



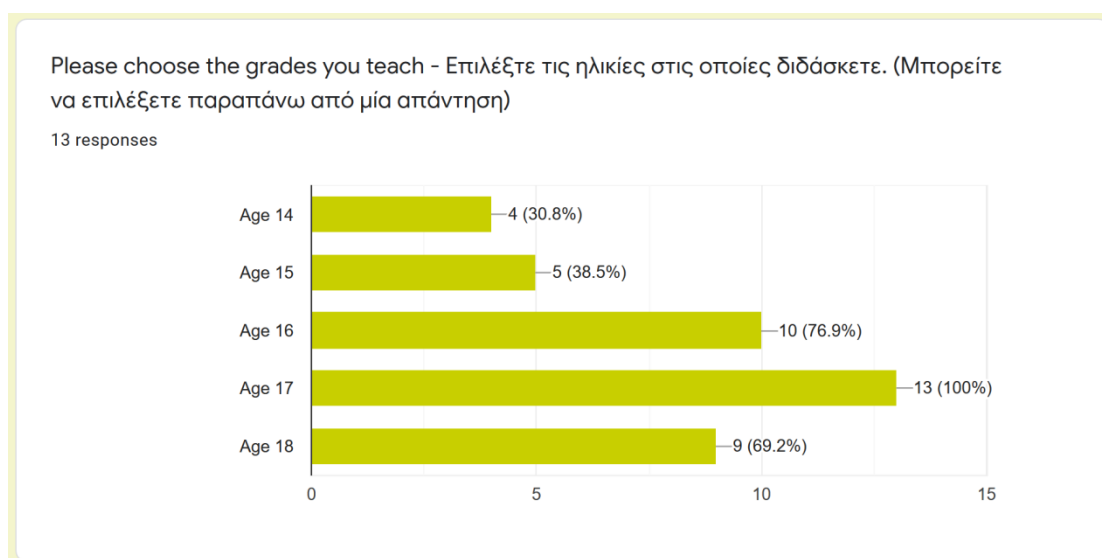
Staff Questionnaire Analysis **“Plastic Free Heroes” - VG-IN-BY-19-30-060140** **Geniko Lykeio Assirou, Thessaloniki, Greece**

(data collection, data analysis and report authoring by Maria Lykartsis and Vasileios Stefanidis for
“Plastic Free Heroes”)

The questionnaire was submitted by 13 teachers, who teach different subjects (Greek Literature, Greek Language, Biology, Physics, History, Social Sciences, Economics, Physical Education and English as a Foreign Language) at the **Geniko Lykeio Assirou**, partner in the Erasmus project “Plastic Free Heroes”.

Question 1

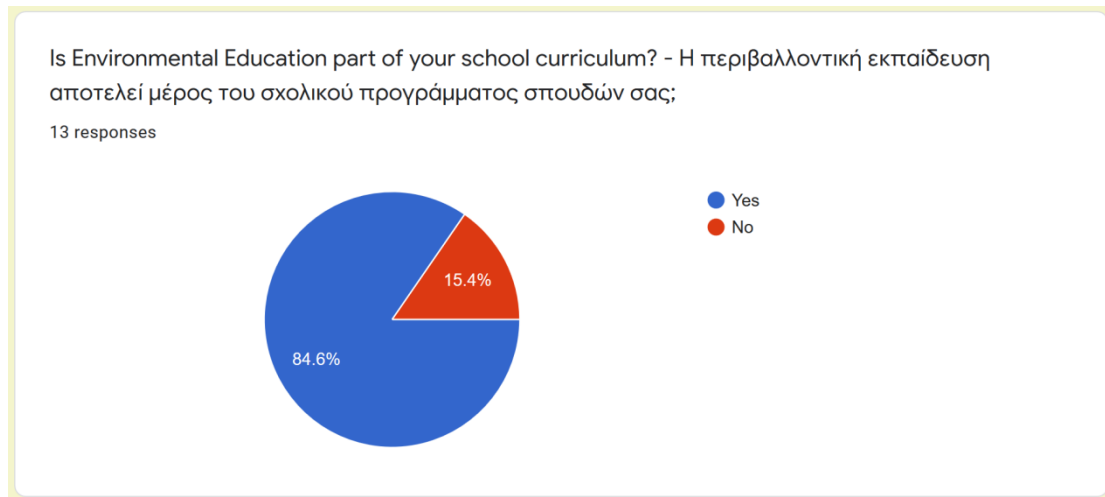
At question **“Please choose the grades you teach”**, our teachers replied as follows:



Though our school organization is an Upper High School (ages 15-18) different student ages (e.g. 14) is due to the fact that some teachers teach also to Assiros Junior High School (the two schools share the same building).

Question 2

At question “**Is Environmental Education part of your school curriculum?**”our teachers replied as follows :



Environmental Education is not an autonomous school subject in Greek schools, and in this perspective some teachers answered “no”. Most teachers consider Environmental Education as a part of the curriculum, since many chapters in specific subjects (Biology, Chemistry, Literature, Language, Economics e.t.c.) are dedicated to E.E. and an Environmental Club is held too (optional participation).

Question 3

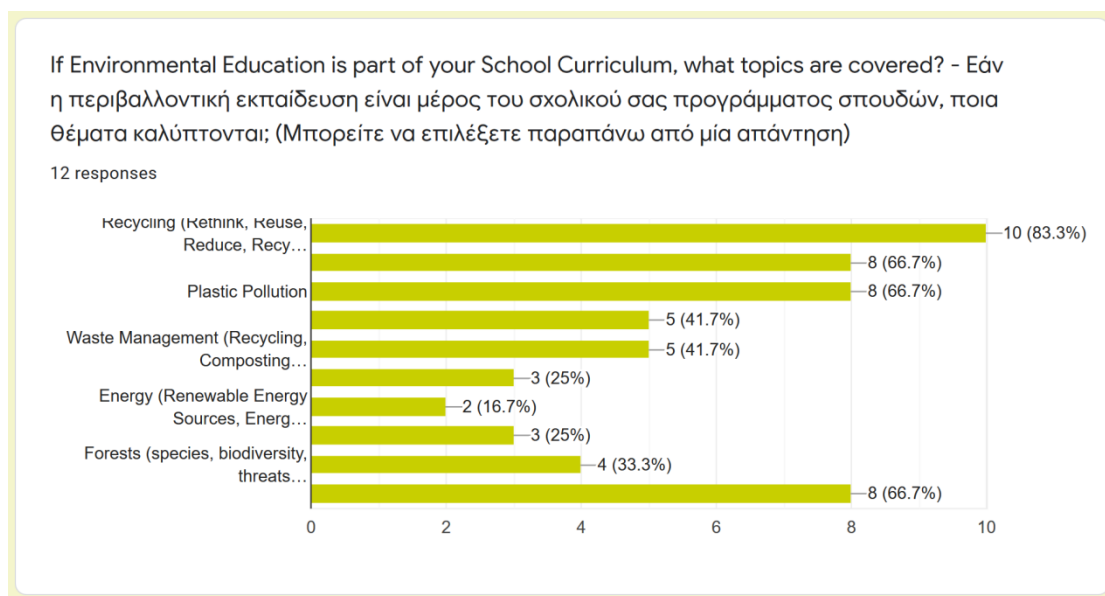
At question “**Please explain your answer above**”(witch refers to the previous question) our teachers replied as follows:

- It is not an autonomous course in the curriculum; it exists in sections of other courses and in environmental activities of the school.
- Environmental education is part of the lesson "Greek language" so as to awaken the students for the environmental rescue.
- My school is involved in many environmental projects.
- We haven't Environmental education as part on our school curriculum. But we have environmental projects with activities.

- By organizing environmental education programs and through sections in my biology course.
- It is included in units of the subject and in supplementary activities
- Units in Biology course (e.g. Lyceum C grade)

Question 4

At question “**If Environmental Education is part of your School Curriculum, what topics are covered?**” our teachers replied as follows:



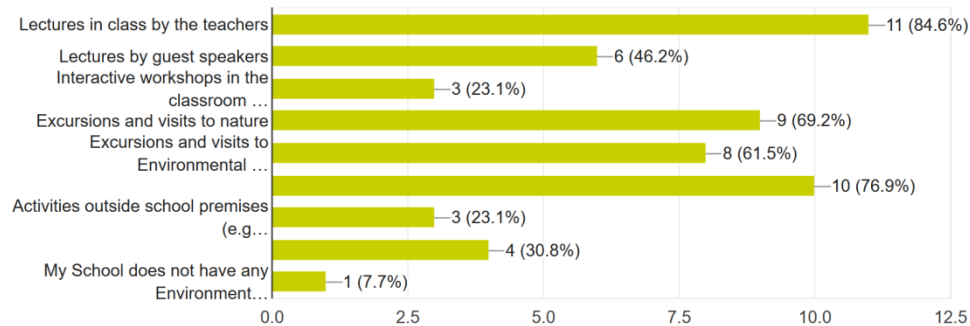
The 4Rs (Rethink, Reuse, Reduce, Recycle) seems to appear in many different school subject and with different ways. Plastic pollution, climate change and environmental citizenship are also present at the curriculum, though energy is underrepresented.

Question 5

At question “**Please choose the ways your school is delivering Environmental Education programmes**” our teachers replied as follows:

Please choose the ways your school is delivering Environmental Education programmes -
Επιλέξτε τους τρόπους με τους οποίους το σχολείο σας παρέχει προγράμματα περιβαλλοντικής εκπαίδευσης. (Μπορείτε να επιλέξετε παραπάνω από μία απάντηση)

13 responses



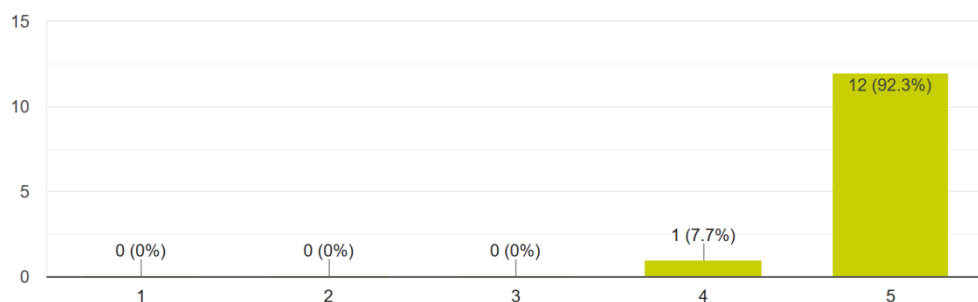
Lectures in class by the teachers and activities in school premises like clean ups seem that theory and practice coexist at a basic level, but there are more to be done at the local community (outside the school) and through workshops as well.

Question 6

At question “**How important is Plastic Pollution to you?**” our teachers replied as follows:

How important is Plastic Pollution to you? - Πόσο σημαντική είναι η πλαστική ρύπανση για εσάς;

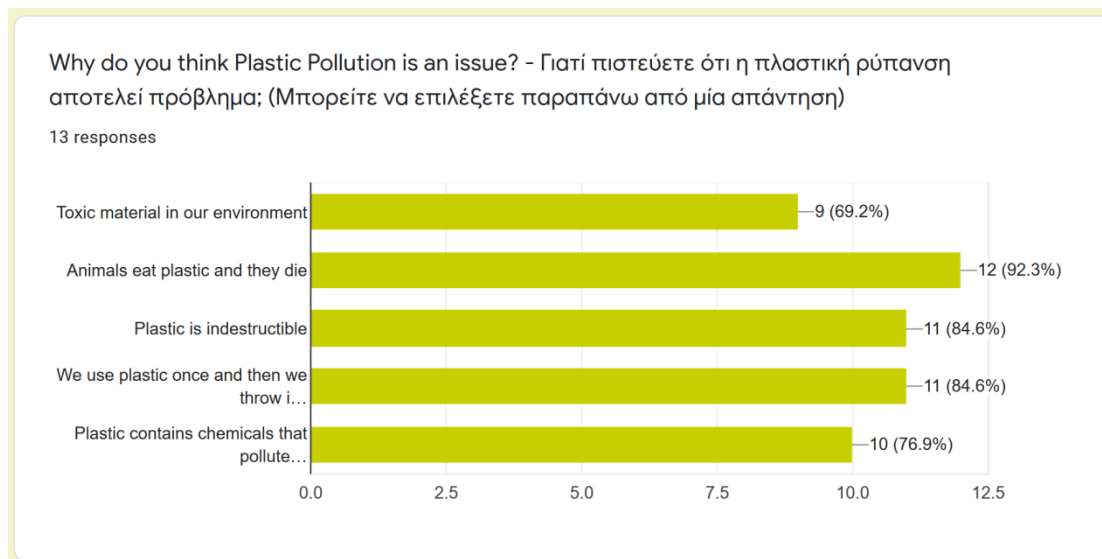
13 responses



As we can see the high majority of teachers consider Plastic Pollution as extremely important.

Question 7

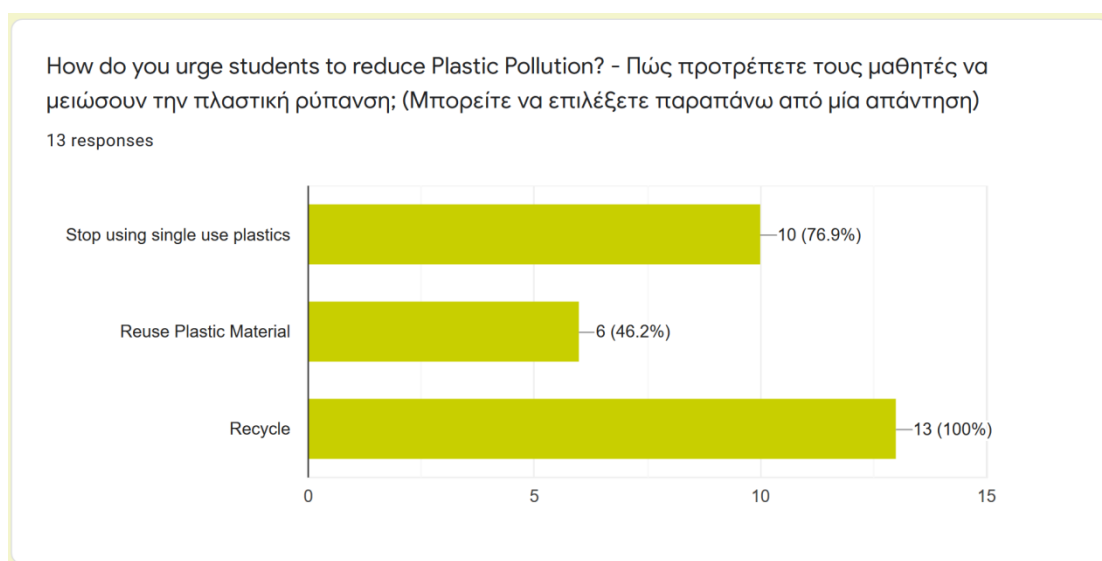
At question “**Why do you think Plastic Pollution is an issue?**” our teachers replied as follows:



Most of the teachers consider that Plastic Pollution is an issue because it's impact in animals, but as we can see all the other options are considered of high importance too.

Question 8

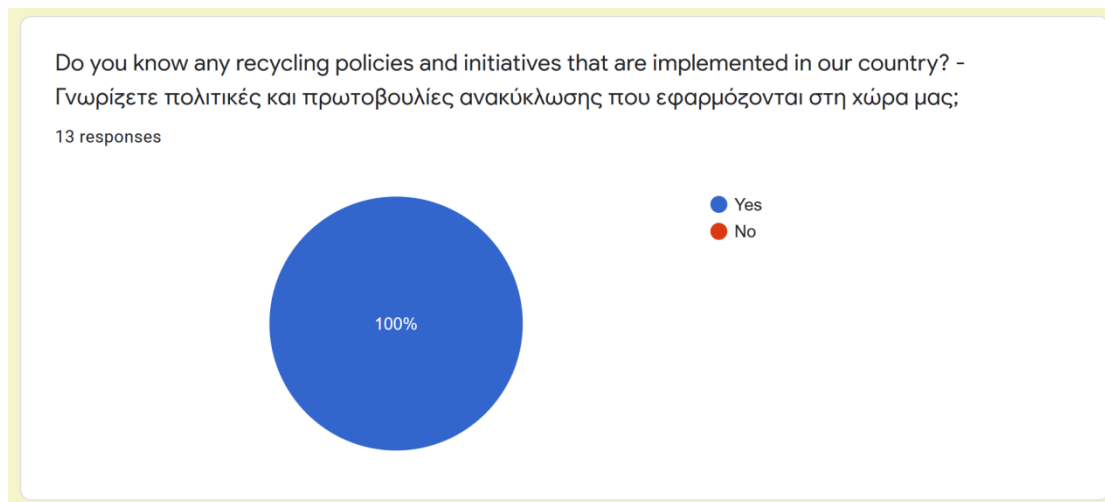
At question “**How do you urge students to reduce Plastic Pollution?**” our teachers replied as follows:



It seems that teachers urge their students to recycle in general, but they do not focus on the reuse of plastic material in specific.

Question 9

At question “**Do you know any recycling policies and initiatives that are implemented in our country?**” our teachers replied as follows:



Greek teachers seem to be aware of recycling policies and initiatives that are implemented recently in the country.

Question 10

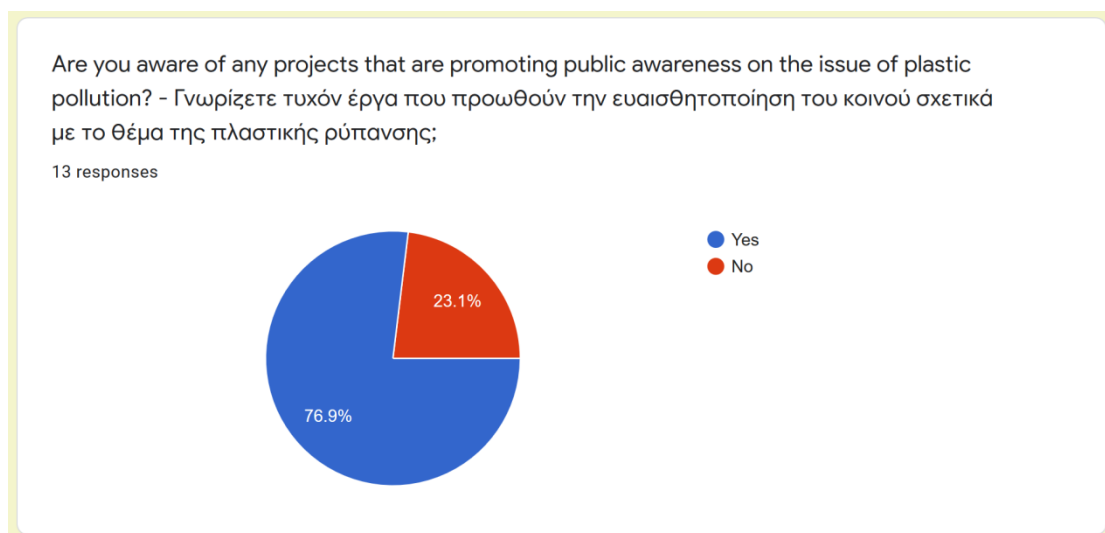
At question “**If yes, which ones?**”(which refers to the previous question) our teachers replied as follows:

- There are recycling cans almost everywhere, but not different cans for different materials.
- Recycling bins are in every neighbourhood.
- There are many environmental education programs in which schools can optionally participate.
- Plastic bags are charged in supermarkets.

- Prohibition on plastic straws.
- Political bag reduction in supermarkets (charge). Restriction of use in plastic straws, reduction of plastic waste of fishing gear.
- Battery and machine recycling, different recycling bins for every material and the transformation of harmful materials to useful and friendly to the environment.
- Recycle. Reuse plastic material.
- Organizing relevant workshops, advertising campaigns, initiatives by non-governmental organizations and volunteers (e.g. cleaning seashores and seabed), innovative municipal actions, pricing policy.
- Recycling bins (blue color) throughout cities and towns.

Question 11

At question “**Are you aware of any projects that are promoting public awareness on the issue of plastic pollution?**” our teachers replied as follows:



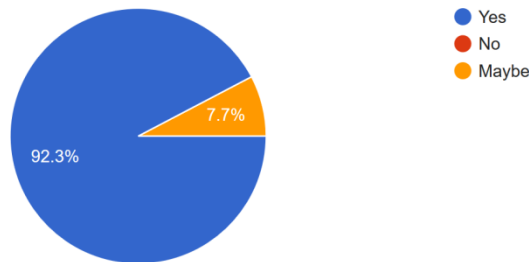
We can notice again, according to this question, that teachers are aware of recycling policies in general, but 23% not specifically on the plastic issue.

Question 12

At question “**Do you urge your students to participate in these actions?**” our teachers replied as follows:

Do you urge your students to participate in these actions? - Προτρέπετε τους μαθητές σας να συμμετάσχουν σε αυτές τις δράσεις;

13 responses



Question 13

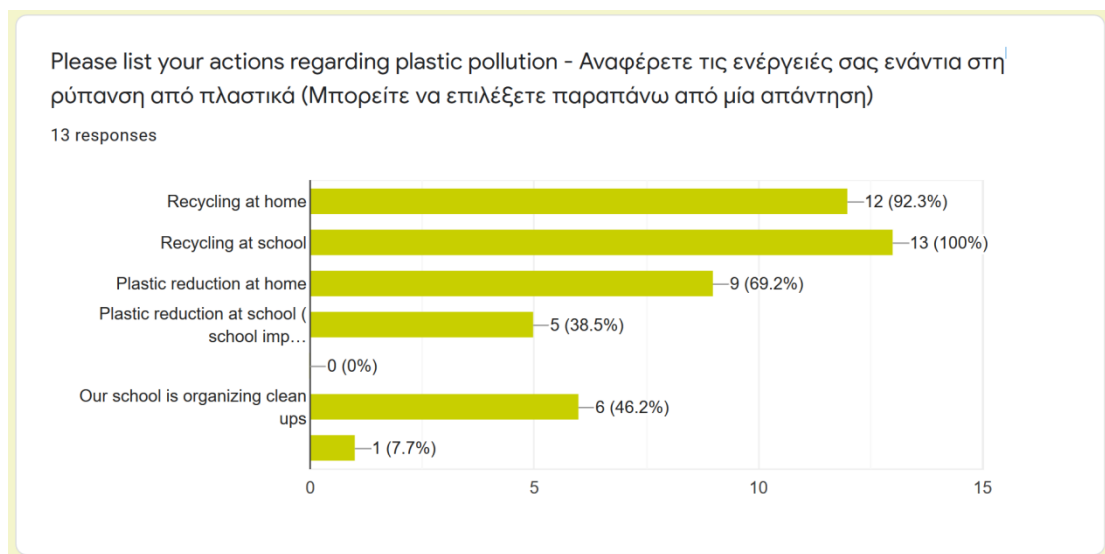
At question “**Please explain your answer above**” (which refers to the previous question) our teachers replied as follows:

- We show them that recycling is important by recycling plastic in our school ourselves.
- We urge them to recycle and urge them to prefer to buy multi-purpose items
- Educational visits to relevant film screenings. Implementation of environmental programs.
- To be informed by the municipality for various actions and their importance both for themselves and the environment.
- Volunteering
- Educational visits to film screenings and photo exhibitions with similar topics. Implementation of environmental programs.
- Promote the use of paper instead of plastic, bioplastics, recycled plastic, the cleaning of areas full of plastic such as the sea, the streets and the school yard.
- Try to persuade them that it is very important to reduce single-use plastics.
- Recycle. Reuse plastic material.
- Be informed

- Show them the effects of plastic pollution through the ways mentioned in response (6) above.
- Preferring reusable shopping bags to single-use.
- Participating in cleanup initiatives of beaches, forests, school yard etc.

Question 14

At question “**Please list your actions regarding plastic pollution**” our teachers replied as follows:



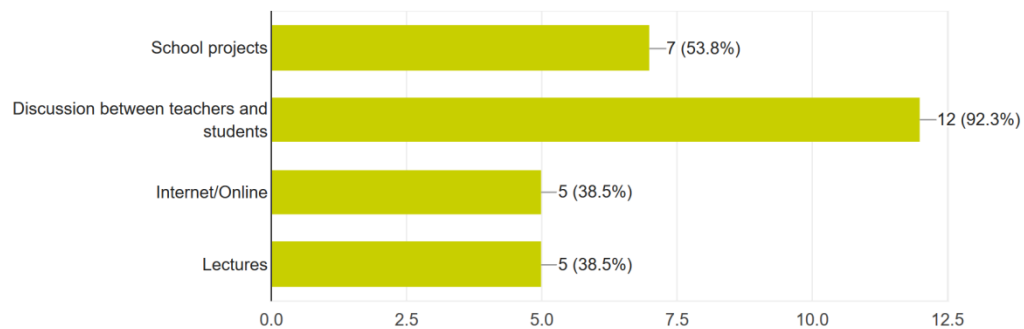
Recycling at school is first in place and then at home. Only one teacher tries to reduce paper by giving less copies to the students.

Question 15

At question “**How are you delivering your knowledge of plastic pollution to the students?**” our teachers replied as follows:

How are you delivering your knowledge of plastic pollution to the students? - Πώς μεταδίδετε τις γνώσεις σας για τη ρύπανση από πλαστικό στους μαθητές;

13 responses



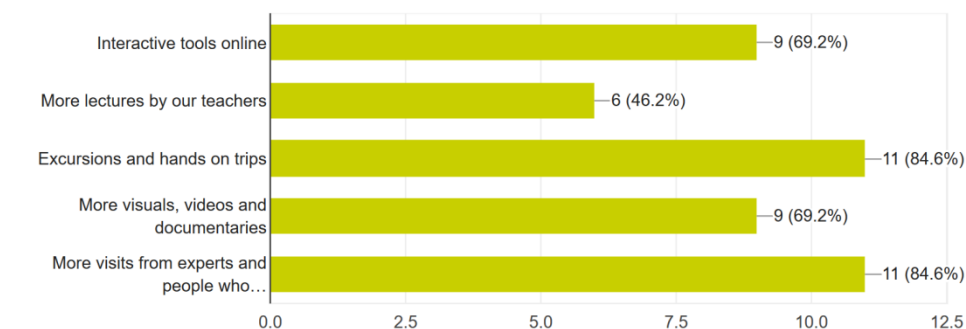
In class discussions between teachers and students about environmental issues seem to play the most significant role in knowledge delivery.

Question 16

At question “**How would you like to teach on the issue of plastic pollution?**” our teachers replied as follows:

How would you like to teach on the issue of plastic pollution? - Πώς θα θέλατε να διδάξετε για το θέμα της πλαστικής ρύπανσης;

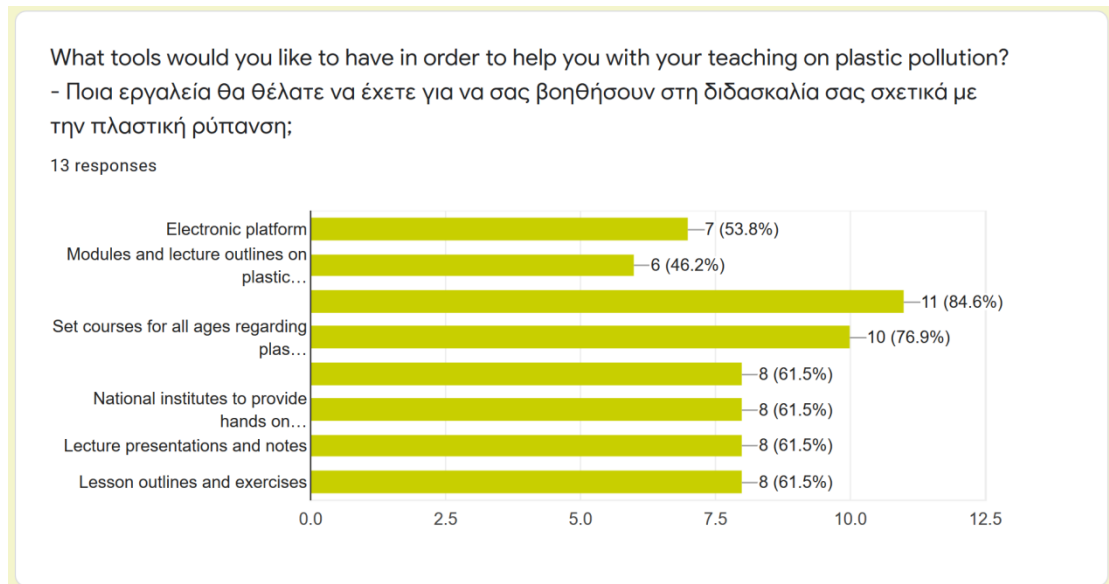
13 responses



Experiential learning with excursions and hands on trips is considered the most valuable source of knowledge, as well as more visits from experts.

Question 17

At question “**What tools would you like to have in order to help you with your teaching on plastic pollution?**” our teachers replied as follows:



Case studies, visuals, documentaries on the issue and also set courses for all ages regarding plastic pollution seem to attract our teacher’s interest, but they would also like to be taught by national institutes, lectures or via digital platforms.

Question 18

At question “**In what other ways you would like to learn and be informed about plastic pollution?**” our teachers replied as follows:

- Byinfographics.
- From a specialist with visits to recycling areas,
- Training in interaction programs with students
- Via Webinars, MooCsand environmental visits.
- Through Webinars, MooCs and environmental visits.
- By lectures and presentations from the experts.
- National institutes to provide results from recycling plastics every year.
- Lectures by scientists, television, radio emissions.

- By attending relevant seminars-workshops, but also by field actions.
- Teacher workshops on waste and recycling management.

Question 19

At question “**What other information could be provided to help you understand the issue and become more active?**” our teachers replied as follows:

- Numbers/Statistics.
- The life cycle of plastic through recycling
- I believe that I personally understand the seriousness of the issue. But it is important that we all understand it, so that we can deal with it effectively.
- I would like to be informed about possible dedicated actions and actions that I can take in my daily life.
- It is up to each individual to decide whether he wants to be informed as there are many sources of information and to take whatever initiative he wants individually.
- I do not know
- It would help me to know targeted actions and practices that I can implement in my daily life.
- From documentaries or researches about the results of the plastic pollution in the environment.
- Data of the present situation, evidence for the urgency of the circumstances.
- What happens with recycle matters. Right ways to recycling.
- Innovative actions of municipalities in the country and abroad, effects of the use of plastics on health and the environment, alternative actions of organizations and volunteers, policies and initiatives of states.
- Extent of impact of plastic pollution through food chains.

Question 20

At question “**Is there any school-specific, community-specific, or cultural factors that may affect the implementation of an environmental education programme?**” our teachers replied as follows:

- I don't think so.
- It always depends on the awareness of the director and the Board on the subject
- I believe that if all these factors work together and act in a coordinated manner, we will have very good results in implementing an environmental education program.
- The examination-centered Greek High school that aims mainly at the success of the national exams and less at the cultivation of (social, political, environmental) citizenship.
- All of the above factors, acting accordingly, can have a positive effect on the implementation of environmental education programs.
- All of the above factors can encourage such actions
- All the factors are awakened and interested in helping for the environmental protection but what is necessary is the economical support for the best of results.
- There are community - specific factors that may affect the implementation of an environmental education programme. There is a landfill near the village and our school.
- Not in any negative sense, to my knowledge.

Conclusion

- Though it is not an autonomous school subject at the curriculum, Greek teachers seem to consider Environmental Education an issue of high importance.
- Plastic Pollution is very important to them and they would like to be trained by experts online and also in situ.

- Provided that they were aware of any projects that are promoting public awareness on the issue of plastic pollution, they would urge their students to participate.
- Even though the educational school model in Greece is still exams-centered, teachers are very willing to be educated and get extra tools to contribute to a less plastic school –and finally world.

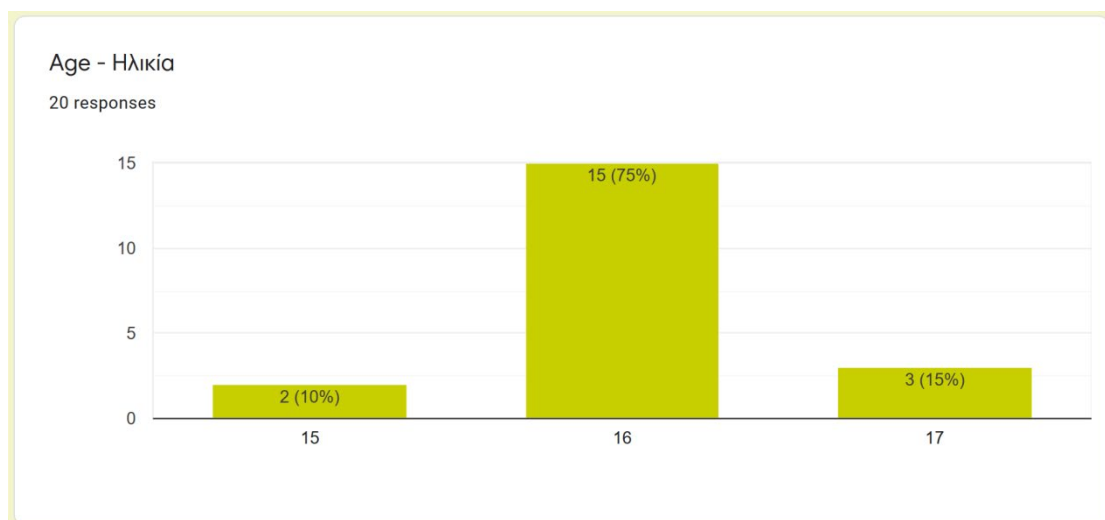
Students Questionnaire Analysis
“Plastic Free Heroes” - VG-IN-BY-19-30-060140
Geniko Lykeio Assirou, Thessaloniki, Greece

(data collection, data analysis and report authoring by Maria Lykartsi and Vasileios Stefanidis for
“Plastic Free Heroes”)

The questionnaire was submitted by 20 students between 14-18 years old studying at our school the **Geniko Lykeio Assirou**, partner in the Erasmus+ project “Plastic Free Heroes”.

Question 1

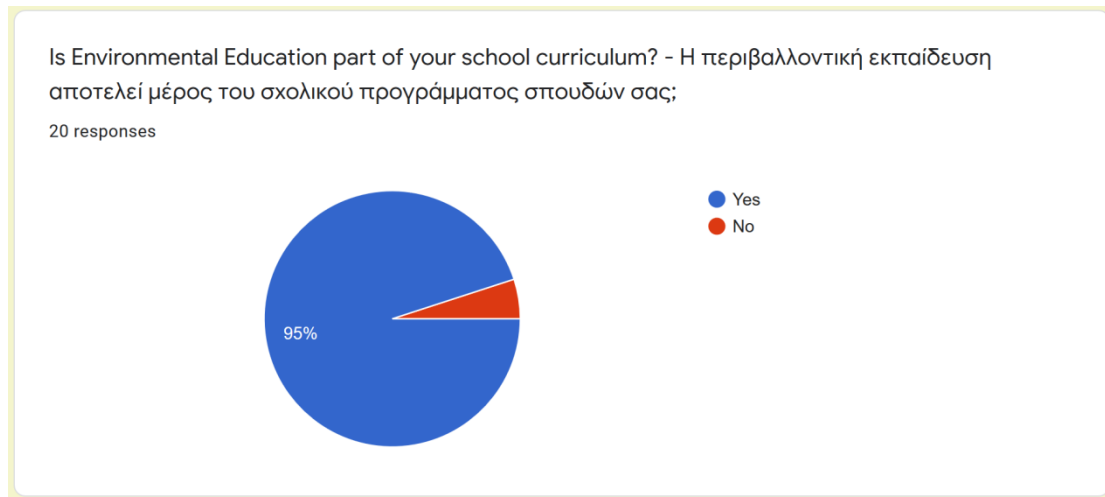
The students who sent answers were 15 -17 years old.



The questionnaires were sent to students of 4th and 5th grade, having in mind that they were going to participate actively to the project during next school year. From the age given, it is obvious that the majority of the students that took part, are 4th grade students.

Question 2

At question “**Is Environmental Education part of your school curriculum?**” our students replied as follows :



Almost every student feel that Environmental Education is part of their school curriculum, when technically it is not an autonomous subject.

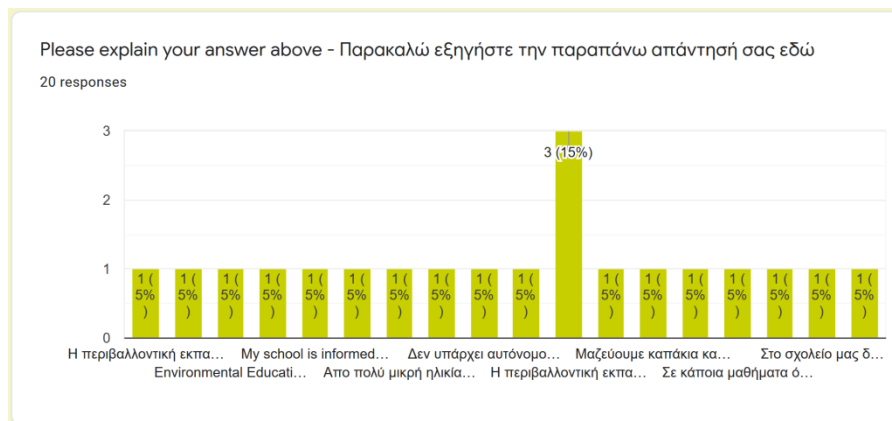
Question 3

At question “**Please explain your answer above**”(which refers to the previous question) our students replied as follows:

- My school is informed of how important the protection of the environment is. So we try to organize some actions such as lectures and activities. We really believe that if people start taking more seriously this issue, then the world will be a better place.
- Environmental Education is a part of our school curriculum, but not like a subject. We learn for the environment from other school subjects such as Biology, Chemistry, Literature and Language.
- Environmental Education is a part of the school curriculum, but not in a form of a subject. Environmental Education is included in subjects such as Chemistry in which we learn about hazardous problems that are caused by humanity. Moreover, this kind of education is included in Biology, where we can be informed about environmental issues. Lastly, events,

presentations and other actions such as cleaning and tree planting are often organized in my school

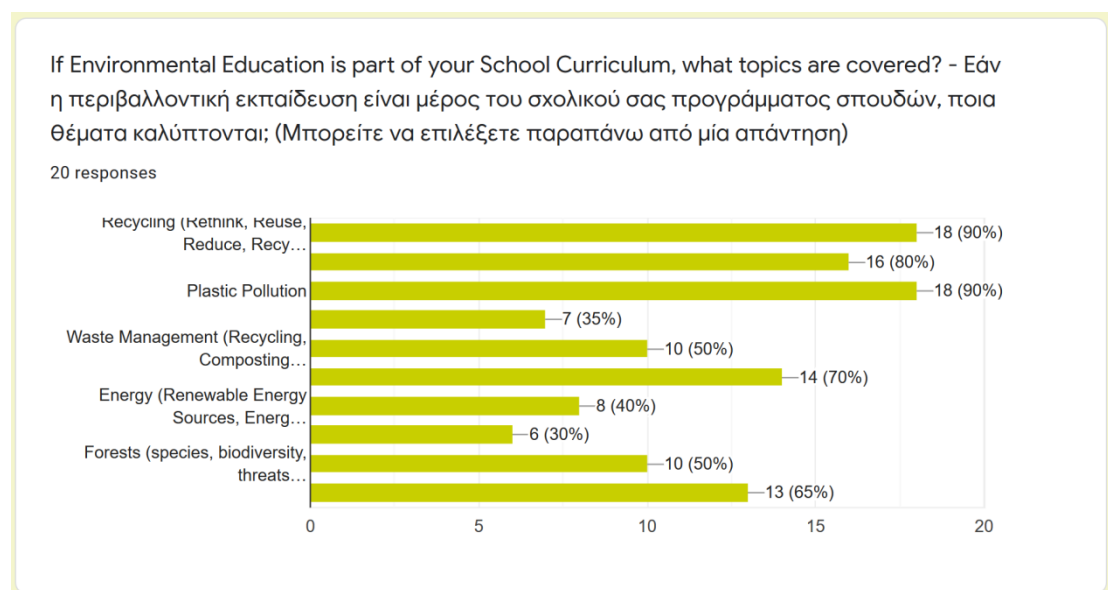
- On school subjects like Biology, Geography etc. School trips about recycling.
- Environmental education does not exist as a subject in my school but we learn about the environment through other subjects like Chemistry, Informatics, Physics



Every student seems to understand that Environmental Education is part of the curriculum through other subjects and with the activities that are held during the school year.

Question 4

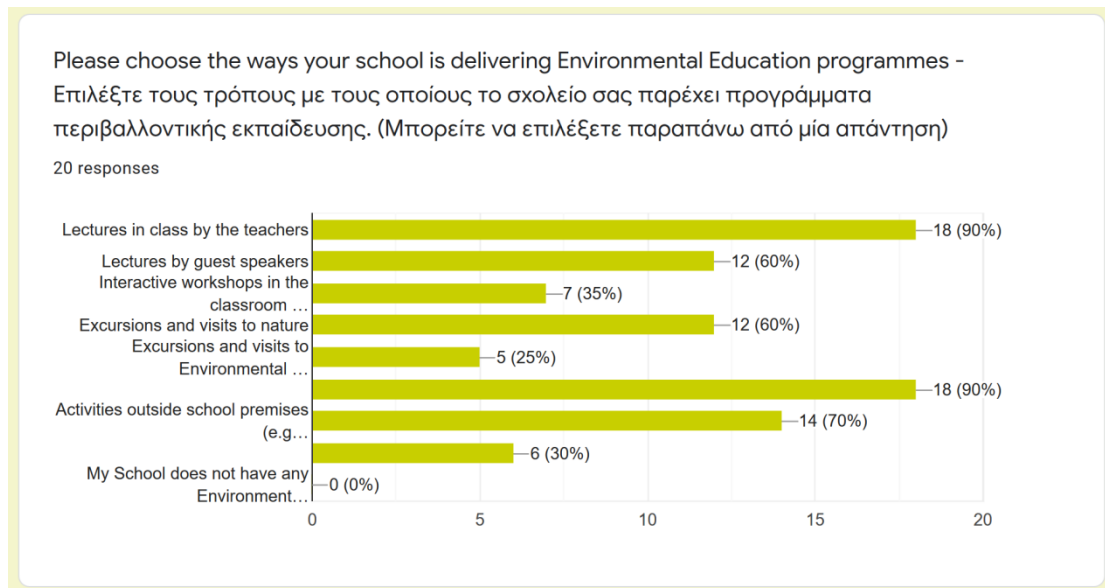
At question “If Environmental Education is part of your School Curriculum, what topics are covered?” our students replied as follows :



The topics of Recycling and Climate Change keep up with the teacher's answers at the same question.

Question 5

At question **“Please choose the ways your school is delivering Environmental Education programmes”** our students replied as follows :



Lectures in class by their teachers and activities in school premises like clean ups, flower planting and recycling are the ways the school delivers Environmental Education. According to the answers there is place for more interactive and creative activities.

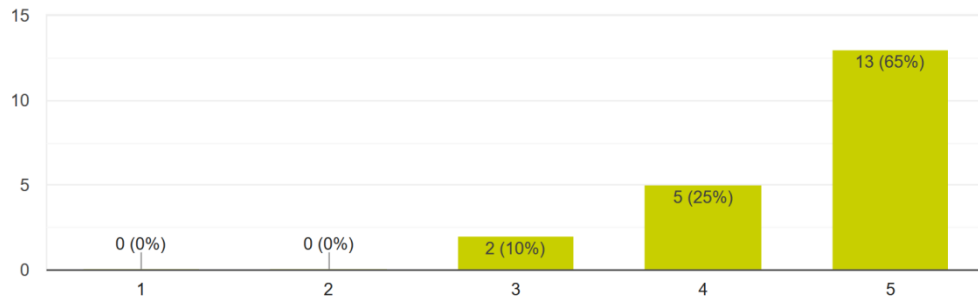
Question 6

At question **“How important is Plastic Pollution to you?”**our students replied as follows :

Most of the students feels that Plastic Pollution is an important issue.

How important is Plastic Pollution to you? - Πόσο σημαντική είναι η πλαστική ρύπανση για εσάς;

20 responses

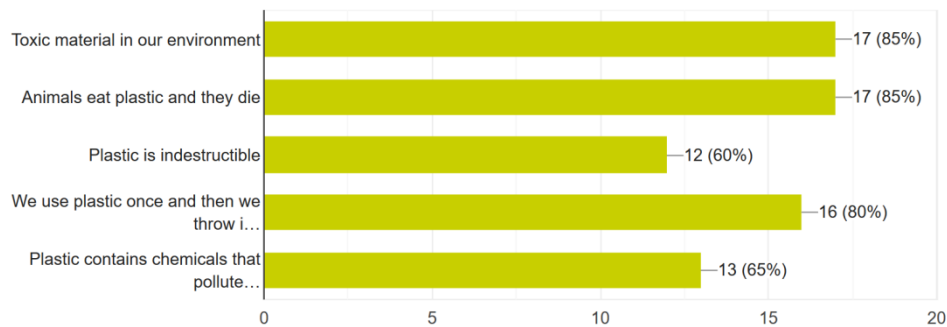


Question 7

At question “**Why do you think Plastic Pollution is an issue?**” our students replied as follows :

Why do you think Plastic Pollution is an issue? - Γιατί πιστεύετε ότι η πλαστική ρύπανση αποτελεί πρόβλημα; (Μπορείτε να επιλέξετε παραπάνω από μία απάντηση)

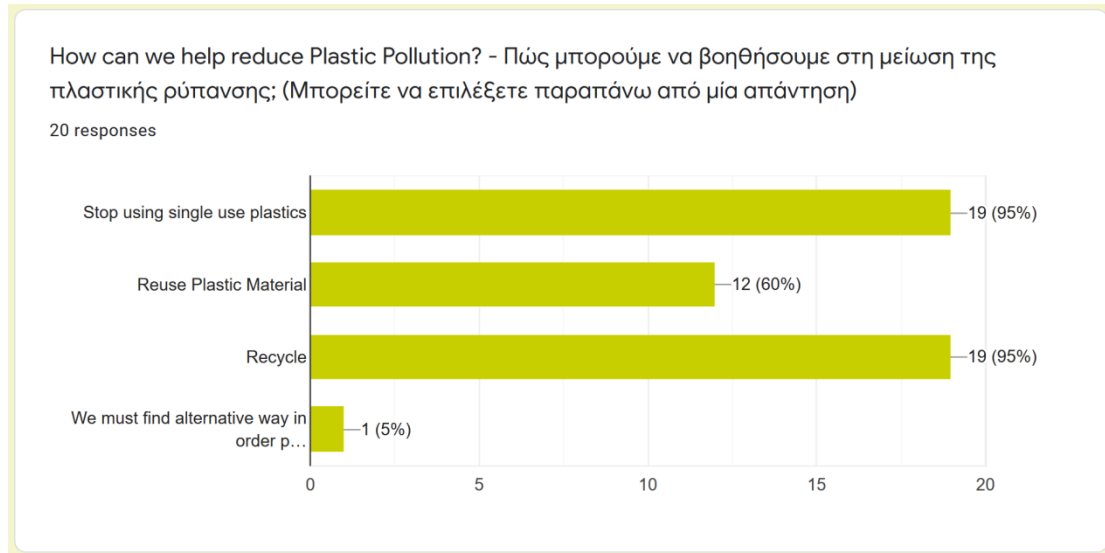
20 responses



Toxic material in our environment and animals' death are the most significant sequences of Plastic Pollution and the single use of plastic as well.

Question 8

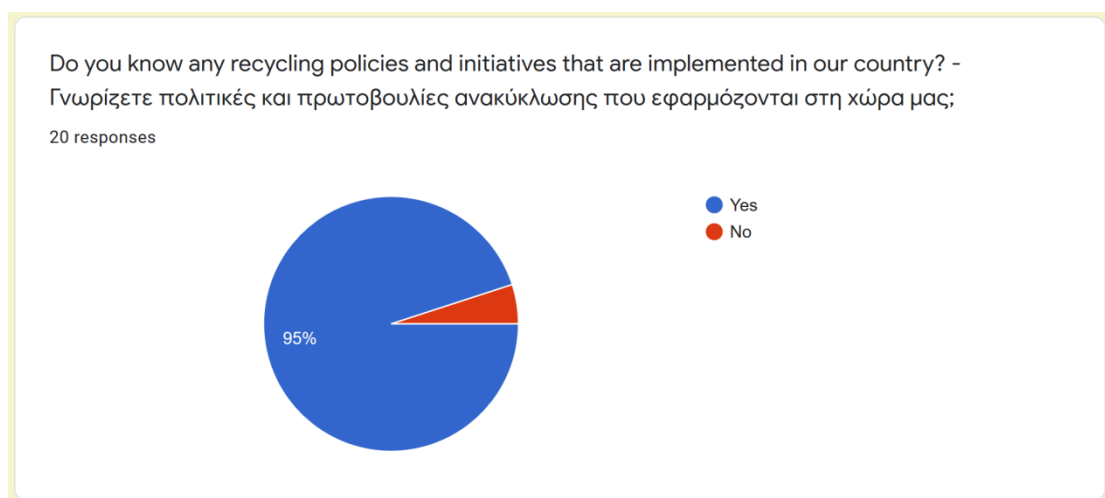
At question “**How can we help reduce Plastic Pollution?**”our students replied as follows :



The answers indicate the students’ will for less plastic and recycling.

Question 9

At question “**Do you know any recycling policies and initiatives that are implemented in our country?**”our students replied as follows :

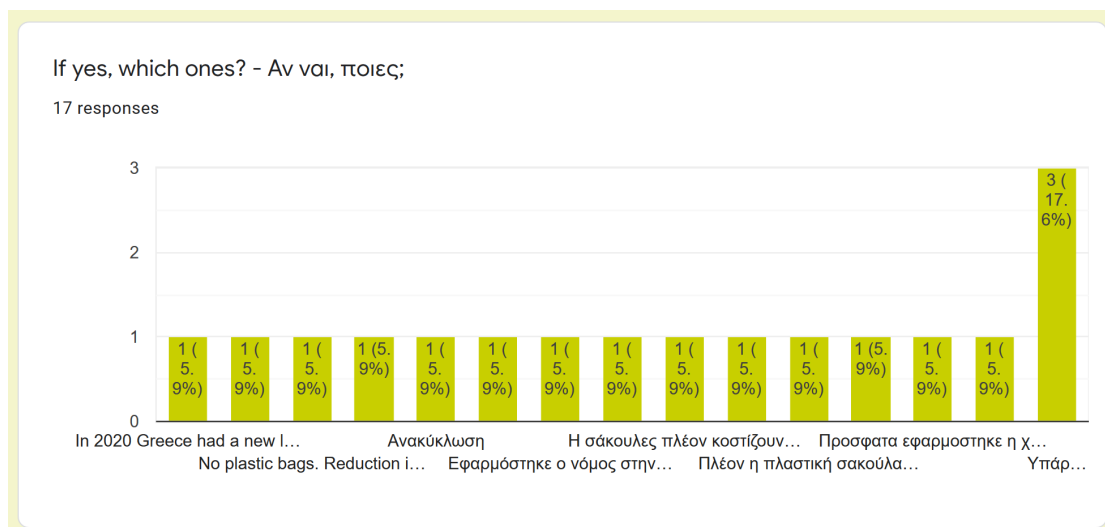


They seem to be aware of recycling policies in Greece.

Question 10

At question “If yes, which ones?” our students replied as follows :

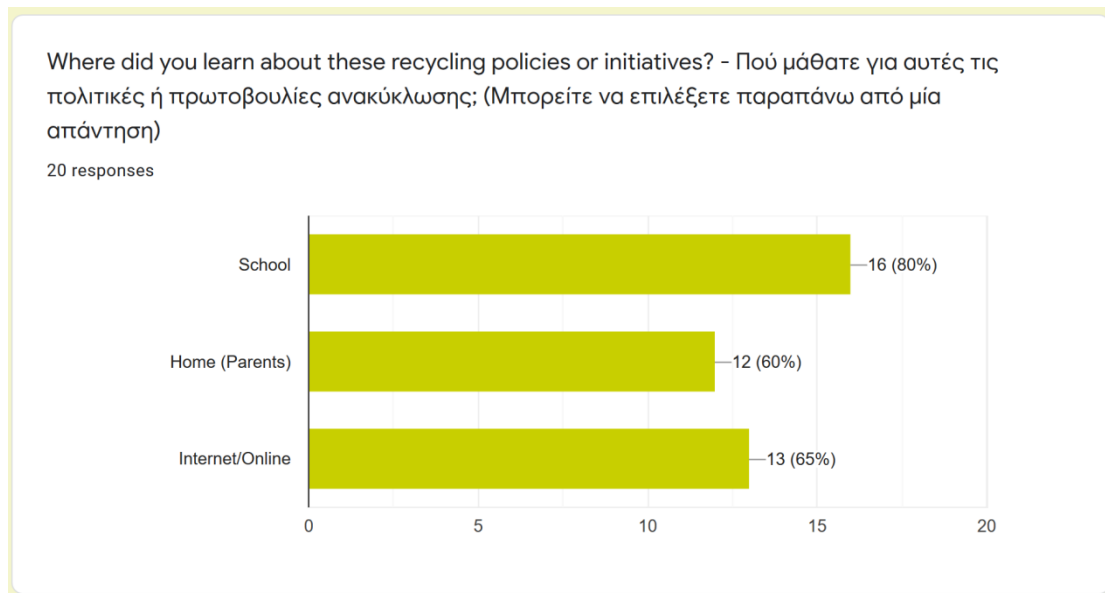
- No plastic bags. Reduction in plastic straws replacing them with steel straws
- In 2020 Greece had a new law for plastic bags. We have to pay 0.09 \$ every time we got a plastic bag so Greeks stop getting new plastic bags every time they go to the supermarket. Nowadays every lady and man has buffer bags.
- One of the recycling policies that is implemented in my country is the fact that we are obliged to pay extra for a plastic bag in the supermarkets. In addition recycling bins are being located all over the country.
- The plastic bag that is now sold in stores.
- Bags are now expensive and most use multi-purpose bags.
- Throw away the plastic in the bins, recycle it and don't throw it in the street unless we can get plastic products that can be reused and the bags in the supermarkets are now with money and not free. (6%)



All the students focus on the plastic bags issue, because they have been charged in Greece quite recently

Question 11

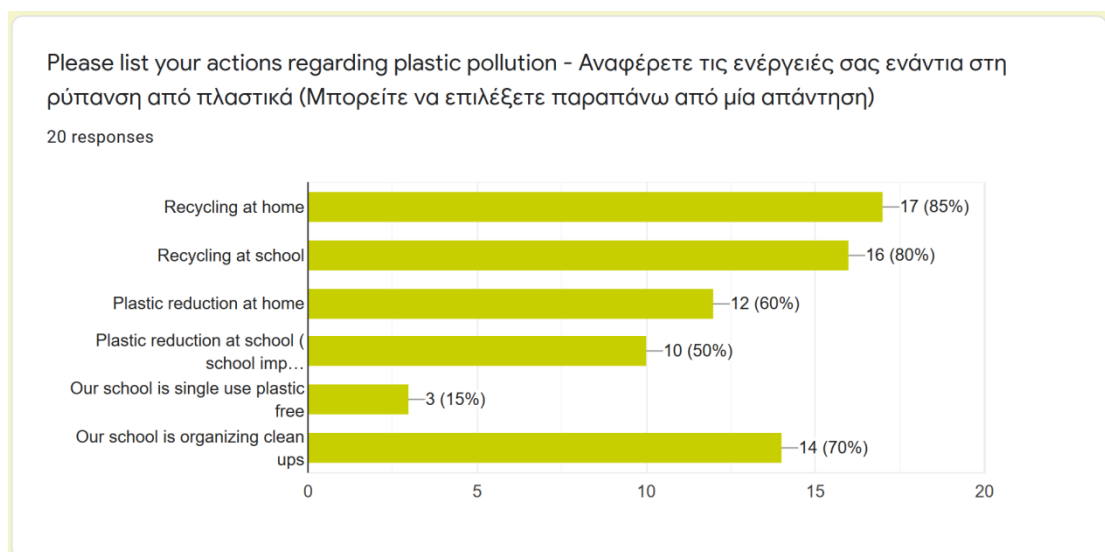
At question “**Where did you learn about these recycling policies or initiatives?**” our students replied as follows :



School seems to play an important role in their information according to their answers.

Question 12

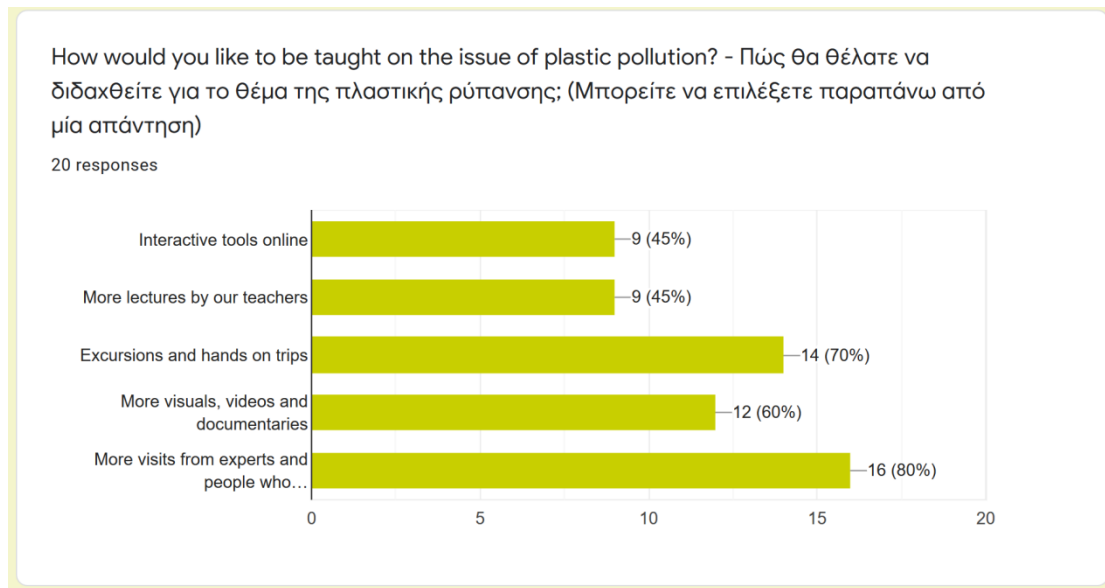
At question “**Please list your actions regarding plastic pollution**” our students replied as follows :



Recycling is used at home and at school. There is a strong need to make a step forward, to work on prevention of recycling.

Question 13

At question “**How would you like to be taught on the issue of plastic pollution?**” our students replied as follows :



More visit from experts and more excursions are welcome as we can see.

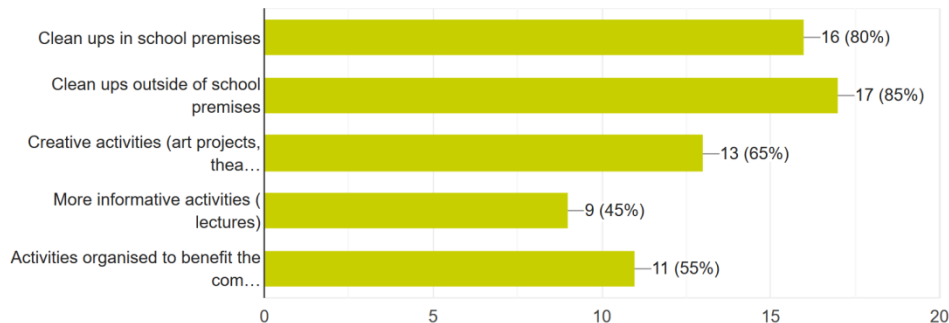
Question 14

At question “**In which activities organised by your school on plastic pollution you would prefer to participate?**” our students replied as follows :

Clean ups in school premises and also outside school seem to be the favourite activities for Greek students, and it is not strange since they spent seven hours a day sitting behind their desks in school...

In which activities organised by your school on plastic pollution you would prefer to participate? - Σε ποιες δραστηριότητες που θα διοργάνωνε το σχολείο σας για την πλαστική ρύπανση θα προτιμούσατε να συμμετέχετε; (Μπορείτε να επιλέξετε παραπάνω από μία απάντηση)

20 responses



Question 15

At question “In what other ways you would like to learn and be informed about plastic pollution?” our students replied as follows :

Environmental festivals.

Lectures and more eco friendly activities.

I would like to learn and be informed about plastic pollution, go school trips.

I would like to see how hard is to melt plastic in situ.

Watch documentaries.

Visit places where the plastic products are created.

Volunteer activities.

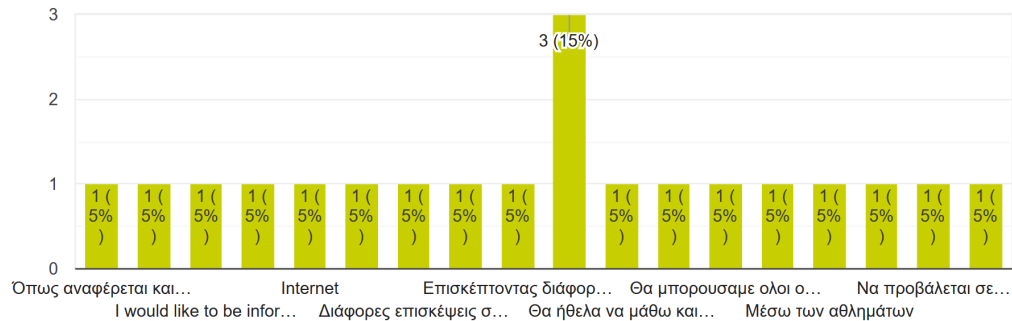
I would like to be informed by scientists who try to save our planet from the killer who called plastic and of course I think it would be useful to organize campaigns in which celebrities will participate, as they have a huge affection on people.

Through sports (15%).

Internet, TV programs about the environment .

In what other ways you would like to learn and be informed about plastic pollution? - Με ποιους άλλους τρόπους θέλετε να μάθετε και να ενημερωθείτε για τη ρύπανση από πλαστικά;

20 responses



Question 16

At question “**What other information could be provided to help you understand the issue and become more active?**” our students replied as follows :

- Information on the animal's lives.
- Other information that could be provided to help me understand the issue and become more active would be to see in situ how difficult it is to melt plastic or how they collect it from the sea.
- There could be even more announcements by politicians or even some emissions dedicated to this issue.
- I strongly believe that we should be informed about the negative consequences that usage of plastic cause (15%).
- It is estimated that 1.1 to 8.8 million tons of plastic waste enters the ocean from coastal communities each year.

What other information could be provided to help you understand the issue and become more active? - Ποιες άλλες πληροφορίες θα μπορούσαν να παρασχεθούν για να σας βοηθήσουν να κατανοήσετε το ζήτημα και να γίνετε πιο δραστήριοι;

20 responses



Conclusion

Greek students realize that Plastic Pollution is an issue of high importance and they are willing to contribute actively to reduce it. It is obvious that they would like to learn by experimental learning and not by the books, that's why they seem ready to participate to clean ups and to school trips to places of environmental interest. It is important to understand that they have to work on prevention as students and at their home too, in order to take measures to minimize the problem.

Assiros, where our school is located, is a village with environmental problems due to the Waste Collection system in Thessaloniki. There is a waste landfill just a few kilometers from Assiros, where all the waste of the prefecture of Thessaloniki are buried and only a small amount of them is recycled. At this very moment there is a conflict between the locals and the municipality, about the construction of a factory that will burn waste instead of recycle and waste prevention promotion. That explains the students' interest in environmental issues, especially in recycling. The project is a first class opportunity for students to strengthen their environmental citizenship, improving at the same time 21st century skills.