)</td>
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<td>7c. School libraries</td>
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<td>7d. Audio cassettes</td>
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<td>7e. Computer and Internet services</td>
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<td>7f. Video</td>
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<td>7g. Overhead Projector</td>
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8. Which kind of methods, strategies and practices do you usually use during the implementation of School Programs?

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<tr>
<th>Method</th>
<th>Not at all</th>
<th>A bit</th>
<th>Much</th>
<th>Very much</th>
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<tr>
<td>8a. Monologue</td>
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<tr>
<td>8b. Brainstorming and discussion</td>
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<td>8c. Role-play and drama</td>
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<td>8d. Questionnaires, interviews and entry tables</td>
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<td>8e. Field studies and experiments</td>
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<td>8f. Painting and art activities</td>
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9. Are you going to implement an Educational Program in future? YES NO

10. Write down whatever you consider as an important issue related to School Programs, which was not included in the questionnaire above.

......................................................................................................................................................... Thank you a lot

☐ ☐
Interview-Discussion Questions

**Question 11:** Which are the reasons you do not prefer to conduct “Formal School Programs” instead of “Informal School Programs”?

**Question 12:** Which are the reasons you think you should mainly be educated and trained in Environmental Education rather than in the Health or Culture Education?

**Question 13:** Which are the reasons you have not attended a sufficient training program in Environmental, Health and Culture Education up nowadays?

**Question 14:** Which are the reasons you are not willing to enter or you have difficulty with entering into partnerships with other schools?

Research Memos Questions

**Question 15:** Which kind of secondary learning sources or educational material do you usually use during the implementation of a School Program?

**Question 16:** Which kind of primary learning sources or educational material do you usually use during the implementation of a School Program?

**Question 17:** Where are the primary and secondary learning sources and educational material placed in your classroom? Give reasons.

**Question 18:**

a. Is there a lending library, a handy cloakroom, a computer-set, a place for rest and relaxation or a place full of toys for kindergarten pupils in your classroom?

b. Is there a technological infrastructure for having Internet services in the classroom?