



ΕΚΠΑΙΔΕΥΤΙΚΟΣ ΟΡΓΑΝΙΣΜΟΣ
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“PLASTEAM - STEAM education for plastic-free primary schools”

Statistics Report

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Introduction

"PLASTEAM - STEAM education for plastic-free primary schools" is a 30-month project, co-funded by the European Commission under the Programme Erasmus+, Strategic Partnership composed by 8 Partners from 5 different EU countries (Netherlands, Greece, Romania, Italy & Malta).

The abovementioned partners are:

- 1) Agora Roermond from Netherlands
- 2) StichtingNationaal Centrum VoorWetenschaps – EnTechnologiecommunicatie from Netherlands
- 3) AsociatiaCentrul National PentruProductiesi ConsumDurable from Romania
- 4) ScoalaGimnaziala Nr.10 from Romania
- 5) Mediterranean Information Office for Environment, Culture and Sustainable Development Association from Greece
- 6) Private school Themistoklis S.A from Greece
- 7) Effebe Association (EFFEBI) from Italy
- 8) Eurodimension School from Malta

PLASTEAM Project is willing at educating pupils and staff from primary schools in responsibly using, consuming and recycling plastic items, informing them about their environmental impact, providing didactical STE(A)M activities for promoting sustainable waste disposal and plastics engagement systems in primary schools and supporting individuals in acquiring basic skills to foster their participation to a sustainable social development.

The specific document is a statistics report of the questionnaire already answered by 136 teachers and school staff from schools from these 5 countries (Netherlands, Greece, Romania, Italy & Malta).

In this statistics report, all data from the teachers' questionnaire have been analysed and the results and statistics that are represented within it will assist in the development of the Plastic Footprint.

Statistics

Statistics on General Data

Where do you live?

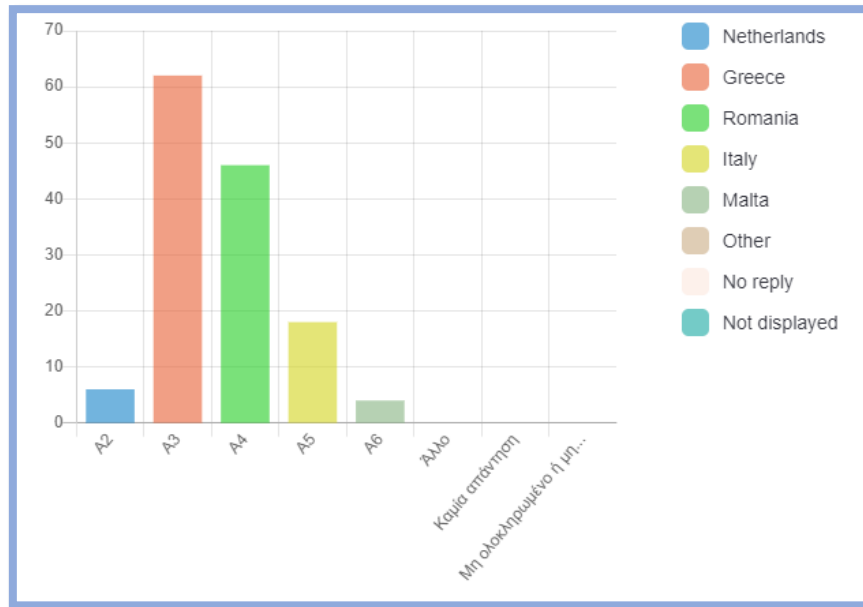


Figure 1 countries

In the specific survey, 136 people from 5 countries (Netherlands, Greece, Romania, Italy & Malta) participated in it and completed it successfully. Around 80% of the sample were teachers from Greece and Romania while the rest of it was from the other three countries. Specifically, 45% of the respondents were from Greece, 34% from Romania, 13% from Italy and less than 8% from both Malta and Netherlands.

Based on the above sample of the respondents, we need to highlight that only for all the countries in total, Greece, Romania and Italy we can have “trustworthy” findings. For the rest of the countries (Netherlands and Malta) the sample was not adequate, and we cannot take for granted the statistics coming from them separately.

In which school grade do you teach to?

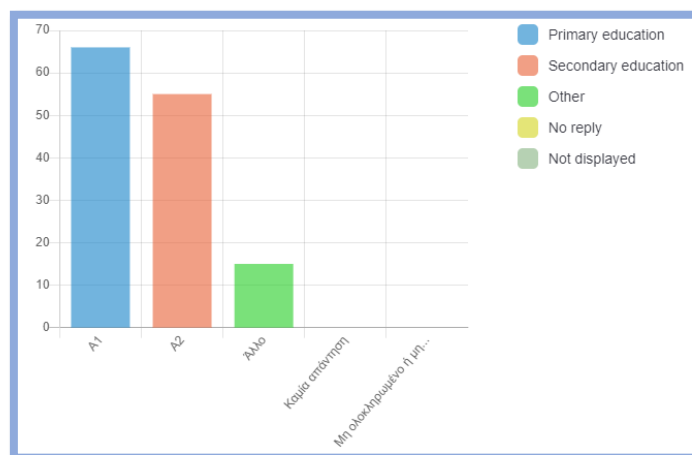


Figure 2 school grades

As you can see from the above figure 2, around 50% of the participants are teachers of the primary education and a little more than 40% of the respondents teach to children in secondary education. Furthermore, in the particular sample, there were some teachers in kindergartens and professors in universities.

	NL	GR	RO	IT	MT
Primary Education	83.33%	72.58%	32.61%	-	25.00%
Secondary Education	16.67%	25.81%	41.30%	94.44%	50.00%
Other	-	1.61%	26.09%	5.56%	25.00%

Table 1 Countries' statistics

Based on Table 1, we understand that most of the primary school teachers of the survey come from Greece, while the majority of Italians & Romanians were in the secondary education.

Which subject do you teach?

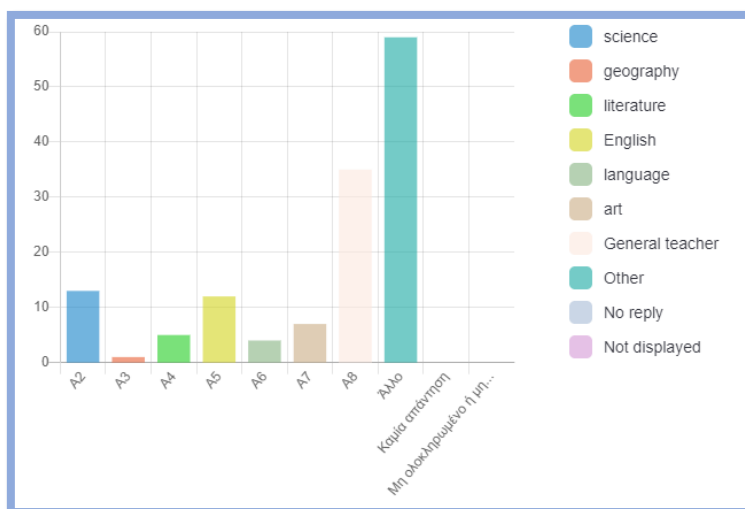


Figure 3 subjects



More than 25% of the educators are general teachers, something that can easily be explained since most of the participants are teachers of primary education. Besides of them, the rest of the correspondents teach science, geography, literature, English or another language, art, math, sports, music and other subjects of education.

Section A - Statistics on Policy recommendations in your institutions

A.1 Is your educational institution (including management, administration staff and teachers) aware of the impact of plastic pollution?

Even though, the participants of the questionnaire are from different countries with different cultures, more than 97% of them belong to educational institutions that are aware of the impact of plastic pollution to the world, as you can notice in the figure 4 below.

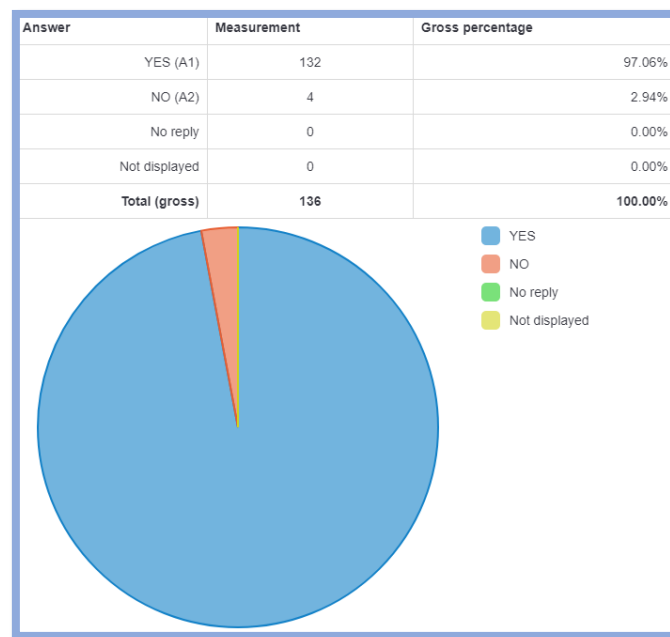


Figure 4 Awareness of impact of plastic pollution

	NL	GR	RO	IT	MT
YES	100.00%	96.77%	97.83%	94.44%	100.00%
NO	-	3.23%	2.17%	5.56%	-

Table 2 Countries' statistics

A.2 Is there a plastic recycling system in your education institution?

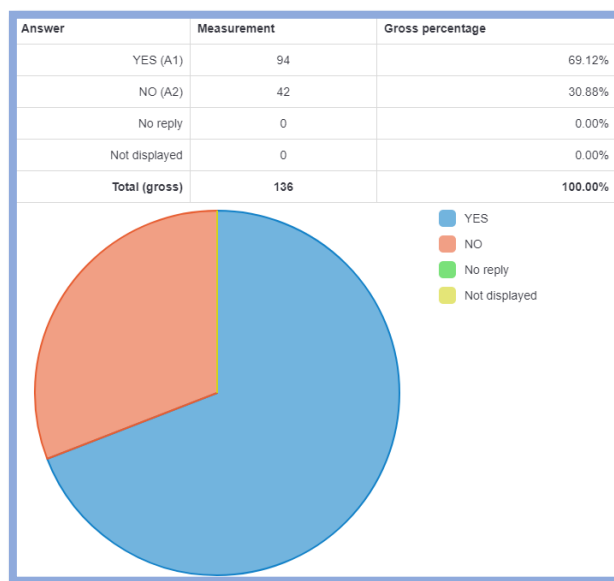


Figure 5 plastic recycling system

Although almost all the participants are aware of the terrible impact of plastic pollution, just the 70% of them, have a recycling system in their education institution. 70% is not a discouraging number, since we know that some years ago, there was not any recycling system anywhere, but still there is a space of improvement for an adequate number of schools and universities to establish one.

	NL	GR	RO	IT	MT
YES	-	69.35%	80.43%	55.56%	100.00%
NO	100.00%	30.65%	19.57%	44.44%	-

Table 3 Countries' statistics

Regarding Romania, we notice that more than 80% of its respondents have a recycling system in their education institution whilst 1 out 2 educators from Italy work in a school without a system like this.

A.3-A.4 Are single use plastic (SUP) products (i.e., bags, bottles, etc.) distributed within your education institution? If so, which one (s) mainly? (Name up to the 3 SUPs)?

Based on the figure 6 below, it is noticeable that only less than 40% of the respondents do not distribute SUP products, such as plastic bags, bottles etc., in their education institution. On the other hand, nearly 45% of them distribute single use plastic products in their institution, even though they know the bad impact that this action has to the environment. Education institutions should make progress in this field and they should try to minimize the distribution of these products in their spaces.

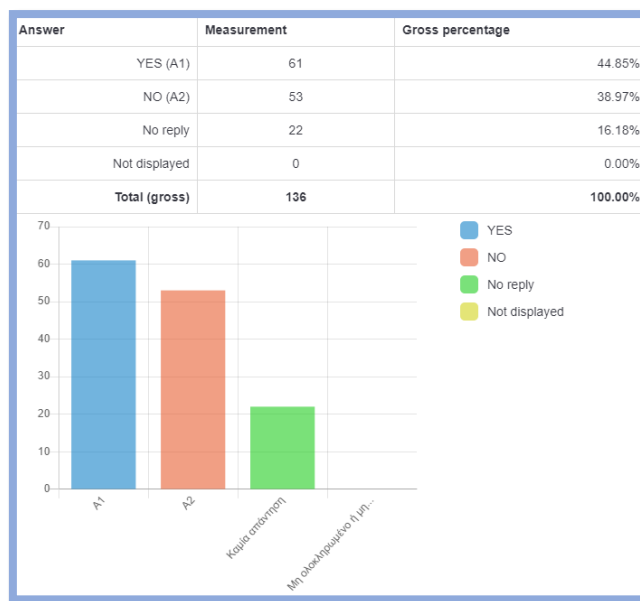


Figure 6 Distribution of SUP Products

In addition, based on the answers provided, we understand that the SUP products distributed in the education institutions are common and they do not differ from country to country. The most ordinary SUP products are the ones below:

- Small plastic bags, garbage bags
- Plastic cups, glasses
- Plastic dishes
- Plastic bottles & water/beverage bottles
- Plastic spoons, forks
- Plastic food trays
- Plastic straws
- Sandwich wrappers

	NL	GR	RO	IT	MT
YES	16.67%	69.35%	23.91%	16.67%	75.00%
NO	83.33%	25.81%	45.65%	55.56%	25.00%
N/A	-	4.84%	30.43%	27.78%	-

Table 4 Countries' statistics

From Table 4 we conclude that in Romania and Italy the situation regarding the distribution of SUP products in school is a lot better, but in Greece the news is not that good since around 70% of them works in a school where SUP products are distributed daily. Since in Greece most schools have a pretty good recycling system, as we noticed in figure 5, they should also try to minimize the distribution of SUP products too.

A.5 Does your educational institution organize teachers' training courses regarding the impacts of plastic pollution?

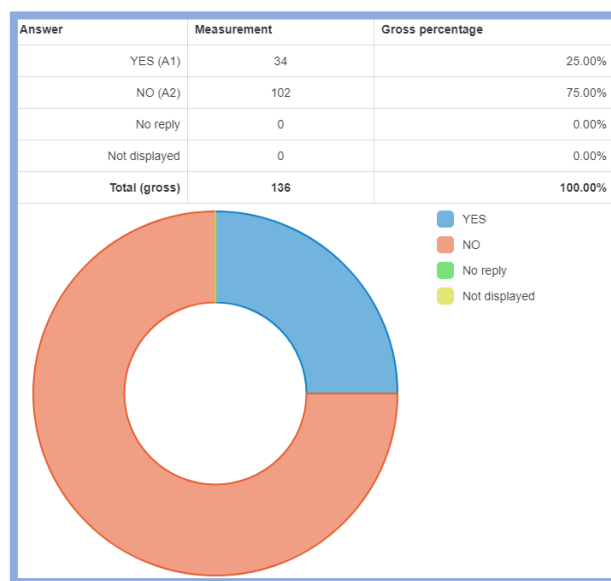


Figure 7 Training courses on the impact of plastic pollution

Based on the figure 7 above, only one out of four of the respondents is in an education institution where they have training courses regarding the impact of plastic pollution. This is very reasonable since the awareness on the impact of plastic pollution is huge already, as we noticed on figure 4. But since all the time, there are new teachers coming in a school, there should be some courses regarding this matter, that should take place 1-2 times per year, in order each teacher to get familiarized with this topic.

	NL	GR	RO	IT	MT
YES	16.67%	27.42%	23.91%	27.78%	-
NO	83.33%	72.58%	76.09%	72.22%	100.00%

Table 5 Countries' statistics

A.6 Has your educational institution ever activated campaigns/actions for reducing/recycling/ /reusing/refusing + rethinking plastic items?

On the contrary to the previous question (A.5), more than 75% of the participants responded that in their school/university there are many actions/campaigns that take place, in order to engage everyone in reducing/recycling/reusing/refusing & rethinking of plastic items.

This is a great initiative for all these education institutions, and we believe that in the future, this kind of campaigns/actions will take place in each kindergarten, school or university.

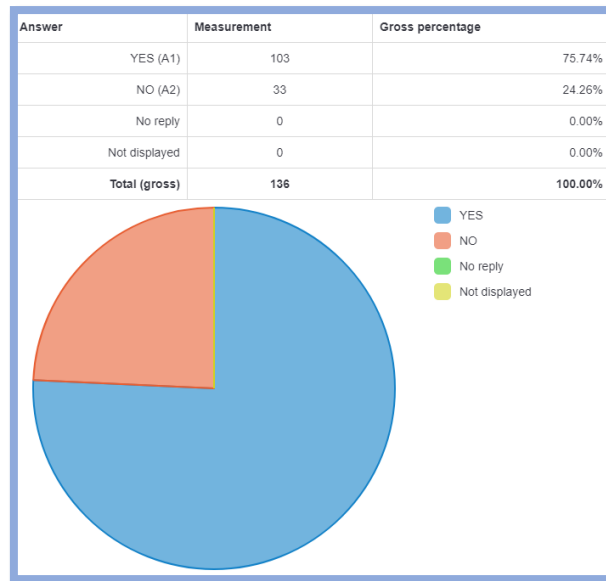


Figure 8 campaigns/actions for reducing/recycling/reusing/refusing +rethinking plastic items

	NL	GR	RO	IT	MT
YES	33.33%	77.42%	80.43%	72.22%	75.00%
NO	66.67%	22.58%	19.57%	27.78%	25.00%

Table 6 Countries' statistics

A.7 Does your educational institution carry out activities in partnership with other agencies (e.g. municipality, other schools, non-profit associations, recycling companies, etc) for addressing the topic of plastic pollution?

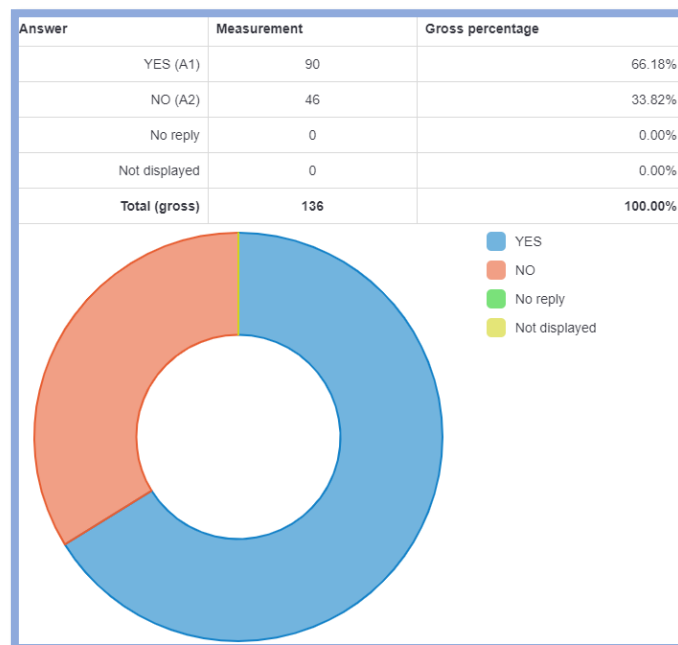


Figure 9 Activities in partnership with other agencies for addressing the topic of plastic pollution

Similarly, to the previous question (A.6), the vast majority of the respondents (more than 65%) states that their educational institution carries out numerous activities in partnership with agencies for addressing the topic of plastic pollution. Some of these agencies are:

- Municipality
- Other schools
- Non-profit associations
- Recycling companies etc.

	NL	GR	RO	IT	MT
YES	16.67%	72.58%	76.09%	44.44%	25.00%
NO	83.33%	27.42%	23.91%	55.56%	75.00%

Table 7 Countries' statistics

The only country in which schools do not carry out numerous activities in partnership with other agencies regarding plastic pollution is Italy, where only the 44% responded that some actions like these take place in their education institution.

Section B - Statistics on Teaching/learning activities (indoor, outdoor)

B.1 To what extent do you consider your pupils are aware of the consequences of plastic pollution?
(Rate from 1-minimum awareness to 5-very aware)



Figure 10 Awareness of pupils of plastic pollution

On figure 10, we can notice that teachers believe that children in schools are pretty aware of plastic pollution. Only less than 20% of them replied that their students have a little knowledge on the specific topic, while more than 40% replied that their kids are totally aware of it. Only in Italian schools we notice that the numbers differ, since around 70% of the Italian respondents admitted that their students have a small awareness on that topic.

So, figure 10 shows us that teachers, and the education institutions in total, are not only trying to be aware regarding this important topic but they try to teach about it to their students too.

	NL	GR	RO	IT	MT
1	-	3.23%	2.17%	11.11%	-
2	33.33%	14.52%	8.70%	33.33%	25.00%
3	16.67%	41.94%	41.30%	38.89%	-
4	50.00%	35.48%	36.96%	5.56%	75.00%
5	-	4.84%	10.87%	11.11%	-

Table 8 Countries' statistics (1-minimum to 5-maximum)

B.2 – B.3 During classes, do you inform your pupils about plastic footprint issues? If so, in which school courses (e.g., science, geography, literature, English language, art, etc.)?

More good news arrives from figure 11, since more than 80% of the respondent teachers, inform their pupils about plastic footprint issues. It is especially important for people to know about their plastic footprint in order to be aware of the personal/institutional impact that they have on the environment, regarding plastic pollution.

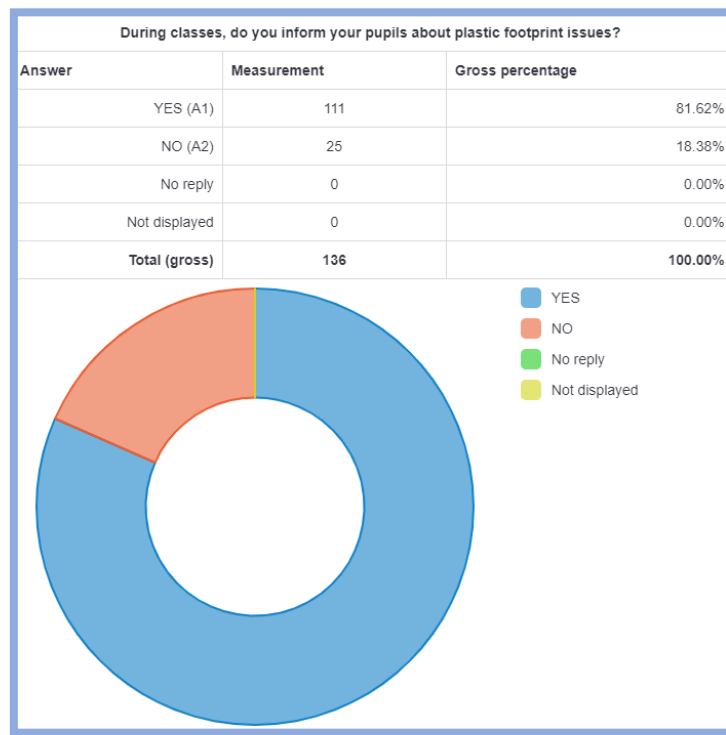


Figure 11 information of pupils on plastic footprint issues

	NL	GR	RO	IT	MT
YES	66.67%	90.32%	76.09%	83.33%	25.00%
NO	33.33%	9.68%	23.91%	16.67%	75.00%

Table 9 Countries' statistics

Also, emphasis should be given on the fact, that teachers inform their students about plastic footprint issues, not only in subjects that are relevant with the topic, such as environmental & technological courses, physics but also in many other courses of primary and secondary education (literature, geography, arts, physical education, English, math, music classes etc.)

B.4 Do you teach your pupils practices and methodologies for the correct use / disposal of plastic?

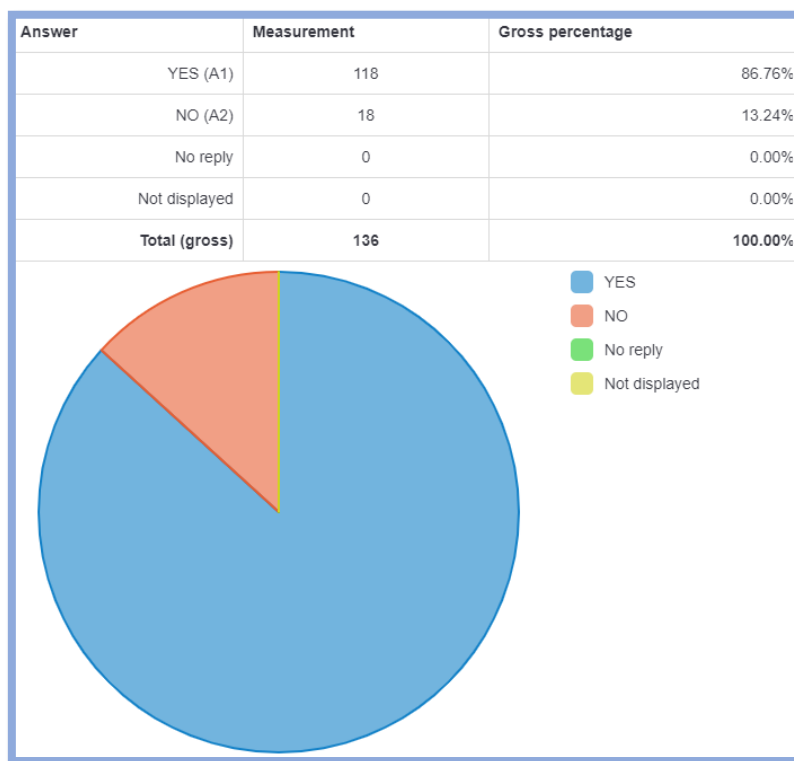


Figure 12 Teaching pupils regarding correct use/disposal of plastic

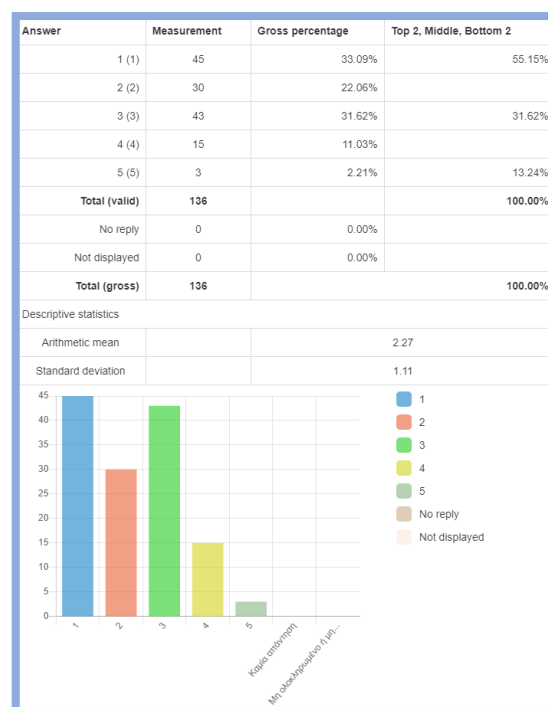
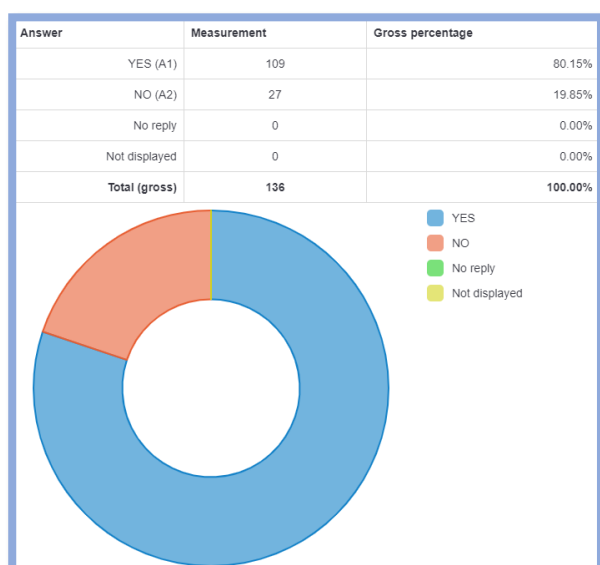
On figure 12, similarly to figure 11, we notice that more than 85% of the teachers, educate their pupils with practices and methodologies for the correct use/disposal of plastic.

Furthermore, the fact that in all the countries (all the ones that we had enough data), the percentage of the respondents that teach their students methodologies for correct use of plastic is over 80%, is something admirable that we need to underline it.

	NL	GR	RO	IT	MT
YES	66.67%	93.55%	82.61%	83.33%	75.00%
NO	33.33%	6.45%	17.39%	16.67%	25.00%

Table 10 Countries' statistics

B.5 – B.6 During your teaching/learning activities, do you use any single use plastic (SUP) items (i.e., pens, straws, etc.)? If so, could you please indicate at which level considering a scale from 1 to 5 (1=low, 5=the most)?



Figures 13 usage of SUP items during teaching & level of usage

Based on the above figures, more than 80% of the respondent teachers, use SUP products in their teaching/learning activities with the kids. Since we are talking about activities where children make things from any kind of products, we understand that we are referring mostly to primary education teachers and children. 80% is a huge number, in this case, and we see from tables 11 that this number does not differ from country to country. Teachers should convince their education institutions to provide them with sustainable materials for these kinds of activities, in order to help the entire institution to have a better plastic footprint.

The only good finding from these questions, comes from the second figure, where we notice that more than 85% of the educators uses SUP products in these activities rarely or occasionally. Italian teachers are the ones that use SUP products in their activities the least, something which can easily be explained from the fact that most of Italian respondents teach in secondary education.

	NL	GR	RO	IT	MT
YES	100.00%	79.03%	84.78%	83.33%	-
NO	-	20.97%	15.22%	16.67%	100.00%

	NL	GR	RO	IT	MT
1	83.33%	27.42%	21.74%	50.00%	100.00%
2	-	25.81%	26.09%	11.11%	-
3	16.67%	38.71%	28.26%	27.78%	-
4	-	6.45%	21.74%	5.56%	-
5	-	1.61%	2.17%	5.56%	-

Tables 11 Countries' statistics (1-low to 5-most)

B.7 Do you stimulate your pupils for minimisation and correct plastic usage/disposal through extra-scholastic activities?

Based on the figure below, more than 3 out of 4 teachers not only increase the awareness of pupils on plastic pollution and teach them ways on how to correctly use and dispose plastic but also, they encourage and motivate them to enhance what they learn from the class through extra scholastic activities.

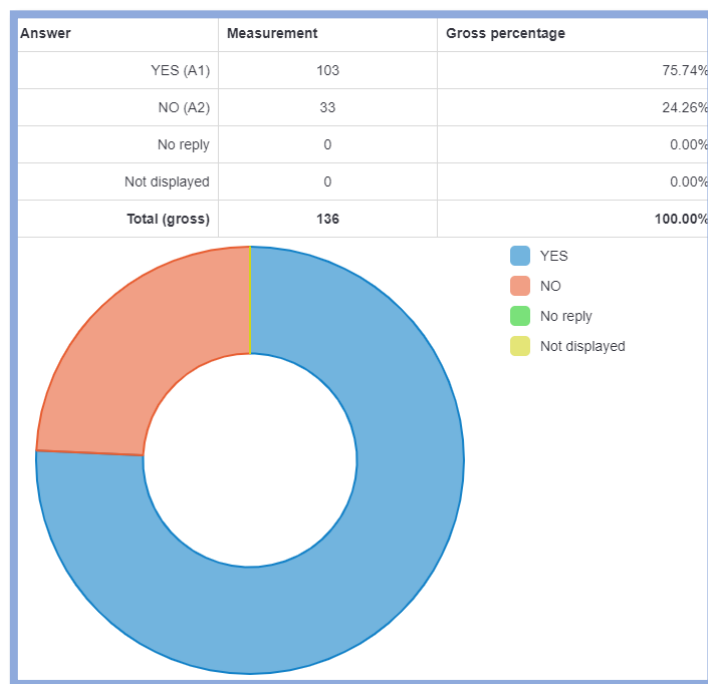


Figure 14 stimulation of pupils for minimisation & correct use of plastic outside school

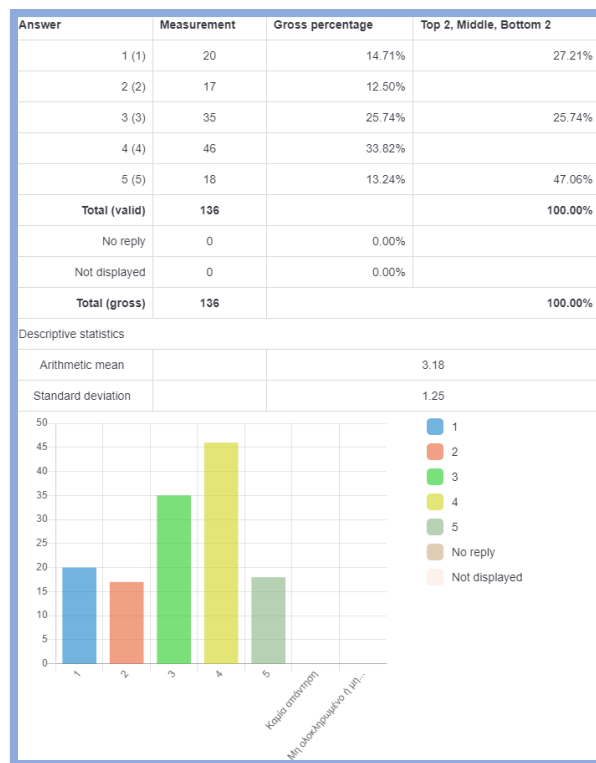
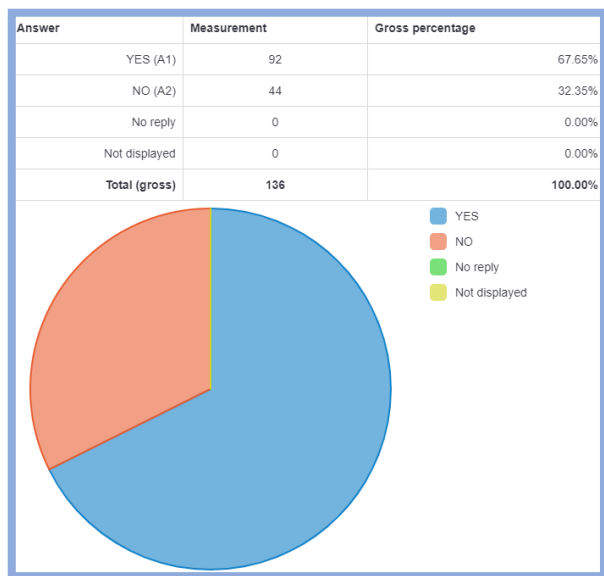
	NL	GR	RO	IT	MT
YES	-	88.71%	80.43%	44.44%	75.00%
NO	100.00%	11.29%	19.57%	55.56%	25.00%

Table 12 Countries' statistics

Greece and Romania show even greater results, regarding the percentage of teachers that stimulate their kids for minimisation and correct plastic usage/disposal through extra-scholastic activities. The percentage in these countries is even greater than 80%.

On the contrary, in Italy we see that only 44% of the respondents motivates their students to do so, but it still a decent percentage since we are referring to teenagers!

B.8 – B.9 Do you personally know what “4R+1” (reducing/recycling/reusing/refusing + rethinking) strategy is about? How aware would you consider yourself regarding the “4R+1” hierarchy? Rate from 1 (not aware) to 5 (fully aware).



Figures 15 Awareness of 4R+1 & level of awareness

Slightly more than the 2/3 of the respondents are aware of 4R+1 strategy. This is very impressive since it is something that is not that well known, and it is extremely great that schools from so different countries have teachers that are up to date regarding this strategy. Italian and Greek respondents have even a greater awareness on 4R+1 strategy and their percentage of awareness is above 72% and 80% respectively.

Besides that, we can notice that almost half of them is very well informed on this strategy whilst only a little more than the 25% of the respondents just has basic knowledge regarding 4R+1 hierarchy.

	NL	GR	RO	IT	MT
YES	16.67%	80.65%	52.17%	72.22%	100.00%
NO	83.33%	19.35%	47.83%	27.78%	-

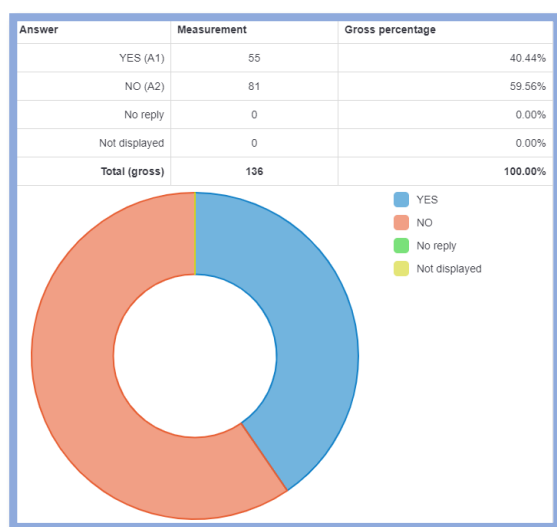
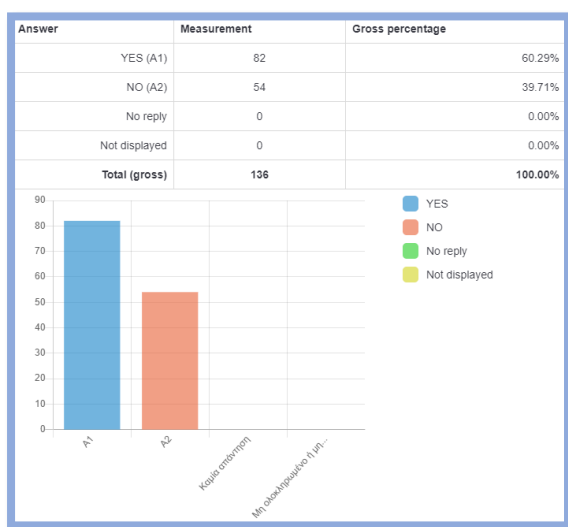
	NL	GR	RO	IT	MT
1	50.00%	16.13%	10.87%	11.11%	-
2	16.67%	14.52%	15.22%	-	-
3	16.67%	24.19%	17.39%	50.00%	50.00%
4	16.67%	33.87%	41.30%	22.22%	25.00%
5	-	11.29%	15.22%	16.67%	25.00%

Tables 13 Countries' statistics (1-not aware to 5-fully aware)

Section C - Statistics on Lunch time

C.1 – C.2 Is there a canteen in your educational institution? If so, is a reduction policy for single use plastics applied in the canteen?

Figures 16 show us that 60% of the education institutions have a canteen inside them. What is important to highlight is that from all the canteens, only 4 out of 10 have a reduction policy for single use plastics. This is an area that needs improvement because it makes no sense if teachers and tutors, and the whole education institution in total, educate children regarding reduction of SUP products, while on the other hand, they keep providing the same children with these items from the canteen.



Figures 16 Canteen existence & reduction policy in it

	NL	GR	RO	IT	MT
YES	16.67%	72.58%	43.48%	72.22%	75.00%
NO	83.33%	27.42%	56.52%	27.78%	25.00%

	NL	GR	RO	IT	MT
YES	33.33%	29.03%	58.70%	44.44%	-
NO	66.67%	70.97%	41.30%	55.56%	100.00%

Tables 14 Countries' statistics

In table 14 above, we notice that in Greek schools the canteens that apply reduction policy for single use plastics are even less (just 30% of them), while in Romania almost the 60% of the respondents said that they work in a school that has a canteen that applies this kind of policy.

C.3 Are lunches and meals in general served in single use plastic containers?



Figure 17 lunches & meals served in SUP containers

Even though just the minority of canteens apply a reduction policy of single use plastics products, we notice from the above figure that only the 40% of them serve the meals & lunches in SUP containers. That means that 60% of the school canteens serve the food in containers that are washed after each meal and can be used many times during the year/s. This is the best tactic canteens should take and in the future all education institution should be equipped with these kinds of containers.

	NL	GR	RO	IT	MT
YES	-	56.45%	36.96%	16.67%	50.00%
NO	100.00%	43.55%	63.04%	83.33%	50.00%

Table 15 Countries' statistics

A great number of Greek education institutions should be equipped, as soon as possible, with sustainable containers, since the majority of them (more than 56%), still serves food in SUP containers. On the other hand, only 17% of Italian schools serves lunch in SUP items, and all the countries should follow their example.

C.4 – C.5 Do you use single use plastic items (i.e., plates, cutlery, glasses, cups, straws, etc.)? If so, could you please indicate at which level considering a scale from 1 to 5 (1=low, 5=the most)?

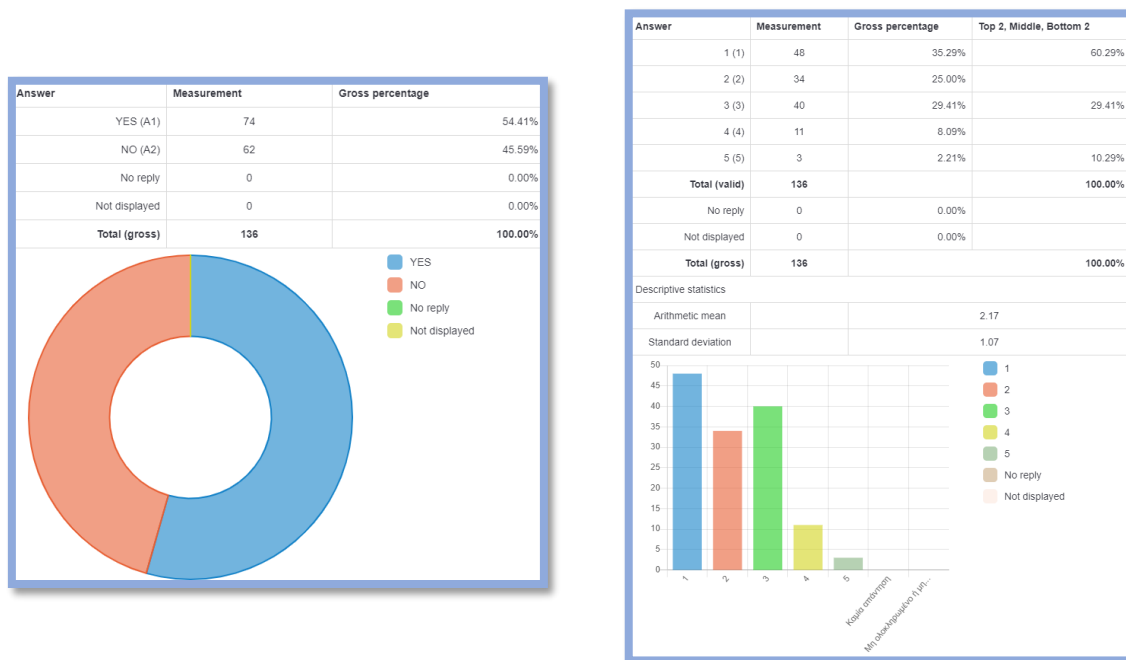


Figure 18 usage of SUP items & level of usage

From previous questions, we have concluded that almost all the teachers/educators are aware of plastic pollution and the negative impact that SUP products have on it and they try to enhance pupils' environmental consciousness too.

In order to motivate children to do something, you should set the good example first, because if you do not do so, then why should any of them implement what has been taught by you? In the above figures we observe that almost 1 out of 2 educators uses SUP items. Findings are even worse for Greek schools, where 2 out of 3 teachers use SUP products in their daily life, while on the other hand, in Italian schools, teachers try to set the good example to their students and only 27% of them uses SUP items in their personal life.

Almost 50% of the respondents not using SUP items is not such a great percentage, but we need to point out and highlight that most of the teachers (almost 90%) that use these products, are using them very rarely or occasionally. This is a number that in the following years should reach 100%, since if we wish a better future for our kids, we should put our best effort to provide it.

	NL	GR	RO	IT	MT
YES	33.33%	64.52%	54.35%	27.78%	50.00%
NO	66.67%	35.48%	45.65%	72.22%	50.00%

	NL	GR	RO	IT	MT
1	50.00%	32.26%	30.43%	50.00%	50.00%
2	33.33%	25.81%	26.09%	22.22%	-
3	16.67%	29.03%	30.43%	27.78%	50.00%
4	-	8.06%	13.04%	-	-
5	-	4.84%	-	-	-

Tables 16 Countries' statistics (1-low to 5-most)

C.6 To what extent do kids in your class/school bring their lunches in single use packaging (plastic wraps or bags, aluminium foil, etc)? Rate from 1 to 5 (never to always)

Based on many of the previous questions and results, we have figured out that education institutions are putting great effort on providing all the necessary information to the pupils in order to raise their awareness on plastic pollution topic, alongside with the negative impact that SUP products have and the importance of recycling, reusing and reducing of these kinds of products.

Although educational institutions provide children with all this knowledge, from the below figure we see that only one third of the students brings their meal from home in sustainable packaging or they bring it in SUP packaging rarely. The other third of them brings their lunch in plastic wraps or aluminium foil sometimes and the final third are using SUP products like these for wrapping their food daily.

These numbers are not that great, but before we become pessimistic, we need first to think about 2 more parameters that have brought these results. The first is that there have not been that many years since they have started teaching at schools regarding the plastic pollution topic and the second one is that pupils are not only influenced from schools but also from their families and their friends. This means that even though education institutions are trying to provide you with environmental consciousness, their families and inner circle should do the same in order to have the best results.

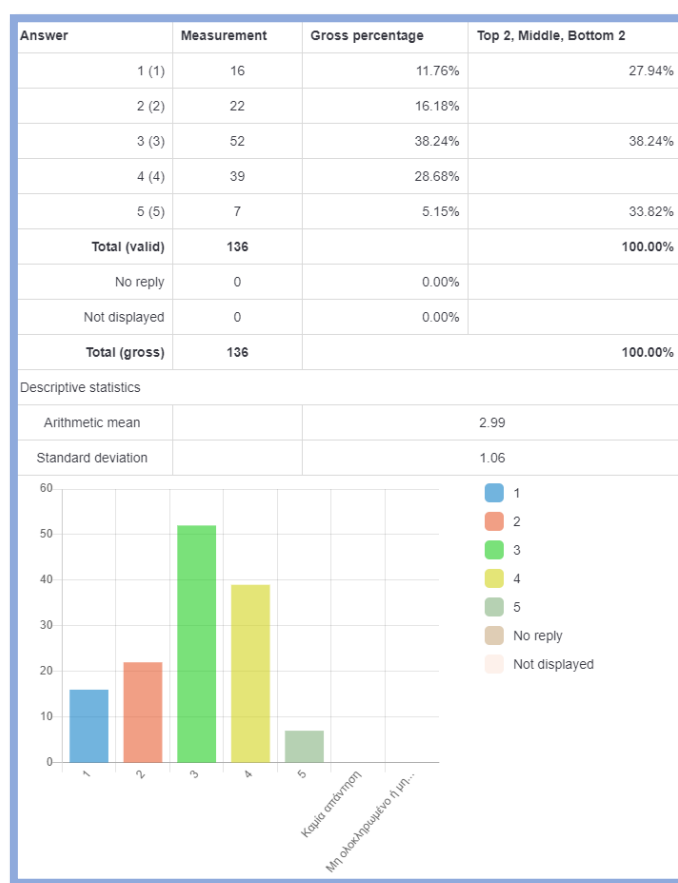


Figure 19 level of usage of SUP packaging from the pupils

	NL	GR	RO	IT	MT
1	16.67%	12.90%	-	38.89%	-
2	16.67%	14.52%	10.87%	27.78%	50.00%
3	33.33%	40.32%	47.83%	16.67%	-
4	33.33%	27.42%	34.78%	16.67%	25.00%
5	-	4.84%	6.52%	-	25.00%

Table 17 Countries' statistics (1-never to 5-always)

The best results from question C.6 come from Italy, where more than 85% of the respondents replied that the children in their school, bring their food in plastic packaging either never, rarely or occasionally.

C.7 To what extent do kids in your class/school carry a refillable water container? Rate from 1 to 5 (never to always)

In contrast to the previous figure, in figure 20 below we are incredibly happy to see that more than 66% of the respondents replied that pupils in the educational institutions bring their own refillable water container to school daily. This is very crucial for the protection of the environment from plastic, since plastic water bottles belong to the most common single use plastic items that people throw away together with the plastic straws. In addition, we notice that only 11% of respondents said that students are either not carrying or rarely carrying this kind of water containers. The only responses that slightly differ in question C.7 come from Italy where 27% of the teachers replied that children bring refillable water containers at school either never or almost never.

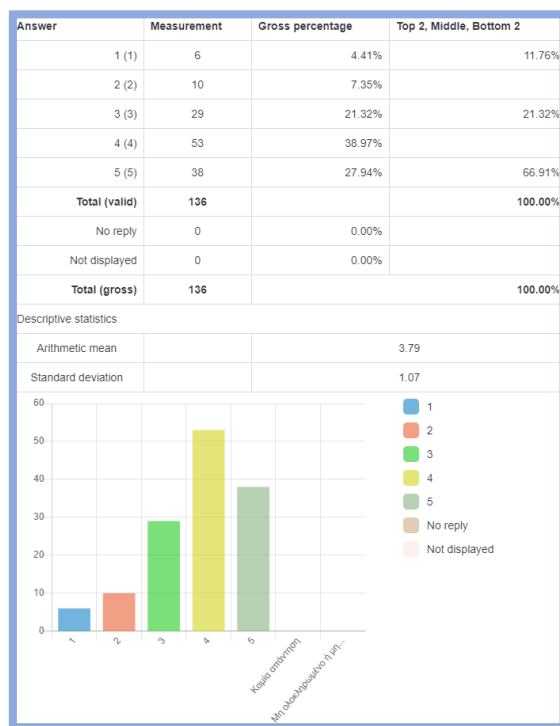


Figure 20 Refillable water container usage

	NL	GR	RO	IT	MT
1	-	1.61%	2.17%	22.22%	-
2	-	8.06%	8.70%	5.56%	-
3	66.67%	19.35%	19.57%	22.22%	-
4	16.67%	41.94%	43.48%	22.22%	50.00%
5	16.67%	29.03%	26.09%	27.78%	50.00%

Table 18 Countries' statistics (1-never to 5-always)

Based on the above, if the rest of the pupils (which is not such a great percentage) becomes familiar with refillable water containers, we are taking a huge step towards the right direction of creating a better plastic footprint of us.

Section D - Statistics on General Reflection Questions

D.1 Give 1-2 reasons that motivate you to engage on the topic of addressing plastic pollution in your school/class.

Teachers and educators are extremely motivated to address the topic of plastic pollution to their classes in order to engage their students in it.

The reasons that give them this motivation are various. Most of the teachers are getting motivated because of their love for the environment, their hope for a better and cleaner world, their willingness for protection of the nature/environment and the animals that live within it and the positive impact that these actions can have to their health.

In addition, many of them are afraid of the destruction of the planet due to climate change, environmental and sea pollution which comes as a result because of the increase of the usage of plastic and the plastic pollution in general. They have the strong belief that only by raising the awareness of new generation about this crucial topic, we will be able to hope for a better future for us, our kids and the whole world.

They are getting motivated not only by these believes but also from the enthusiasm that see in the faces of their children when they teach them about plastic pollution, and this stimulates them even more.

Furthermore, there are some educators that are getting inspired not only because of the "bigger" green picture of the planet but also because they just want a cleaner school, without trash and plastics everywhere.



D.2 Give 1-2 reasons that demotivate you / keep you from engaging on the topic of plastic pollution in your school/class.

Even though, there are many reasons that motivate teachers in engaging the topic of plastic pollution to their children, we notice that they are also plenty of reasons that demotivate them.

The majority of teachers is getting demotivated due to the attitude of other adults (a significant number) that they do not care at all about their effort, and they keep using and throwing plastic. Also, another factor is that the adults with this attitude are also part of the family of their students, so even if they are giving their best to inform these children about plastic pollution, they do not see the same effort from their families.

Furthermore, many of the respondents blame the school, the municipality and the government that do not show the appropriate interest at this matter (not having enough recycling trash cans, not enough recycling programs/activities, not giving enough resources etc.) and they believe that only their personal effort is not enough.

Also, there are teachers that they simply have no time in class to inform the students for this topic due to the heavy school schedule.

Finally, there are some that have no reason to be demotivated and others that they know that the usage of SUP products is a bad habit, but still a habit that is difficult to be changed and this demotivates them a lot.

Conclusion

The findings from this questionnaire were various. Some of them were very encouraging regarding our improvement on the matters of plastic pollution but some of them were not that much and need to be upgraded.

Some of the areas that need improvement are the following ones:

- Application of reduction policy for Single Use Plastic products in all school canteens
- Minimization of distribution of SUP products in schools
- Increase of training courses for the teachers & kids regarding the impact of plastic pollution
- Reduction of usage of SUP products from all the school employees (teachers, administration staff, management etc.)

On the other hand, education institutions and their teachers have already done a great job related to reduction of plastic pollution in the areas below:

- Most canteens are equipped with food containers that are washed and can be used many times during the years
- Teachers and kids are very aware on plastic pollution and recycling
- Teachers are quite motivated and find time during class to teach their students about plastic footprint issues, plastic pollution, the importance of minimization of plastic usage etc.

To sum up, situation at education institutions in these 5 countries (Greece, Romania, Italy, Malta & Netherlands), as far as the awareness on plastic pollution and finding ways to improve their plastic footprints is pretty well, but still, we have a mountain to climb in order to say that we are on the right track of the minimization of plastic usage and pollution that will lead us to a better future and world.