

Analysis of students questionnaire at start and end of the project



The comparison between the initial and final Environmental Quiz indicates an overall positive development in the students' environmental knowledge, awareness and understanding of environmentally responsible actions.

To ensure a fair comparison, the main analysis includes the three schools represented in both the initial and final surveys. The fourth participating school has not yet submitted its final responses and is therefore not included in the current pre/post comparison. This is because they are on a schoolbreak and we will add it later.

Across seven directly comparable knowledge questions, the average percentage of correct answers increased from approximately **72% at the beginning of the project to 77% at the end**. Particularly positive developments were seen in students' knowledge of recyclable materials, environmentally friendly transportation, Earth Day, and carbon dioxide emissions. Knowledge about deforestation was already relatively high at the beginning and remained high at the end of the project.

The development differed between schools. CEIP Carmen Álvarez de la Rosa showed an increase from approximately **81% to 92%** correct answers, while Agrupamento de Escolas Santos Simões increased from approximately **67% to 76%**. Gadden School remained relatively stable in terms of factual quiz performance, at approximately **69%** both before and after the project.

An especially encouraging result can be seen in students' environmental awareness. At the beginning of the project, approximately **89%** of students considered it important to reduce our carbon footprint. At the end of the project, this had increased to almost **99%**.

There was also a clear improvement in students' ability to identify actions that help protect the environment. Before the project, students selected an average of approximately **1.8 out of three key environmentally beneficial actions** presented in the questionnaire. At the end of the project, this had increased to approximately **2.5 out of three**.

A similar development can be seen in students' reported environmentally responsible behaviours. Students selected more actions such as recycling, reusing materials, avoiding unnecessary waste and choosing more sustainable consumption habits at the end of the project than they did at the beginning.

The open-ended responses support this pattern. At the end of the project, students more frequently suggested concrete actions for reducing human environmental impact, including recycling and reusing materials, reducing plastic consumption, walking or cycling instead of using cars, protecting forests, reducing waste, and using renewable energy.

Overall, the results suggest that the project contributed not only to increased environmental knowledge, but particularly to **greater environmental awareness and a stronger understanding of how individual choices and everyday actions can contribute to environmental sustainability**.

The results should nevertheless be interpreted with some caution. The number and composition of respondents differed between the initial and final surveys, one participating school is still missing from the final survey, and a small number of questions were not fully comparable between the two questionnaires. The findings therefore indicate a positive project impact rather than providing a strictly controlled measurement of causality.

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In the beginning of the project this was used:

<https://forms.gle/sFxjMUySNL9memku5>

At the end of the project this was used:

<https://forms.gle/4bMNqYervuDyz8fL6>

