EcoYOU – Clean and green Minds for Environmentally Friendly Behaviour

A1.18 Developing a Joint Study that includes a Blue-Map used to raise awareness on environmental protection for youth in BSB regions

Interview interpretation results – Mare Nostrum Partner

(Romania)- Qualitative research

Environmental education is currently one of the most relevant educational directions, given the climate challenges, the degradation of ecosystems and the responsibility of current generations in shaping a sustainable future. This report brings together the ideas, opinions and experiences of teachers and youth leaders actively involved in promoting environmental education in schools, parents concerned about environmental pollution and young people (students and volunteers).

I) Environmental education through the lens of the interviewed youth's responses

1.1 Understanding environmental protection

Environmental protection is understood as respecting and caring for nature and the planet. This includes protecting the environment where we live and following rules designed to safeguard it. Learning about environmental issues often happens first through school and educational programs, with some exposure from volunteer organizations and media. Some respondents recalled their first awareness beginning as early as primary school, with specific lessons about pollution or wildlife.

1.2 Engagement and motivation

Young people engage in various pro-environmental activities such as recycling, volunteering, activism, and conservation efforts. Their motivation stems from recognizing the urgency of environmental problems and a desire to contribute positively to the planet’s health. Many have taken part in environmental campaigns or projects and describe these experiences as educational and inspiring. They appreciate opportunities to meet like-minded individuals and to feel that their actions make a real difference.

1.3 Challenges and barriers

Several barriers to adopting sustainable behaviors were highlighted. Some personal limitations include family influence, which can restrict individual action. Economic factors play a role, especially the higher cost of eco-friendly products, which can deter young people from making sustainable choices. Social influences, such as peer attitudes and the lack of enforcement of environmental laws, also make engagement more difficult. Additionally, gaps in infrastructure (e.g., insufficient recycling bins) and lack of prior environmental education or experience reduce motivation and ability to act.

1.4 Education and awareness

Current environmental education is seen as insufficient and often too theoretical, lacking practical application. Many believe more compulsory and engaging education is needed to help young people develop informed opinions and behaviors. Suggestions to improve awareness include greater emphasis in schools, interactive activities, and stronger partnerships between NGOs and educational institutions. Social media is viewed as the most effective channel to reach youth, especially when messages are brief, relatable, and show direct personal impact. Workshops, social media content, and documentaries are preferred learning methods due to their interactivity and visual appeal.

II) Environmental education through the lens of the interviewed teachers' and youth leaders' responses.

2.1 Understanding environmental education

How are environmental topics integrated into teaching and training activities?

Teachers from various disciplines actively incorporate environmental education into their daily teaching practices, even when the subject matter is not directly related to science. For example, a French teacher uses literary texts and multimedia materials that highlight environmental issues, such as pollution or sustainability, in language classes. Other teachers report designing thematic projects and campaigns, including recycling initiatives and tree planting activities, which help students understand environmental problems in a practical and meaningful way.

Moreover, structured programs like Erasmus+ offer valuable opportunities to introduce environmental topics through interdisciplinary and intercultural projects. These provide students with hands-on experiences that go beyond textbooks, increasing their awareness of environmental challenges and solutions.

Integrating environmental topics into teaching and training:

- Teachers integrate environmental themes even in non-science subjects (e.g., foreign languages), using texts, videos, thematic projects, and extracurricular activities (e.g., recycling, planting).
- Educators and teaching assistants include environmental education in science classes or daily routines (e.g., waste sorting, avoiding food waste).
- Erasmus projects are frequently mentioned as effective platforms for environmental education.

Key messages conveyed regarding environmental protection

Across all interviews, several recurring messages were emphasized. Educators consistently highlight that each individual has a role in protecting the planet. Students are taught that even small daily actions, like turning off unused lights or reducing water consumption, can make a real difference.Teachers stress that what we leave behind today directly impacts future generations. This long-term perspective is meant to instill a sense of stewardship.

A clear emphasis is placed on correct waste sorting, with designated bins for different materials (paper, plastic, electronics). Educators use these systems to teach students about sustainability infrastructure.Students are encouraged to avoid food waste by consuming everything on their plates and respecting shared resources, such as classroom supplies or public spaces.

Teachers demonstrate environmentally responsible behavior themselves, showing students what it means to act in a sustainable and ethical way.

Key environmental messages conveyed to students:

- Personal responsibility: everyone plays a role in protecting the planet.
- Small actions matter: reducing consumption, recycling, saving resources.
- Leading by example: students are encouraged to mimic positive adult behavior.
- Long-term impact: stressing that our actions affect future generations and we should strive to leave the world better than we found it.

2.2 Engagement and challenges

How engaged are students or youth in environmental issues?

Student engagement in environmental education varies significantly depending on age and the methods used. Young children tend to respond well to interactive and fun activities, such as games, projects, or creative contests. These formats help them grasp concepts through concrete experiences. Older students are more likely to engage when they can see the real-world implications of environmental problems, particularly if they are involved in decision-making processes within school projects.

However, some educators observe that students do not always internalize environmental values. While they may understand the facts, their behavior does not always reflect a deep understanding of long-term consequences. This is often attributed to their age and level of maturity.

How engaged are students/young people in environmental issues?

- Young children are curious and receptive, especially when engaged through play and practical activities.
- Teenagers show greater interest when they understand the real-world impact of environmental problems.
- In some cases, engagement remains low, often due to a lack of deep awareness or because of age-related cognitive development.

What challenges are faced in promoting environmental education?

One of the main challenges identified is the lack of time in the formal school curriculum to address environmental education thoroughly. Teachers often have to incorporate these topics informally or through extracurricular activities, which limits their reach and consistency.

Another common issue is the lack of age-appropriate and engaging educational materials. Some schools also face institutional resistance to change, with limited support for innovative or interdisciplinary approaches to sustainability.

Challenges faced in promoting environmental education:

- Lack of time in the school schedule dedicated specifically to environmental topics.
- Insufficient teaching resources, especially age-appropriate materials.
- Institutional resistance to change, often slowing down eco-initiatives.
- Lack of a clear school-wide strategy on sustainability education.

Are there barriers that limit your ability to teach sustainability?

Several barriers were identified:

- **Funding gaps:** Limited access to funds for materials or practical activities restricts teachers' ability to implement environmental projects.
- **Administrative burdens:** Bureaucracy and unclear school policies regarding environmental education reduce motivation among staff.
- **Lack of clear strategy:** The absence of a school-wide or national strategy on environmental education makes it difficult for teachers to align their efforts and feel supported.

Identified barriers:

- Inadequate funding for practical projects and materials.
- Bureaucracy and lack of sustainable partnerships with relevant institutions.
- Absence of coherent education policies around sustainability and environmental learning.

2.3 Effective strategies

What strategies have proven effective in raising awareness and promoting pro-environmental behaviors?

Among the most effective strategies are those that involve students in hands-on, participatory learning. Projects funded through Erasmus+ or supported by NGOs give students the chance to work on real environmental challenges, often leading to a greater sense of ownership and responsibility. Activities such as waste collection, thematic workshops, and environmental campaigns allow students to practice what they learn and see the results of their actions.

Another key strategy is modeling behavior. When educators and staff consistently practice what they preach — such as properly sorting waste, reducing plastic use, and respecting nature — students tend to follow these examples.

Strategies proven most effective for awareness and behavior change:

- Erasmus and locally-based projects are among the most effective.
- Learning through action: workshops, recycling, planting, competitions.
- Role modeling by adults has a strong influence on student behavior.

The role of interactive methods:

Interactive methods such as gamification, educational excursions, and creative competitions are highly effective in engaging students. These approaches make abstract concepts more tangible and enjoyable, leading to better retention and greater enthusiasm. Hands-on learning also supports the development of problem-solving skills and critical thinking.

Although field trips to polluted areas or recycling facilities were rarely mentioned as currently implemented, several educators stressed the potential value of such experiences. They believe these activities could significantly deepen students' understanding of environmental degradation and the importance of sustainable practices.

The role of interactive methods:

- Interactive methods increase engagement and deepen understanding: gamification, outdoor learning, project-based learning.
- Students better grasp their personal environmental impact.
- Hands-on activities foster emotional connections with nature and sustainability values.
- Improving collaboration between schools, NGOs, and local communities:
- A need for long-term partnerships, not just one-off events.
- NGOs can offer expertise, resources, and experiential opportunities (e.g., visits to recycling plants or polluted areas).
- Collaboration could be improved through support from local authorities and the creation of school-community networks.

2.4 Future improvements

Recommended changes for increasing impact of environmental education:

Teachers recommend several improvements:

- **Curriculum reform:** Include environmental topics across various subjects, not just science.
- **Teacher training:** Provide continuous professional development in sustainability education.
- **Increased funding:** Ensure better access to materials and field-based learning opportunities.
- **More experiential learning:** Prioritize outdoor education, real-world problem solving, and collaborative activities. Educators also stressed that lessons on sustainability should not remain theoretical. Instead, they should be embedded in daily routines, such as waste management, responsible consumption, and energy use at school.

Recommended changes for greater environmental impact:

- Updating school curricula to include environmental themes across subjects.
- Ongoing professional development for teachers in green education.
- Increased funding for environmental projects at both local and national levels.
- Greater emphasis on experiential learning, with more outdoor and real-world activities.

How can policymakers support educators?

Policymakers can support environmental education by allocating budgets for green infrastructure (solar panels, recycling stations, eco-classrooms), recognizing and promoting teacher efforts in sustainability as a professional priority, facilitating partnerships with local organizations and providing platforms for collaboration and listening to teachers and students through public consultations and feedback loops.

Ultimately, educators need to be trusted, equipped, and respected as change agents who can lead the transformation toward a more sustainable and conscious society.

Policymakers could support educators :

- Allocating funding for sustainable infrastructure (e.g., solar panels, recycling systems).
- Establishing clear education policies that promote green competencies.
- Involving teachers and students in decision-making and consultation processes.
- Recognizing teachers as agents of change, and supporting them through resources, trust, and autonomy.

Improving collaboration between schools, NGOs, and local communities:

Educators agree that collaboration between schools and external organizations must be strengthened. Suggestions include:

- Establishing formal partnerships with NGOs and public institutions.
- Jointly organizing clean-up events, tree planting, and sustainability workshops.
- Creating shared networks for resource exchange and best practices.

Many educators pointed out that local authorities should take a more active role in facilitating these connections and supporting long-term projects.

III. Environmental education through the lens of the interviewed parents responses

Based on the interviews with parents here are the key conclusions regarding their roles, challenges, and perceived support in fostering ecological awareness and sustainability in their children.

3.1 Role in environmental awareness

All three parents **unanimously emphasize the critical importance of young people learning about environmental protection**. One parent highlights the urgency due to "excessive deforestation, pollution levels, and uncontrolled exploitation of natural resources." Other sees ecological education not just as a desideratum but as an "axiom of our times," a "proof of civilization and common sense," linking it to the ancestral wisdom of not wasting resources.

As for their role in educating their children about sustainability, all three parents see it as **primary and continuous**. One parent considers her role as a mother "paramount in making children responsible regarding the environment." Other parent actively teaches sustainability through daily actions, especially **recycling**, to illustrate that "natural resources cannot be exploited indefinitely." The other one stresses that education "starts in the family" and that "the role of parents is crucial" because "young people, small children, function by the rules of mimicry."

They encourage environmentally friendly behaviors at home through various methods. A parent promotes **recycling**, keeping the environment clean ("not throwing garbage indiscriminately"), and preserving nature ("not harming animals, not picking flowers and shrubs"). Other parent uses **educational stories** and daily reminders for her young children on basic actions like proper waste disposal. The other one describes her approach as an "obsession" for actions like **turning off lights, closing taps, collecting used oil, reconditioning clothes, and separate waste collection**, emphasizing that her child "was forced" into these habits through consistent parental example and discipline.

3.2 Challenges and perceptions

Regarding difficulties in promoting ecological awareness within the family, a parent has "not encountered difficulties" as her children are young and "open to anything" she tells them. The other parent also states that her family "does not encounter difficulties," as "we are all aware of the necessity of ecological education." Other parent echoes this for her immediate family, having "taken care to form healthy reflexes" from a young age. She notes that guests and friends also comply with the house rules or she "solves the problems herself."

On the perception of current youth's environmental awareness compared to previous generations, there's a nuanced view. One parent believes "young people today are more aware of environmental problems" than older generations, who she feels "still don't fully realize the need for recycling" and don't understand that "current climate changes are a result of past abuses." The other parent agrees that "young people today have access to a lot of information and they can choose to have an environmentally friendly behavior," and "most of them... choose this behavior." She contrasts this with previous generations who "didn't pollute... as we pollute today" and "respected nature as a matter of course." In stark contrast, other mother believes that "this generation is the least conscious," despite "all the propaganda and all the efforts of awareness." She blames "this society based on consumption and opulence, on poor quality false idols," asserting that "young people no longer have correct benchmarks," and that schools and NGOs cannot compete with the "aggressively promoted bad taste and questionable morals" from media.

3.3 Support and resources

When asked about schools' role in ecological education, there's a mixed response. One parent observes that "schools are slowly starting to offer ecological education" through projects her daughter undertakes, but believes "there is always room for more." The other parent hasn't yet formed a definitive opinion, having only observed this education through "friends' children." Another one, however, is firmly negative, stating "No, no," schools "don't help at all" or "not sufficiently." She attributes this to a lack of time, resources, adequate curriculum, and interest, citing also the "poor ecological education of the teachers."

For additional support and resources, one parent suggests "projects like competitions" that challenge children to "bring back to life... an object that might end up in the trash," as such activities would "tempt" young children. Another one thinks schools could help by giving children "homework related to sustainability resources," which would also aid parents in engaging with their children on these topics.

Regarding how local communities and authorities can support families in adopting a more sustainable lifestyle, there are several concrete proposals. One parent points to the need for authorities to "sign contracts... for selective waste collection," noting that in her smaller town, only household waste is collected. The other parent is more critical, stating that city halls and councils "don't help enough." She advocates for "extended monitoring systems and law enforcement," citing an example of a nearby city with video monitoring and immediate intervention teams for environmental infractions. She also calls for "modernized and functional waste collection points," lamenting that existing ones in her neighborhood "don't work." Another one highlights the importance of **motivation** for people to engage in sustainable practices, suggesting that a reward system, similar to past initiatives where people received money for recycling bottles or paper, is crucial to form good habits. She emphasizes that "people need to be motivated to do this." She concludes by strongly recommending the resumption of "good habits" from her childhood, like school-organized paper collection drives that offered rewards to students, classes, and even the school itself.

Comprehensive interpretation of interviews on ecological awareness

This analysis synthesizes insights from interviews with young people, parents, and teachers regarding their understanding, engagement, challenges, and proposed solutions for environmental protection and education.

IV. Interpretation of interview conclusions by group

4.1. Youth perspectives

Young people generally understand environmental protection as **respecting and caring for nature and the planet**, including safeguarding their living environment and following protective rules. Their initial awareness often stems from **school and educational programs**, with some influence from volunteer organizations and media. Some even recall first learning about it in primary school.

Youth actively engage in pro-environmental activities like **recycling, volunteering, activism, and conservation**. Their motivation is driven by the **urgency of environmental problems** and a desire to contribute positively. They find environmental campaigns and projects educational and inspiring, valuing opportunities to connect with like-minded individuals and feel their actions make a difference.

However, they face several barriers:

- **Personal limitations**, such as family influence.
- **Economic factors**, particularly the higher cost of eco-friendly products.
- **Social influences**, like peer attitudes and lack of law enforcement.
- **Infrastructure gaps** (e.g., insufficient recycling bins) and limited prior environmental education.

Youth perceive current environmental education as **insufficient and too theoretical**, lacking practical application. They advocate for more compulsory and engaging education to develop informed behaviors. Preferred learning methods include **workshops, social media content, and documentaries** due to their interactivity and visual appeal. Social media is considered the most effective channel for brief, relatable messages showing direct personal impact.

4.2. Parent perspectives

Parents unanimously underscore the **critical importance of young people learning about environmental protection**, citing concerns like deforestation, pollution, and resource exploitation. They view ecological education as an "axiom of our times" and a "proof of civilization," linking it to not wasting resources.

They see their role as **primary and continuous** in educating children about sustainability, emphasizing that education "starts in the family" and that children learn through "mimicry". They actively encourage eco-friendly behaviors at home through:

- **Recycling and keeping the environment clean**.
- **Educational stories and daily reminders**.
- Consistent discipline and parental example for actions like turning off lights, closing taps, collecting used oil, and separate waste collection.

Most parents reported **not encountering difficulties** in fostering awareness within their immediate families, attributing this to their children's openness or established healthy reflexes.

Perceptions on youth environmental awareness vary:

- Some believe **young people today are more aware** than older generations due to information access.
- One parent (Gabriela) holds a **starkly negative view**, believing "this generation is the least conscious" due to a consumption-driven society, false idols, and media promoting "bad taste".

Regarding schools, parents have a **mixed response**: some see schools slowly starting to offer ecological education, while others are firmly negative, citing **lack of time, resources, adequate curriculum, interest, and even "poor ecological education of the teachers"**. Parents suggest projects like competitions to "bring back to life an object" or homework related to sustainability resources.

They propose concrete actions for local authorities:

- Implementing **selective waste collection contracts**.
- **Extended monitoring systems and law enforcement** for environmental infractions.
- **Modernized and functional waste collection points**.
- Crucially, **motivation and reward systems** (like past paper collection drives) are seen as vital to encourage sustainable habits.

4.3. Teacher & Youth leaders perspectives

Teachers integrate environmental themes across various subjects, including non-science ones, using texts, videos, thematic projects, and extracurricular activities like recycling and planting. They often use Erasmus+ projects as effective platforms. Key messages conveyed include **personal responsibility** (everyone plays a role), **small actions matter**, **leading by example**, and understanding **long-term impact** on future generations. They also emphasize **proper recycling** and **minimizing waste**.

Student engagement varies by age: **young children are curious and receptive** to play and practical activities , while **teenagers show more interest when they understand real-world impact**. However, some note that students may understand facts but not internalize values, often due to age-related cognitive development.

Significant challenges in promoting environmental education include:

- **Lack of time** in the school schedule.
- **Insufficient age-appropriate teaching resources**.
- **Institutional resistance to change** and lack of a clear school-wide strategy.
- **Inadequate funding** for practical projects.
- **Bureaucracy** and absence of coherent education policies.

Effective strategies involve **hands-on, participatory learning** such as workshops, recycling, planting, and competitions.

Role modeling by adults is also highly influential. Interactive methods like gamification, outdoor learning, and project-based learning increase engagement and understanding, fostering emotional connections with nature. Teachers stress the potential value of field trips to polluted areas or recycling facilities.

They emphasize the need for **long-term partnerships** between schools, NGOs, and local communities, with NGOs offering expertise and resources. Policymakers should support educators by **updating curricula**, providing **ongoing professional development**, increasing **funding for green infrastructure and projects**, and involving teachers and students in decision-making.

V. Similarities and differences across groups

5.1. Common understandings of environmental protection

- **Similarity:** All three groups agree that environmental protection involves **caring for nature and the planet**. There's a shared emphasis on **personal responsibility** and the impact of individual actions.
- **Similarity:** All recognize the **urgency** of environmental issues, whether due to pollution and resource exploitation (parents) , or the need to contribute positively to planetary health (youth) , or to ensure a better future for generations (teachers).

5.2. Perceptions of current education & awareness

- **Similarity: Youth and teachers largely agree that current environmental education is insufficient and too theoretical**, lacking practical application. Parents also express mixed to negative views, often citing similar issues like lack of time or adequate curriculum.
- **Difference:** While some parents and youth believe young people are **more aware** than previous generations due to information access , one parent strongly disagrees, blaming societal consumption and negative media influence for a *lack* of consciousness in the current

generation. Teachers note that while students grasp facts, they don't always internalize values, particularly older students.

5.3. Challenges and barriers

- **Similarity:** All groups point to **lack of adequate infrastructure** (e.g., insufficient recycling bins, non-functional collection points) as a barrier.
- **Similarity: Lack of sufficient or effective education** is a common challenge mentioned by youth (too theoretical) , parents (schools not helping enough) , and teachers (lack of time, resources, clear strategy).
- **Difference:** Youth specifically highlight **economic factors (cost of eco-friendly products)** and **social influences (peer attitudes, lack of law enforcement)** as barriers. Parents also emphasize the need for better **law enforcement and motivation systems**. Teachers focus more on **institutional barriers** within schools, such as bureaucracy and funding gaps for projects.

5.4. Effective strategies & desired support

- **Similarity:** There is a strong consensus across all groups for **practical, hands-on, and experiential learning**. This includes activities like recycling, planting, workshops, and competitions.
- **Similarity: Role modeling and leading by example** are consistently highlighted by parents (children learn by "mimicry") and teachers ("modeling behavior" is effective).
- **Similarity:** All three groups suggest **strengthening collaboration** between schools, NGOs, and local communities/authorities.
- **Difference:** Youth specifically mention **social media, workshops, and documentaries** as preferred interactive learning methods. Parents emphasize the need for **motivation and reward systems** from authorities. Teachers focus on **curriculum reform, professional development for educators**, and **policymaker support for green infrastructure and policies**.

Summary Table: Similarities and differences across groups

Category	Youth	Parents	Teachers& Youth leaders
Common Understandings of Environmental Protection	View environmental protection as a personal responsibility and a way to contribute to planetary health and the future.	Emphasize responsibility to avoid pollution and protect nature for health and ethical reasons.	Focus on the future and intergenerational responsibility; link environmental care to moral and civic education.
Similarities	All agree on the importance of caring for nature, individual responsibility, and the urgency of environmental issues.		
Perceptions of Current Education & Awareness	Believe education is too theoretical; prefer practical learning. Think young people are becoming more aware due to media and school exposure.	Mixed views: Some agree youth are more aware, while others blame consumerism and media for low awareness. Feel schools aren't doing enough.	Agree current education is insufficient and too fact-based. Students understand concepts but often lack internalized values.
Similarities	General agreement that current environmental education lacks practical application and effectiveness.		
Differences		Some disagreement among parents about generational awareness	Teachers observe a disconnect between knowledge and values.
Challenges and Barriers	Identify infrastructure gaps, peer influence, economic barriers (e.g., cost of green products), and lack of law enforcement.	Highlight lack of bins, insufficient school support, and need for stronger enforcement and motivation systems.	Point to systemic issues: rigid curriculum, lack of funding, administrative barriers.
Similarities	All cite poor infrastructure and inadequate education as key barriers.		
Differences	Youth focus more on social and economic	Parents stress external motivation.	Teachers emphasize institutional and structural

	barriers.		constraints.
Effective Strategies & Desired Support	Prefer workshops, social media, and documentaries; request more hands-on, creative learning.	Value early education through example; recommend external motivation systems and public rewards.	Use modeling, competitions, and fieldwork; call for curriculum reform and educator training.
Similarities	All support experiential learning, behavioral modeling, and stronger collaboration between schools, NGOs, and communities.		
Differences	Youth focus on media and peer engagement.	Parents emphasize home habits and motivation systems.	Teachers want institutional support and curriculum flexibility.

Table 1: **Similarities and differences across groups (Mare Nostrum's Interviews in Romania)**

VI.Recommendations and solutions for learning about environmental issues

Based on the combined insights, particularly focusing on what resonates with young people and what parents and teachers believe is effective, here are applicable measures and recommendations for how young people would like to learn about the environment:

1. **Prioritize practical and experiential learning:**
    - **Hands-on activities:** Implement more projects like recycling initiatives, tree planting, waste collection drives, and "upcycling" competitions (e.g., bringing old objects back to life).
    - **Outdoor and real-world exposure:** Organize field trips to recycling facilities, polluted areas (to see impact), or natural reserves (to foster appreciation).
    - **Daily routine integration:** Embed sustainability lessons into daily school life through responsible waste management, energy use, and consumption practices.

2. **Foster interactive and engaging methods:**
    - **Gamification and creative contests:** Use games, challenges, and creative competitions to make learning enjoyable and tangible, especially for younger children.
    - **Workshops and project-based learning:** Conduct interactive workshops and sustained projects where students actively solve real environmental challenges, fostering ownership and responsibility.
    - **Visual and relatable content:** Utilize documentaries and multimedia materials that show direct personal impact and are easily digestible.
3. **Leverage modern media and communication channels:**
    - **Strategic social media engagement:** Use social media platforms with brief, relatable messages that demonstrate direct personal impact, as this is the most effective channel to reach youth.
    - **Digital learning resources:** Develop and promote online educational content that is interactive and visually appealing, complementing traditional teaching.
4. **Strengthen collaborative ecosystems:**
    - **Formal partnerships:** Establish long-term collaborations between schools, NGOs, and local communities. NGOs can provide expertise, resources, and experiential opportunities.
    - **Community networks:** Create shared networks for resource exchange and best practices, supported by local authorities.
    - **Parent-school synergy:** Schools could assign "homework related to sustainability resources" to involve parents and reinforce learning at home.
5. **Implement policy and resource allocation changes:**
    - **Curriculum reform:** Update school curricula to integrate environmental themes across all subjects, not just science, to provide a holistic understanding.
    - **Teacher professional development:** Provide continuous training and resources for teachers in green education, recognizing them as agents of change.
    - **Funding and infrastructure:** Allocate increased funding for environmental projects (both local and national), and invest in sustainable school infrastructure like recycling systems and eco-classrooms.

- **Motivation and incentives:** Reintroduce reward systems for sustainable behaviors (e.g., for recycling, waste collection), as motivation is key for habit formation.
- **Law enforcement and monitoring:** Local authorities should enforce environmental laws more rigorously and establish effective monitoring systems for infractions.
- **Functional waste management:** Ensure local authorities implement and maintain effective, widespread selective waste collection and functional collection points.
- **Involve students and teachers in decision-making:** Policymakers should consult educators and young people to ensure that environmental policies and educational strategies are relevant and impactful.

By combining these multi-faceted approaches, environmental education can become more engaging, practical, and effective, fostering a generation of environmentally conscious and responsible citizens.