



## ANALYSIS OF QUESTIONNAIRES

### Liceo Artistico, Classico Marco Polo e Musicale di Venezia



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## 1. INTRODUCTION

This deliverable shows the analysis of questionnaires related to the knowledge and perception of the issue of marine litter among students at Marco Polo High School in Venice.

The questionnaire, developed by Sunce, was administered to a sample group of 40 students, 10 of whom are the students selected to actively participate in the ML-FREE project.

The following pages summarize using graphic form, text, and tables the results obtained from the analysis of the collected questionnaires.

## 2. RESULTS OF THE COLLECTED QUESTIONNAIRES

The analysis of the questionnaires has been performed using frequency statistical analysis.

### 2.1. Environmental and sustainability awareness

In general, a widespread interest in environmental and sustainability issues emerges. 27% of respondents say they are very interested in nature and environmental protection, 38% much interested, while 34 percent are fairly interested (Fig1).

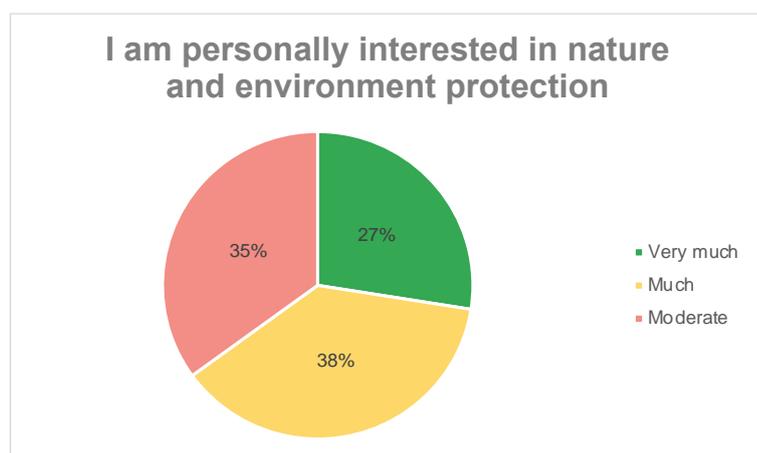


Fig. 1. Students' personal interest in nature and environmental protection

Italy – Croatia



A much higher percentage, 84%, say they are very concerned or generally concerned about the current state of the environment and its future, and they consider themselves to be very aware about nature and environmental protection; at the same time, however, they consider their peers to be less aware (Fig2, Fig3 and Fig 4).

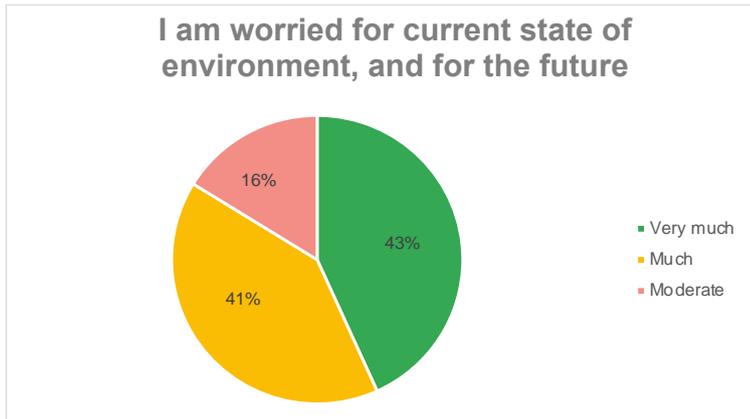


Fig. 2. Concern about the current state of the environment

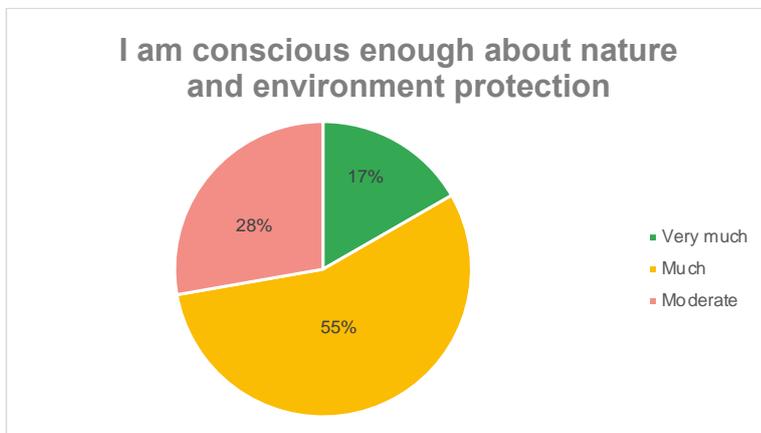


Fig. 3. Perception of the personal awareness about the topic

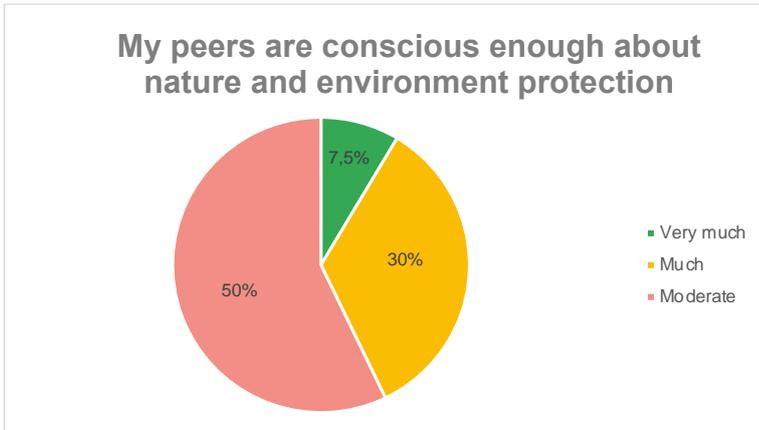


Fig. 4. Perception of peer's awareness about the topic

The answers to the following questions show a general awareness that in order to take action on nature protection there needs to be a general commitment that involves everyone but starts primarily from everyone's action. In fact, 53% of respondents believe they can do enough to protect nature despite the fact that it is quite difficult to estimate how personal daily activities impact the environment.

Additionally, 68% of respondents completely disagree with the statement "Man is the master of the Earth and may use everything on it without limit," at the same time, however, a comparable percentage believe that modern technologies developed and controlled by man can contribute to environmental protection. Surprisingly, 22,5% of respondents disagree with the statement "Human is just one the creatures on Earth and is completely dependent on its conditions and laws of nature." This denotes that a significant percentage of young people consider humans to be a "superior" organism and not completely an integral part of nature (Fig 5.).

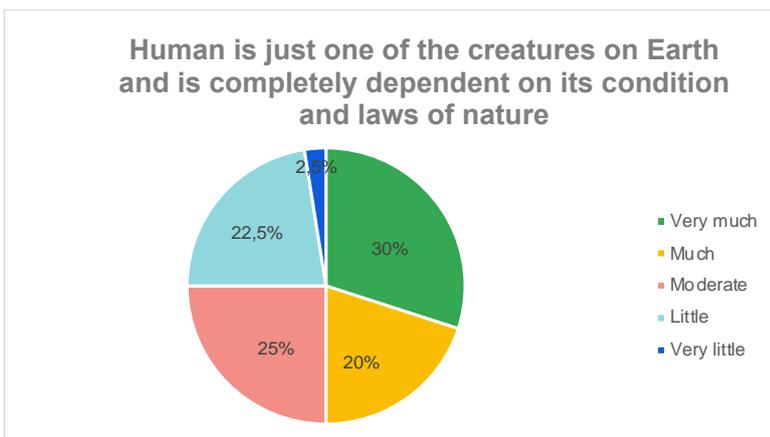


Fig 5. Perception of students about humans relations with nature

## 2.2. Personal involvement in activities related to nature and environmental protection

Regarding students' interest in getting personally involved in activities related to nature and environmental protection, the results show that the activity they are most interested in is separating waste for recycling. However, students show great interest in:

- Participate in cleaning action (70%)
- Explain to others how to protect the environment (58%);
- Research about environmental protection problems (57%)
- Get involved in the work of an organization or initiative that deals with environmental protection (58%)

In relation to the knowledge of associations that deals with environmental protection, the most cited are:

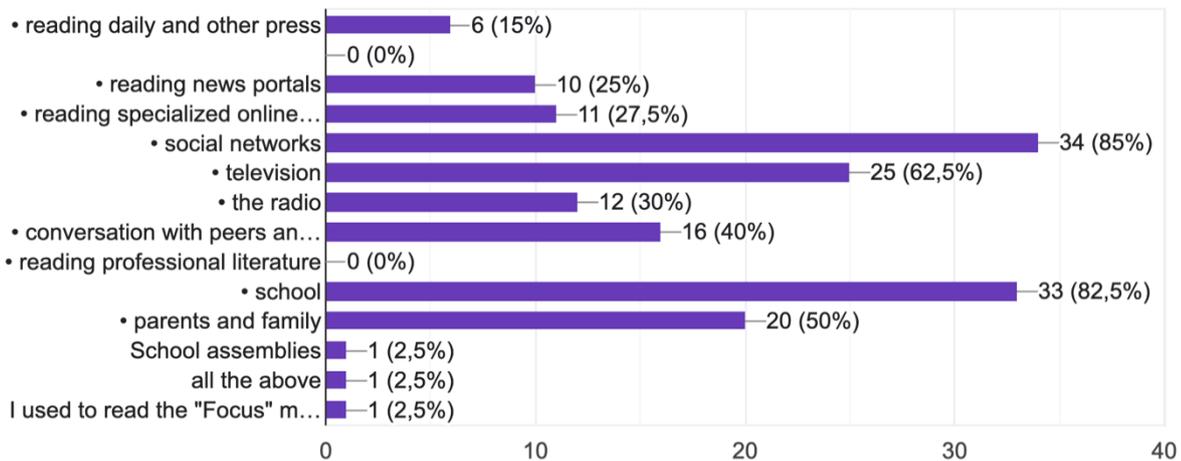
- WWF
- Greenpeace
- Friday for future.

In relation the source of information used by students to inform themselves about environmental issues, as is possible to notice in the bar graph below, emerged that the most used are:

- Social network (85%)
- School (82,5%)
- Television (62,5%)

From which sources do you most often get information about environmental issues?

40 risposte



### 2.3. Participation in school activities related to nature and environmental protection

Regarding participation in school activities related to nature and environmental protection, most respondents say they have never taken part in initiatives related to this topic. A small percentage state that they have participated in "cleaning actions" proposed by primary and secondary school.

As regards the perception of the environmental problems that most affect the Adriatic Sea, a notable concern is highlighted, shown by the percentages obtained from the sum of the students who answered 4 or 5 on a scale from 1 to 5, which mainly concerns these themes/activities :

- Climate crisis (90%)
- Accumulation of hazardous litter (85%)
- Pollution of fresh water (80%)
- Endangerment of the natural habitats of marine species (80%)
- Depletion of oil from the sea (77,5%)
- Fishing, overfishing, fish-farm (75%)
- Dying of coral and certain marine species (67,5%)
- Improper disposal of municipal litter (67,5%)
- **Marine litter (67,5%)**
- Tourism (45%)

### 2.4. True and false statements

In relation to the perception of True or False statements among those indicated, the results are shown as a percentage in the tables below in relation to each statement.

STATEMENT	TRUE	FALSE
Unsanitary landfills cause air, underground and surface water and soil pollution.	97%	3%
Organic waste in unregulated landfills emits methane and CO2 and as such has a significant negative impact on climate change.	90%	10%
Reducing waste generation is more important in waste management than recycling.	35%	65%
The good thing about recycling is that it uses less energy than new production.	75%	25%
The production of recycled paper requires the same amount of energy as the production of conventional paper.	27,5%	72,5%
Composting increases the volume of waste at the landfill and the costs of disposal.	35%	65%
About 80% of marine litter comes from land.	95%	5%
Most of the marine litter that can be found in the Croatian and Italian part of the Adriatic comes from other countries.	57,5%	42,5%
85% of marine litter is bulky waste.	57,5%	42,5%

STATEMENT	TRUE	FALSE
If it continues this way, by 2050 there will be more plastic than fish in the sea.	95%	5%
Every day, approximately 13 tons of plastic end up in the oceans.	85%	15%
The time required for plastic to decompose in the sea is 20 years.	20%	80%
Microplastics, tiny plastic particles formed by decomposition in seas and marine sediments, pollute the environment.	90%	10%
Microplastics affect human health.	95%	5%
Most of the marine litter is the result of direct human action (throwing waste directly into the sea, leaving waste on beaches...).	85%	15%
Marine litter has a negative impact on the environment, animals, human health and the economy.	92,5%	7,5%
The Adriatic Sea is one of the cleanest seas in the world and has very little marine debris.	30%	70%

For what concern the perception of how marine litter impact on marine organisms, the largest number of answers are related to the impact on fishes and habitats, and especially on the problem of fish that can eat microplastic and die. In relation to that, respondents believe that the most common type of marine litter is plastic, and especially microplastic, that reaches the sea mostly from anthropic activity (i.e. industries) and from other sources.

## 2.5. School and personal/family engagement in environmental and nature protection

The final part of the questionnaire was related to understanding the knowledge and perception of students about the school and personal/family activities put in place to reduce the waste pollution or to protect nature and environment.

For what concern the presence of recycling bins in Marco Polo High school, 73,7% of respondents declare that the school implements waste separation, and that paper and plastic are mainly collected separately (Fig 6).

Furthermore, 56,4% of respondents report that plastic cups are currently used at school, especially for coffee, as well as plastic bottles (Fig 7).

Are there recycling bins for waste separation in your school?

38 risposte

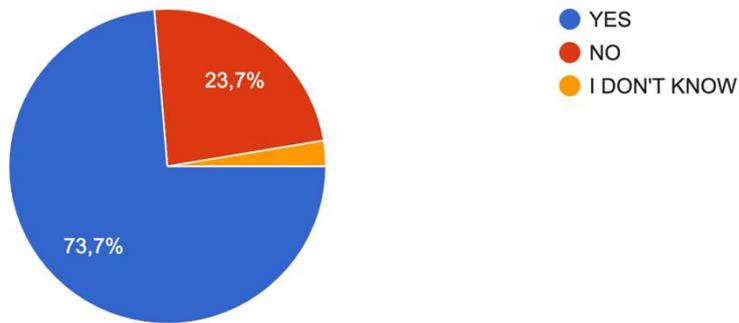


Fig.6. Use of recycling bins in Marco Polo High School

Are single-used plastic bags, cups, straws, cutlery or similar products used at school?

39 risposte

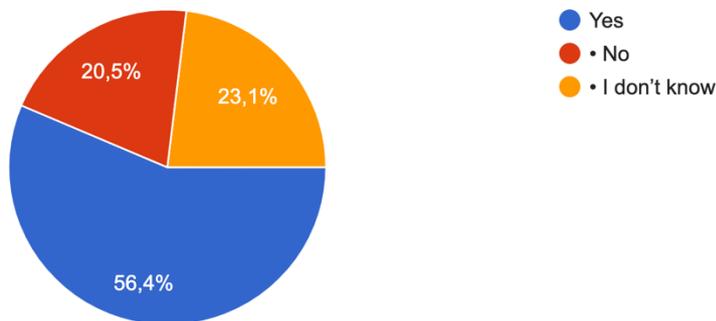


Fig.7. Typologies of single used plastic present in Marco Polo High school

### 3. STUDENTS ANSWERS

Concerning the environmental responsibility of the Marco Polo High school, in the following table are reported the most significant students' answers.

My school follows a recycling program by disposing different bins, hanging up motivational posters and slogans to promote a more ecological behavior and propose topics in the classroom to raise students awareness
I believe that in my school not enough is done to raise awareness of the environmental problems. But in any case Teachers encourage recycling.
Our school has surely an important influence on our thoughts about the environment. For example using recycled paper, cup and collecting waste encourages those who are less responsible to follow the right environmental path
Unfortunately there is a lack of proper responsibilities in my opinion, the only real encouragement is to recycle bins.
The school as an institution and the students themselves are very active in the sensibilization and encouragement for the climate issues
I believe it's a school duty to encourage the students to open their eyes to climate change,. Learning about our environment is a question of education Our school promotes separated collection and since we live in Venice we usually discuss about the impact of tourism and waste on the Venice environment
My school encourage students to have a responsible life. We followed some conferences about the environment.
The environmental responsibility of my school it isn't very cured, in fact there aren't garbage cans in each class, but there're lots teachers who try to encourage students to behave in an environmentally responsible
Since the last year the environmental responsibility of the school has grown: now we have different beans to separate the rubbish and maybe in the future we would eliminate the dispenser of water bottle.
My schools has recycles bins and some times we talk about environmental issues in class, though, I think that school should teach us more about it
The environmental responsibility in my school is pretty good, we even do have the recycling bin. The school encourage us with conventions and meting with people that studied and knows this topic very well, who help us and teach us what to do
In our school sometimes teachers do lessons about pollution and students write slogans on this topic.
I think the environmental responsibility of our school is very bad because we don't have bind for waste separation
school encourage use to ricycle litter in the right bin
We don't do it on a school level but on single class one, taking for granted the other classes do it. and when we do it in class we don't talk about the in depth the only project we did is a power point in the agenda 2030

I think that my school is quite concerned about the environmental, some prosper about it are often argomired here and it started to put bins in every class to collect waste separately, safely we could do better but at least we are trying
in my school we talk a lot about the climate charge and the environmental responsibility.
I think that my school is quite responsible about the protection of the nature. For example the school have already put the cup to drink coffee, made with biodegradable material, thing that other school haven't done it yet, and the professor talks about the environmental responsibility a lot of time and sometimes we also had an argument about it.
I think the students are worried about the climate canged but somebody isn't conscius that every day everybody can do something for decrising the waste/ pollution. Many students buy the plastica bottle and the Coffee or sometimes thé in the plastic cups and no in all Class there us the waste separation. But the school try to do something for the climate changel try to change the plastic cops in biodegrable cups and try no put in all Class the waste separation.
I think environmental responsibility in our is very bad because we don't have bins for waste separation.
The responsibility of my school is to put bins in every class and be at least strict with students to throw the rubbish in the right bins and perhaps to avoid wasting paper let us use digital books instead of paper ones
i would describe the environmental responsibility in my school as a "work in progress". They try teach us about the environment but i think there is still a lot of work to be done
it's a responsible school which teaches us to dispose waste correctly and informs us of the current crisis
My school promotes recycling , since there are a lot of bins for waste separation. Furthermore there is the possibility of selling used books to save money and to avoid wasting new paper.

Finally, concerning what students and household done concerning the protection of nature and environment, the results show that much is being done in terms of:

- Waste separation (100%)
- Use cloths bags instead of plastic one (87,5%)
- Use paper responsible (82,5%)
- Repair a product instead of throwing it away (82,5%)
- Composted (70%)
- Use biodegradable detergents and soap (65%)
- Encourage family and peers to environmentally responsible behaviour (65%).