

IMPACT Project: Increasing Migration and Climate Change Public Awareness through Collaboration and Teaching

1. Introduction

This report presents the findings from a questionnaire survey conducted among students in Greece as part of the "Increasing Migration and Climate Change Public Awareness through Collaboration and Teaching (IMPACT)" project. The purpose of this data collection was to assess awareness and perceptions related to climate change, with an emphasis on climate change-induced migration.

- **Data Collection:** The questionnaire was conducted online. The respondents were students from 3 vocational schools in Katerini Greece, including Model Vocational School of Katerini, 2nd Vocational School of Katerini and Evening Vocational School.

A total of 130 students participated in the survey and 127 of them completed the questionnaire (Response rate: 97,7%)

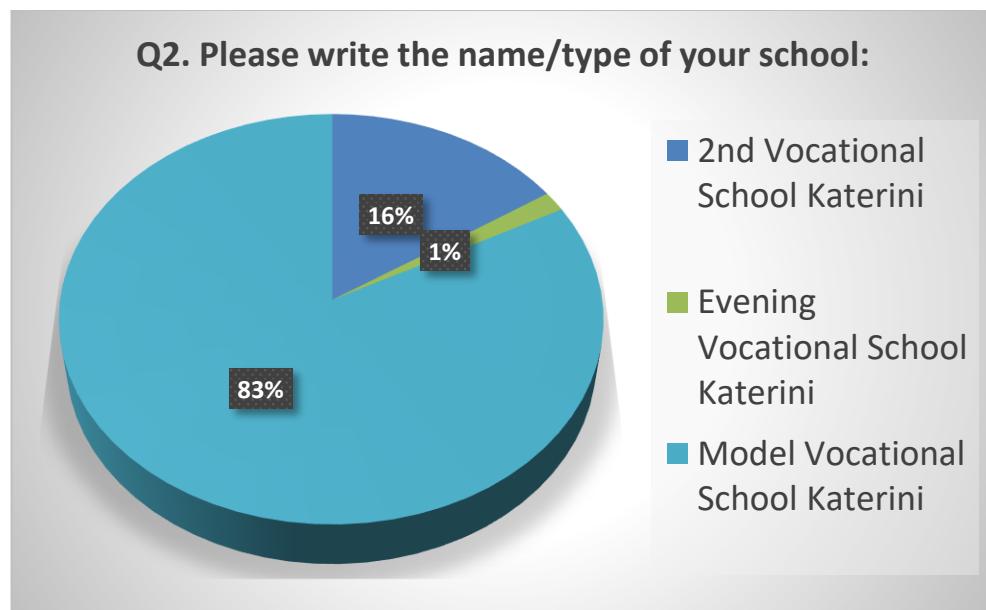


Figure 1 School type

- **Timeframe:** The survey was conducted in September and October 2024.
- **Demographics:** The respondents ranged in age from 14 to 45 years, with an average age of 16.3 years.

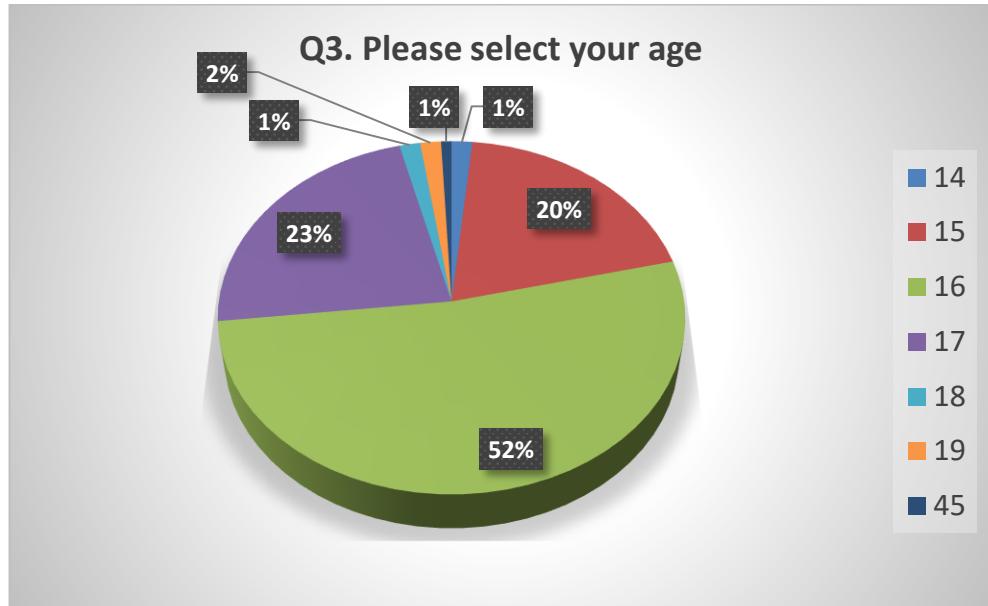


Figure 2 Age of students

- The gender distribution was predominantly male, with 88 respondents identifying as male (68.9%), 38 as female (29.9%), and one as another gender.

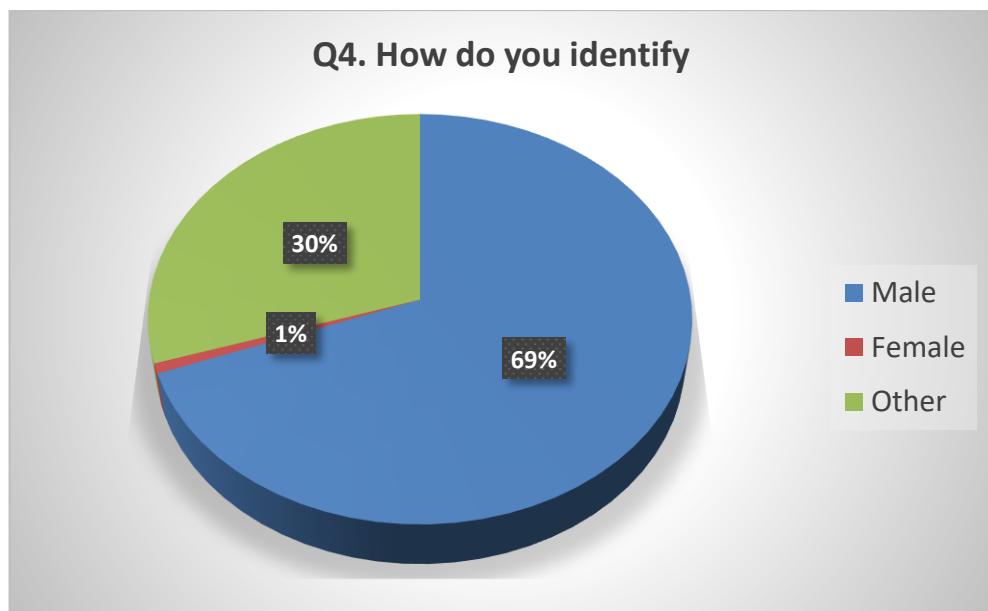


Figure 3 Gender of students

2. Organization of the Data

a) Awareness About Climate and Environmental Issues

- **Top Environmental Concerns (Q5):** The students were asked to select three environmental issues that concerned them the most. The top concerns were:
 - **d. Litter (52 mentions)**
 - **b. Pollution of rivers and seas (50 mentions)**
 - **h. Climate change (50 mentions)**
 - **c. Flooding (40 mentions)**
 - **m. Overpopulation (36 mentions)**

The results show that students are highly aware of environmental issues, particularly pollution, climate change, and waste management. Their concerns span both immediate local issues and broader global challenges, which provides a strong foundation for environmental education efforts that can focus on practical, actionable solutions.

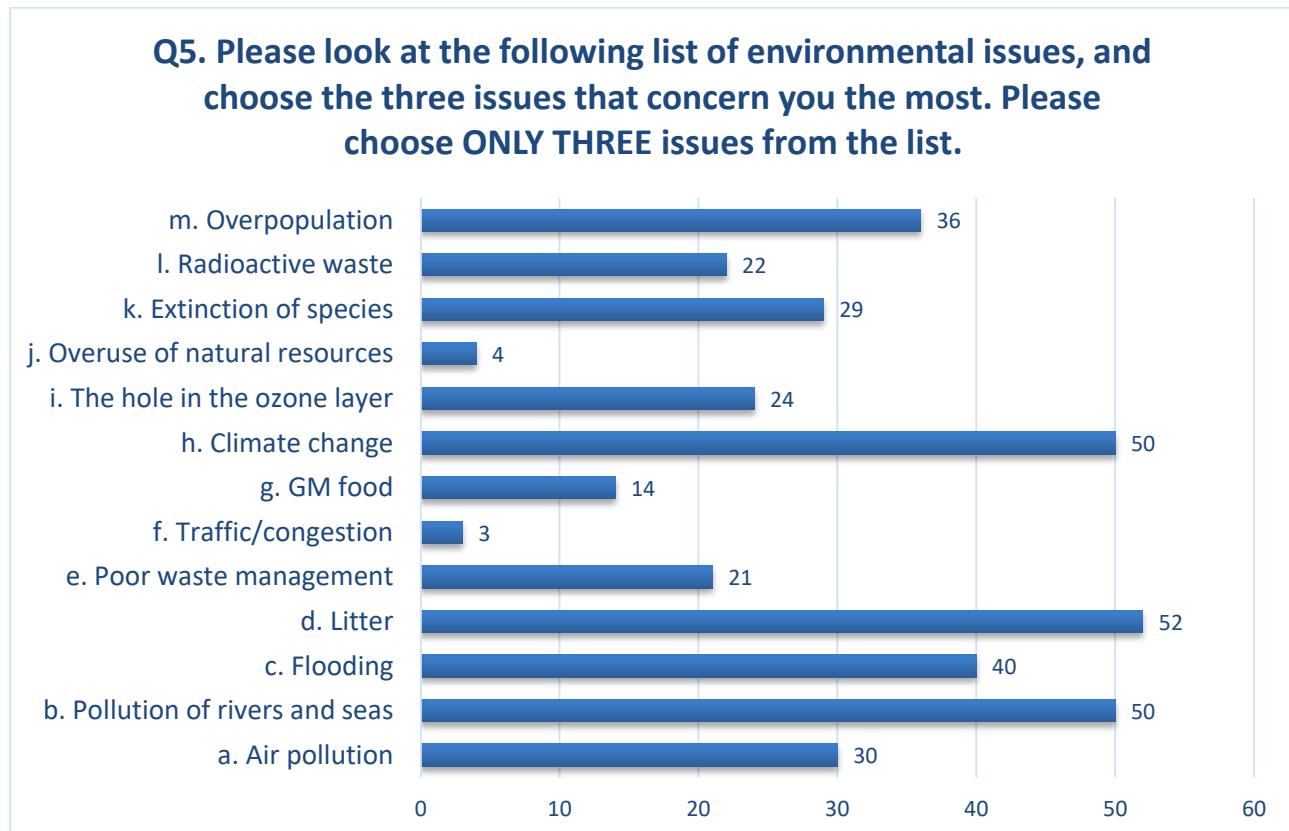


Figure 4 Top environmental issues

- **Awareness of Climate Change (Q6):** The vast majority of respondents (94 or 74%) reported that they have heard about climate change, a positive indicator of general awareness. The rest 14 respondents (11%) had not heard of climate change and 19 respondents (15%) were unsure.

This suggests that while the majority of students are aware of climate change, there remains a small but significant group who either have not heard about it or are unsure. These groups may represent a potential target for awareness-raising efforts.

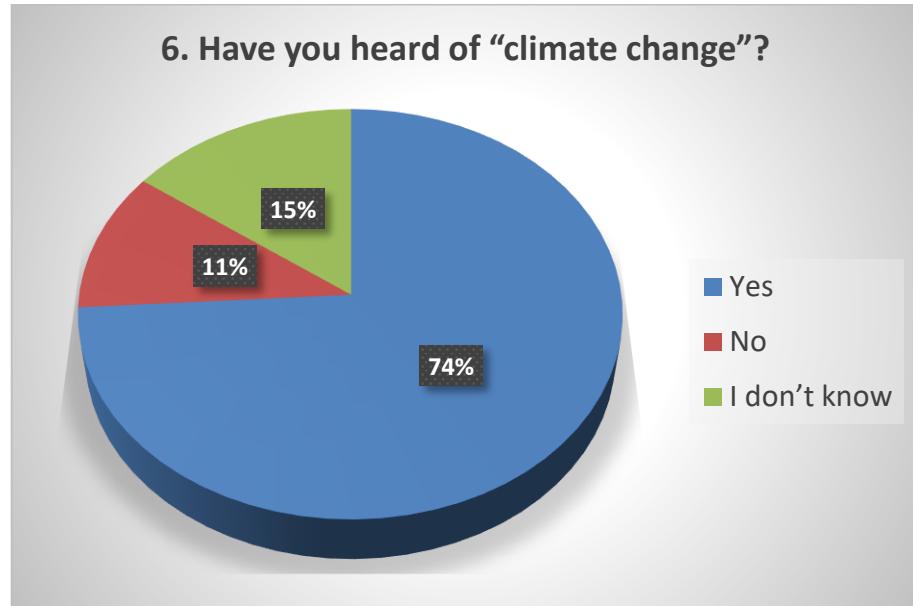


Figure 5 Climate change awareness

- **Awareness of Climate-Induced Migration (Q8):** 55 respondents (43%) had heard about the concept of climate change affecting migration patterns, indicating moderate awareness of this specific issue. While nearly half of the students are aware of the link between climate change and migration, there remains a large portion (57%) who either haven't heard of it or are uncertain. This suggests the need for targeted educational programs to raise awareness about climate-induced migration.

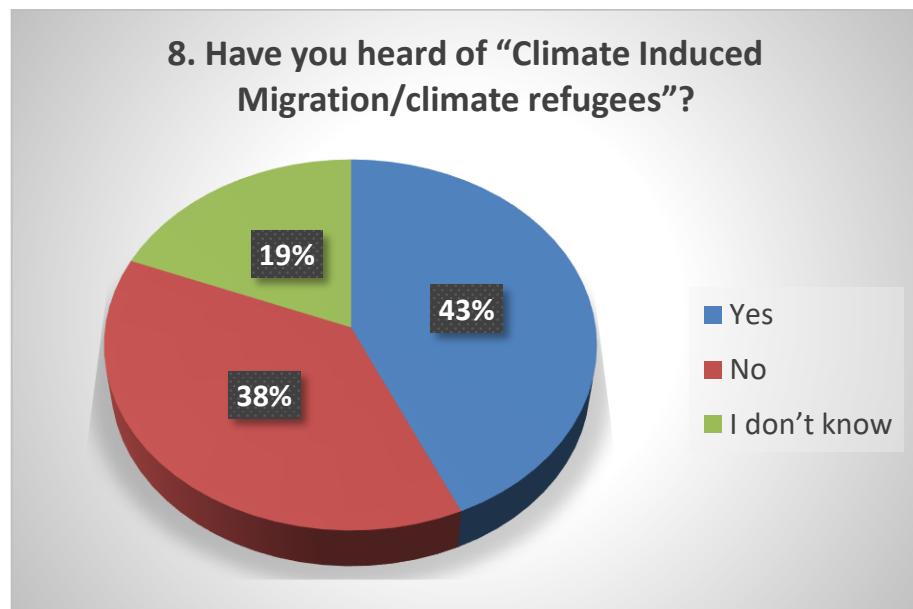


Figure 6 Climate induced migration awareness

- **Knowledge of Climate Change (Q7)**

Responses varied widely, with most students having a **basic understanding** of climate change. The most common responses were about **global warming**,

melting ice caps, and **changing weather patterns** but also about the lack of knowledge.

In detail, very few students (under 10%) demonstrated a **detailed understanding**, mentioning topics like **greenhouse gases, human activities** (e.g., fossil fuel use, deforestation), and **specific effects** such as rising sea level. **55-60%** of the students had a **moderate understanding**, describing climate change broadly but without diving into the causes or deeper consequences and **25-30%** either expressed **uncertainty** or provided **limited or no knowledge**.

The responses to Question 7 reveal a substantial gap in knowledge about climate change, with many students either having no knowledge or possessing only a basic understanding. This highlights the need for more targeted and in-depth educational initiatives to improve students' comprehension of this issue.

- **Difference Between Climate-Induced Migrants and Other Migrants (Q10):**

Option a: Climate-induced migrants travel regularly with a VISA, leaving due to environmental factors like floods or desertification had 53 mentions: Many students associate climate-induced migration with formal processes, reflecting a misunderstanding of the more urgent and often informal nature of such displacement.

Option b: Climate-induced migrants are not poor and move solely for environmental reasons had 39 mentions: A significant number of students incorrectly believe that climate migrants are wealthier, not realizing that climate migrants are often from impoverished backgrounds.

Option c: Climate-induced migrants are temporary migrants and will soon return to their home country had 17 mentions: Few students believe that climate migration is temporary, suggesting that most students understand it can be permanent but highlighting some confusion on the issue.

Option d: Climate-induced migrants are people who cannot adapt to climate change due to poverty had 36 mentions: Many students accurately recognize that climate migrants are often forced to move because they lack the resources to adapt to environmental changes.

Option e: Climate-induced migrants follow the same difficult path as economic migrants had 26 mentions: A portion of students acknowledged that climate migrants face similar hardships to economic migrants, indicating awareness of the challenges they encounter during migration.

Overall, the students provided a mix of correct understandings and misconceptions, with some showing confusion about the socioeconomic conditions of climate migrants and the nature of their migration process. This summary reflects the students' varying levels of understanding regarding climate-induced migration and points to areas where further education is needed.

Q10. How are “climate change induced immigrants” different from other immigrants such as political and/or economic refugees?

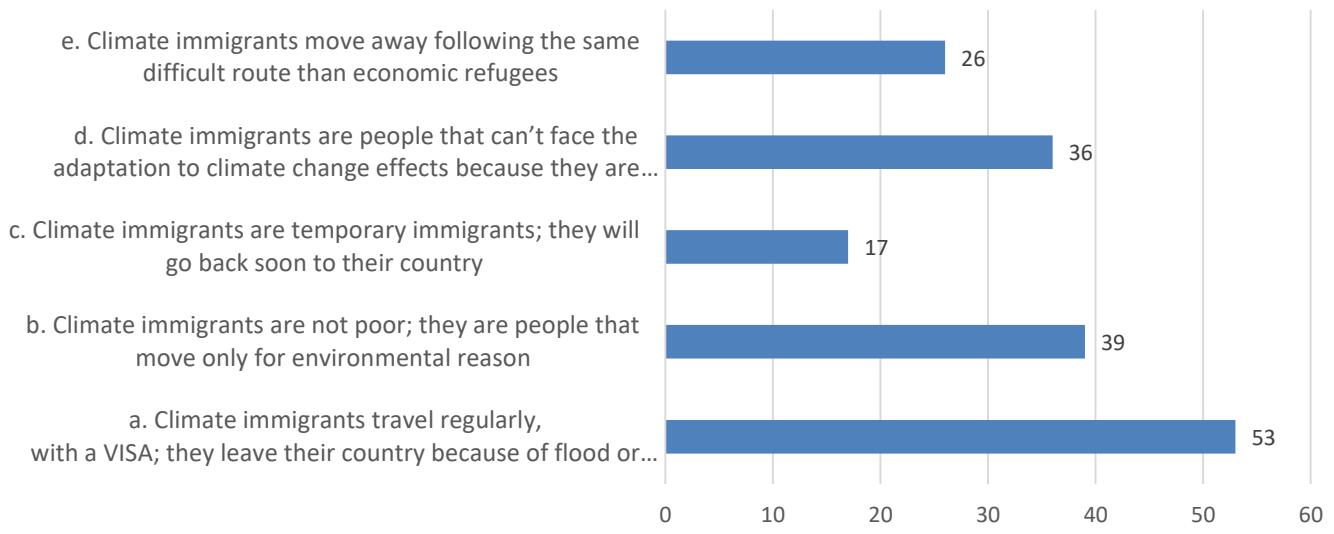


Figure 7 Difference Between Climate-Induced Migrants and Other Migrants

b) Source of Information About Climate Change

- **Sources of Information (Q9):** The most frequently cited sources of information about climate change were:
 - **Television (83 mentions)**
 - **Internet (83 mentions)**
 - **Schools (78 mentions)**
 - **Friends and family (43 mentions)**

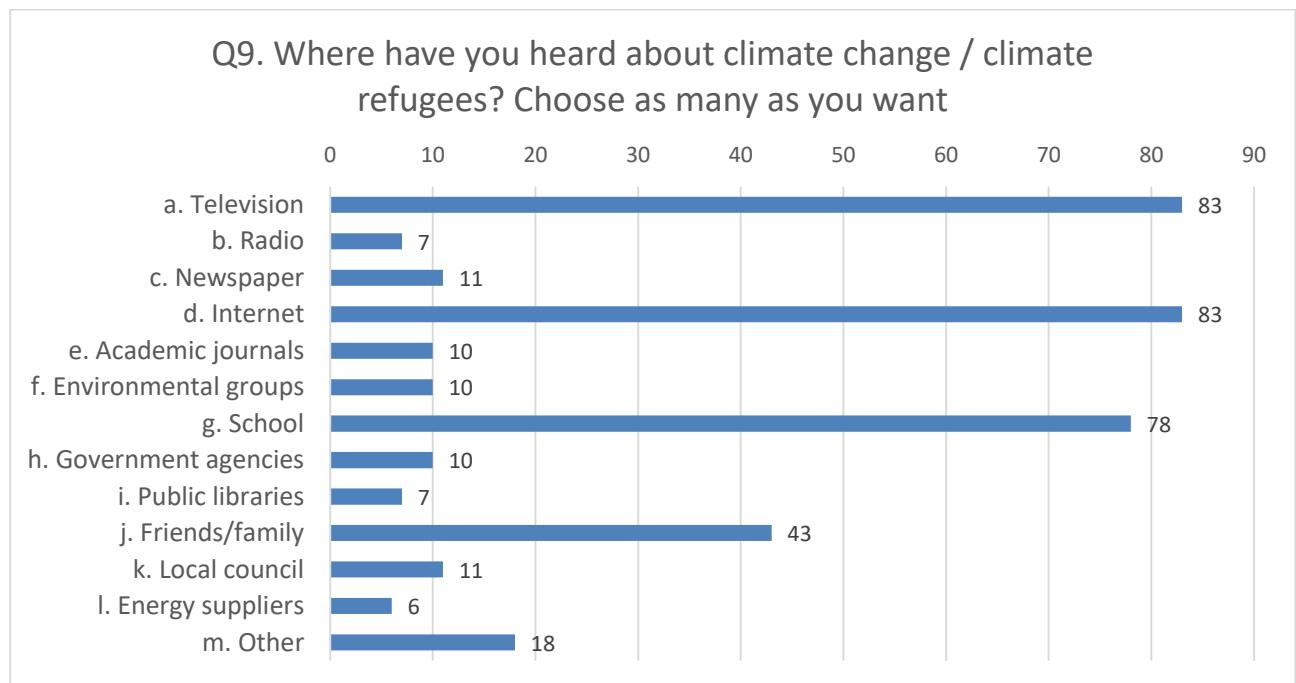


Figure 8 Sources of Information about climate change

The responses to **Question 9** show that the **internet** and **television** are the top sources of information about climate change for students, followed closely by **school**. **Friends and family** also play a role, though to a lesser extent. Less commonly cited sources include **newspapers**, **local authorities**, and **scientific journals**, indicating that students rely primarily on mainstream media and formal education for their knowledge of climate change, while specialized sources have a more limited reach. This suggests that digital and traditional media, along with educational institutions, are key channels for raising awareness among students.

- **Trusted Sources (Q13):** The most trusted sources of information were **scientists** and **educational institutions**. While family and friends were also trusted, they were ranked lower in trust compared to experts.

The majority of students trust scientists the most, with many indicating that they would trust information from scientists “a lot.” Schools are another highly trusted source, reflecting students’ confidence in formal education to provide accurate information. Many students also place a lot of trust in environmental organizations, recognizing them as credible voices on climate issues.

Students’ trust in media is more varied, with some trusting it “a lot” and others only “a little” or “not very much.” Trust in friends and family is moderate, with a portion of students indicating they would trust information from these sources “a little.”

Government and energy companies are among the least trusted sources of information, with many students indicating they would not trust these sources “at all.”

Q13. By ticking one box on each row, please indicate how much you would trust information about climate change or climate refugees if you heard of it from:

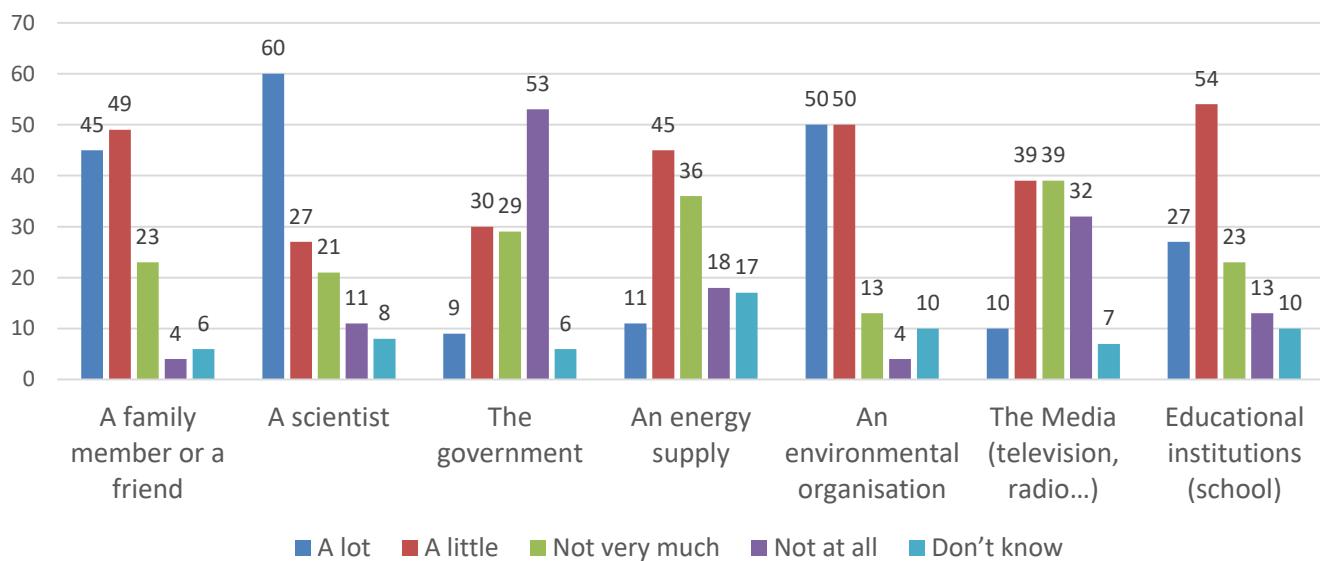


Figure 9 Most trusted sources of information about climate change

Overall, the responses to Question 13 show that students overwhelmingly trust experts like scientists and educational institutions to provide reliable information on climate change. On the other hand, while media is a common source of information, students' trust in it is mixed. Similarly, trust in government and corporate sources is relatively low, suggesting that students may view these entities with suspicion in the context of climate information.

c) Actions Needed to Tackle Climate Change

- **Belief in Taking Action (Q11):**
 - 78 respondents (61.4%) believed that something can be done to address climate change.
 - 29 respondents (22.8%) were unsure, and 20 respondents (15.7%) did not believe that action could be effective.

The responses to **Question 11** show that most students are optimistic about addressing climate change, with the majority believing that actions can be taken to mitigate its effects. However, a smaller portion of students either expressed skepticism, stating that nothing can be done, or were uncertain about potential solutions. This reflects a general openness to climate action but also highlights the need for further education to address doubts and empower students with knowledge about viable climate change mitigation strategies.

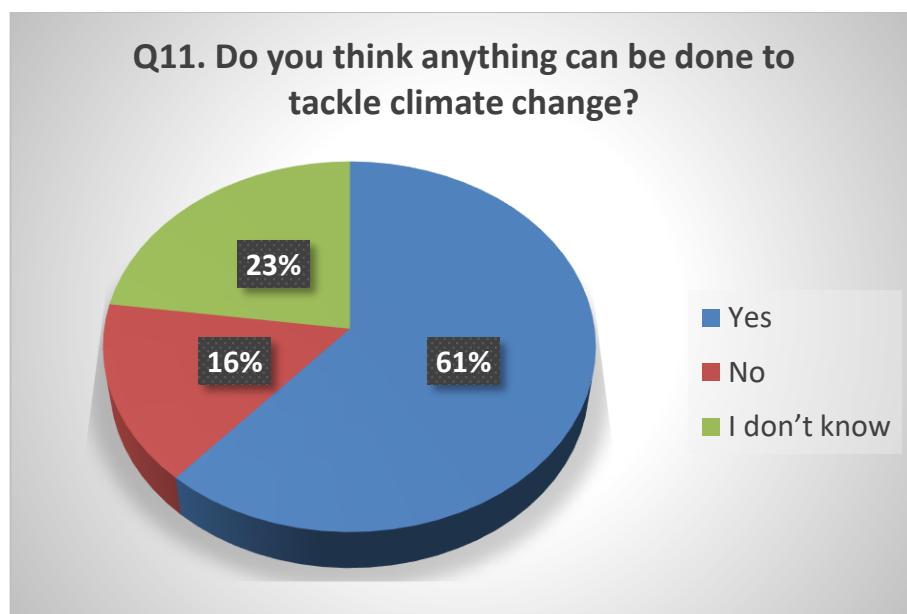


Figure 10 Belief in action taking to tackle climate change

- **Types of Actions (Q12):** The most commonly supported actions to tackle climate change included:
 - **e. Reforestation (76 mentions)**
 - **b. Reducing fossil fuel use in transportation (60 mentions)**
 - **d. Reducing waste production (59 mentions)**
 - **g. Adopting sustainable lifestyles (54 mentions)**

The responses to **Question 12** show that students believe a combination of large-scale actions and personal responsibility are needed to tackle climate change. The most frequently suggested actions were **reforestation**, **reducing fossil fuel use in transportation**, and **waste reduction**, indicating that students prioritize nature-based solutions, clean energy, and sustainable consumption. Many also emphasized adopting a **sustainable lifestyle**, showing an understanding that individual behavior plays a key role in climate mitigation. The focus on **reducing single-use products** and **promoting the circular economy** further highlights students' awareness of waste management and sustainable economic models. A few students provided unique suggestions, such as promoting public transport and compulsory recycling, but these were less common. Overall, students show strong support for both global and local solutions to combat climate change.

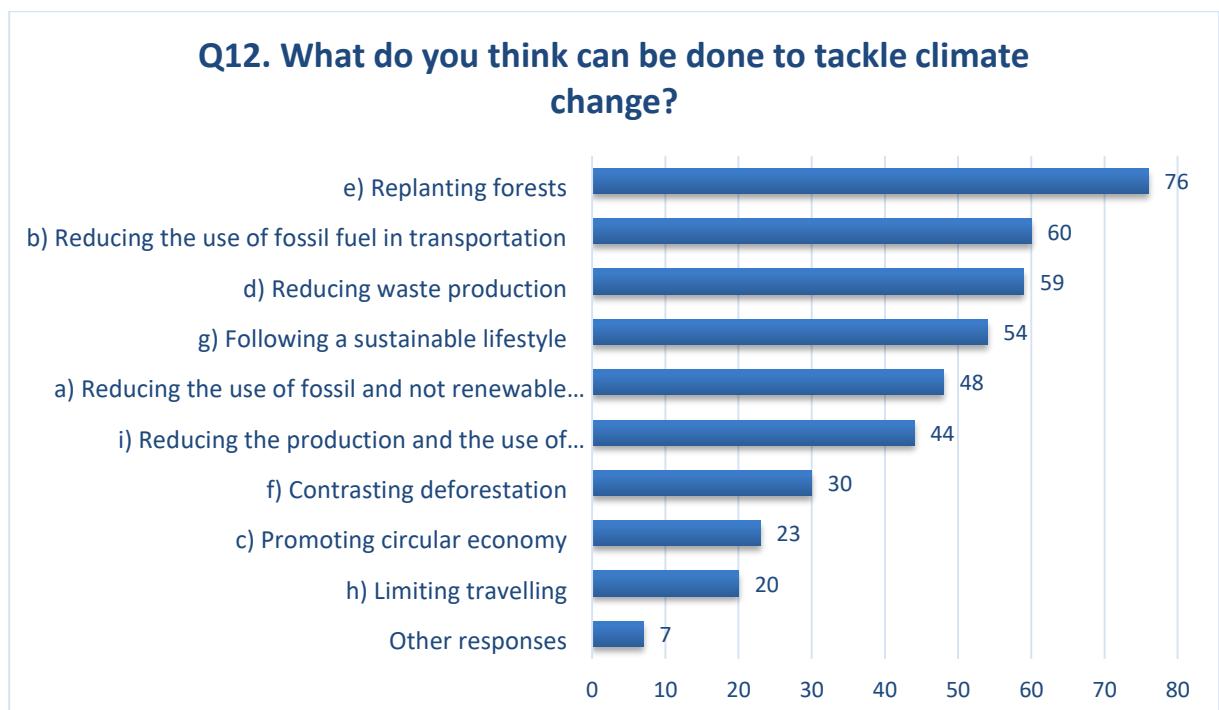


Figure 11 Types of actions to tackle climate change

- **Responsibility for Tackling Climate Change (Q14):** Respondents identified the following as the primary responsible parties:
 - **International organizations (e.g., United Nations) (61 mentions)**
 - **National governments (55 mentions)**
 - **Environmental organizations (48 mentions)**
 - **Business and industry (41 mentions)**

The responses to **Question 14** show that students believe the main responsibility for tackling climate change lies with **international organizations** and **national governments**, reflecting a strong view that coordinated, large-scale efforts are needed to address the issue. **Environmental organizations** and **businesses/industries** are also seen as key players in climate action, indicating students' awareness of the role of advocacy groups and corporate responsibility. Fewer students mentioned **local governments** (14 mentions) and **individuals** (11 mentions), suggesting that while personal and local efforts are important, larger institutions are viewed as having the most influence in combating climate change.

Q14. Who do you think should have the main responsibility for tackling climate change? Please choose just ONE or TWO options

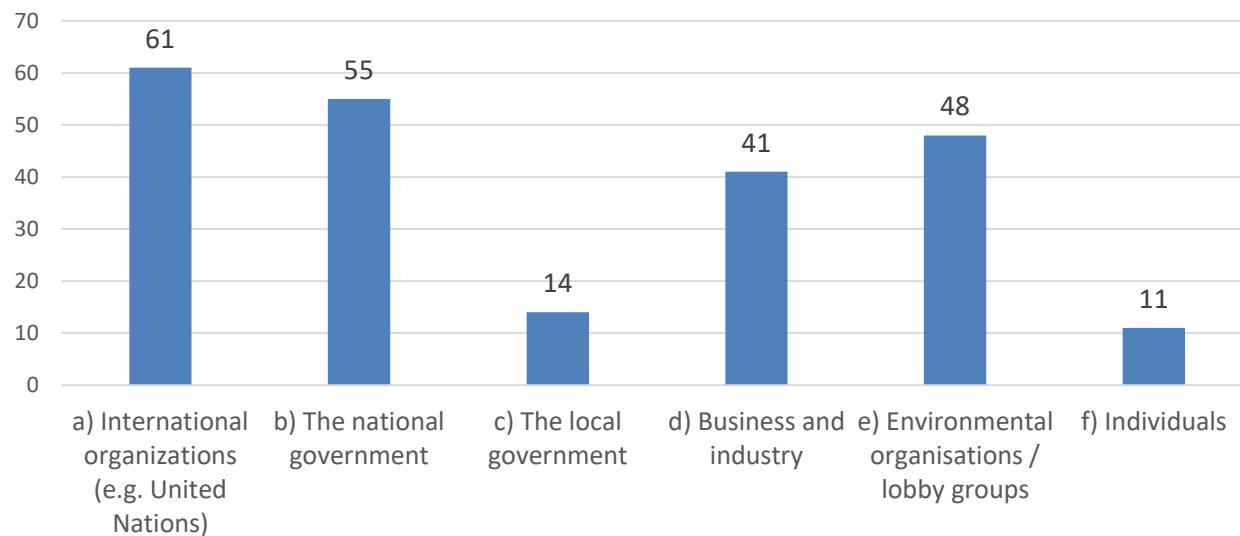


Figure 12 Responsibility for Tackling Climate Change

d) How Climate Change Is Addressed in Schools

- **Discussion on Climate Change in Schools (Q15):**

The responses to **Question 15** show that climate change is discussed inconsistently in schools.

Q15. How much is the issue of “climate change” addressed in your school?

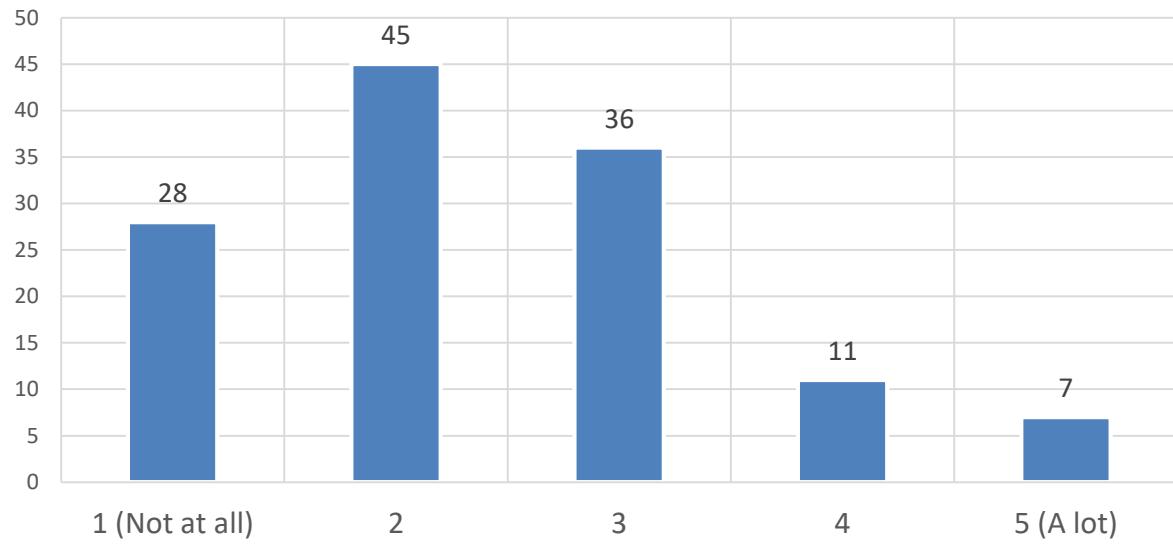


Figure 13 Discussion on Climate Change in Schools

The most common rating was **2**, meaning that for many students, the topic is addressed only occasionally or minimally. A significant number of students (28) reported that climate change is not discussed at all in their school, while

only a small minority (7 students) indicated that it is discussed extensively. These results highlight a need for more comprehensive and consistent climate education across schools to ensure that all students are well-informed about this critical issue.

- **Discussion on Climate-Induced Migration in schools (Q16):**

The responses to **Question 16** show that climate-induced migration is rarely discussed in schools, with most students (52 rating it at 1 and 44 at 2) indicating that it is either not addressed at all or is minimally discussed. Only a small number of students (31 mentions combined) reported that the topic is covered to a moderate or significant extent. This highlights a gap in climate education, suggesting that more efforts are needed to include discussions on the link between climate change and migration in education.

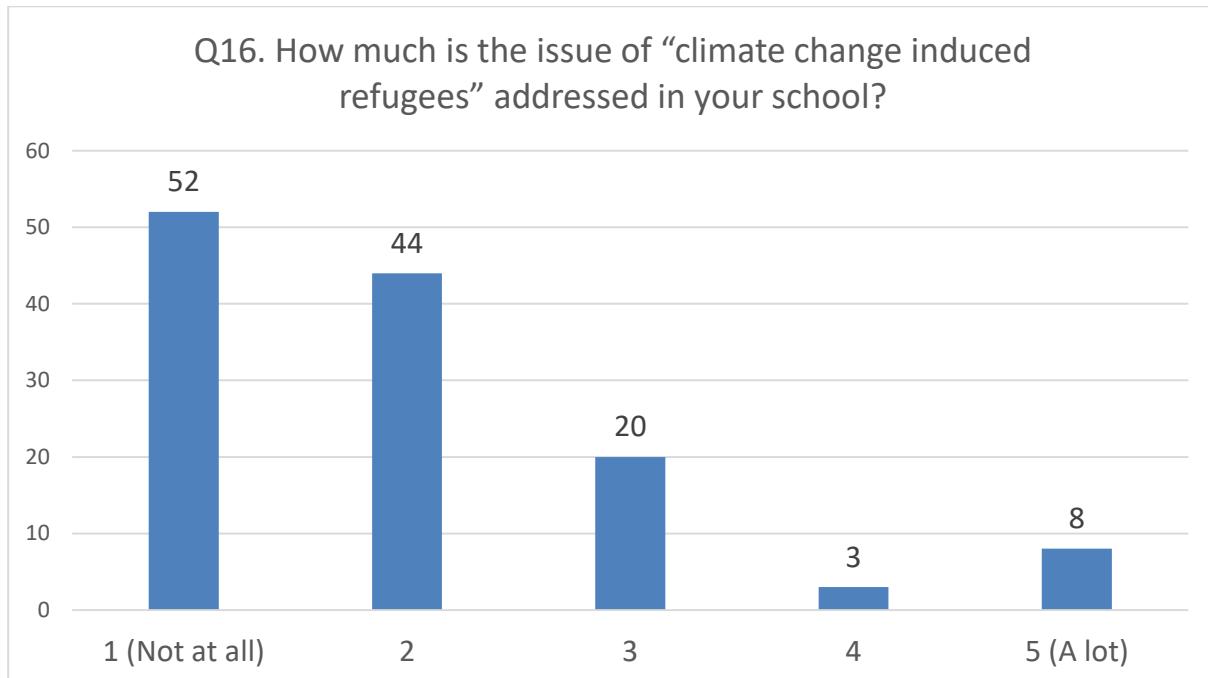


Figure 14 Discussion on Climate-Induced Migration in schools

- **Importance of Studying Climate-Induced Migration in schools (Q17):**

The responses to **Question 17** show that most students believe it is important to study climate-induced migration in school, with the majority rating its importance between 3 and 5 (89 mentions combined). This indicates that students generally recognize the relevance of this topic, though a smaller portion (38 mentions) rated it less important. Overall, the data suggests that students are interested in learning about the impacts of climate change on migration.

Q17. How much important do you think it is to address the issue of “climate change induced refugees” in your school?

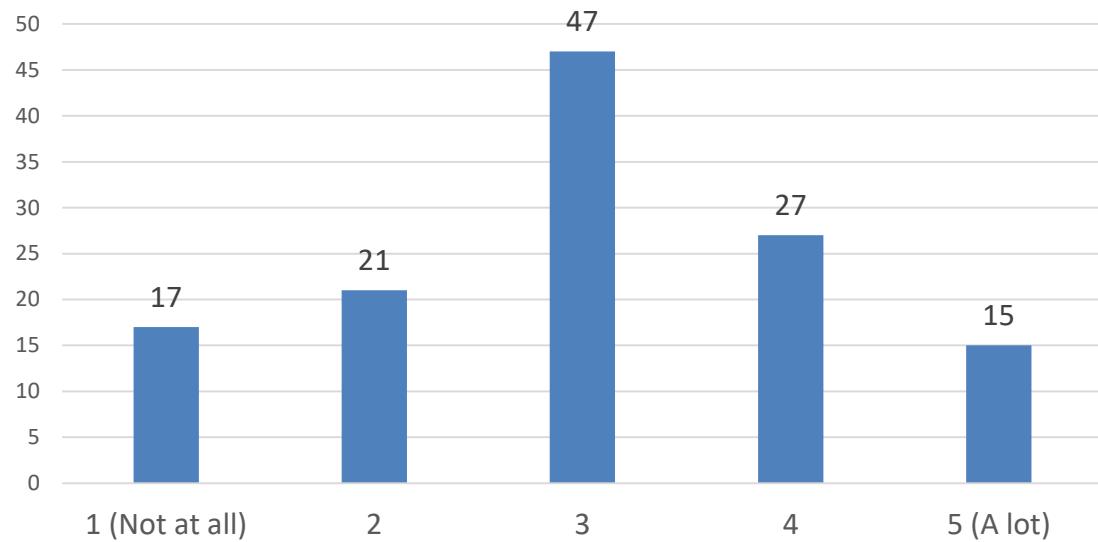


Figure 15 Importance of Studying Climate-Induced Migration in schools

e) Issues on Migration

- **Causes of Migration (Q18):**

The responses to **Question 18** show that students primarily view **Conflicts** (109 mentions) and **Job search** (74 mentions) as the main causes of migration, with **Personal reasons** (66 mentions) and **Political causes** (52 mentions) also recognized as significant factors. While **Climate change** (46 mentions) and **Environmental issues** (30 mentions) were mentioned less frequently, they reflect a growing awareness of the role of environmental factors in driving migration. Overall, students have a strong understanding of traditional migration causes, with increasing recognition of climate-related causes, suggesting room for further education on the impact of climate change on migration.

Q18. According to you, which are the main causes of migration in the world?

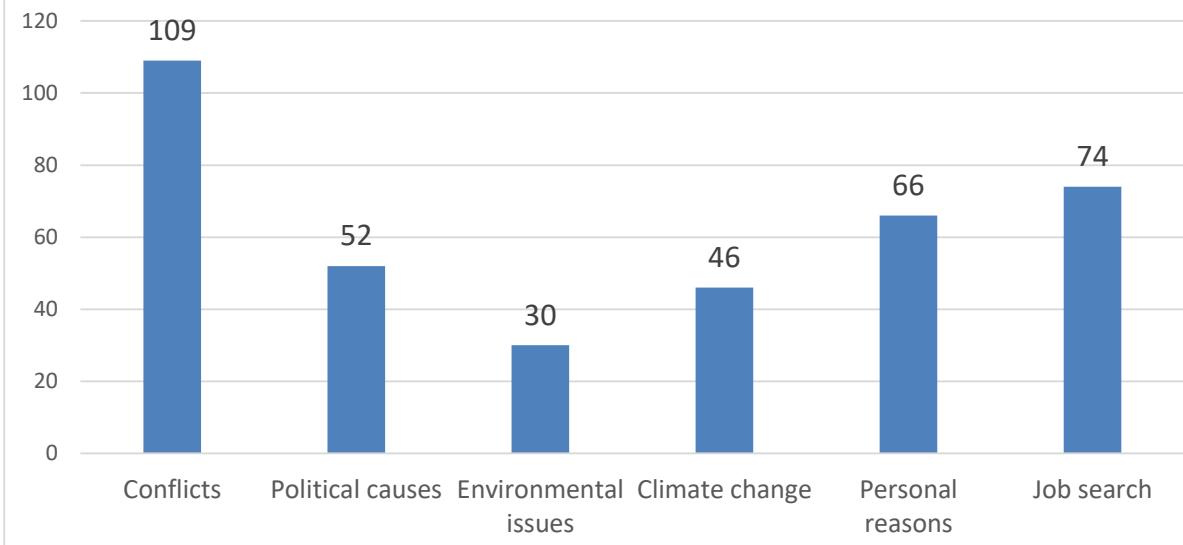


Figure 16 Causes of migration

- **Perception of Climate-Induced Migration (Q19):**

The responses to **Question 19** show that a large portion of students (**50 or 39%**) are uncertain about whether Greece is more exposed to climate-induced migration compared to other EU countries, indicating a need for more education on this topic. However, **45 students (36%)** believe that Greece is more vulnerable, reflecting an awareness of geographic and environmental factors that may increase their exposure. A smaller group (**32 students or 25%**) feel that Greece is not more exposed, suggesting varying perceptions of the issue among the student population. Overall, there is both awareness and uncertainty regarding climate-induced migration in relation to their country.

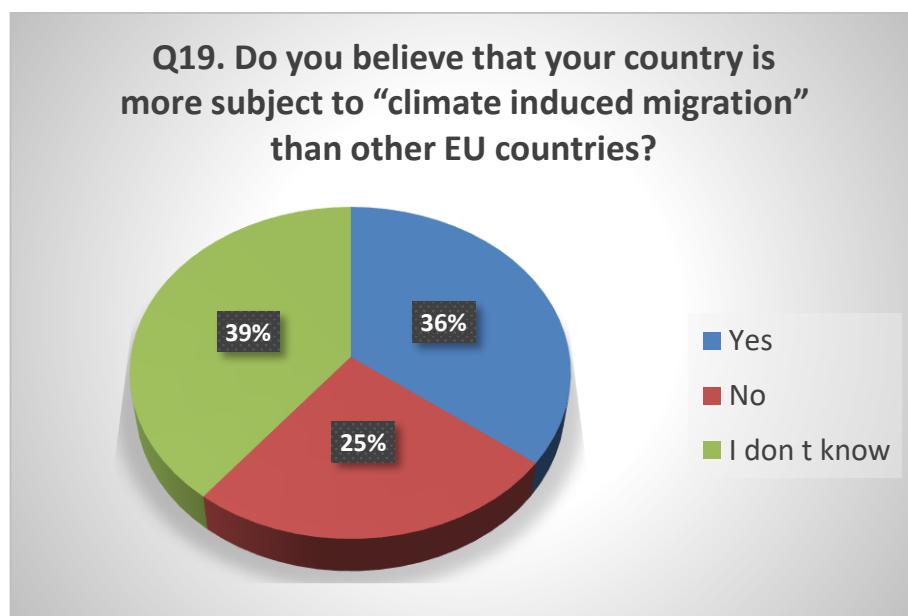


Figure 17 Perception on climate induced migration

- **Migration as a Threat or Opportunity (Q20):**

The responses to **Question 20** show that students have mixed views on migration, with **48 students (38%)** considering it a threat, likely due to concerns about social and economic challenges, while **44 students (35%)** see it as neither a threat nor an opportunity, indicating a more neutral view. A smaller group of **35 students (27%)** views migration as an opportunity, recognizing its potential benefits, such as cultural diversity and economic contributions. This range of opinions reflects the complexity of the issue and highlights the need for discussions that address both the challenges and opportunities migration presents.

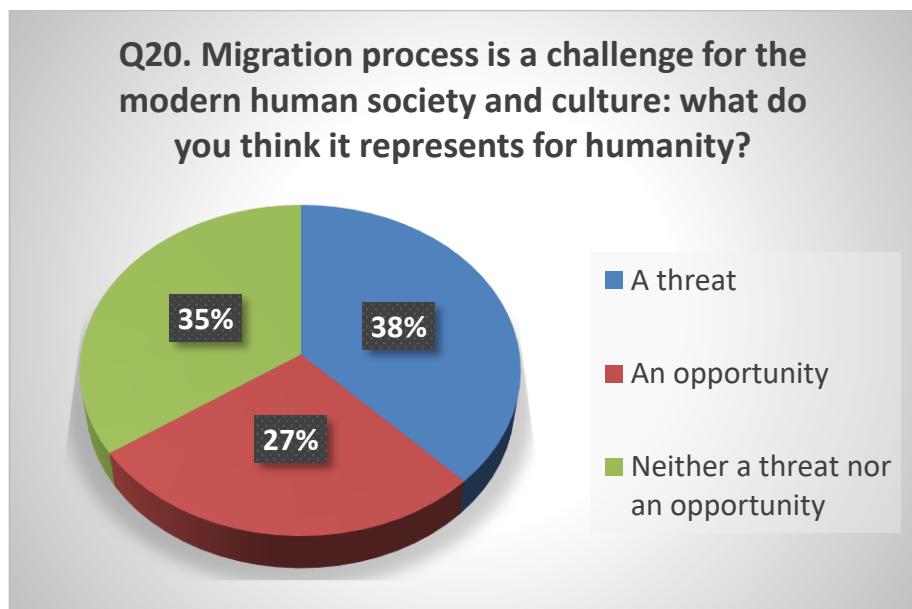


Figure 18 Migration as a Threat or Opportunity

- **Consequences of Migration (Q21):**

Almost half of the responses (57 or 45%) identified as lack of knowledge, neutral or unclear. The most common answer was “I don’t know”.

A large number of students (56 or 44%) identified negative aspects of migration. Many students expressed concerns about **increased crime**, **overpopulation**, and **pressure on resources**, stating that migration leads to more **unemployment**, **lower wages for locals**, and **economic strain** on the country. Some students mentioned that migrants do not always adhere to local laws and customs, leading to **social tensions** and **disruptions** in communities. There is also a perception that migrants contribute to **overcrowding in cities**, making it difficult to find housing, and that they might be **competing for jobs** with locals, which can exacerbate economic challenges. Several students also associated migration with **environmental degradation**, such as more waste and pollution. Additionally, a few responses reflected concerns about the **cultural changes** brought by migration, fearing that the national identity could be affected.

A smaller number of students (14 answers or 11%) identified positive aspects of migration. Some students recognized the **economic benefits** of migration,

such as **increased productivity, new skills, and investment**, which help boost the economy and fill gaps in the labor market. Some students mentioned that migration enhances **cultural diversity**, allowing for greater **cultural exchange and broadening perspectives** by introducing different customs and ways of life. Migration is also seen as providing **opportunities for migrants themselves** to improve their lives, escape war, and find better job prospects. However, some students acknowledged that while migration has positive aspects, it can also lead to challenges such as **social tension** and competition for jobs with locals. Overall, students recognize the dual nature of migration, emphasizing both its positive economic and cultural contributions while remaining aware of potential social challenges.

Overall, the students' responses indicate a recognition of both the opportunities and challenges presented by migration. While many see the economic and cultural benefits that migrants can bring to a country, there are also prevalent concerns about social, economic, and infrastructural impacts. The significant number of unclear or uncertain responses highlights a need for more comprehensive education on migration to help students develop a clearer and more balanced perspective on this important global issue.

Conclusion and Recommendations

The overall findings from the questionnaire reflect a **mixed understanding** and awareness of climate change and migration among students, with noticeable gaps in knowledge in several areas. Many students demonstrated a basic understanding of climate change, particularly its effects on the environment and economy, but their awareness of **climate-induced migration** is significantly lower.

While most students acknowledge the **importance of climate action**, fewer see the direct connection between climate change and migration, highlighting a gap in linking these two critical issues. All the above shows that there is a need for more focused education on the specific topic of climate-induced migration, as many students are unfamiliar with this aspect of climate change.

Recommendations:

1. Enhance Curriculum Content

Schools could **expand climate change education**, particularly focusing on the link between **climate change and migration**. This could include case studies on climate-induced displacement, the impacts of extreme weather events, and how communities and governments are responding. This can be done in various subjects such as History, Science, Geography etc.

2. Raise Awareness about Climate-Induced Migration

Introduce **specific lessons on climate-induced migration**, explaining how environmental changes, such as rising sea levels and desertification, can force

people to leave their homes. This would help students understand migration as a **global and complex issue**, not just an economic or social one.

3. Increase Teacher Training

- Teachers should receive **specialized training** on both climate change and migration. Workshops, seminars, and online courses can equip teachers with the **latest scientific knowledge** and **pedagogical tools** to deliver lessons on these topics in a clear and engaging way.
- Professional development programs could include guest lectures from environmental experts, NGOs, and migration specialists to give teachers more depth in these subjects.

4. Promote Balanced Discussions on Migration and Leverage Trusted Sources

- Migration should be discussed in a balanced way, presenting both the challenges and opportunities it offers. This can help students move beyond stereotypes or misconceptions and develop a more **informed and balanced perspective** on migration.
- Schools and educational programs could use **debates, projects** or **guest speakers** (e.g., migrants, NGOs, policy experts) to present diverse perspectives on migration and especially should involve trusted sources like scientists and environmental organizations to further improve climate change literacy.

5. Encourage Sustainable Actions:

Schools and governments should emphasize actionable steps that individuals and communities can take, such as promoting reforestation, reducing waste and recycling.

By focusing on these areas, the IMPACT project can better equip teachers and students with the knowledge and tools needed to understand and act on climate change, especially in relation to migration.