

TEACHERS QUESTIONNAIRE ANALYSIS REPORT

Erasmus+ Project eARTh – Environmental Awareness and Respect Through Heritage

1. Introduction

This report analyzes the responses collected through a questionnaire administered to teachers participating in the Erasmus+ eARTh project, held in Milan in March 2026.

The objective of the analysis is to evaluate:

- the level of environmental awareness among teachers
 - sustainable practices adopted in schools
 - the impact of the Erasmus experience
 - proposals for future improvement
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2. Methodology

The analysis was conducted on both open-ended and closed responses, using:

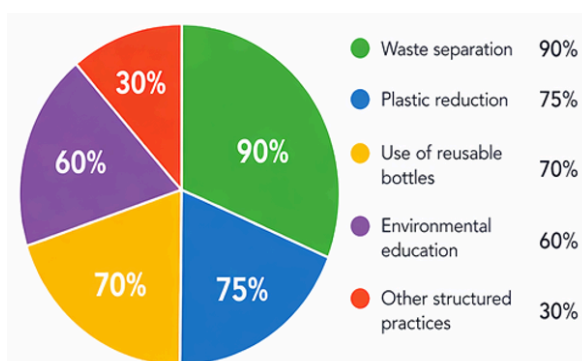
- qualitative analysis (content and recurring themes)
 - comparative analysis (similarities/differences between responses)
 - selection of significant quotations
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3. Results

3.1. Sustainable practices in schools

The collected responses make it possible to identify the level of dissemination of sustainable practices in different school contexts. The aim is to understand whether these practices are systematic or occasional.

Dissemination of sustainable practices

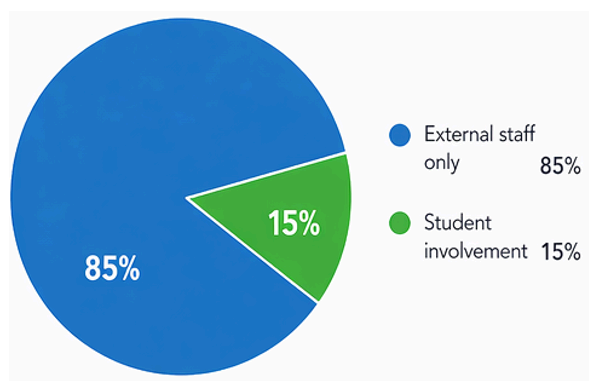


Basic sustainable practices are widely implemented, particularly waste separation and plastic reduction. However, there is a lack of more structured and systematic initiatives. This indicates that sustainability is present in schools mainly as a set of good practices, but rarely as part of an integrated and continuous educational strategy.

3.2. Student involvement

This section analyzes the level of active student participation in the management of school spaces. Direct involvement is an important indicator of education for environmental responsibility.

Cleaning management model

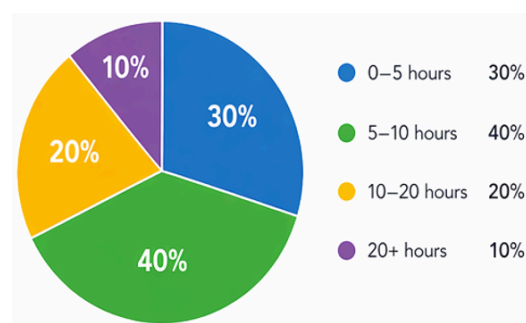


The prevailing model is delegated to external staff, with limited student involvement. This reduces educational opportunities related to responsibility and active participation. Introducing direct involvement practices could strengthen students' environmental awareness and civic sense.

3.3. Hours dedicated to sustainability

The analysis of hours dedicated to sustainability helps assess the actual weight of these topics in school curricula. The distribution highlights possible inequalities among institutions.

Annual hours distribution

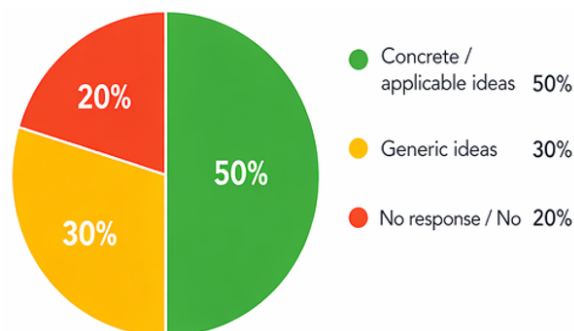


The data show strong heterogeneity in sustainability education. Most schools dedicate a limited number of hours, while only a few cases offer structured pathways. This suggests the absence of a shared and systematic educational approach.

3.4. Reworking the Erasmus experience

This section evaluates teachers' ability to transform the Erasmus experience into transferable practices. It is a key indicator of the project's real impact.

Type of response



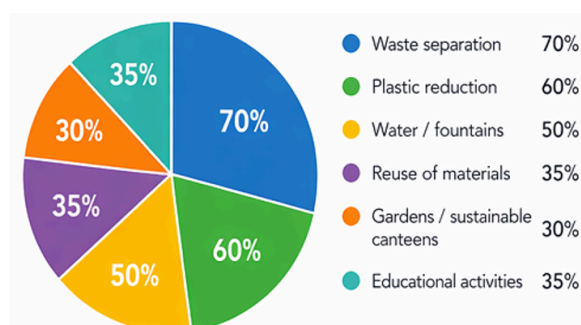
A significant portion of teachers provide generic responses or do not re-elaborate the experience. This highlights the need to support participants with structured reflection tools. Only half of the teachers demonstrate a real ability to translate the experience into concrete actions, such as:

- use of bins for waste separation
 - establishment of a Green Week
 - classroom cleaning at the end of lessons
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3.5. Improvement proposals

Responses to this question help identify teachers' level of operational awareness. Concrete suggestions applicable to the school context emerge.

Main themes

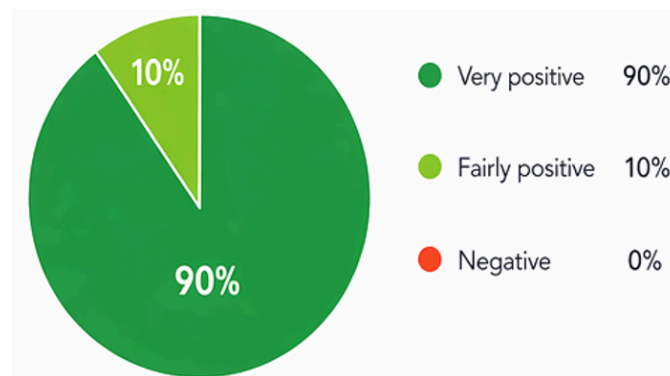


The proposals are concrete and oriented toward practical solutions. There is a strong focus on infrastructural and organizational aspects. This shows that, when directly prompted, teachers are able to develop effective project ideas.

3.6. Evaluation of the Erasmus experience

This section measures the overall level of participant satisfaction and evaluates the effectiveness of the project from both a human and professional perspective.

Overall satisfaction

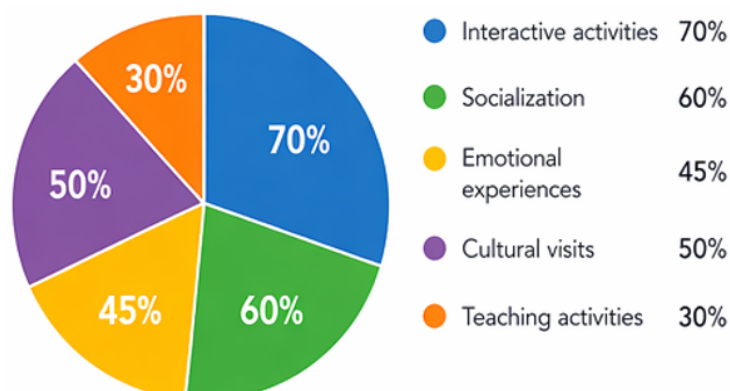


The level of satisfaction is extremely high. Participants particularly appreciate the organization, the collaborative atmosphere, and the international dimension. This confirms the value of the Erasmus experience as a tool for professional and personal growth.

3.7. Most significant elements

This part analyzes which activities had the greatest impact on participants. It is useful for understanding which methodologies are most effective.

Types of experiences

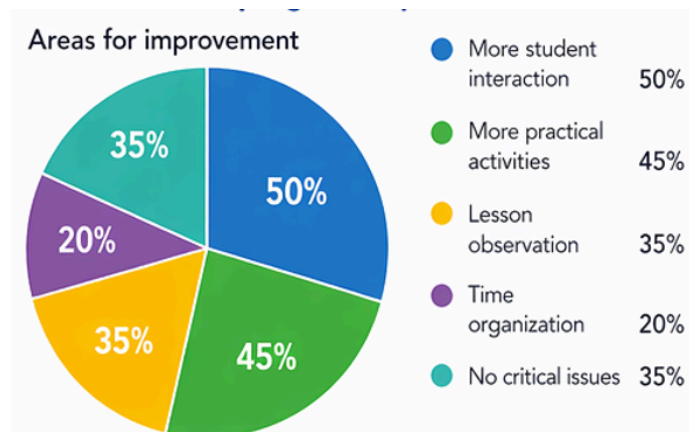


The most appreciated activities included mindfulness, escape rooms, educational visits to the Duomo and Brera, and, more generally, exchanges among teachers of different nationalities.

3.8. Areas for program improvement

This section gathers useful indications for improving future editions of the project. The responses highlight participants' concrete needs.

Areas for improvement



The main requests concern greater direct involvement in school activities. Teachers seek more immersive and practical experiences. This indicates a growing demand for participatory learning.

Conclusions

The analysis highlights a good level of environmental awareness among teachers, accompanied by widely adopted but often unstructured sustainable practices. The Erasmus project proves to be highly effective from a relational and experiential perspective, with a strong positive impact on participants' motivation.

However, a difficulty emerges in transforming the experience into concrete and systematic actions within schools. The improvement proposals demonstrate good project potential, especially when teachers are directly engaged.

To increase the future effectiveness of the project, it will be essential to strengthen guided reflection, promote active methodologies, and support a more structured and continuous integration of sustainability into school curricula.