



WP2/A6

A LIVING DREAM – AGRARIAN LEARNING MODEL IN PRIMARY SCHOOL

Gap Analyses Report

The gap analysis report, a product of WP2 Booklet with Good Practices & Gap Analyses, specifically addresses the identification of deficiencies in current sustainability education across partner countries and provides recommendations for the Agrarian Learning Model (ALM) training program.

2023-1-ESO1-KA220-SCH-000154333



Co-funded by
the European Union



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the European Union



Project acronym:

A living dream

Project title:

A living dream - Agrarian learning model in primary school

Project Number:

2023-1-ES01-KA220-SCH-000154333

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Gap Analyses Report

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Gap analyses Report:

I. Introduction

The "**A Living Dream - Agrarian Learning Model in Primary School**" project, 2023-1-ES01-KA220-SCH-000154333, aims to empower primary school students with patience, perseverance, and environmental awareness through an engaging Agrarian learning model. This model integrates traditional classroom learning with practical activities such as gardening, farming, and animal husbandry, making knowledge applicable to everyday life.

Through this project, we respond to the growing need for sustainable education and the development of essential competencies among primary school students. Research indicates that many students lack the necessary skills to adapt to a rapidly changing world. Furthermore, there is an urgent need for environmental education as climate change continues to significantly impact our planet.

Our innovative solution is to develop an Agrarian learning model that combines theoretical knowledge with hands-on experiences. By engaging students in activities such as tending to gardens, farms, and animals, we aim to inspire interest in the environment and cultivate critical thinking, perseverance, and adaptability.

Work Package 2 (WP2) plays a crucial role in laying the groundwork for this transformative educational approach. The specific objective of WP2 is to create a booklet featuring best practices for sustainability education and a gap analysis to identify areas for improvement in the current educational system.

Through detailed research, we will pinpoint the skills and competencies necessary for primary school students to actively engage in sustainable development and environmental responsibility. The gap analysis will provide valuable insights and recommendations for

shaping the Agrarian Learning Model training program, ensuring it addresses the identified needs.

WP2 will culminate in two main deliverables: a booklet compiling the most effective sustainability education practices and a comprehensive gap analysis report. These resources will equip primary school teachers with practical tools and a clear roadmap for implementing this innovative learning model in their classrooms.

By identifying existing best practices and current deficiencies, WP2 paves the way for a training program that will enhance sustainability literacy, critical thinking, adaptability, and environmental responsibility among primary school students. This holistic approach to education aims to prepare the next generation to tackle the complex challenges of our rapidly changing world with confidence and resilience.

Gap Analysis Report

The primary objective of the gap analysis report is to conduct a thorough examination of the current state of sustainability education across various EU countries, identifying areas where the educational systems fall short in effectively promoting sustainable development and environmental responsibility among primary school students.

Through a meticulous research process, the report delves into the existing curricula, teaching methods, and learning outcomes related to sustainability education in each participating country. By analyzing these elements, the report aims to uncover the specific deficiencies and shortcomings that hinder the effective implementation of sustainability education at the primary school level.

The gap analysis will focus on several key aspects, including the depth and breadth of sustainability topics covered, the integration of practical skills and competencies, the level of student engagement and hands-on learning opportunities, and the overall alignment with the principles of sustainable development and environmental responsibility.

By identifying these gaps, the report provides a comprehensive overview of the areas that require improvement and the specific skills, knowledge, and attitudes that are currently lacking in sustainability education. This information will serve as a critical foundation for the development of the Agrarian Learning Model (ALM) training program and packed in **Booklet with 20 good practices**.

The insights gained from the gap analysis will guide the design and content of the ALM training program, ensuring that it addresses the identified deficiencies and bridges the gaps in sustainability education. The program will be tailored to equip primary school teachers with the necessary tools, resources, and strategies to effectively integrate sustainability concepts and practical skills into their teaching practices.

Furthermore, the gap analysis report will provide valuable recommendations and best practices for enhancing sustainability literacy and key competencies among primary school students. These recommendations will be based on the identified gaps and will aim to foster critical thinking, problem-solving abilities, adaptability, and a deep understanding of the interconnectedness between human activities and the environment.

By leveraging the findings of the gap analysis report, the ALM training program will be well-positioned to create a transformative learning experience for primary school students. The program will empower them with the knowledge, skills, and mindset necessary to become environmentally aware and responsible citizens, capable of making informed decisions and taking action towards a sustainable future.

In summary, the gap analysis report is a crucial step in identifying the deficiencies in sustainability education across EU countries. By providing a comprehensive overview of what is missing and offering actionable recommendations, the report will lay the foundation for developing an effective and impactful Agrarian Learning Model training program, ultimately contributing to the cultivation of a generation of environmentally conscious and responsible individuals.

II. Methodology for identifying good practices & conducting gap analyses

The methodology for gathering good practices aimed to create a user-friendly booklet and conduct gap analyses to identify essential skills for inclusion in the training program. The booklet was designed to equip primary school teachers with practical tips to teach sustainability and foster critical thinking, perseverance, adaptability, and teamwork in students aged 8-12.

Each partner collected 10 good practices based on specific criteria:

1. Relevance to cross-curricular collaboration, practical skills, environmental awareness, and sustainability literacy
2. Applicability to the target age group
3. Ease of use for teachers without extensive preparation or resources
4. Clarity of step-by-step instructions
5. Effectiveness, as demonstrated by primary teachers who had implemented the practices

The practices were formatted using a standardised template, which included sections for objectives, required materials, implementation instructions, evaluation strategies, and associated outputs. The writing style was concise and easily translatable.

Feedback from partners suggested including clear definitions for key competencies (critical thinking, collaboration, environmental empathy, teamwork, perseverance, and adaptability)

and distinguishing between cognitive, socio-emotional, and behavioural learning objectives and outcomes. The template also included information about the school, the consolidation of the experience, and the agents involved.

This methodology ensured the collection of effective, practical, and easily implementable practices that contributed to the development of essential skills and sustainability education in primary school classrooms.

The methodology for this work package involves several steps:

1. **Research and Surveys:** Detailed research and surveys were conducted to identify the necessary skills and competencies for primary school students to improve their engagement in sustainable development and environmental responsibility education.
2. **Gap Analysis:** A gap analysis report was compiled with recommendations on what is missing in the educational system and should be included in the ALM training program.
3. **Good Practices Booklet:** A booklet with good practices was created to equip primary school teachers with effective methods for implementing sustainable development education. Each partner collected 10 good practices based on relevance, target group applicability, ease of use, clarity, and effectiveness.

III. Good Practices Analysis

1. Skills and knowledge:

In the gathered best practices that will be included in the booklet, the most common skills and knowledge are the following:

- Teamwork and Collaboration - 68,18%;
- Critical Thinking and Problem Solving - 50,00%;
- Responsibility and Decision Making - 40,91%;
- Environmental Awareness and Conservation - 36,36%;
- Creativity and Innovation - 31,82%;
- Basic Gardening and Plant Care - 27,27%.

2. Findings:

In the collected best practices, the following study areas are most frequently mentioned:

- Gardening and composting - 36,36%
- Sustainable living - 31,82%
- Recycling and waste management - 27,27%

- Importance of trees and plants - 22,73%
- Importance of biodiversity - 22,73%
- Conservation practices - 22,73%

Less mentioned study areas that should also be included in our training program are:

- Renewable energy basics - 4,55%
- Energy conservation - 9,09%
- Water cycle - 9,09%
- Animal habitats - 9,09%
- Pollution and its effects - 13,64%
- Basic ecology - 13,64%
- Weather and climate change basics - 13,64%
- Local and global environmental challenges - 13,64%
- Food chain and ecosystems - 13,64%
- Soil health - 13,64%
- Healthy eating and local foods - 18,18%
- Nature exploration and observation - 18,18%
- Simple environmental experiments - 18,18%

IV. National Surveys

Surveys were conducted with primary school teachers to gather insights on current practices and identify gaps in sustainability education. The surveys aimed to uncover what is available in the current educational system and what can be enhanced. Key skills and competencies for fostering sustainability literacy were identified, including critical thinking, problem-solving, and adaptability.

Survey Purpose

The purpose of the survey was to gather insights from primary school teachers regarding the current state of sustainability education within their classrooms, specifically in the context of the Agrarian Learning Model (ALM). This model integrates traditional classroom learning with practical, hands-on activities such as gardening, farming, and animal husbandry to provide real, sustainable, and holistic education. By participating in the survey, teachers helped identify the available educational resources and highlighted areas needing enhancement to better integrate environmental education. The information gathered was crucial for developing the ALM Training Program, designed to equip teachers with effective methods to integrate practical life skills and environmental responsibility into the curriculum for students

aged 8-12 years old. The survey took approximately 5-8 minutes to complete, and all responses remained confidential, used solely for research and program development purposes to improve sustainability literacy, critical thinking, and adaptability among primary school students. The valuable input from teachers contributed to shaping an effective and engaging learning model that addresses the needs of future generations.

Data Collection

Across the European Union, a total of **145** responses were collected through surveys conducted with teachers from various schools and educational institutions in the partner countries. The primary data collection tool used was Google Surveys. The survey aimed to gather teachers' insights into the current state of sustainability education, particularly within the framework of the Agrarian Learning Model (ALM). Teachers provided valuable feedback on the availability of educational resources and identified areas for enhancement to better integrate environmental education. The data collected from these surveys played a crucial role in developing the ALM Training Program, ensuring it addressed the needs of both teachers and students in promoting sustainability literacy, critical thinking, and adaptability.

Survey Design

The survey was designed to gather comprehensive feedback from primary school teachers on the current state of sustainability education. It aimed to identify excellent practices and effective teaching methods for fostering environmental education. The survey included questions about the availability of educational resources, teachers' experiences with various teaching strategies, and specific activities that promote environmental responsibility and practical life skills. Teachers were also asked to provide examples of successful classroom activities and suggest areas needing improvement. The survey was structured to be concise, taking only 5-8 minutes to complete, ensuring maximum participation while maintaining the quality of responses. This design facilitated the collection of detailed insights, crucial for developing the ALM Training Program to enhance sustainability education for students aged 8-12.

Survey results

According to the survey responses, all areas are considered important, with average scores exceeding 4 out of 5.

- Pollution and its effects - 4,58 p.
- Recycling and waste management - 4,51 p.
- Healthy eating and local foods - 4,49 p.
- Importance of trees and plants - 4,43 p.
- Basic ecology - 4,39 p.

- Sustainable living - 4,37 p.
- Nature exploration and observation - 4,36 p.
- Energy conservation - 4,31 p.
- Renewable energy basics - 4,26 p.
- Importance of biodiversity - 4,19 p.
- Simple environmental experiments - 4,18 p.
- Water cycle - 4,17 p.
- Weather and climate change basics - 4,17 p.
- Local and global environmental challenges - 4,14 p.
- Conservation practices - 4,14 p.
- Food chain and ecosystems - 4,12 p.
- Animal habitats - 4,11 p.
- Gardening and composting - 4,05 p.
- Soil health - 4,03 p.

The most effective teaching methods for environmental education in primary school, according to the teachers participating in the surveys are:

- Hands-on activities - 4,69 p.
- Field trips - 4,48 p.
- Group projects and collaborations - 4,36 p.
- Experiments and scientific inquiry - 4,30 p.
- Project-based learning - 4,19 p.
- Educational games and puzzles - 4,14 p.
- Role-playing - 4,12 p.
- Art and creative expression - 4,06 p.
- Community service focused on local projects - 4,06 p.
- Classroom debates on environmental topics - 4,02 p.
- Visual learning (videos, diagrams) - 4,00 p.

The topics that are currently covered in the school curriculum in the partners' countries are as follows:

- Basic Recycling - 71,72%;
- Plant Growth - 51,72%;
- Climate Basics - 44,14%;
- Local Wildlife - 38,62%.



V. Conclusion of the Report

The survey results indicate that all studied areas included are considered significantly important, scoring above 4 out of 5, signifying a strong consensus on their relevance. Comparing the information from the best practice that will be included in the booklet, with the identified most important areas of environmental education in primary schools, we recommend that the following areas should be included in the educational program that will be developed in the project.

- Renewable energy basics;
- Energy conservation;
- Water cycle;
- Animal habitats;
- Pollution and its effects;
- Basic ecology;
- Weather and climate change basics;
- Local and global environmental challenges;
- Food chain and ecosystems;
- Soil health;
- Healthy eating and local foods;
- Nature exploration and observation;
- Simple environmental experiments.

VI. Annexes


Common File with gathered good practices

-  Template for evaluation of good practices ALM
-  List with the Selected Best Practices

Implemented Surveys

- <https://docs.google.com/forms/d/e/1FAIpQLSd-hqxGyc-ySBu50ORO2AfwK6WhmxJs3CwBLL1EMREske7rSg/viewform>

Survey results and analysis

-  Gaps analyses.xlsx