

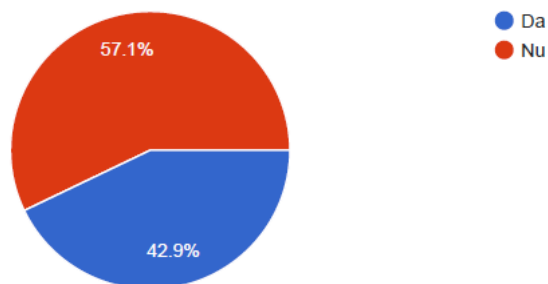


School Staff_Questionnaire_Analysis
“Plastic Free Heroes” - VG-IN-BY-19-30-060140
The “Alexandru Ioan Cuza” National College, Galati, Romania

The questionnaire was submitted by 15 teachers, teaching different subjects (Biology, Physics, History, Social Sciences, English as a Foreign Language and Romanian Language) all teachers at the “Alexandru Ioan Cuza” National College, partner in the Erasmus project “Plastic Free Heroes”.

All the respondent teachers teach at high school level (14-18 years old students).

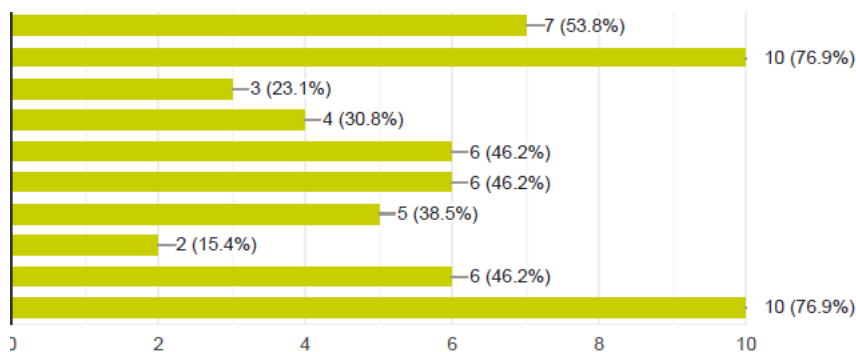
1. At the question: **Is Environmental Education part of your school curriculum?** 57,1% answered **no** and 42,9 answered % **yes**.
2. Teaching different subjects teachers explained that there are some themes related to Environmental Education. For example, the Biology curricula includes a chapter related to Environmental Education, other subjects includes only some case studies related to the problem and other subjects does not include it at all, also sometimes teachers choose to analyse with students literary or non-literary texts referring to Environmental Problem (like Romanian or English teachers)



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) – 53,8%

2. Climate Change (greenhouse gases, effects of Climate change, actions to curb Climate Change) – 76,9%
3. Plastic pollution – 23,1%
4. Nature, Biodiversity and Conservation (species, biodiversity, threats to terrestrial environments) – 30,8%
5. Waste Management (Recycling, Composting, Reducing waste) – 46, 2%
6. Water (resources, use, consumption) – 46,2%
7. Energy (Renewable Energy Sources, Energy savings, Energy consumption) – 38,5%
8. Marine Biology (species, biodiversity, threats to our marine environment) – 15,4%
9. Forests (species, biodiversity, threats to our forests) – 46,2%
- 10.Environmental citizenship (taking actions to save our planet) – 76,9%

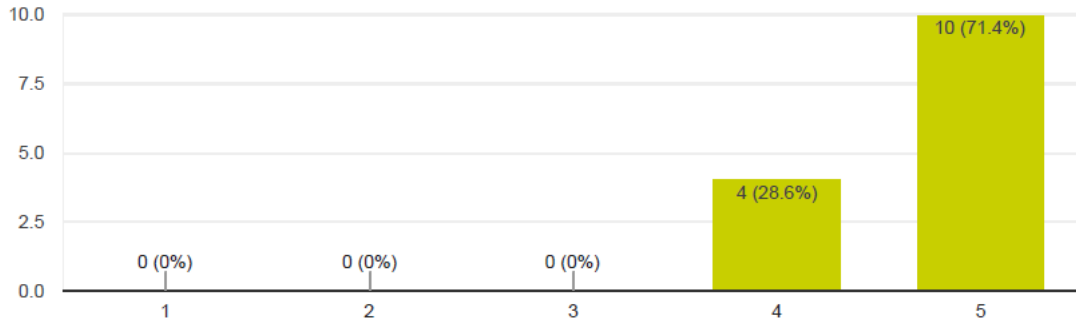


At the question: **Please choose the ways your school is delivering Environmental Education programmes** teachers answered:

1. Excursions and visits to nature – 92,3%
2. Activities in school premises (e.g. clean ups, recycling) – 84,6%
3. Activities outside school premises (e.g. clean ups) – 69,2%
4. Interactive and creative activities (environment and art, theatrical plays about the environment, documentary screenings) – 53,8%
5. Optional courses – 69,2%

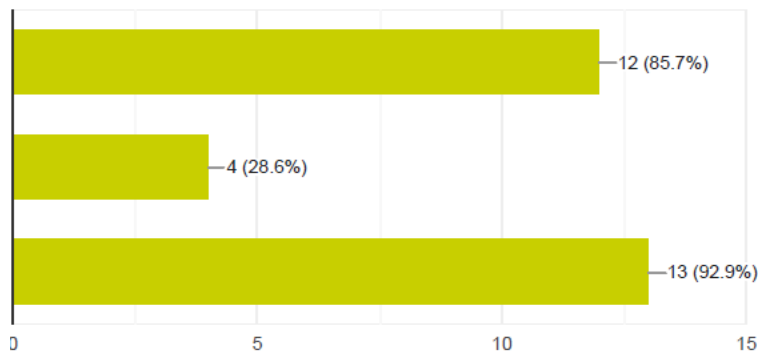
The percent that have chosen the other options offered by the questionnaire are not relevant.

At the question: **How important is Plastic Pollution to you?** All the teachers considered it very or extremely important.

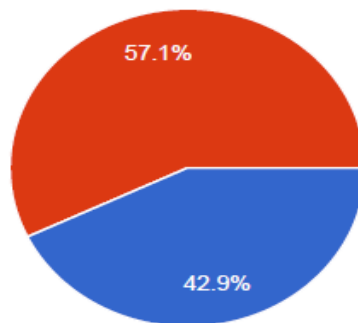


Most of the teachers consider that plastic represents an issue because of the Toxic material in our environment (85,7%) and also because Plastic contains chemicals that pollute our environment (92,9%) but the other options were also considered important.

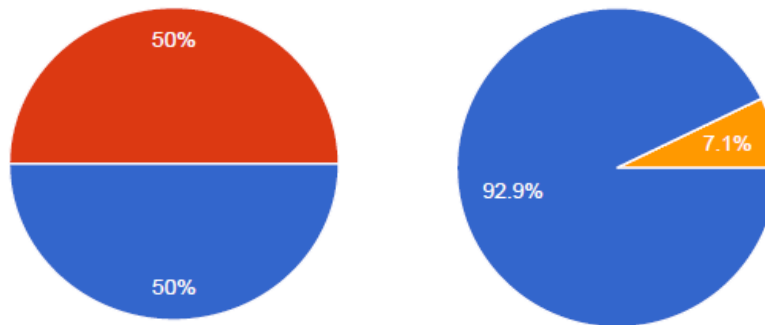
At the question: **How do you urge students to reduce Plastic Pollution?** most of the teachers encourage students to Stop using single use plastics (85,7%) ,to Reuse Plastic Material (28,6%) or to Recycle (92, 9%).



57, 1% of the teachers do not know any recycling policies and initiatives that are implemented in our country. 42,9% mentioned national programmes to encourage recycling or volunteering activities mentioned at the national level.



At the question: **Are you aware of any projects that are promoting public awareness on the issue of plastic pollution?** 50% of the teachers answered **yes**, also 92,9% of the teachers urge their students to participate in this kind of projects and in 7,1% the answer was Maybe.



Regarding their actions related to plastic pollution teachers enlisted Recycling at home (85,7%) or at school (64,3%) or mentioned some of their own activities with students (57.1%). Usually they organize their activities under the form of extracurricular activities and most of the time they use internet/online resources. (69,2%). They would also like to have more interactive tools online (57,1%), excursions and hands on trips (85,7%), more visuals, videos and documentaries (78,6%), more visits from experts and people who work on plastic pollution prevention (78,6).

They also mentioned that some Lesson outlines and exercises, set courses for all ages regarding plastic pollution or some electronic platforms would be useful to improve their teaching on the issue.

All the teachers considered that there are no school-specific, community-specific, or cultural factors that may affect the implementation of an environmental education programme also sometime the financial aspect could be a problem in implementing some of the projects.

Conclusions

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

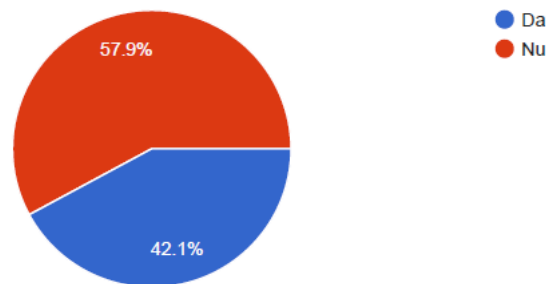
- **Romanian teachers are aware of the importance of the plastic pollution problem.**
- **Romanian teachers have a mandatory national curricula which not include Environmental Education (except for some subjects)**

- They know that they are allowed to teach Environmental Education as an optional course but the need to be trained and to have some set courses, lesson outlines and electronic platforms.
- They would like to know more about European legislation on this issue.
- All the Romanian teachers would like to involve students in projects related to plastic pollution and also in activities to raise awareness and promote environmental citizenship in our community as we live in one of the most polluted city of the country.

Students_Questionnaire_Analysis
“Plastic Free Heroes” - VG-IN-BY-19-30-060140
The “Alexandru Ioan Cuza” National College, Galati, Romania

The questionnaire was submitted by 38 students between 14-18 years old studying at different specializations (Natural Sciences, Computer Science and Humanities) at the “Alexandru Ioan Cuza” National College, partner in the Erasmus project “Plastic Free Heroes”.

3. At the question: **Is Environmental Education part of your school curriculum?** 57,9% answered **no** and 42,1 answered % **yes**.
4. The students that were questioned are part of different specializations as mentioned above.

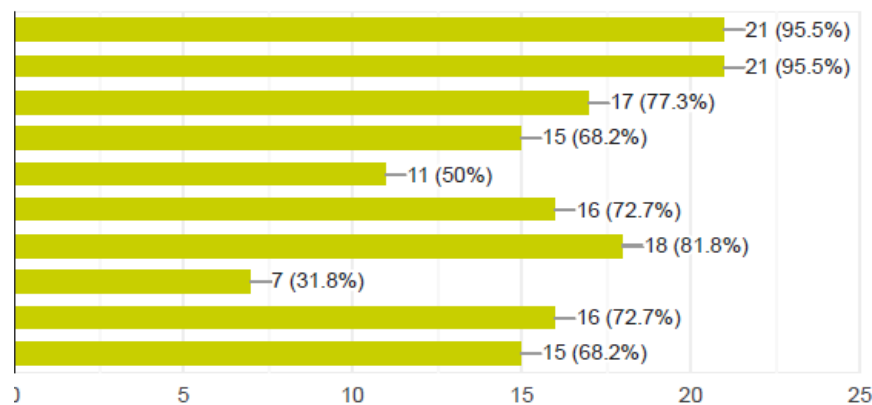


Students studying Natural Sciences mentioned that Environmental Education is part of some of the subjects they study in school.

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) – 95,5%
12. Climate Change (greenhouse gases, effects of Climate change, actions to curb Climate Change) – 95,5%
13. Plastic pollution – 77,3%

- 14. Nature, Biodiversity and Conservation (species, biodiversity, threats to terrestrial environments) – 68,2%
- 15. Waste Management (Recycling, Composting, Reducing waste) – 50%
- 16. Water (resources, use, consumption) – 72,7%
- 17. Energy (Renewable Energy Sources, Energy savings, Energy consumption) – 81,8%
- 18. Marine Biology (species, biodiversity, threats to our marine environment) – 31,8%
- 19. Forests (species, biodiversity, threats to our forests) – 72,7%
- 20. Environmental citizenship (taking actions to save our planet) – 68,2%

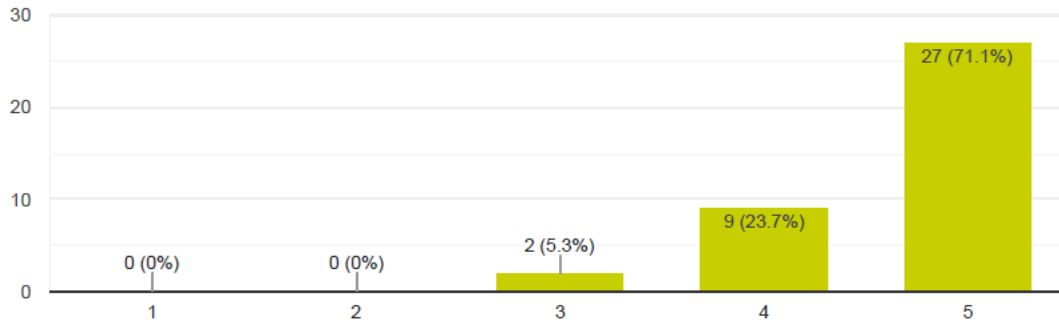


At the question: **Please choose the ways your school is delivering Environmental Education programmes** students answered:

- 6. Excursions and visits to nature – 50%
- 7. Activities in school premises (e.g. clean ups, recycling) – 50%
- 8. Activities outside school premises (e.g. clean ups) – 57,9%
- 9. Lectures in class by the teachers (42,1%)
- 10. Interactive and creative activities (environment and art, theatrical plays about the environment, documentary screenings) – 39,5%
- 11. Optional courses – 39,5%

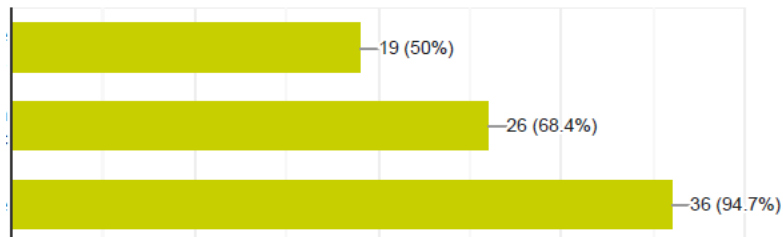
The percent that have chosen the other options offered by the questionnaire are not relevant.

At the question: **How important is Plastic Pollution to you?** All the students considered it very or extremely important.

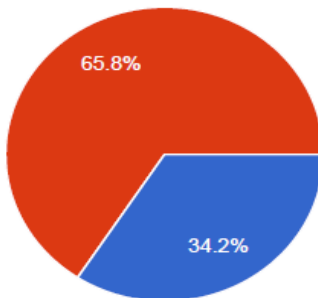


Most of the students consider that plastic represents an issue because Animals eat plastic and they die (84,2%), there are toxic material in our environment (78,9%) and also because Plastic contains chemicals that pollute our environment (89,5) but the other options were also considered important.

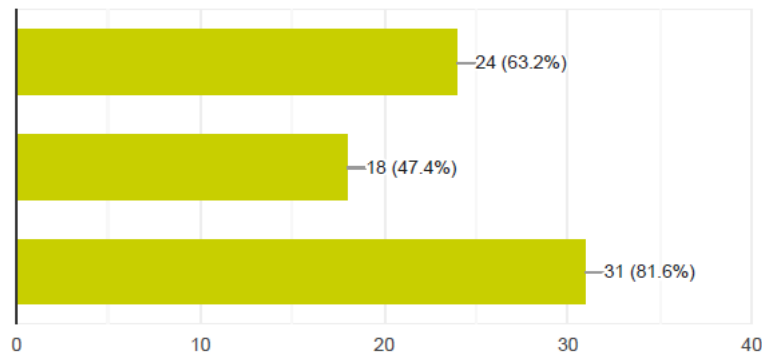
At the question: **How can we help reduce Plastic Pollution?** most of the students consider necessary to Stop using single use plastics (50%) ,to Reuse Plastic Material (68,4%) or to Recycle (94,7%).



65,8% of the students do not know any recycling policies and initiatives that are implemented in our country. 34,2% mentioned national programmes to encourage recycling or volunteering activities mentioned at the national level.



At the question: **Where did you learn about these recycling policies or initiatives?** **63,2%** answered that they have learnt at school, **47,4%** at home and **81,6%** of the students consider the internet as main source of information.



Regarding their actions related to plastic pollution students enlisted Recycling at home (82,4%) or at school (50%) or mentioned some of the projects they were involved in with their teachers. They would also like to have more interactive tools online (39,5%), excursions and hands on trips (92,1%), more visuals, videos and documentaries (63,2%), more visits from experts and people who work on plastic pollution prevention (60,5%).

They also mentioned that they would like to participate in Clean ups in school premises (42,9%), Clean ups outside of school premises (77,1%), Creative activities (art projects, theatre plays) (62,9%), More informative activities (lectures) (65,7%), Activities organised to benefit the community (public awareness, leaflets) (57,1%).

Students also mentioned that they would like to visit more natural museums, to organize creative activities, to collaborate with NGOs or Local Authorities in common activities, organizing activities with students and teachers from other schools, encouraging students to reduce plastic usage in school, organizing some contests or conferences for students and teachers, visits in the most affected areas from the country to analyse the effects of plastic pollution.

Conclusions

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

- **Romanian 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 would like to do more practical and creative activities on this issue.**

- **Environmental Education is not enough in school and the main source of information is the internet.**

SWAT analysis of the results collected in Romania

<p>STRENGTHS</p> <ul style="list-style-type: none"> - Students and teachers are interested in projects related to plastic pollution - Students would like to have more classes 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 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> - Some people know about the problem but do not do anything to change things. - Teachers are not enough trained to teach about Environmental Education - Internet is the main source of information - There are no examples of good practices in teaching Environmental Education
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> - 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 have the opportunity to participate in training courses or to collaborate to realize teaching materials, optional courses curricula. 	<p>THREATS</p> <ul style="list-style-type: none"> - Permanent transformations of the society - Lack of interests for some members of the community - Lack of Environmental Education as a compulsory subject in school