

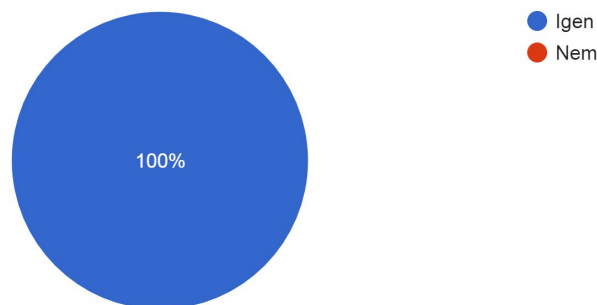


School Staff_Questionnaire_Analysis “Plastic Free Heroes” - VG-IN-BY-19-30-060140 Humusz Szövetség, Hungary

The questionnaire was submitted by 9 teachers from different Hungarian schools. Many of them indicated, that they would gladly participate in the later phases of our “Plastic Free Heroes” Erasmus+ project.

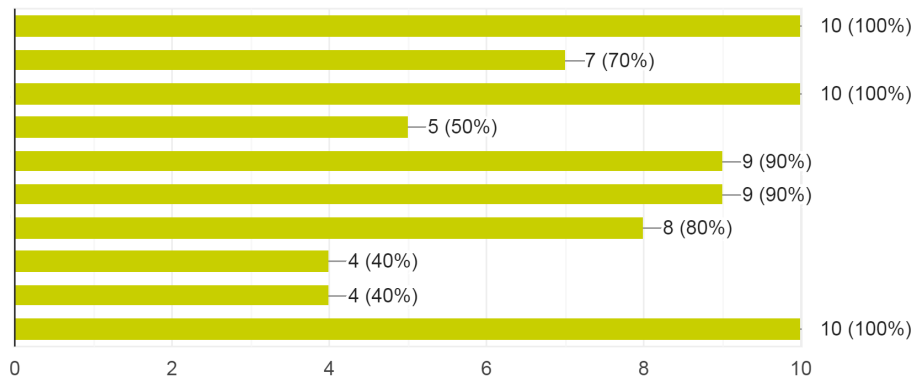
All the respondent teachers teach at high school level (14-18 years old students), but one of them also teaches 13 year-old students, while another two of the respondents teaches also 18-21 year old students.

1. At the question: **Is Environmental Education part of your school curriculum?**
100% answered **yes**.
2. In what way, it seems to be school-dependant. They said it is included in different subjects' curricula (chemistry, biology, ethics, geography, foreign languages, literature, and history) and in other activities (freshman camp, school days). One of the respondents said they have an optional course called environmental protection, while others mentioned “Environmental and health issues” subject or that environmental education is included separately in the pedagogical program.



At the question: **If Environmental Education is part of your School Curriculum, what topics are covered?** The answers were:

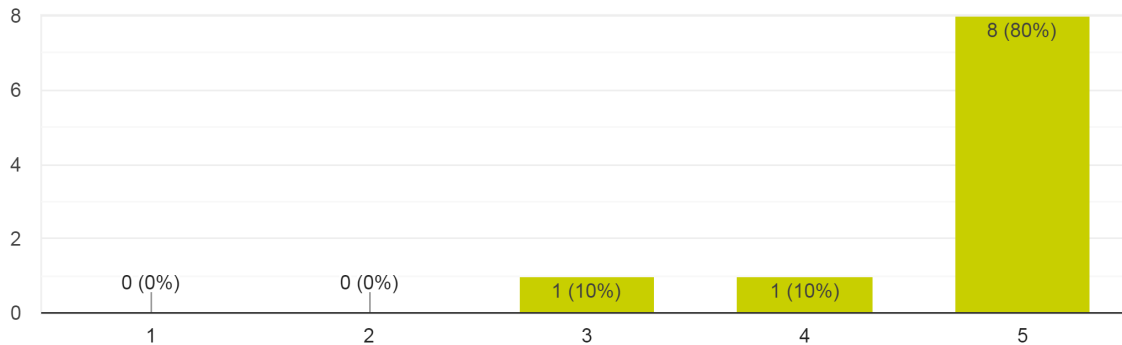
1. Recycling (Rethink, Reuse, Reduce, Recycle) – 100%
2. Climate Change (greenhouse gases, effects of Climate change, actions to curb Climate Change) – 70%
3. Plastic pollution – 100%
4. Nature, Biodiversity and Conservation (species, biodiversity, threats to terrestrial environments) – 50%
5. Waste Management (Recycling, Composting, Reducing waste) – 90%
6. Water (resources, use, consumption) – 90%
7. Energy (Renewable Energy Sources, Energy savings, Energy consumption) – 80%
8. Marine Biology (species, biodiversity, threats to our marine environment) – 40%
9. Forests (species, biodiversity, threats to our forests) – 40%
10. Environmental citizenship (taking actions to save our planet) – 100%



At the question: **Please choose the ways your school is delivering Environmental Education programmes** teachers answered:

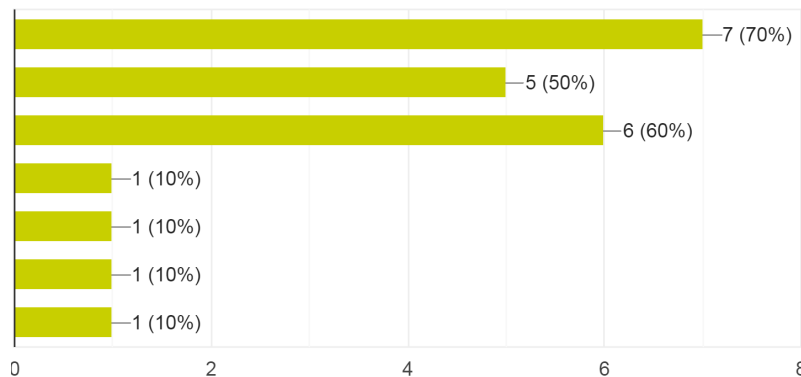
1. Lectures in class by the teachers – 90%
2. Activities in school premises (e.g. clean ups, recycling) – 90%
3. Activities outside school premises (e.g. clean ups) – 80%
4. Excursions and visits to nature – 70%
5. Interactive and creative activities (environment and art, theatrical plays about the environment, documentary screenings) – 60%
6. Lectures by guest speakers – 60%
7. Excursions and visits to Environmental Education Centers – 50%
8. Interactive workshops in the classroom (online, eplatforms, games) – 40%

At the question: **How important is Plastic Pollution to you?** Almost all teachers considered it extremely important (8/10), two of the respondents considered it very important or important.

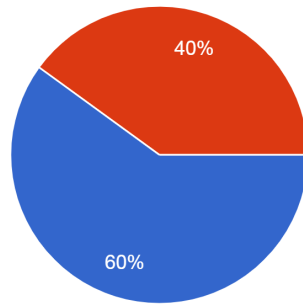


Most of the teachers consider that plastic represents an issue because we use it once and then we throw it away and it is indestructible (90%). They are also concerned because of the facts that animals eat plastic and they die (80%) and it contains chemicals that pollute our environment and because of the toxic material in our environment (50-60%)

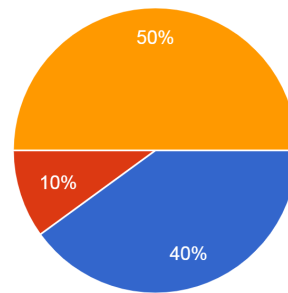
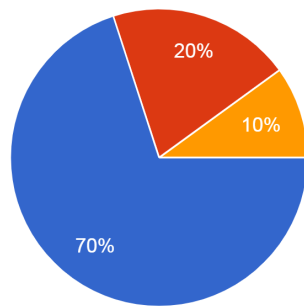
At the question: **How do you urge students to reduce Plastic Pollution?** most of the teachers encourage students to Stop using single use plastics (70%) ,to Reuse Plastic Material (50%) or to Recycle (60%).



40% of the teachers do not know any recycling policies and initiatives that are implemented in our country. 60% mentioned national programmes to encourage recycling, reduction, prevention, separation of hazardous waste. Some of them mentioned relevant NGOs (National Society of Conservationists – Friends of the Earth Hungary, Humusz) and initiatives ([Platic Cup](#))



At the question: **Are you aware of any projects that are promoting public awareness on the issue of plastic pollution?** 70% of the teachers answered **yes**, 20% said no, and 1 participant mentioned Fridays for Future. 40% of the teachers urge their students to participate in this kind of projects and in 50% the answer was Maybe.



To give us some examples, they mentioned climate demonstrations or actions announced by local government, clean-ups, plastic free challenges, promoting conscious shopping, choosing packaging-free solutions. One teacher indicated that because of the COVID-19 epidemic, they do not have enough information, so this topic is not really in the forefront anymore.

Regarding their actions related to plastic pollution teachers enlisted Recycling at home and at school (90%) and plastic reduction at home (80%) and at school (60%), or mentioned clean ups organized by their schools (50%). Most of the teachers deliver their knowledge of plastic pollution to the students via discussions between teachers and students (90%), or school projects (70%). Only some of them use the internet or lectures to do so (20-20%). They would also like to have more interactive tools online (50%), excursions and hands on trips (70%), more visuals, videos and documentaries (60%), more visits from experts and people who work on plastic pollution prevention (80%).

They also mentioned that Case studies, visuals, documentaries on the issue (90%), some Lesson outlines and exercises (70%), Modules and lecture outlines on plastic pollution (60%), or set courses for all ages regarding plastic pollution (50%) would be useful to improve their teaching on the issue. 10-30% of them also mentioned that an online platform, National institutes to provide hands on training in nature, Lecture presentations and notes or Collaboration with other organisations to provide the training would help them.

To the question **In what other ways you would like to learn and be informed about plastic pollution?** the respondents mentioned workshops and newsletters, online dissemination, movies and lectures, interactive and practical courses and online opportunities.

To the question **What other information could be provided to help you understand the issue and become more active?** they mentioned data and statistics to understand the severity of the problem and to learn and develop several lifestyle habits that offer an alternative to plastic. The involvement of parents and families in both theoretical and practical activities was also mentioned, as well as the participation in an Erasmus+ project.

Among the factors that may affect the implementation of an environmental education programme, the respondents mentioned the lack of time and motivation, the metropolitan lifestyle that the teachers are overloaded. Some school-specific factors have also been mentioned: In one of the schools, there is no lunch, just a buffet, there is no selective waste bin around the school, and many children claim that they alone cannot solve this problem. In another school, the language of education is English, and there are many foreign students, so they have to make everything available in English.

Conclusions

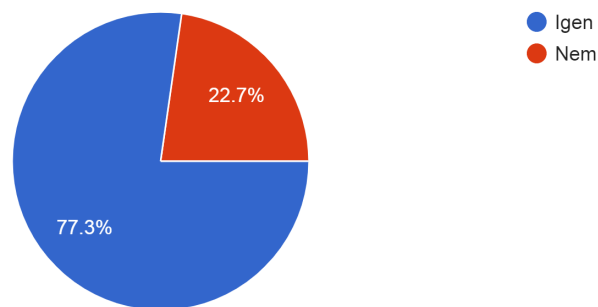
Analysing all the answered that Romanian teachers provided we could conclude that:

- **Hungarian teachers are aware of the importance of the plastic pollution problem.**
- **In some of the schools, environmental education is an independent subject (optional or mandatory), but this topic is mostly taught in other subjects**
- **Teachers often feel they need to be trained and to have some set courses, lesson outlines and training materials to become more active.**
- **Hungarian teachers typically would like to involve students in projects related to plastic pollution and also in activities to raise awareness and promote environmental citizenship in their community.**

Students_Questionnaire_Analysis “Plastic Free Heroes” - VG-IN-BY-19-30-060140 Humusz Szövetség, Hungary

The questionnaire was submitted by 22 students between 15-19 years old studying at different schools in Hungary.

3. At the question: **Is Environmental Education part of your school curriculum?**
77,3% answered **yes** and 22,7 answered % **no**.

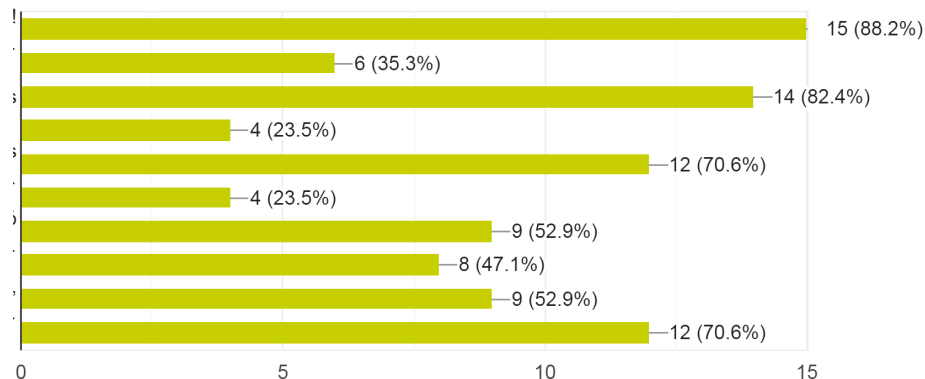


When they give in details, they mentioned several solutions, e.g. some students mentioned, that they have plastic free days (e.g. plastic free Thursday every month), when the students are not allowed to bring plastic to the school. Other answers included: “We don’t have a specific subject, but there are eco-days”, or there are different programs, or that the topic is covered in different subjects. There were students from eco-schools, stating that their schools are taken this issue seriously, e.g. recycling is an important topic among teachers.

At the question: **If Environmental Education is part of your School Curriculum, what topics are covered** the answers were:

11. Recycling (Rethink, Reuse, Reduce, Recycle) – 88,2%
12. Climate Change (greenhouse gases, effects of Climate change, actions to curb Climate Change) – 35,3%
13. Plastic pollution – 82,4%
14. Nature, Biodiversity and Conservation (species, biodiversity, threats to terrestrial environments) – 23,5%
15. Waste Management (Recycling, Composting, Reducing waste) – 70,6%
16. Water (resources, use, consumption) – 23,5%

- 17. Energy (Renewable Energy Sources, Energy savings, Energy consumption) – 52,9%
- 18. Marine Biology (species, biodiversity, threats to our marine environment) – 47,1%
- 19. Forests (species, biodiversity, threats to our forests) – 52,9%
- 20. Environmental citizenship (taking actions to save our planet) – 70,6%

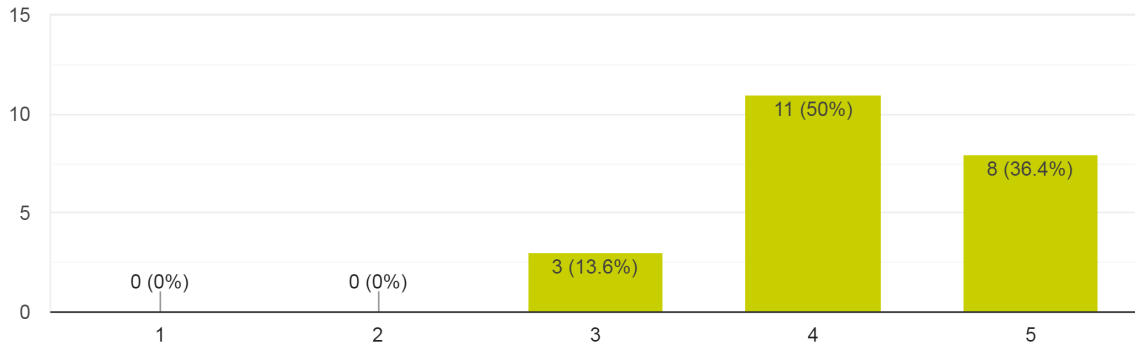


At the question: **Please choose the ways your school is delivering Environmental Education programmes** students answered:

- 9. Activities in school premises (e.g. clean ups, recycling) – 81,8%
- 10. Lectures in class by the teachers – 68,2%
- 11. Interactive workshops in the classroom (online, eplatforms, games) – 50%
- 12. Activities outside school premises (e.g. clean ups) – 31,8%
- 13. Excursions and visits to nature – 22,7%
- 14. Lectures by guest speakers – 18,2%
- 15. Interactive and creative activities (environment and art, theatrical plays about the environment, documentary screenings) – 18,2%
- 16. Excursions and visits to Environmental Education Centers – 4,5%
- 17. My School does not have any Environmental Education programmes – 4,5%

At the question: **How important is Plastic Pollution to you?** All the students considered it important (most of them very (50%) or extremely important (36,4%)).

22 responses

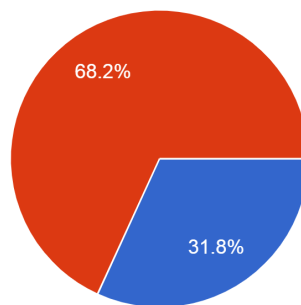


Most of the students consider that plastic represents an issue because Animals eat plastic and they die (90,9%), there are toxic material in our environment (68,2%) and also because Plastic contains chemicals that pollute our environment (63,6%) but the other options were also considered important.

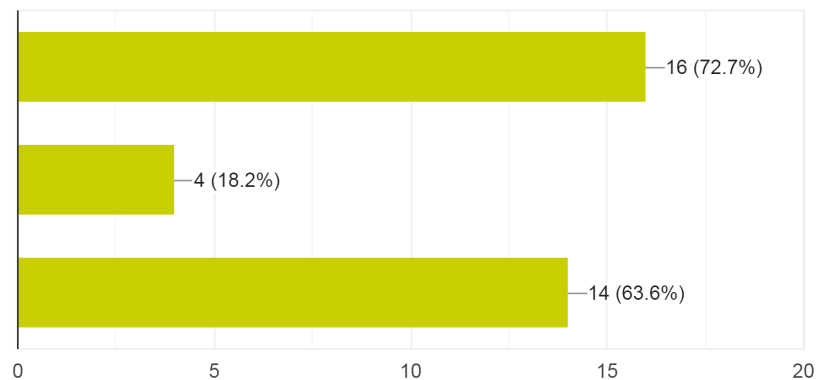
At the question: **How can we help reduce Plastic Pollution?** most of the students consider necessary to Stop using single use plastics (63,6%), to Reuse Plastic Material (68,2%) or to Recycle (86,4%).



68,2% of the students do not know any recycling policies and initiatives that are implemented in our country. 31,8% answered yes, and mentioned single use plastic ban, Earth Day, mandatory recycling, waste islands, incineration plants.



At the question: **Where did you learn about these recycling policies or initiatives?** **72,7%** answered that they have learnt at school, **18,2%** at home and **63,6%** of the students consider the internet as main source of information.



Regarding their actions related to plastic pollution students enlisted Recycling at home (95,5%) or at school (81,8%) or mentioned some of the projects they were involved in with their teachers. They would also like to have more interactive tools online (59,1%), more lectures by their teachers (18,2%), excursions and hands on trips (72,7%), more visuals, videos and documentaries (40,9%), more visits from experts and people who work on plastic pollution prevention (22,7%).

They also mentioned that they would like to participate in Clean ups in school premises (45,5%), Clean ups outside of school premises (63,6%), Creative activities (art projects, theatre plays) (36,4%), More informative activities (lectures) (40,9%), Activities organised to benefit the community (public awareness, leaflets) (45,5%).

Students also mentioned that they are open to anything, they would like to visit “some places”, “go somewhere”, visit an in an incineration plant, play interactive games and watch videos and movies. Many of them indicated that something “shocking” could be effective to “make everybody think”, like a video about the ocean full of plastic. They would like to know more regarding plastic pollution, e.g. about recycling, about how many animals are endangered, about actions against illegal landfills, ways to live plastic free.

Conclusions

Analysing all the answered that Hungarian students provided we could conclude that:

- Hungarian students are aware of the importance of the plastic pollution problem and they want to be involved in different kind of activities to change people perception about plastic.
- They are very open to learn more about the topic and would like to do more practical and creative activities on this issue.
- Besides their schools, their main source of information is the internet, only 18,2% of the respondents mentioned their parents as information sources.
- The death of animals is highly concerning for them, one of the main reasons to take actions.

SWOT analysis of the results collected in Hungary

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">- Students and teachers are interested in projects related to plastic pollution- Students would like to have more information about plastic pollution- Teachers are interested in teaching about plastic pollution- Students and teachers have already participated in projects or other activities related to the issue.- Both students and teachers consider plastic pollution a very important problem of our present society	<ul style="list-style-type: none">- Some people know about the problem but feel like they are too little to cause a change.- Teachers are often not enough trained / have not enough relevant and up to date information to teach about Environmental Education- Internet is one of the main sources of information

OPORTUNITIES

- Students and teachers could participate in European projects.
- Students and teachers could collaborate with NGOs or local authorities to organize common projects to reduce plastic pollution
- Teachers could start new extracurricular projects for students
- Teachers could participate in training courses or collaborate to realize teaching materials, optional courses curricula.

THREATS

- Permanent transformations of the society
- Lack of interests for some members of the community
- Lack of Environmental Education as a compulsory subject in school