

Total of ten trainings implemented

Final Version of 06/June/2022

Deliverable Number D.5.5.3

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Specific objective	2.2 – Increase the safety of the Programme area from natural and man-made disaster
Work Package Number	5
Work Package Title	Capacity building in response system in case of the sea pollution and raising community awareness
Activity Number	5.5
Activity Title	Campaigns for raising awareness of sea pollution in local communities
Partner in Charge	PP5 – ARPAFVG
Partners involved	All Partners
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Distribution	Public

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Executive Summary

The Work Package 5– **Capacity building in response system in case of the sea pollution and raising community awareness** aims at provide proper education and training for the response teams regarding the approach to the sea pollution risk and incidents and proper and effective use of the equipment, including the technological solution developed in WP2.

This WP also aims at developing campaigns for raising community awareness through training modules addressing specific target groups (schools, Municipalities, service providers linked sewage treatment, agricultural associations, other operators)

Inside the Activity 5.5 –**Campaigns for raising awareness of sea pollution in local communities**, ARPA FVG has designed specific trainings modules addressing to different target groups-and has developed specific educational material for the target groups previously identify as beneficiaries of workshops that have been implemented.

Within the interregional project Pepsea – Protecting the Enclosed Parts of the Sea in Adriatic from Pollution – the workshop activities were carried out in Italian by the Associate Firm Eupolis and coordinated together with the Croatian partners. From the Croatian partner in order to have a better comprehension the workshops have been carried out in Croatian language by ATRAC

The design, planning and realization of the workshops were adjusted according to the different types of stakeholder they were addressed to.

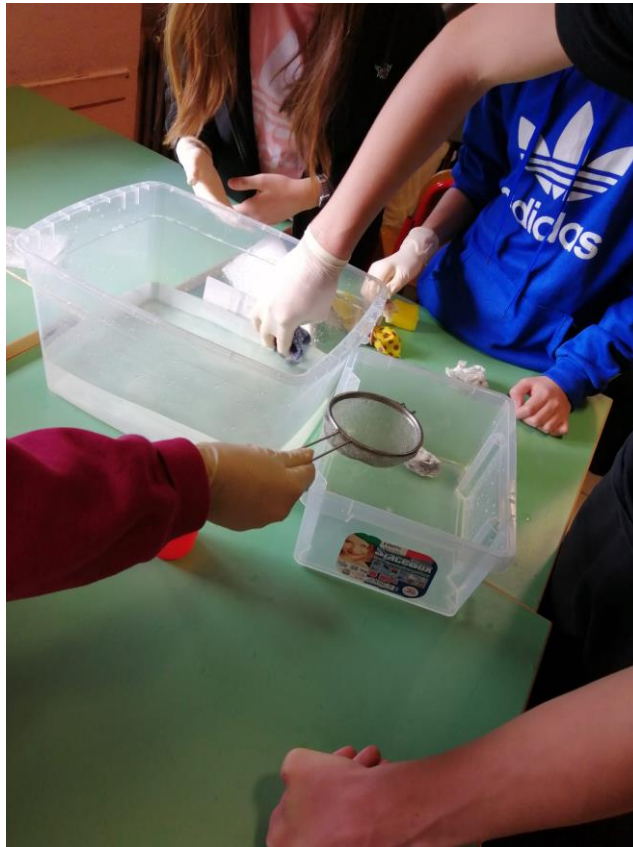
The necessary material for the realization of the workshops consists in a wide part addressed to the environmental education and in the detailed description of several activities to be chosen, and a power point in editable format for the presentations. Moreover, two questionnaires* were prepared, the first introductory and the second one to be handed at the end of the activities.

Workshop beneficiaries

For Italy:

- 4 workshops in 4 different classes at the Istituto Comprensivo of Porto Viro (RO), Scuola Secondaria di Primo Grado.
- 1 workshop for Protezione Civile of provincia di Rovigo.





Due to the pandemic period, workshops have been carried out on-line for the croatian partners, only for the stakeholders of the city of Sibenik have been held on presence.

For Croatia partners:

- 1 workshop Pomorska Skola Zadar,
- 1 workshop for Tourist office of Sali
- 1 workshop for Split
- 1 workshop Traffic and Technical School Sibenik,
- 1 workshop for the representatives of the City of Sibenik.





Methods

Educational institutions. The method proposed to get the objectives involved two moments: a theoretical one for transmission of essential knowledge, and a practical one to allowed a first approach to the application of new skills.

Emergency response personnel. The proposed method included an information and explanation moment followed by a moment of debate and comparison of common experiences.

Development

For the Italian stakeholders

Educational institutions: 2 hours' workshop in the classroom with a teacher. Even before the presentation of the project, the initial questionnaire was administered: in this way we wanted to influence the answers as little as possible. We then proceeded to the presentation of the project and with the first theoretical moment with the description of the coastal environment of the Mediterranean, the characteristics of hydrocarbons and the interaction they may have with the elements of the ecosystems; during the practical activity, the spill of oil into sea water was simulated and the student were offered to solve the

problem by implementing the strategies they themselves devised. This was followed by a moment of evaluation of the effectiveness and the limits of these strategies, even imagining of being in the open sea.

Emergency response personnel: workshop lasting about 1 hour, indoor, with a moderator. After the distribution of the initial questionnaire, it has been proceeding with the information moment in which the various coastal environments of the Mediterranean and the consequences related to possible spills of pollutants into the ecosystems are presented in general. The active participations were stimulated by the operator through a series of questions aimed to highlighting the main difficulties and limitations encountered by specialized personnel during an intervention.

For the Croatian pilot locations stakeholder's workshops lasting about 1 hour have been carried out online.

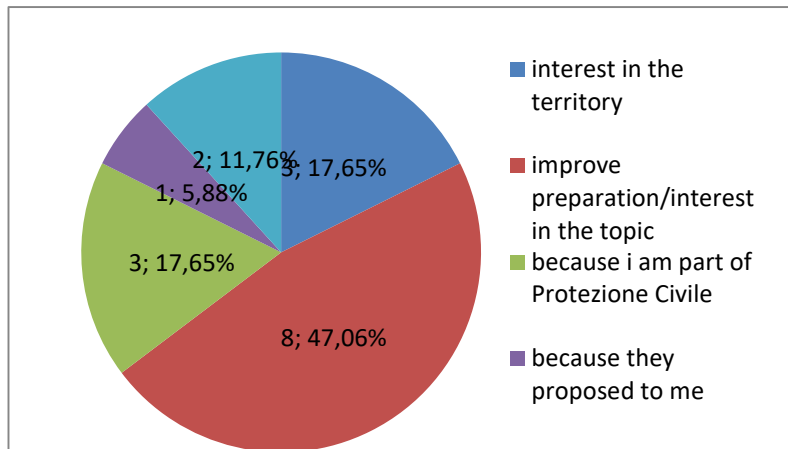
Analysis of preliminary questionnaires results

The questionnaires are structured in the same way and have the same set of questions: 9 in the preliminary and 14 in the final ones.

Section 1- REASONS

Q 1: why did you decide to participate in this workshop?

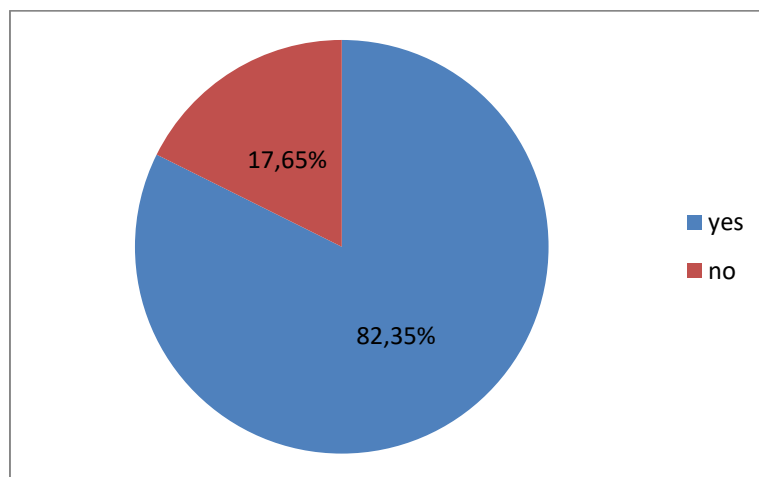
Data analysis shows that most of the people participates to improve their personal knowledge and because they are interest in the topic. Some participated out of interest for the territory and others because they are part of the Protezione Civile; one person attended because it was proposed to it; 2 questionnaires are delivered blank for this question.



Q 1: why did you decide to participate in this workshop?

Q 2: *is this the first time you participated in this kind of training?*

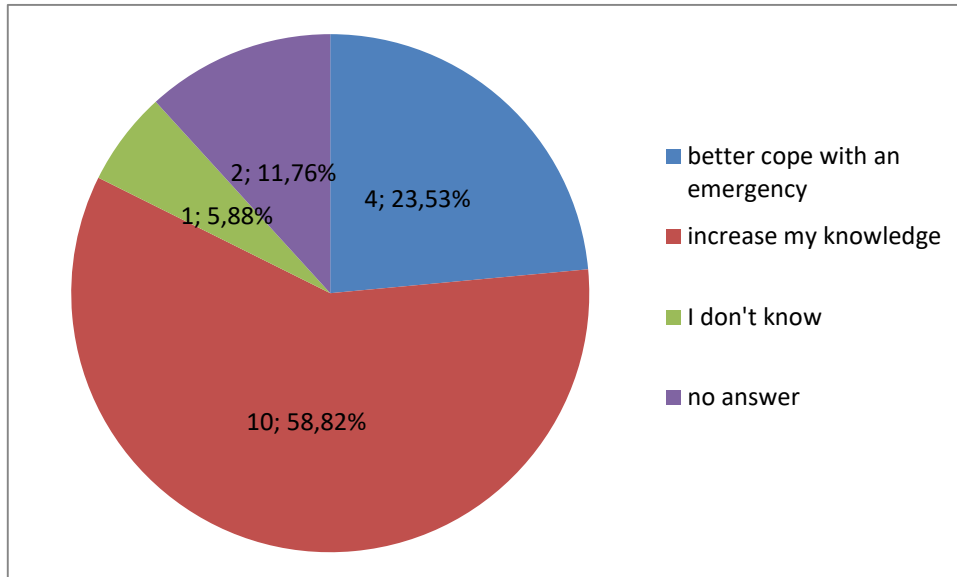
To this question, 14 out of 17 participants said yes.



Q 2: is this the first time you have participated in a training of this type?

Q 3: *what do you expect from this meeting?*

The answers were quite complex, but, excluding 2 missed answers and 1 "I don't know", the rest can be divided into two categories: "better cope with an emergency" and "increase my knowledge".



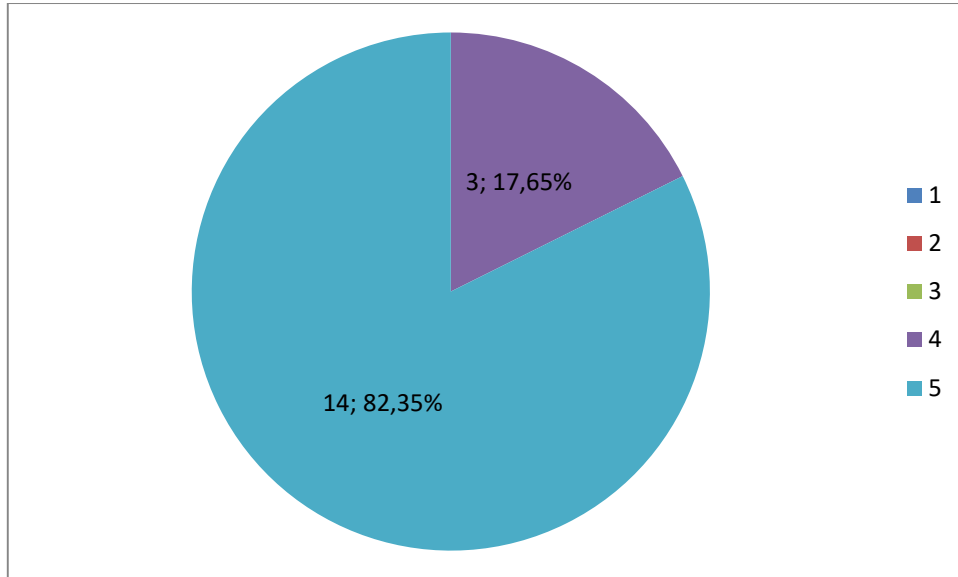
Q 3: what do you expect from this meeting?

Section 2 - THEMES

In the next set of questions, it was possible to tick a value from 1 to 5, where 1 = not at all; 5 = very much.

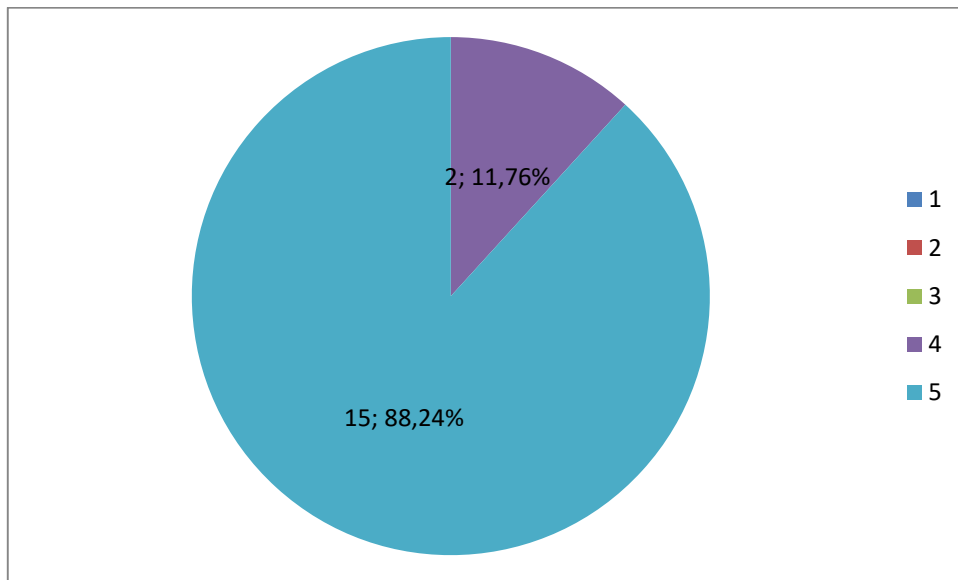
Q 4: *how much is the sea important for you?*

As can be seen, all the participants gave importance (values 5 or 4) to the sea.



Q 4: how much is the sea important for you?

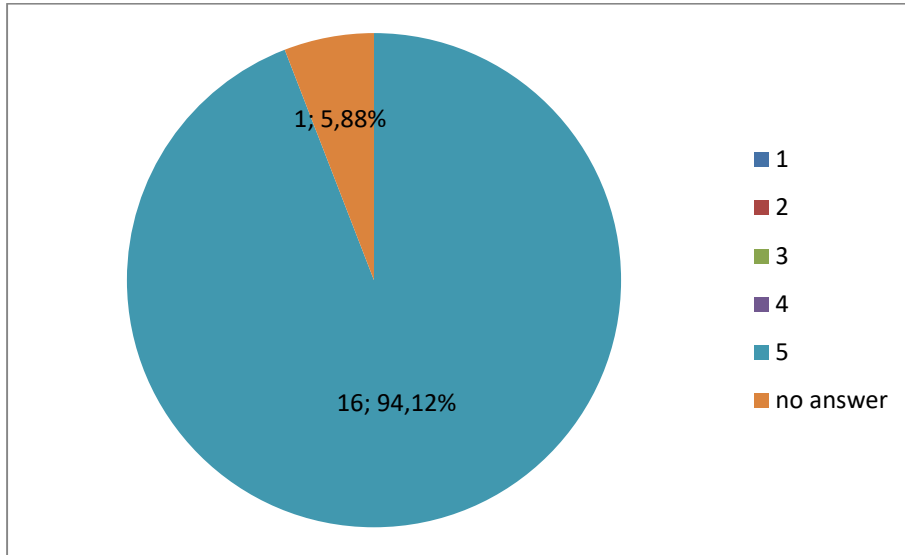
Q 5: how much is the coastal environment important for you?
More than 88% said it's very important.



Q 5: how much is the coastal environment important for you?

Q 6: how much are the marine species important for you?

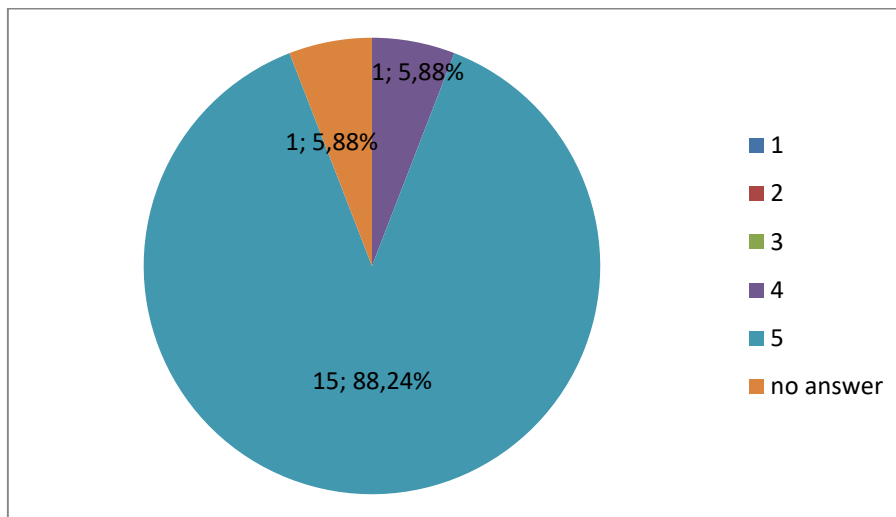
In this case, 16 participants out 17, agree in giving importance (values 5 or 4); 1 person doesn't answer.



Q 6: how much are the marine species important for you?

Q 7: how much is to prevent marine pollution important for you?

Almost all the participants (15) gives a lot of importance (values 5 or 4) to prevention; one person doesn't answer.

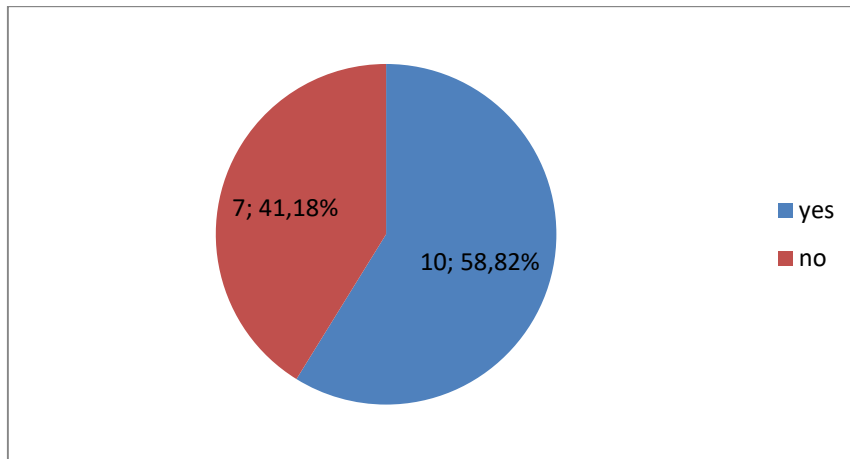


Q 7: how much is to prevent marine pollution important for you?

Section 3 - QUOTA EVALUATION

Q 8: Would you give some of your money to support the conservation of these resources?

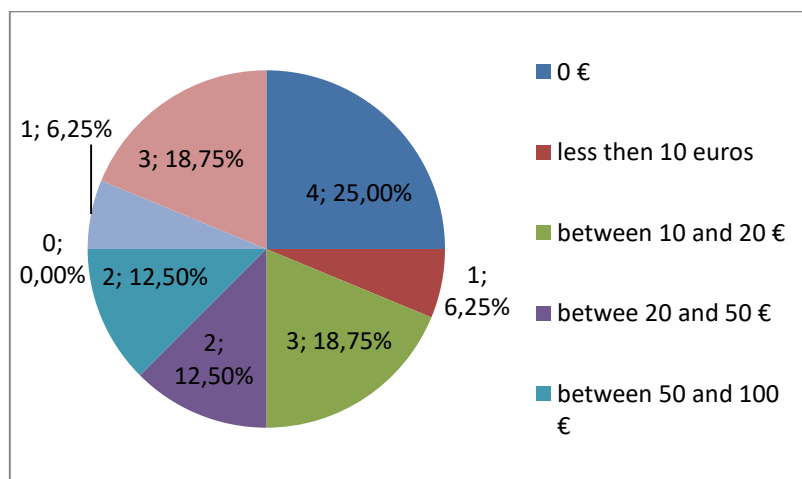
As can be seen, 10 out of 17 participants, almost 59%, would give economic support.



Q 8: Would you give some of your money to support the conservation of these resources?

Q 9: if yes, how much would you spend per year?

4 participants out of the total of those who deliver, are not willing to spend anything, while 3 are not able to quantify the amount; 1 person would be available to pay more than 500 euros per year, the rest are distributed over intermediate figures; no one would be willing to pay a fee between 100 and 500 euros.



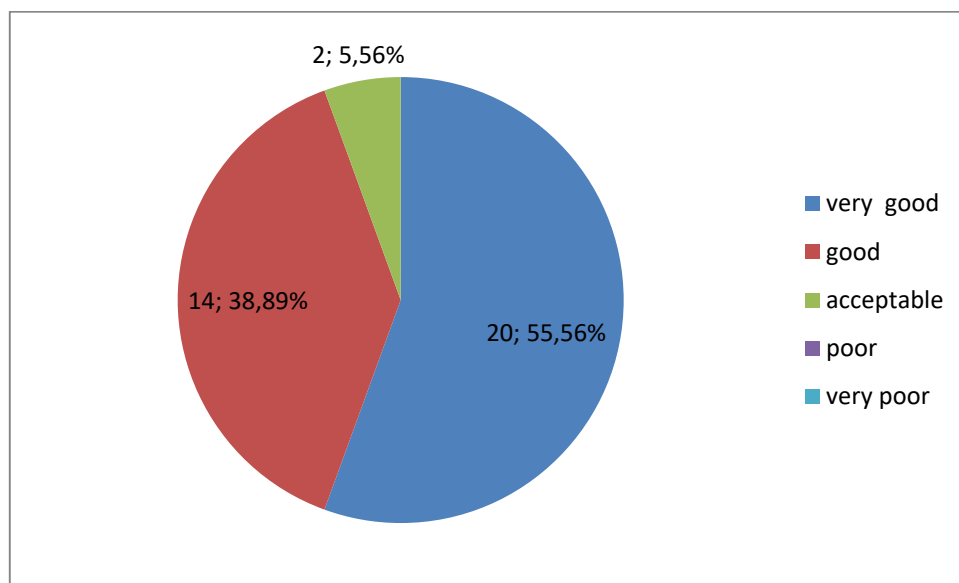
Q 9: if yes, how much would you spend per year?

Analysis of final questionnaires results

The total number of questionnaires amounts to 36; the questionnaire is divided into 14 questions, 4 of which are open-ended.

Section 1- GENERAL ASSESSMENT

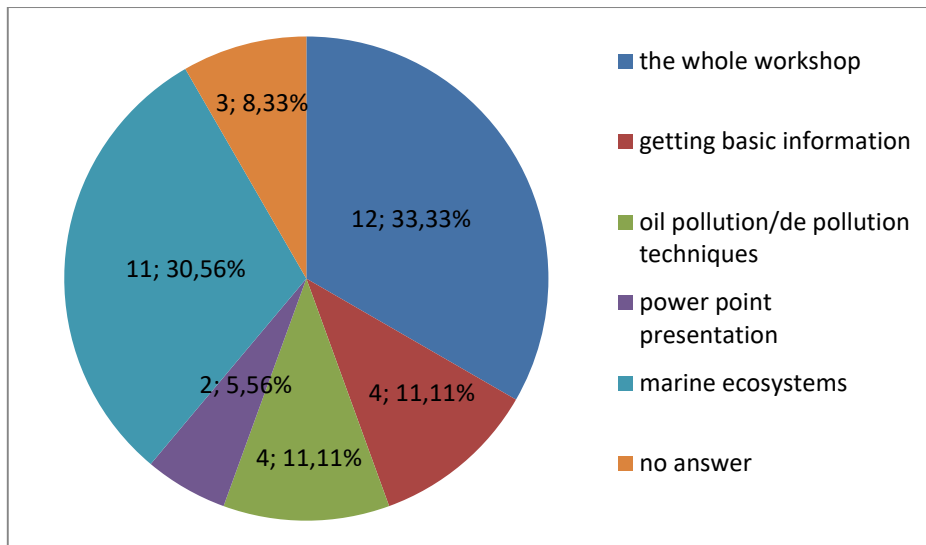
Q 1: The workshop as a whole seemed to you: (5 options, from 1 = very poor, to 5 = very good).
Most of the participants judged the experience very positively. Some have evaluated it as sufficient experience, none have expressed negative opinions.



Q 1: The workshop as a whole seemed to you

Q 2: which aspect of the workshop did you find most useful / interesting?

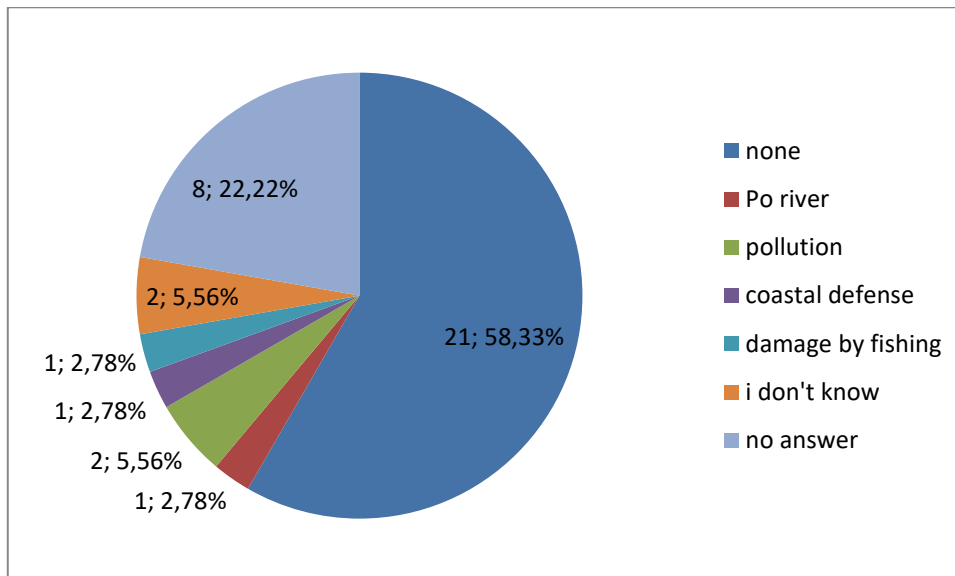
The answers were quite complex, but they can be divided into these 5 categories. As can be seen, most of the respondents appreciated all aspects of the workshop, and a similar percentage found the aspect linked to ecosystems and the biology of marine environments particularly interesting; 3 participants, 8.33%, chose not to answer this question.



Q 2: which aspect of the workshop did you find most useful / interesting?

Q 3: Are there any other topics that have NOT been covered but that you would have liked to address?

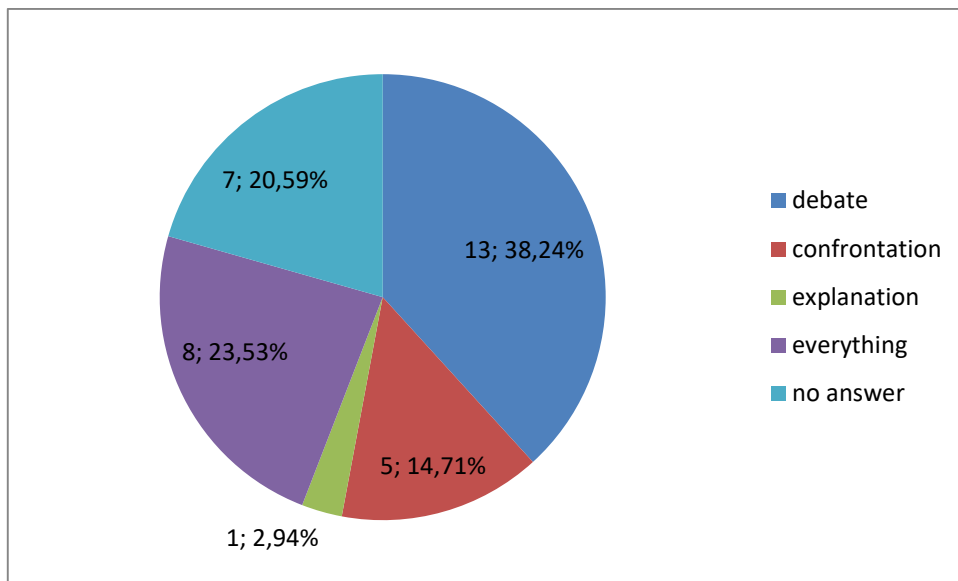
Most of those present considered the workshop exhaustive, some expressed specific requests; 8 non-responses were recorded (22.22%).



Q 3: Are there any other topics that have NOT been covered but that you would have liked to address?

Q 4: which moment did you find most stimulating: practical activities, debate, confrontation with classmates, simulations...?

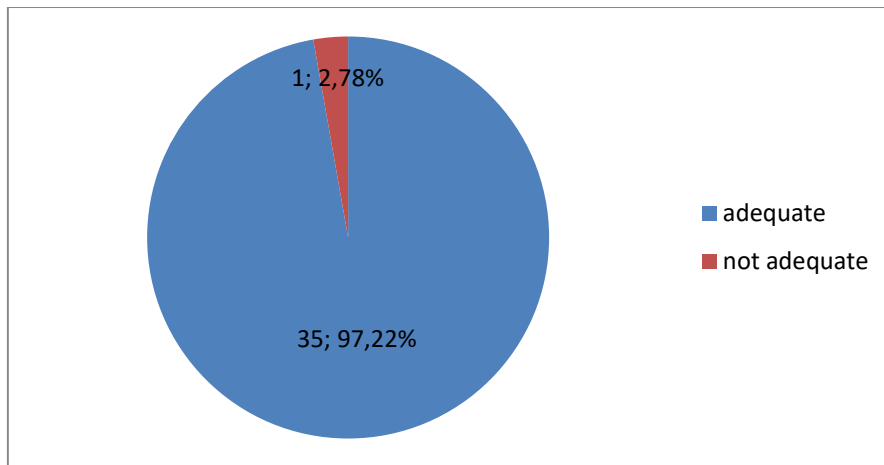
Most of those present appreciated the moment of the debate; almost a quarter of the participants positively assessed the entire organization of the workshop. 2 irrelevant answers were removed from the evaluation.



Q 4: which moment did you find most stimulating: practical activities, debate, confrontation with classmates, simulations...?

D 5: the methodology used seemed to you: adequate, inadequate.

Only one participant considered the methodology inadequate, due to too much information received in a short period of time (figure.1); among those who gave a positive evaluation, some (10) gave reasons which are illustrated in figure 2.

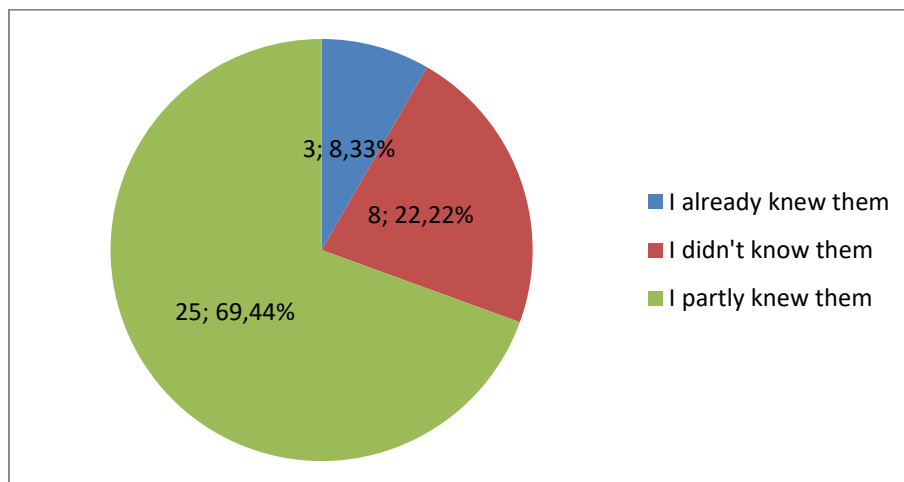


D 5: the methodology used seemed to you: adequate, inadequate.

Section 2 - PROPOSED CONTENTS

Q 6: about the topics: did you already know them, didn't you know them, did you partly know them already?

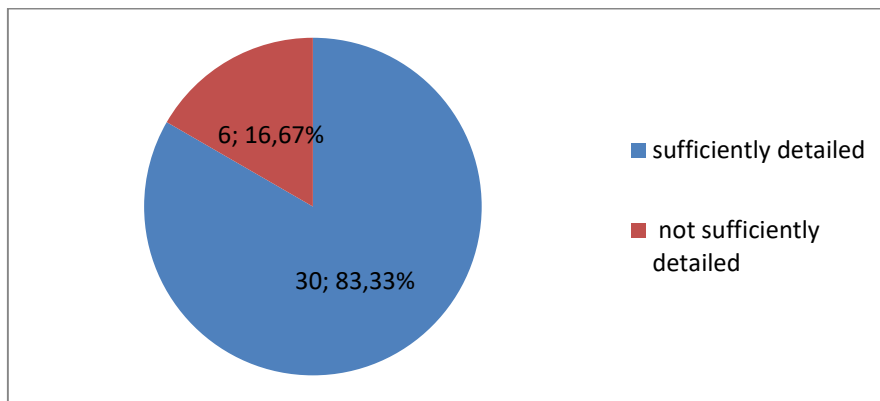
Most of the participants, almost 70%, declared that they wanted to deepen knowledge that they already partially possessed; more than 20%, on the other hand, declared that they did not have any knowledge on the matter.



Q 6: about the topics: did you already know them, didn't you know them, did you partly know them already?

Q 7: about the issues addressed: have been sufficiently detailed; have not been sufficiently detailed. Why?

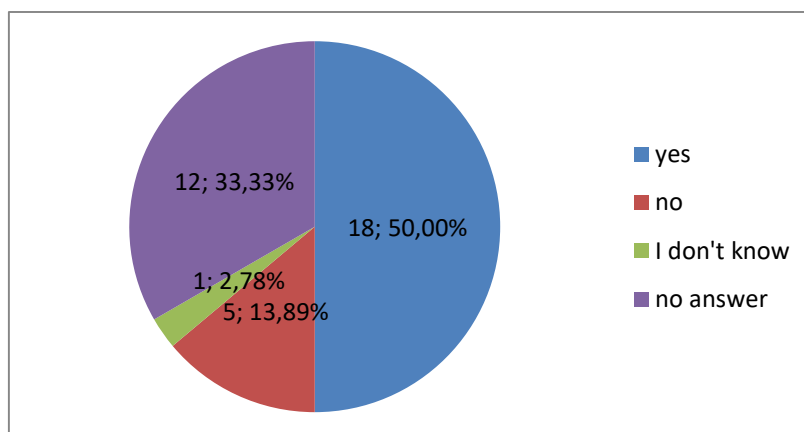
More than 80% of the participants believe that the issues have been sufficiently deepened; more than 16% believe the opposite: the reason given, for all, was the too short duration of the workshop.



D 7: about the issues addressed: have been sufficiently detailed; have not been sufficiently detailed. Because?

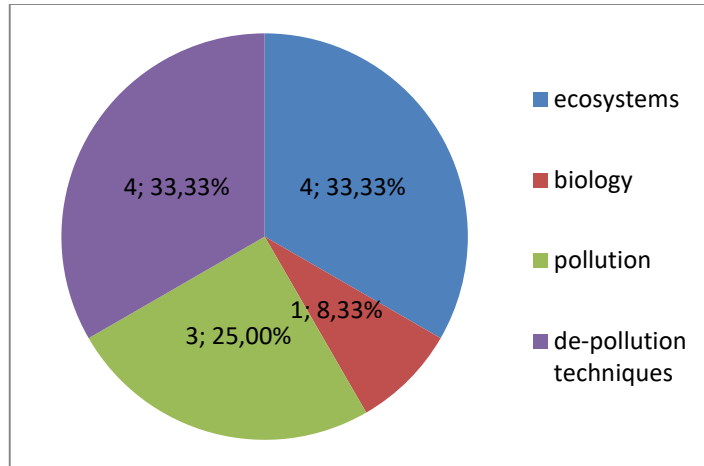
Q 8: do you feel stimulated to explore independently some of the content presented during the seminar? If so, which ones?

50% of the participants declared that they wanted to investigate some issues independently; almost 14%, on the other hand, did not receive stimuli for further study. Note that more than 30% chose not to provide any answers.



Q 8: do you feel stimulated to explore independently some of the content presented during the seminar?

Among those who replied that they wanted to learn more, some (12 participants) specified the thematic area of interest. The following graphic illustrates the situation.

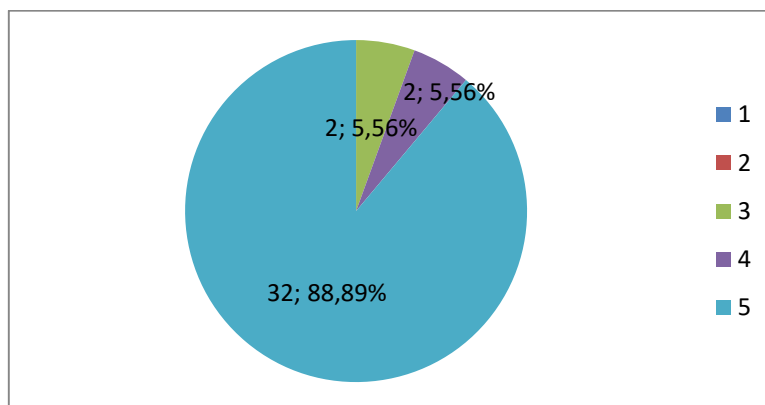


Section 3 - WORKSHOP SPEAKER

The following set of questions involves ticking a value from 1 to 5, where 1 = not at all, and 5 = a lot.

Q 9: Was the speaker well prepared on the topics addressed?

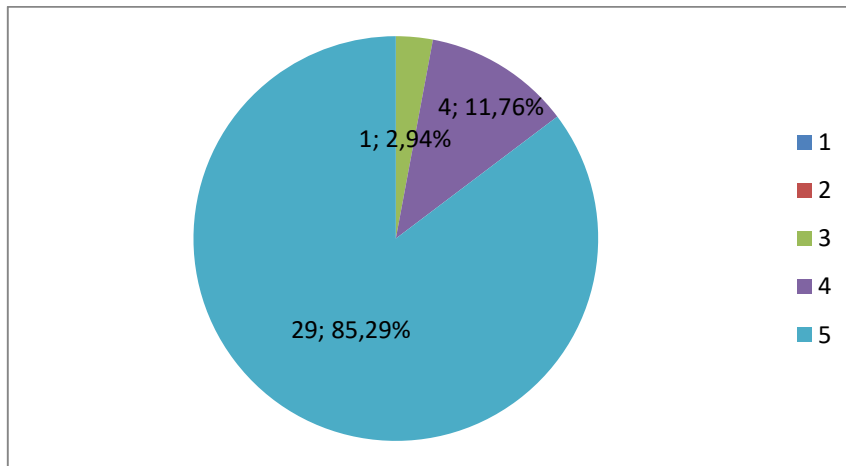
Almost 89% of the participants considered the speaker to be very prepared (evaluation 5) on the topics covered; more than 5% provided an interim evaluation.



Q 9: Was the speaker well prepared on the topics addressed?

Q 10: Was the speaker available to listen to the interventions of the participants?

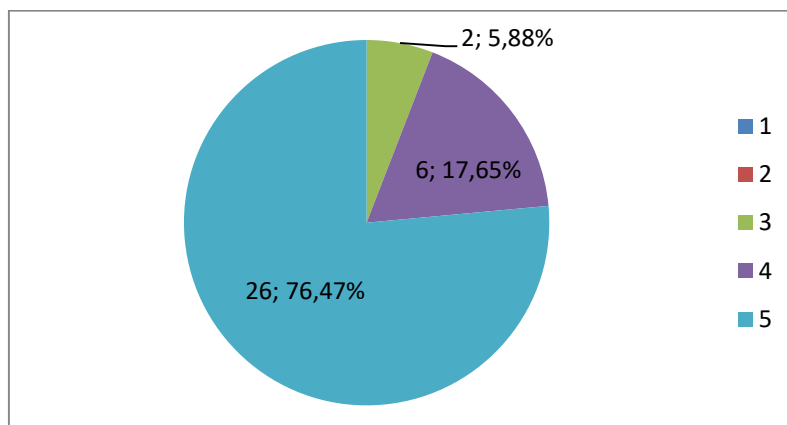
More than 85% of the participants found the speaker very willing to listen (rating 5); almost 12% assigned a rating of 4; less than 3% awarded an interim evaluation; 2 people chose not to answer the question.



Q 10: Was the speaker available to listen to the interventions of the participants?

Q 11: Was the speaker able to stimulate your attention by involving the participants in the workshop activities?

More than 76% of the respondents felt stimulated and involved, assigning the maximum score; more than 17% gave a good evaluation, assigning a score of 4; almost 6% assign an interim evaluation; 2 people chose not to answer.



Q 11: Was the speaker able to stimulate your attention by involving the participants in the workshop activities?

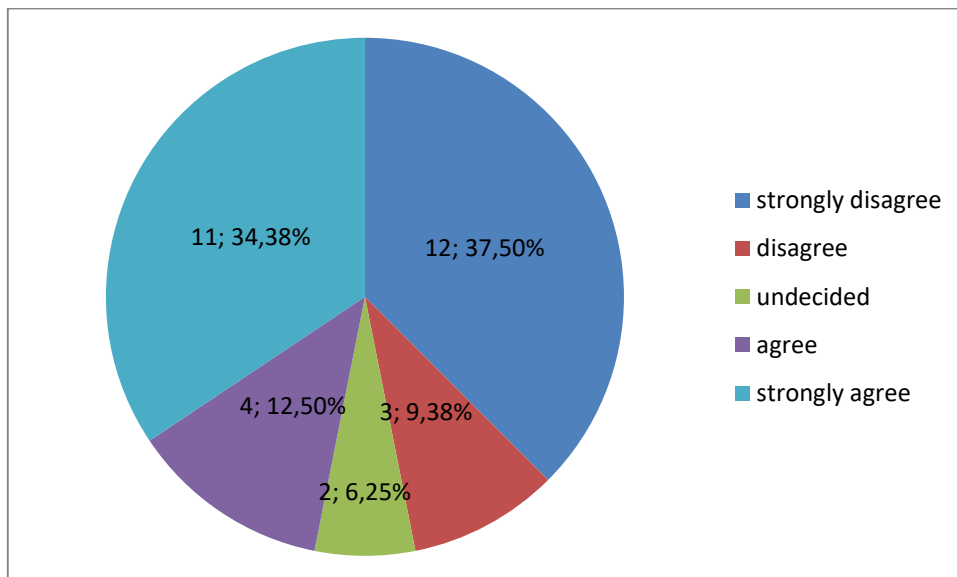
Section 4 –CONSIDERATIONS ABOUT ECOSYSTEMS

Q 12: How much do you agree with the following statements?

The participants checked for each statement, a value from 1 to 5, where 1 = strongly disagree and 5 = completely agree. Below are the various statements with the graph illustrating the percentage of the different responses; 2 people decided not to provide any answers; not always, all 5 options were answered: this explains the numbers that do not always coincide with the total of the questionnaires.

- **The seabed covered with algae is of no value to people.**

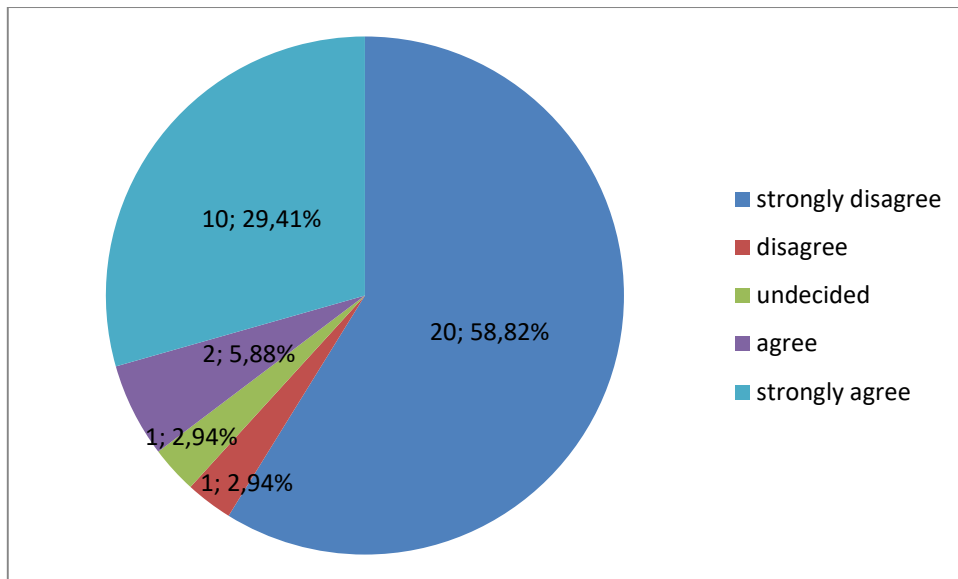
As can be seen, this statement produced 2 peaks of opposite responses: 37.5% in fact strongly disagree with the statement, while a similar percentage, 34.38%, is completely in agreement.



The seabed covered with algae is of no value to people.

- **Coral reefs are only important for fishing and diving.**

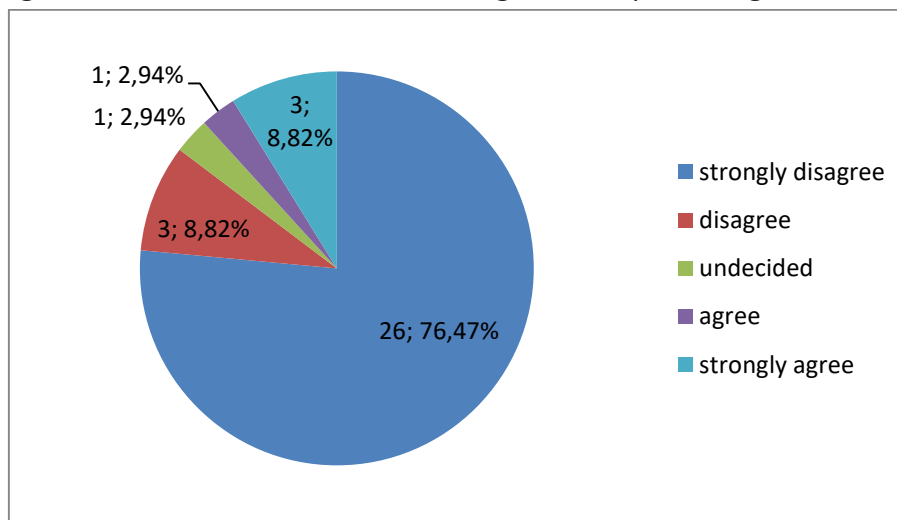
In this case, almost 59% of the participants strongly disagree with the statement; 29% are in complete agreement; the intermediate positions amounted to small percentages.



Coral reefs are only important for fishing and diving.

- **The destruction of coral reefs would lead over time to favor fishing.**

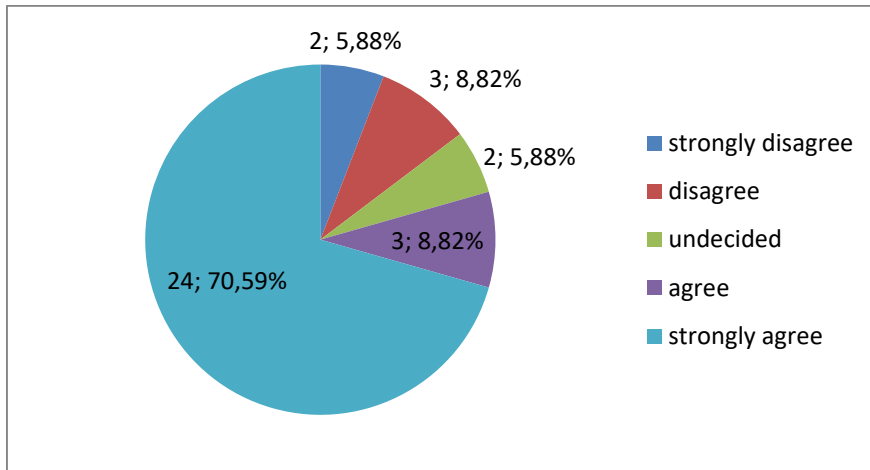
In this case, an important percentage of those present, more than 76%, declare themselves in complete disagreement with the statement, leaving reduced percentages for the other options.



The destruction of coral reefs would lead over time to favor fishing.

- **The human impact on some coastal areas should be limited so that future generations can enjoy the natural environments.**

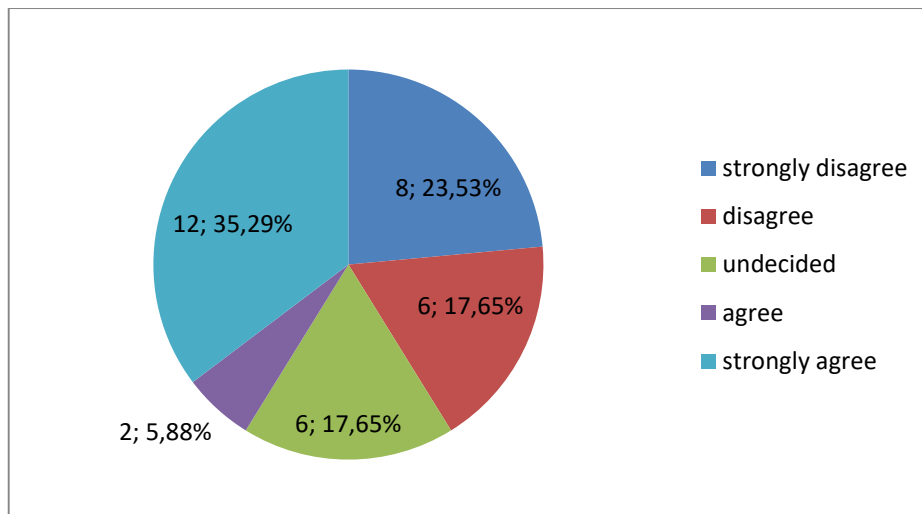
More than 70% declare themselves in complete agreement with the statement; however, almost 15% (sum of values) disagree; almost 6% says they are indifferent to the problem.



The human impact on some coastal areas should be limited so that future generations can enjoy the natural environments.

- **If there were no rocky bottoms, there would be no fish.**

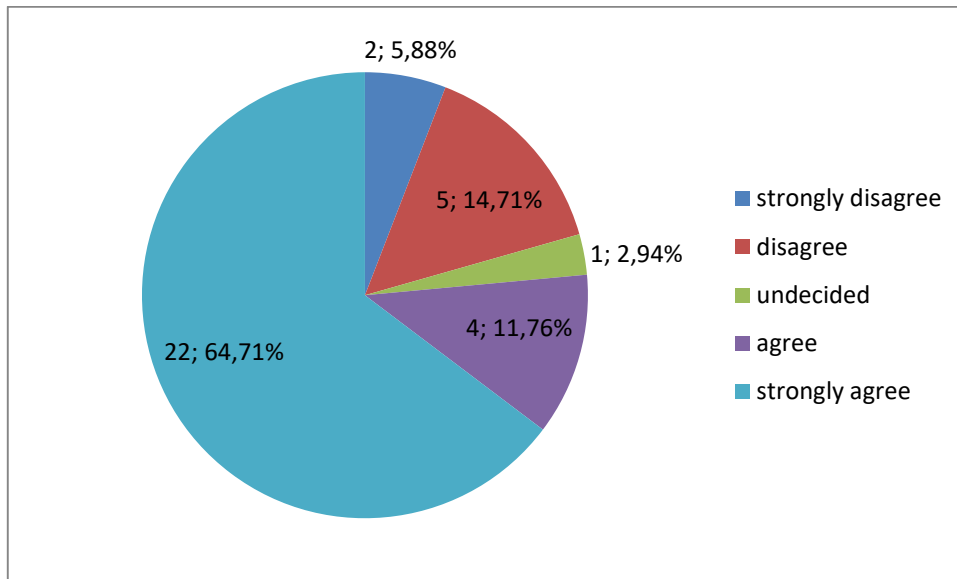
More than 35% are in complete agreement with the statement, 23.53% strongly disagree and 17.65% disagree; here the percentage of people who declare themselves indifferent rises: more than 17%.



If there were no rocky bottoms, there would be no fish.

- **The nature of the coastal environment is important to protect the area from storm surges.**

Also in this case there is a clear majority, almost 65%, under the item "strongly agree"; adding up the values, just over 20% disagree or strongly disagree with the statement.

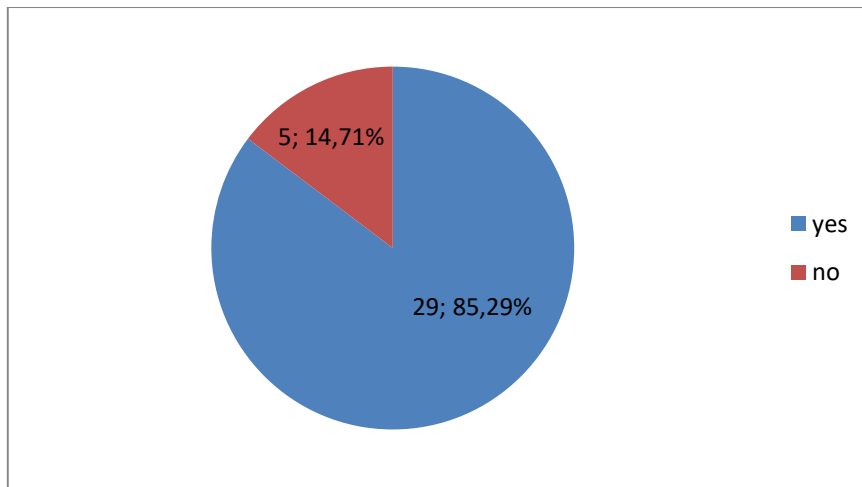


The nature of the coastal environment is important to protect the area from storm surges.

Section 5 - QUOTA EVALUATION

Q 13: would you spend some of your money to support the conservation of these resources?

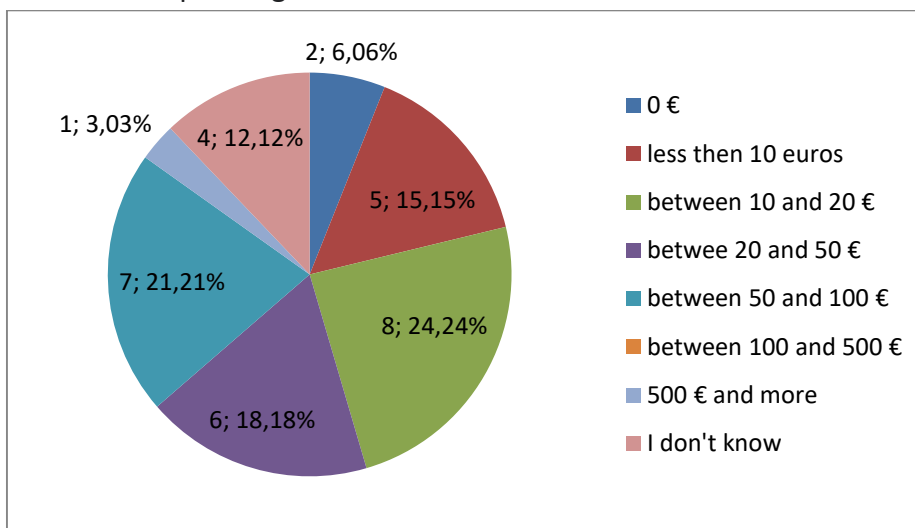
More than 85% of the participants were willing to pay money at the end of the workshop. Two people abstained from answering.



would you spend some of your money to support the conservation of these resources?

Q 14: if so, how much would you spend per year?

The graph shows that just over 12% of the participants, despite being willing to pay a sum, would not know how to quantify it; no one is willing to spend more than 500 euros a year; the highest percentages amount to a contribution that varies between 20 and 100 euros per year. 3 people refrained from responding.



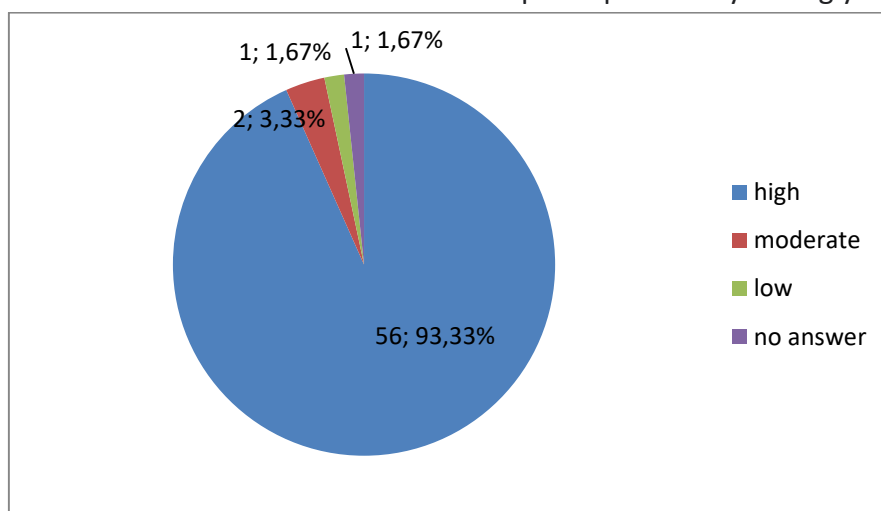
Q 14: if yes, how much would you spend per year?

Analysis of preliminary questionnaires results for Italian Schools

The total number of questionnaires returned amounts to 61, 1 of which partially completed; the questionnaire is divided into 9 questions, 3 of which are open-ended.

Q 1: are you happy to participate in an educational activity on the coastal environment and pollution?

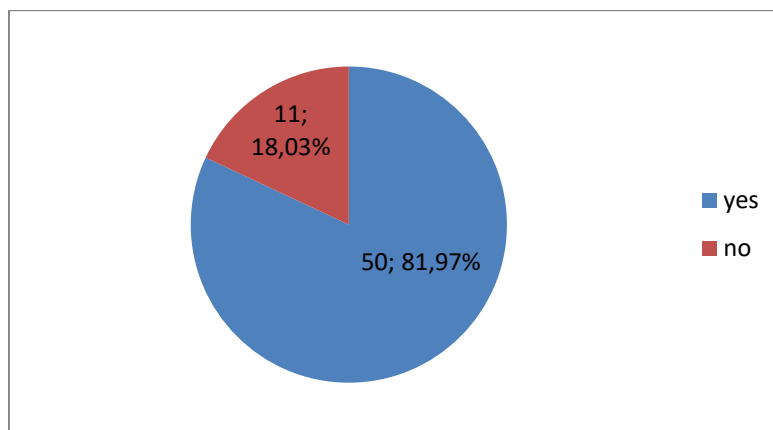
The graph shows that more than 90% of the children participated very willingly.



Q 1: are you happy to participate in an educational activity on the coastal environment and pollution?

Q 2: is this your first lesson on sea pollution?

Most of the young people, over 80%, said they were attending a workshop of this kind for the first time.

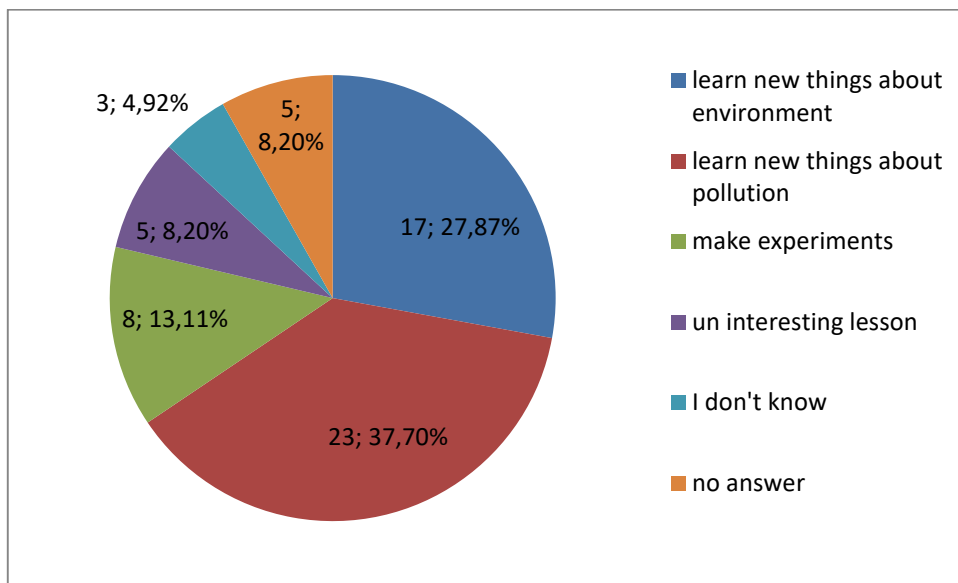


Q 2: is this your first lesson on sea pollution?

Q 3: what do you expect from this meeting?

The answers were quite complex, but in general they can be divided into 5 categories, highlighted in the following graph; 5 participants chose not to respond.

Most teens said they expect to learn new things, a total of 65.57%.



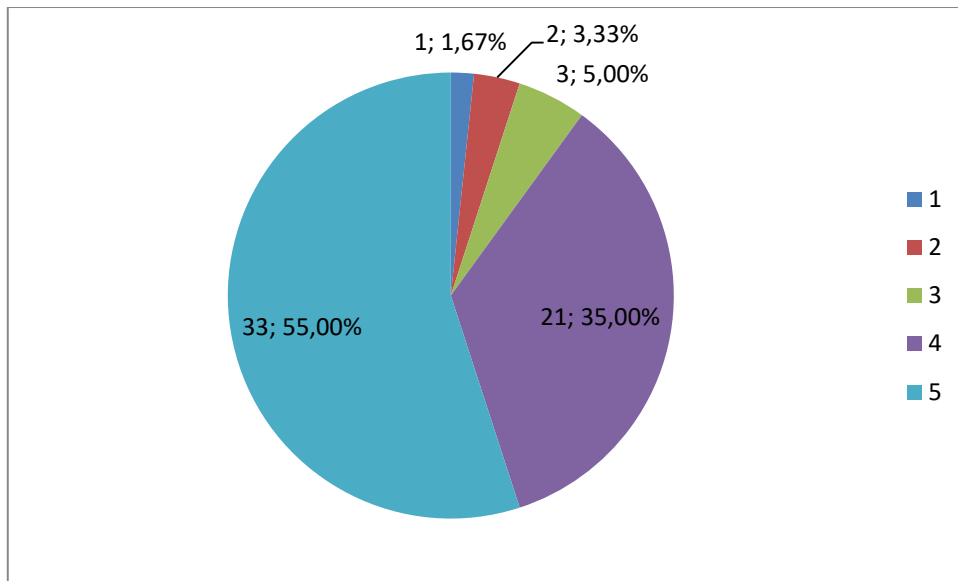
Q 3: what do you expect from this meeting?

Section 2 – THEMES

In the next set of questions, it was possible to tick a value from 1 to 5, where 1 = not at all; 5 = very much.

Q 4: how much is the sea important for you?

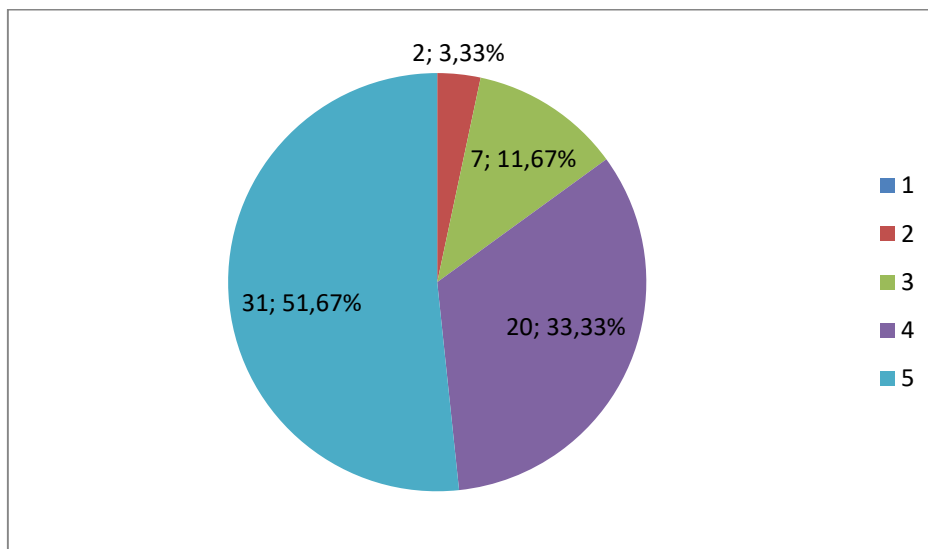
Most of the children involved gave a lot of importance to the sea (ratings 4 and 5); only one kid, who represents 1.67% of the total, considers the sea not at all important (evaluation 1).



Q 4: how much is the sea important for you?

Q 5: how much is the coastal environment important for you?

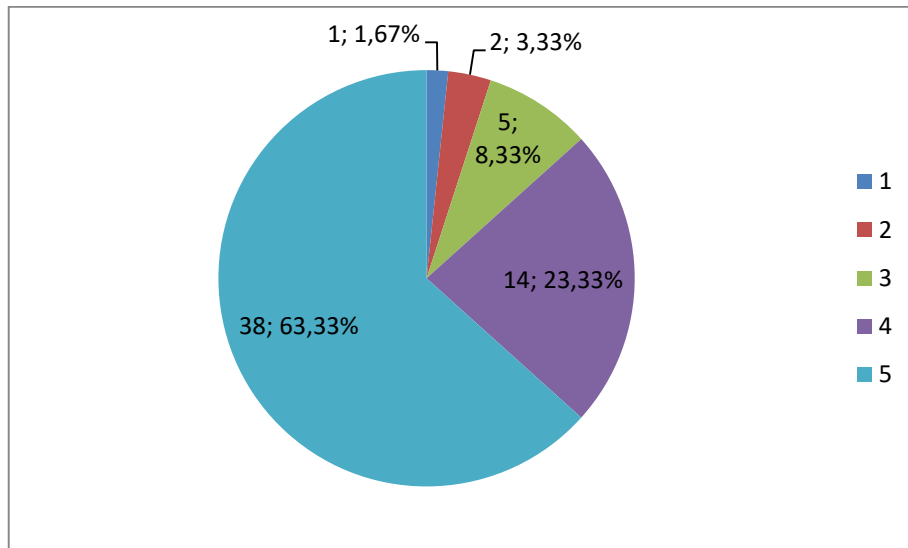
Also in this case, the highest percentages are recorded at ratings 4 and 5, the highest ratings, no one chooses the value 1, that is "not at all".



Q 5: how much is the coastal environment important for you?

Q 6: how much are marine species important for you?

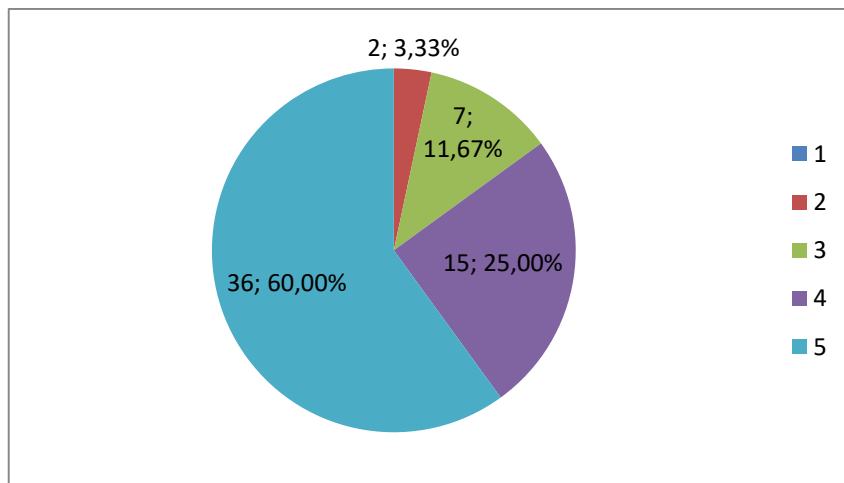
Adding items 4 and 5, we find that 86.66% of the participating children attach great value to marine species; only one kid, who represents 1.67% of the total, does not attach any importance to them.



Q 6: how much are marine species important for you?

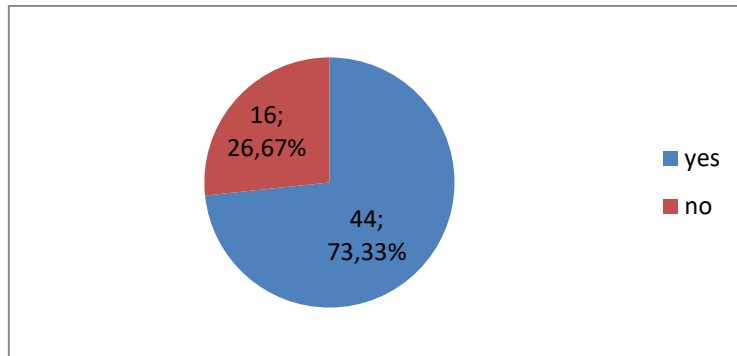
Q 7: how much is to prevent marine pollution important for you?

The prevention of pollution phenomena affects 75% of children very or very much (values 4 and 5); no one has stated that prevention is not important.



Q 7: how much is to prevent marine pollution important for you?

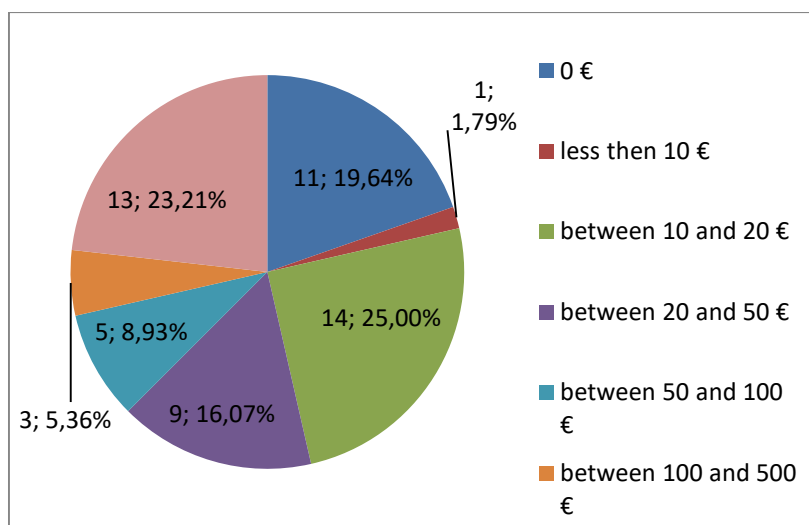
Q 13: would you spend some of your money to support the conservation of these resources?
Most of the children (73.33%) declare themselves willing to pay a financial contribution.



Q 13: would you spend some of your money to support the conservation of these resources?

Q 14: if so, how much would you spend per year?

More than 20% of young people declared that they did not know how to quantify a suitable amount, but among those willing to pay a contribution, the range between 10 and 20 euros is the one that collects the most consensus; about 16% are willing to pay up to 50 euros, and 9% up to 100; just over 5% of young people would be willing to pay up to 500 euros, but no one would exceed this amount.



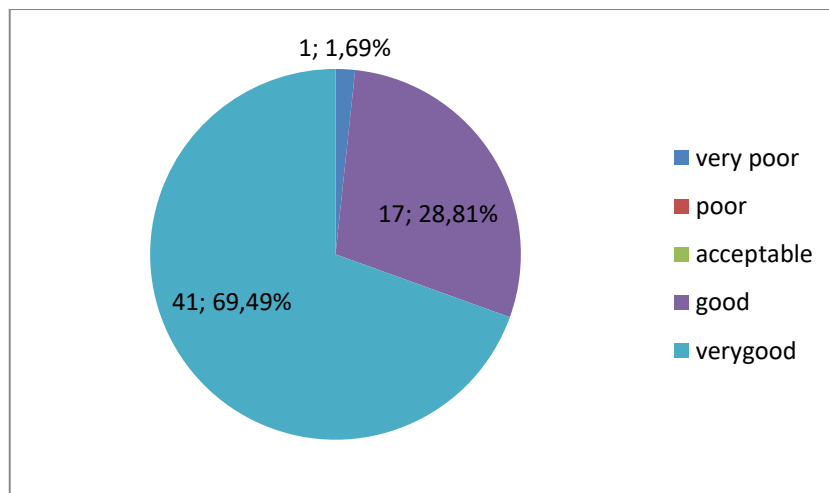
Q 14: if yes, how much would you spend per year?

Analysis of final questionnaires results for Schools

The questionnaires amount to 59. The questionnaire is divided into 14 questions, 4 of which are open-ended. Not all sections are totally completed, this explains any inconsistencies with respect to the total number of questionnaires.

Section 1- GENERAL ASSESSMENT

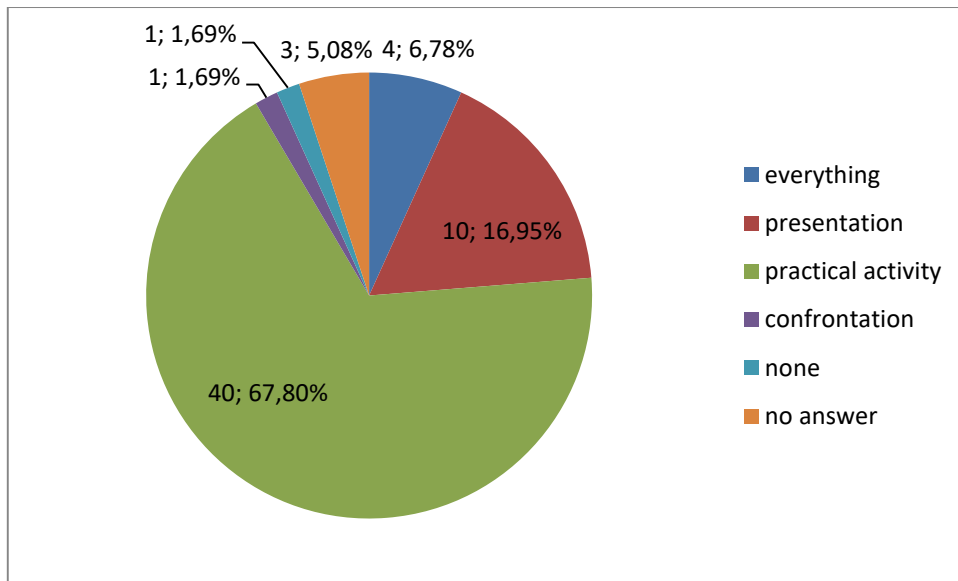
Q 1: The workshop as a whole seemed to you: (5 options, from 1 = very poor, to 5 = very good).
Only one boy, who represents 1.69% of the total, judged the workshop very poor; in general, the evaluations were good and very good



Q 1: The workshop as a whole seemed to you

Q 2: which aspect of the workshop did you find most useful / interesting?

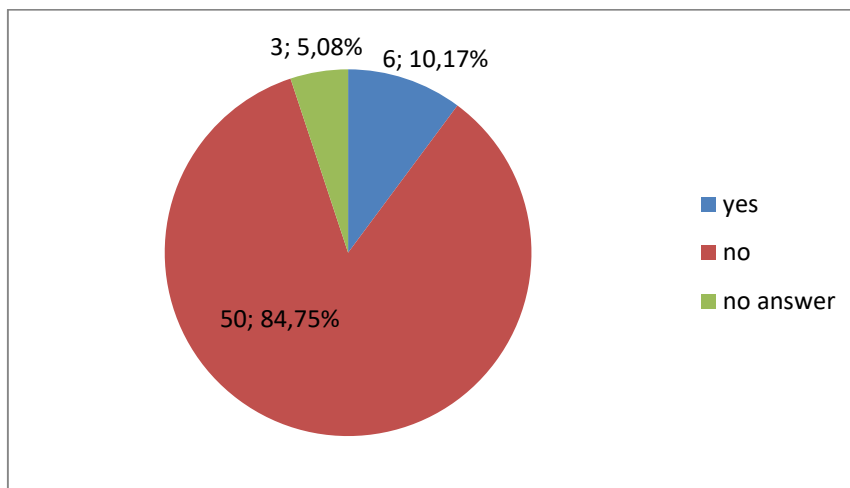
The answers were quite complex, but they can be divided into 5 categories; the aspect that has garnered the greatest consensus is the practical part of the workshop; almost 17% of the participants enjoyed the moment of the presentation; only one boy declares himself dissatisfied.



Q 2: which aspect of the workshop did you find most useful / interesting?

Q 3: Are there any other topics that have NOT been covered but that you would have liked to address?

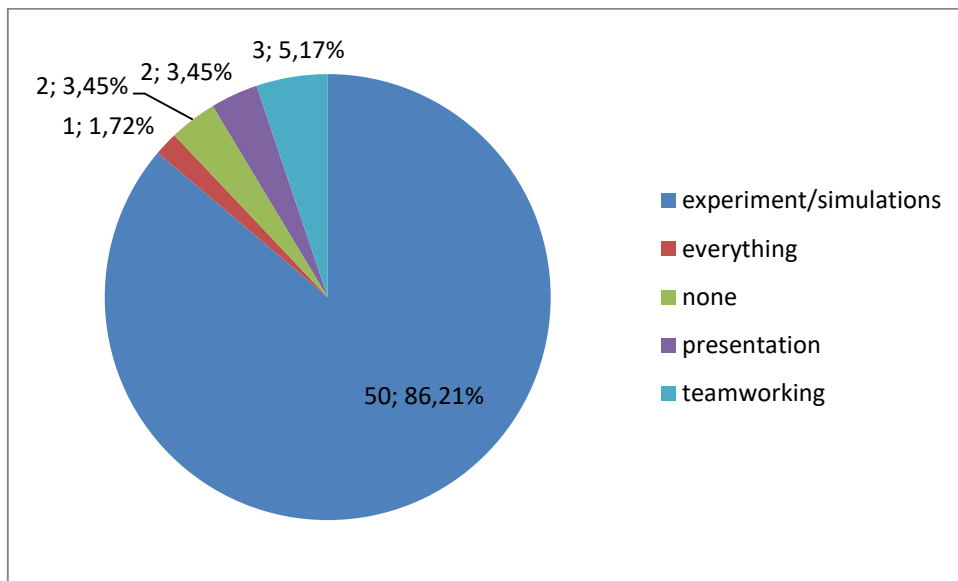
Almost 85% of participants said they did not want to address other issues; 3 participants, 5%, did not respond.



Q 3: Are there any other topics that have NOT been covered but that you would have liked to address?

Q 4: which moment did you find most stimulating: practical activities, debate, confrontation with classmates, simulations...?

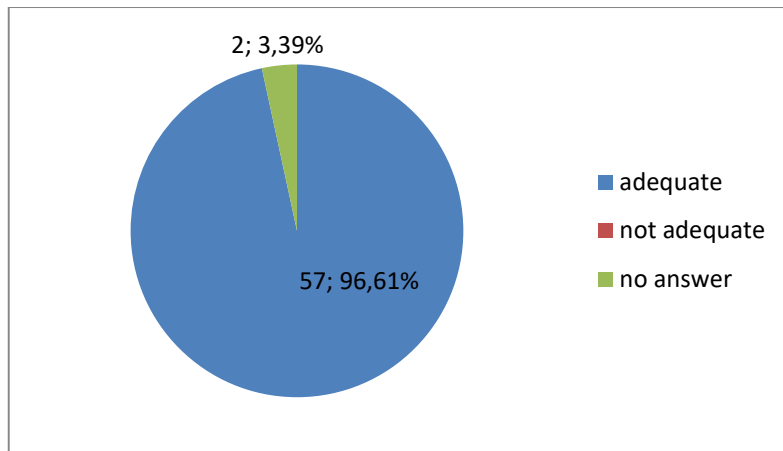
Most of the students appreciated the experiment, that is the practical part of the workshop, as already stated previously (D 2); just over 5% found comparison in group work stimulating. The total number of responses exceeds the number of questionnaires because some gave a double response.



Q 4: which moment did you find most stimulating: practical activities, debate, confrontation with classmates, simulations...?

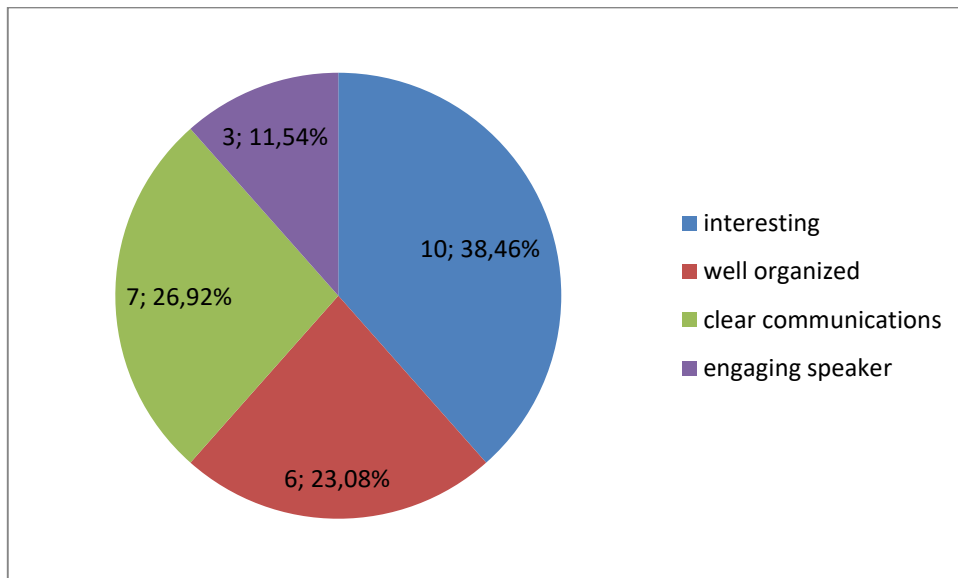
Q 5: the methodology used seemed to you: adequate, inadequate.

As can be seen, almost all participants found the methodology adequate.



D 5: the methodology used seemed to you: adequate, inadequate.

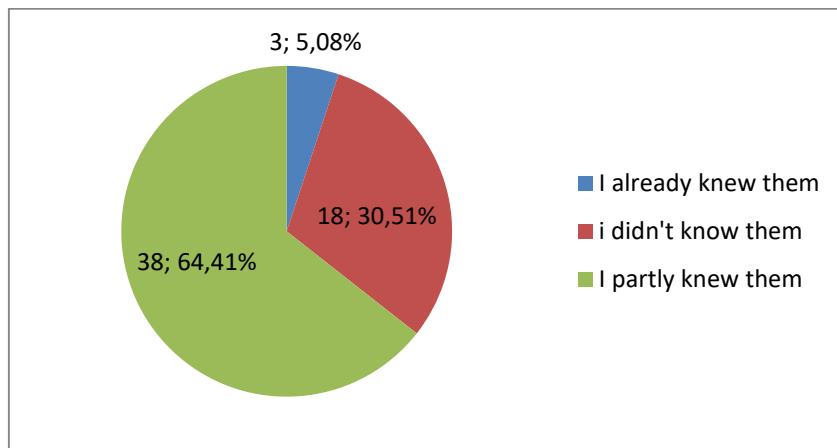
Some provide a reason why, shown in the following graph As you can see, more than 38% of those who provided a justification found the workshop interesting; almost 27% appreciated the clarity of communication.



Section 2 - PROPOSED CONTENTS

Q 6: about the topics: did you already know them, didn't you know them, did you partly know them already?

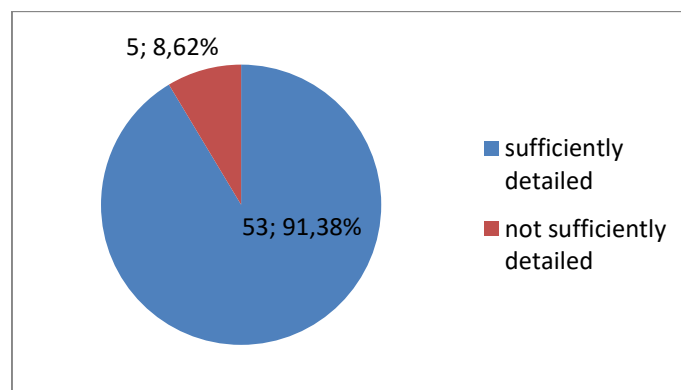
64% of young people said they already have some knowledge, while more than 30% have faced these issues for the first time.



Q 6: about the topics: did you already know them, didn't you know them, did you partly know them already?

Q 7: about the issues addressed: have been sufficiently detailed; have not been sufficiently detailed. Why?

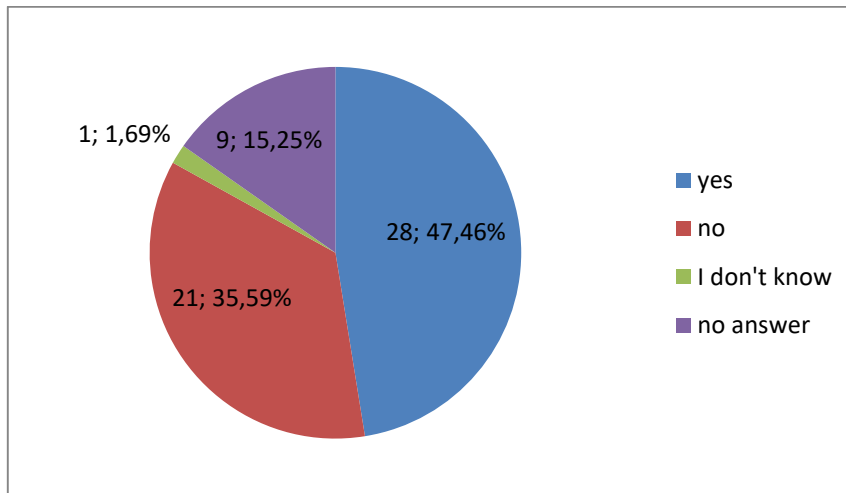
For more than 91% of the children, the themes were sufficiently deepened; the reason why 8% of participants disagreed was the short time available.



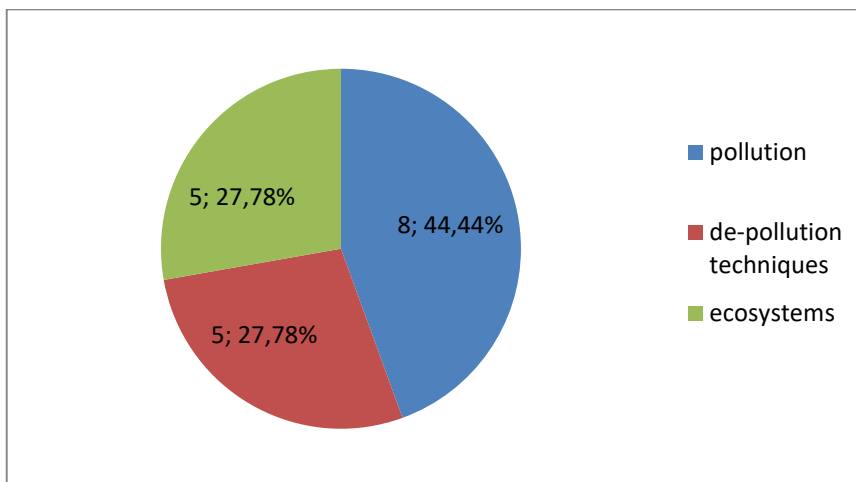
Q 7: about the issues addressed: have been sufficiently detailed; have not been sufficiently detailed.

Q 8: do you feel stimulated to explore independently some of the content presented during the seminar? If so, which ones?

More than 47% of the participants declared that they were encouraged to study in depth, almost 36% did not; more than 15% give no answer. Among those who answered yes, some arguments are provided, illustrated in the following figure.



Q 8: do you feel stimulated to explore independently some of the content presented during the seminar? If so, which ones?

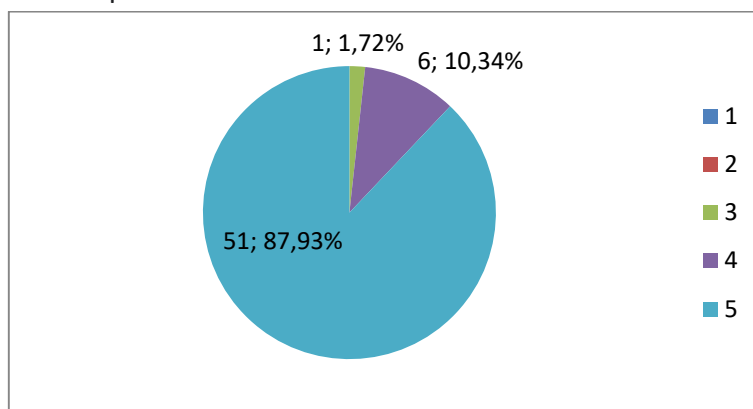


Section 3 - WORKSHOP SPEAKER

The following set of questions involves ticking a value from 1 to 5, where 1 = not at all, and 5 = a lot.

Q 9: Was the rapporteur well prepared on the topics addressed?

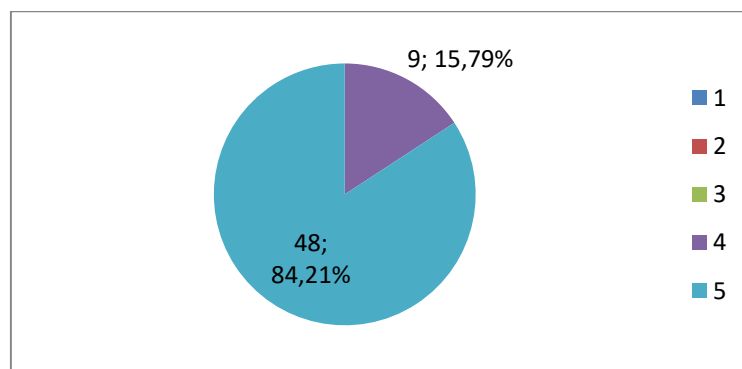
About 98% of the participants rated 4 and 5, in a positive and very positive way, the operators; one participant did not respond.



Q 9: Was the rapporteur well prepared on the topics addressed?

Q 10: Was the speaker available to listen to the interventions of the participants?

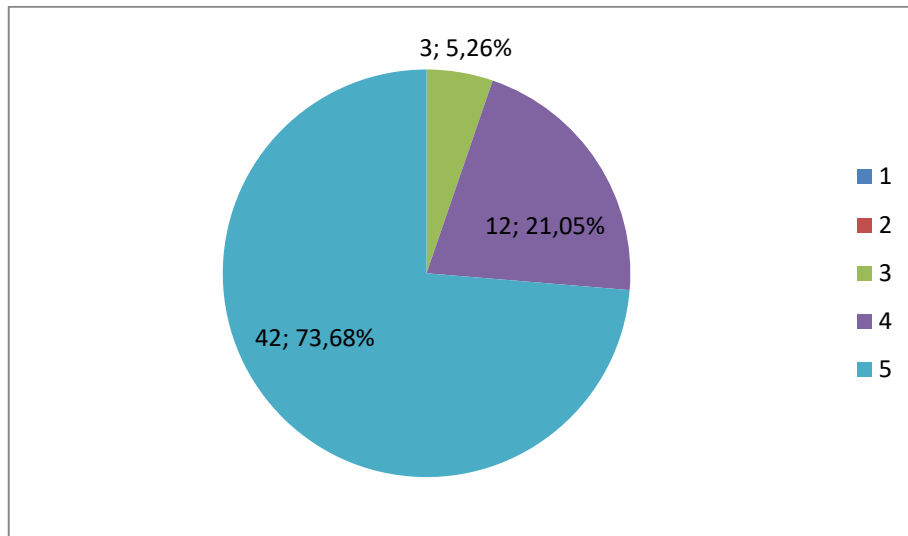
As can be seen, the operators were considered very helpful by 84% of the participants; almost 16% evaluated them in a positive way; two participants did not respond.



Q 10: Was the speaker available to listen to the interventions of the participants?

Q 11: Was the speaker able to stimulate your attention by involving the participants in the seminar activities?

Adding up the values, about 94% of the participants offer a positive evaluation; two do not answer.



Q 11: Was the speaker able to stimulate your attention by involving the participants in the seminar activities?

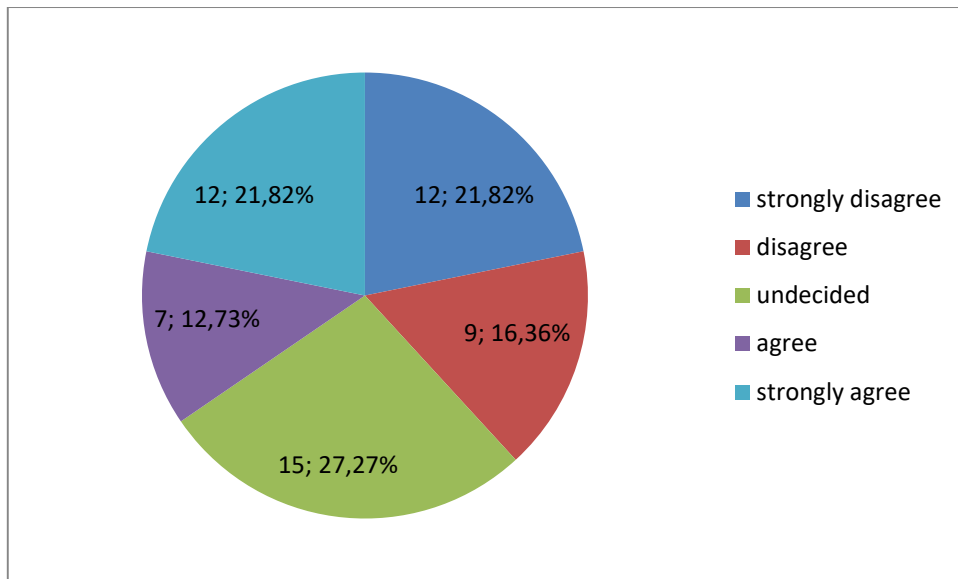
Section 4 - CONSIDERATIONS ON ECOSYSTEMS

Q 12: How much do you agree with the following statements?

The participants checked for each statement a value from 1 to 5, where 1 = strongly disagree and 5 = strongly agree. Below are the various statements with the graph illustrating the percentage of different responses. Four participants abstained from all responses.

- **The seabed covered with algae is of no value to people.**

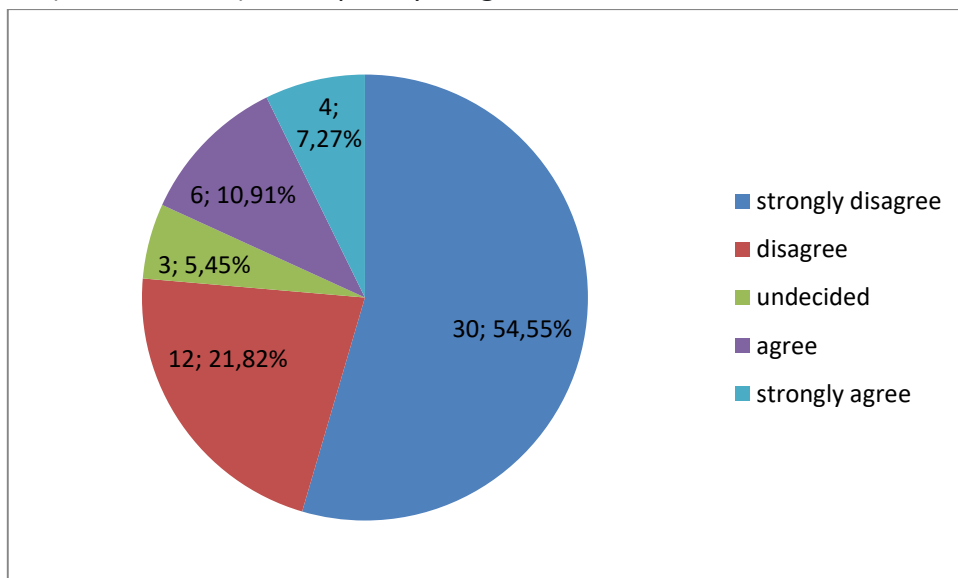
The same percentage is recorded, 21.82%, for the two opposite answers: complete agreement and complete disagreement; the highest percentage, however, is that of indifferent children, who represent 27.27% of the sample.



The seabed covered with algae is of no value to people.

- **Coral reefs are only important for fishing and diving.**

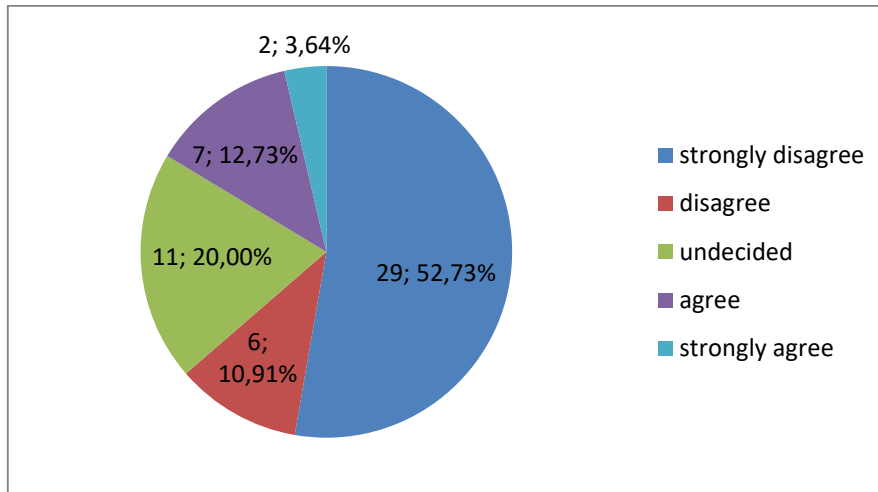
More than 54% of respondents strongly disagree with the statement, and almost 22% disagree; just over 18% (sum of values) is completely in agreement.



Coral reefs are only important for fishing and diving.

- **The destruction of coral reefs would lead over time to favor fishing.**

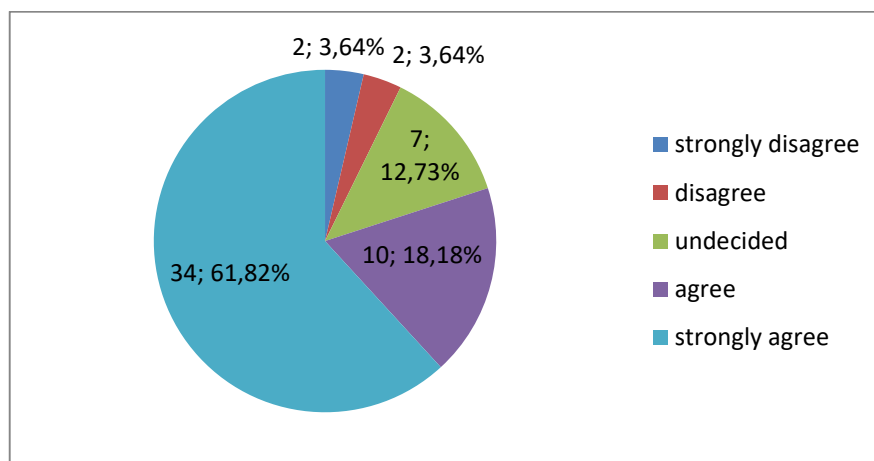
Adding up the values, 63.64% of the participants disagree or completely disagree with the statement; 20% show indifference, while more than 16% believe they are in agreement.



The destruction of coral reefs would lead over time to favor fishing.

- **The human impact on some coastal areas should be limited so that future generations can enjoy the natural environments.**

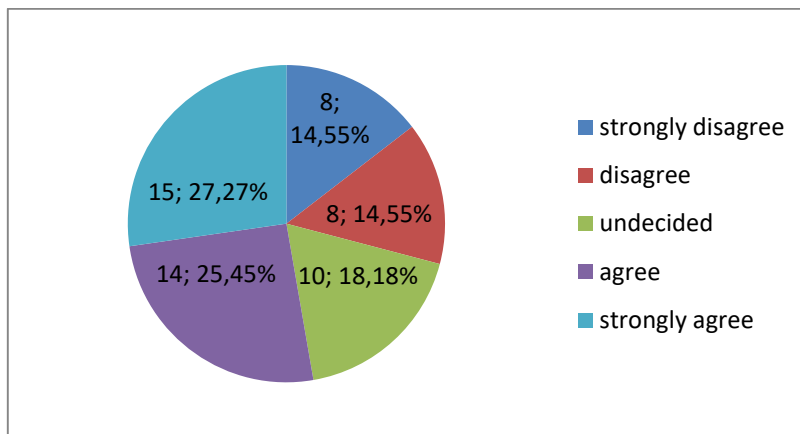
Almost 62% completely agree and more than 18% strongly agree with the statement; almost 13%, on the other hand, remain indifferent.



The human impact on some coastal areas should be limited so that future generations can enjoy the natural environments.

- **If there were no rocky bottoms, there would be no fish.**

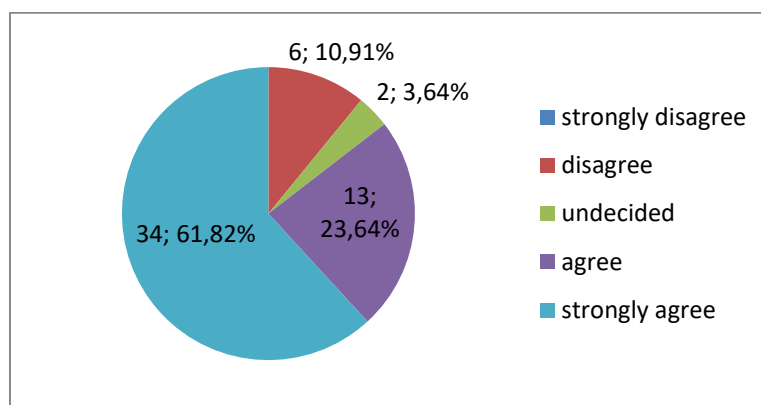
The distribution of opinions is less clear-cut than in the previous graphs: the highest percentage, 27.27%, is recorded by the item "completely agree", just above those who strongly agree, with 25.45%; 29.1% (sum of values) of the children disagree or strongly disagree, while more than 18% declare themselves indifferent.



If there were no rocky bottoms, there would be no fish.

- **The nature of the coastal environment is important to protect the area from storm surges.**

Adding up the values, we find that 85.46% of the children are very or completely in agreement with the statement; almost 11% disagree; the percentage of indifferent people is reduced, 3.64%.

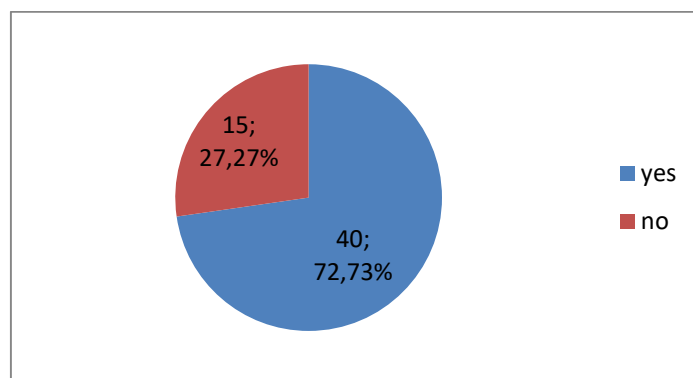


The nature of the coastal environment is important to protect the area from storm surges.

Section 5 - QUOTA EVALUATION

Q 13: Would you spend some of your money to support the conservation of these resources?

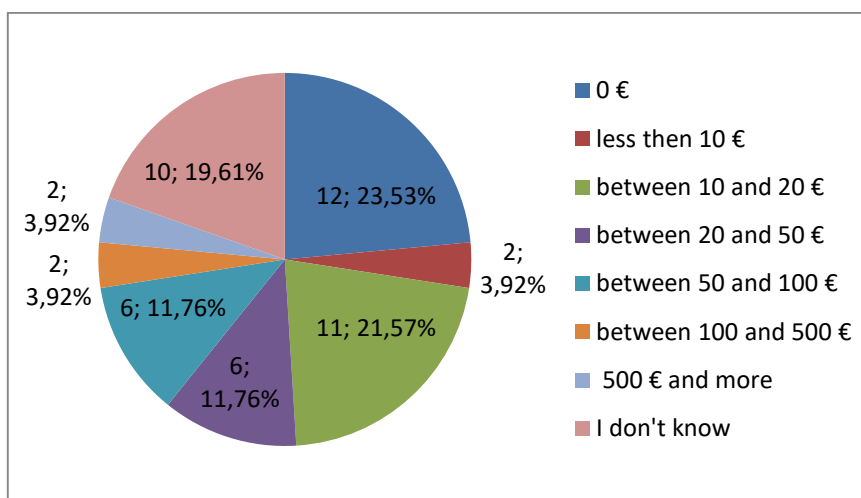
As can be seen, over 72% of the children would be willing to invest money, a percentage that remains similar to that recorded in the initial questionnaire; four do not answer.



Q 13: Would you spend some of your money to support the conservation of these resources?

Q 14: if so, how much would you spend per year?

More than 19% of children would not know how to quantify a figure; the others are distributed among the various options; almost 4% of the participants now show their willingness to contribute even more than 500 euros.



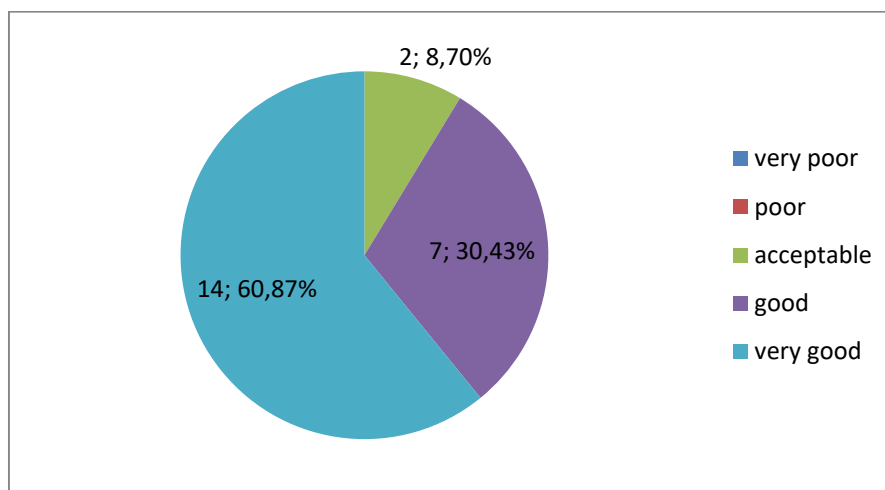
Q 14: if so, how much would you spend per year?

Analysis of final questionnaire of Croatian educational institutions.

Workshops took place on Google Meet platform. The questionnaires amounted to 23; the questionnaire does not include section 5 on quota evaluation.

Section 1- GENERAL ASSESSMENT

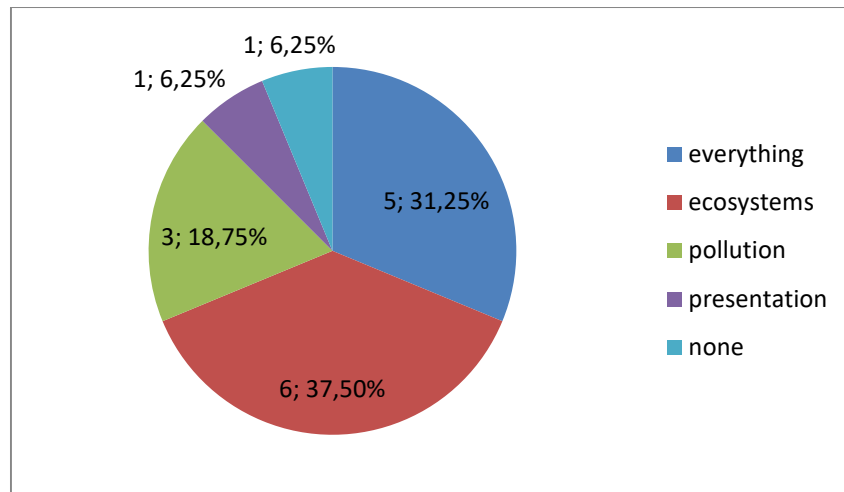
Q 1: The workshop as a whole seemed to you: (5 options, from 1 = very poor, to 5 = very good).
Adding up the values, about 91% of the participants rated the workshop as positive or very positive; less than 9% attribute an intermediate evaluation.



Q 1: The workshop as a whole seemed to you.

Q 2: which aspect of the workshop did you find most useful / interesting?

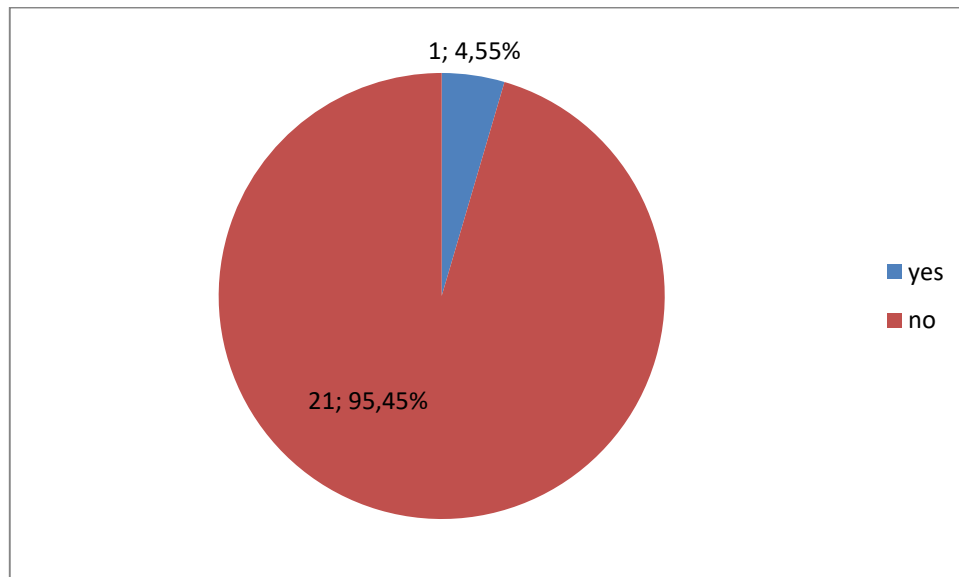
Of those who replied, most found the aspect linked to marine ecosystems particularly interesting; more than 18% showed interest in issues related to pollution, while more than 31% rated the workshop in its entirety interesting.



Q 2: which aspect of the workshop did you find most useful / interesting?

Q 3: Are there any other topics that have NOT been covered but that you would have liked to address?

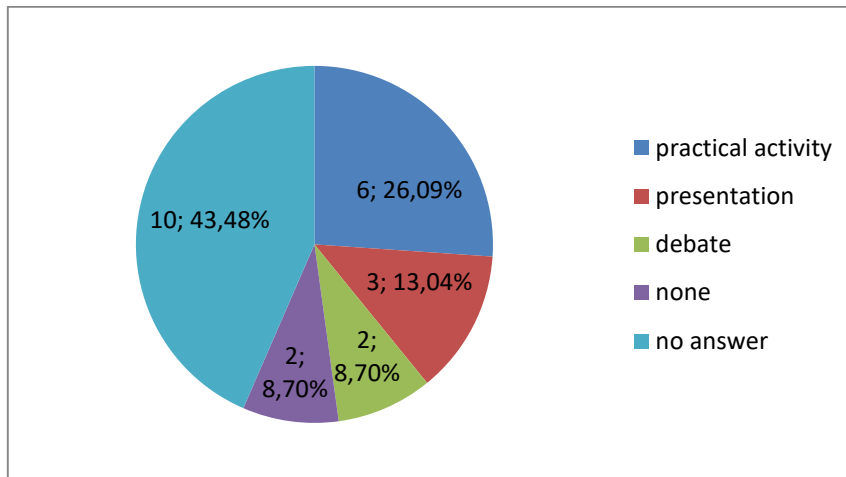
More than 95% respond that they do not need to address other issues; a person does not respond.



Q 3: Are there any other topics that have NOT been covered but that you would have liked to address?

Q 4: which moment did you find most stimulating: practical activities, debate, confrontation with classmates, simulations...?

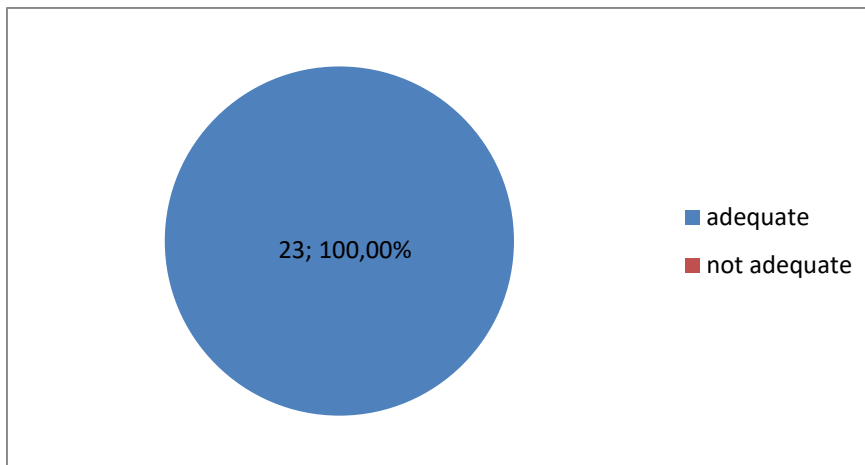
The practical part appears to be the most appreciated aspect among the participants (26%), followed by the presentation, with 13% of preferences.



Q 4: which moment did you find most stimulating: practical activities, debate, confrontation with classmates, simulations...?

Q 5: the methodology used seemed to you: adequate, inadequate.

100% of the students judged the methodology adopted to be adequate.

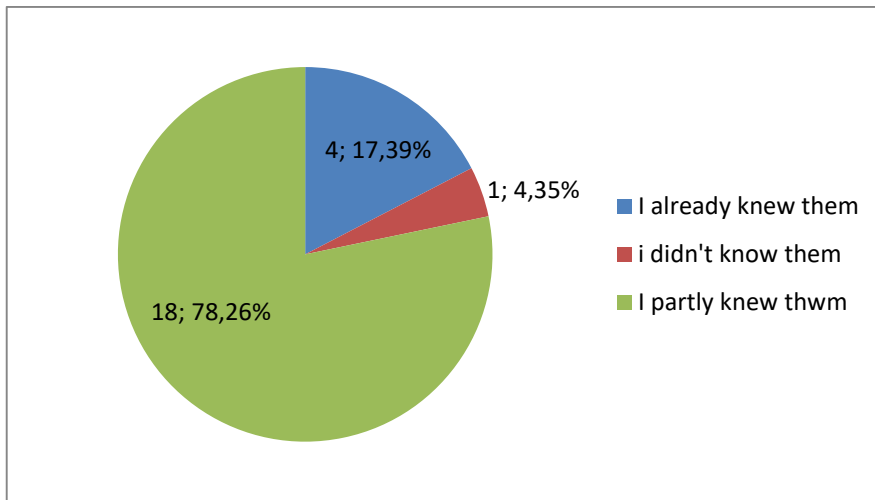


Q 5: the methodology used seemed to you: adequate, inadequate.

Section 2 - PROPOSED CONTENTS

Q 6: about the topics: did you already know them, didn't you know them, did you partly know them already?

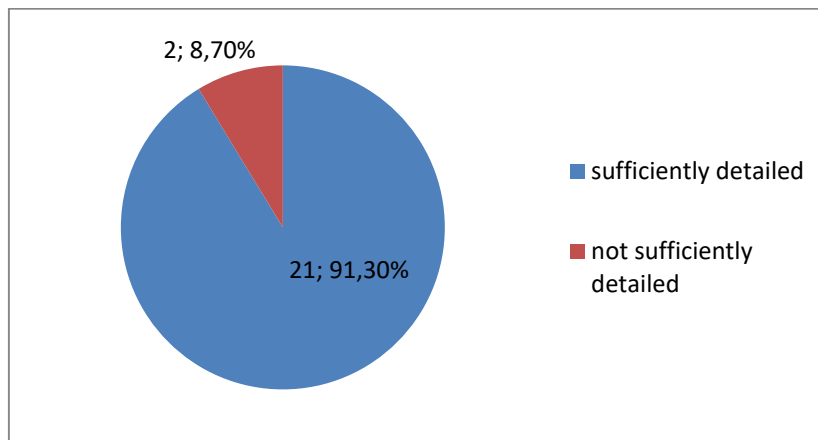
More than 78% of young people said they were already aware of some issues; only 1 boy, 4.35% of the total, replied that he had no knowledge on the subject.



Q 6: about the topics: did you already know them, didn't you know them, did you partly know them already?

Q 7: about the issues addressed: have been sufficiently detailed; have not been sufficiently detailed. Why?

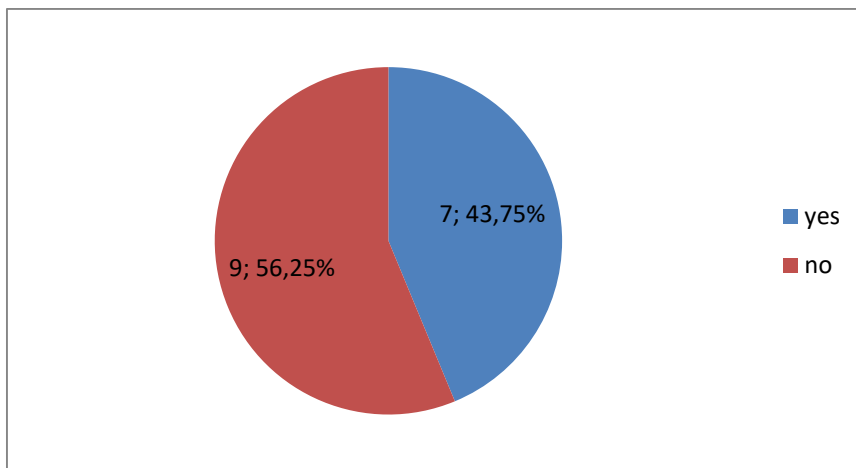
Out of the total, only about 9% of the participants declared that the issues were not sufficiently explored due to lack of time.



Q 7: about the issues addressed: have been sufficiently detailed; have not been sufficiently detailed. Why?

Q 8: do you feel stimulated to want to explore independently some of the content presented during the seminar? If so, which ones?

Of those who respond, more than 56% declare that they do not want to further deepen their knowledge.



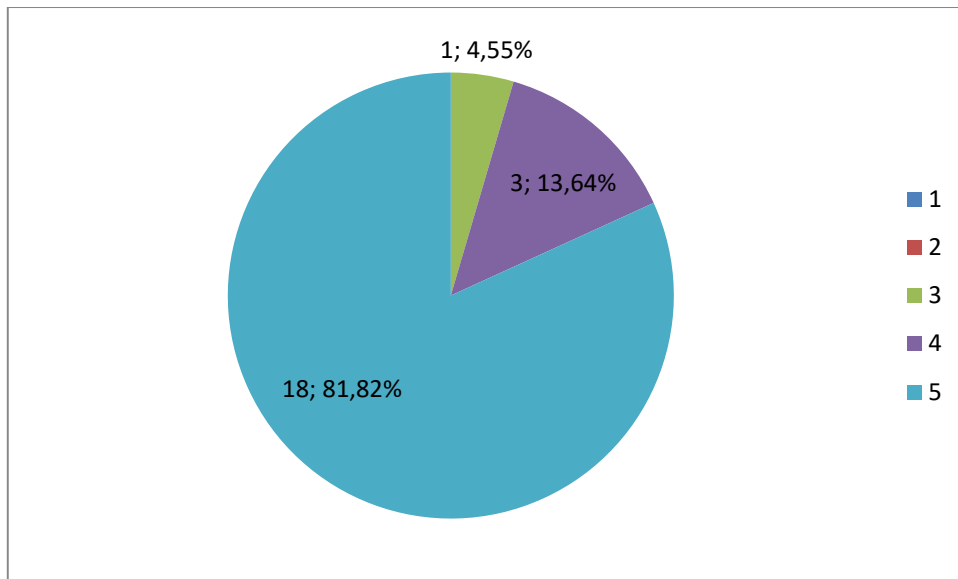
Q 8: do you feel stimulated to want to explore independently some of the content presented during the seminar? If so, which ones?

Section 3 - WORKSHOP SPEAKER

The following set of questions involves ticking a value from 1 to 5, where 1 = not at all, and 5 = a lot.

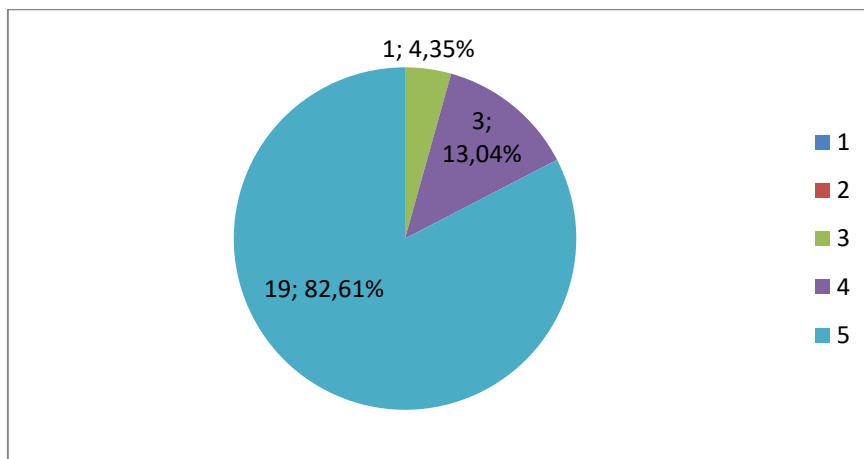
Q 9: Was the rapporteur well prepared on the topics addressed?

Almost 82% of the youngsters judged the operator to be very prepared; no negative opinion was expressed; one participant did not respond.



Q 9: Was the rapporteur well prepared on the topics addressed?

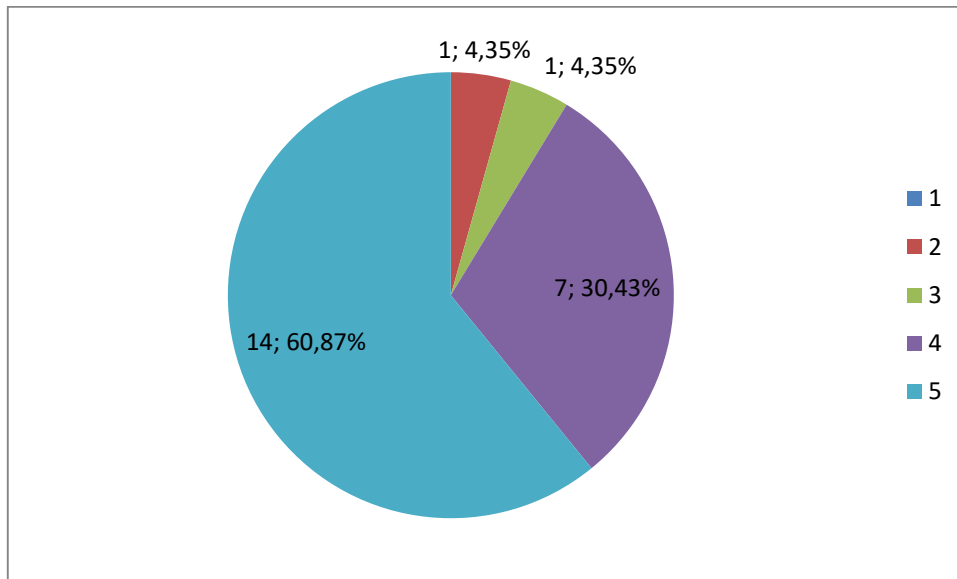
Q 10: Was the speaker available to listen to the interventions of the participants?
Also in this case, the judgments towards the operator were very good.



Q 10: Was the speaker available to listen to the interventions of the participants?

Q 11: Was the speaker able to stimulate your attention by involving the participants in the workshop activities?

In this case, one participant, that is 4.5% of the total, considers the operator not very stimulating (evaluation 2); adding up the values, however, more than 90% assigns a positive evaluation.



Q 11: Was the speaker able to stimulate your attention by involving the participants in the workshop activities?

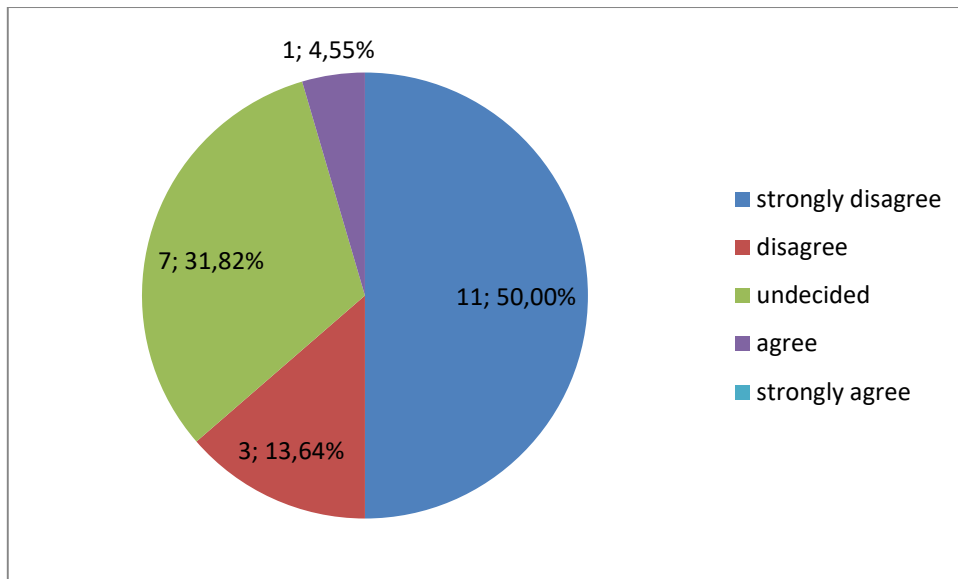
Section 4 - CONSIDERATIONS ON ECOSYSTEMS

Q 12: How much do you agree with the following statements?

The participants checked for each statement, a value from 1 to 5, where 1 = strongly disagree and 5 = strongly agree. Below are the various statements with the graph illustrating the percentage of different responses. One participant did not provide any answers.

- **The seabed covered with algae is of no value to people.**

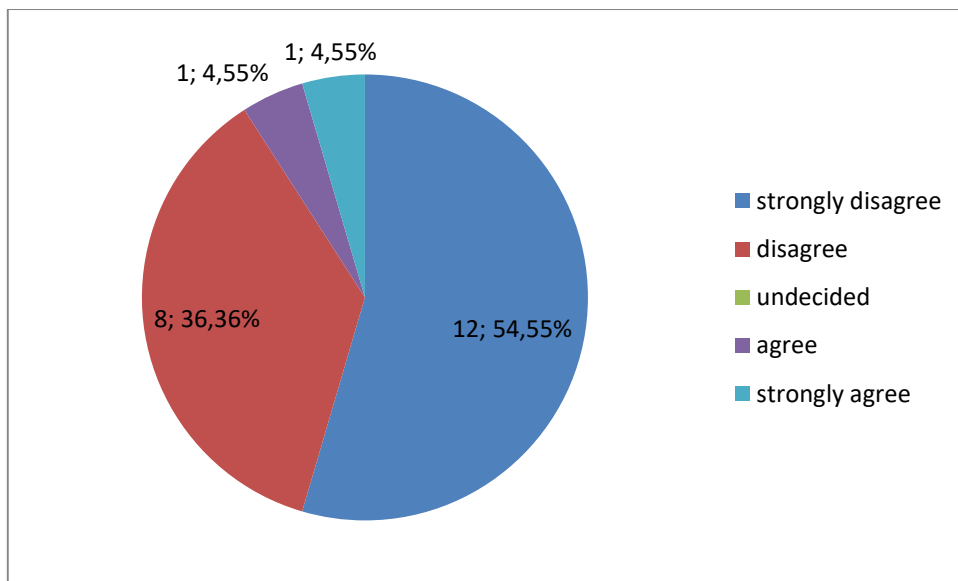
Adding the percentages, 54.55% of respondents are in agreement with the statement; an important percentage, almost 32%, are indifferent.



The seabed covered with algae is of no value to people.

- **Coral reefs are only important for fishing and diving.**

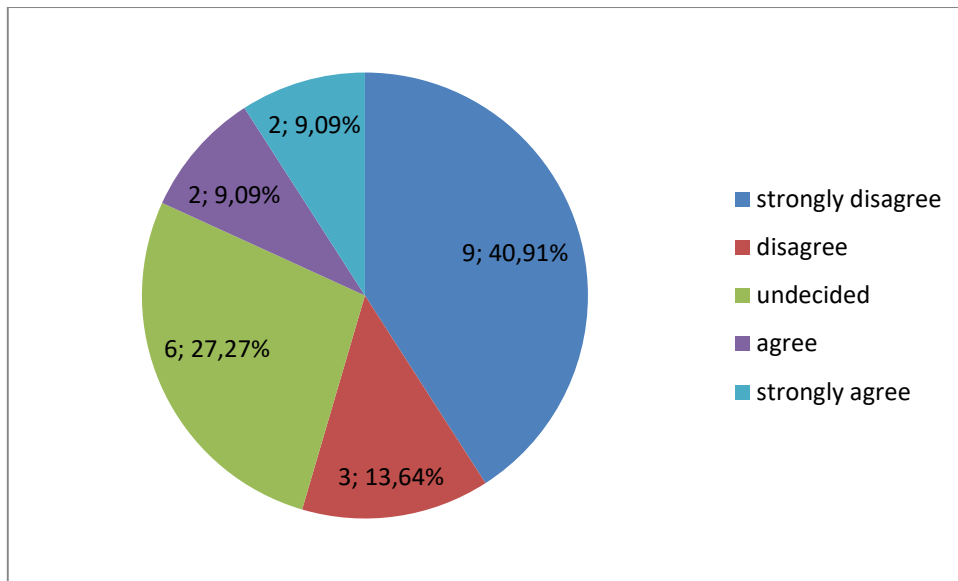
Adding up the values, almost 91% of respondents disagree with the statement.



Coral reefs are only important for fishing and diving.

- **The destruction of coral reefs would lead over time to favor fishing.**

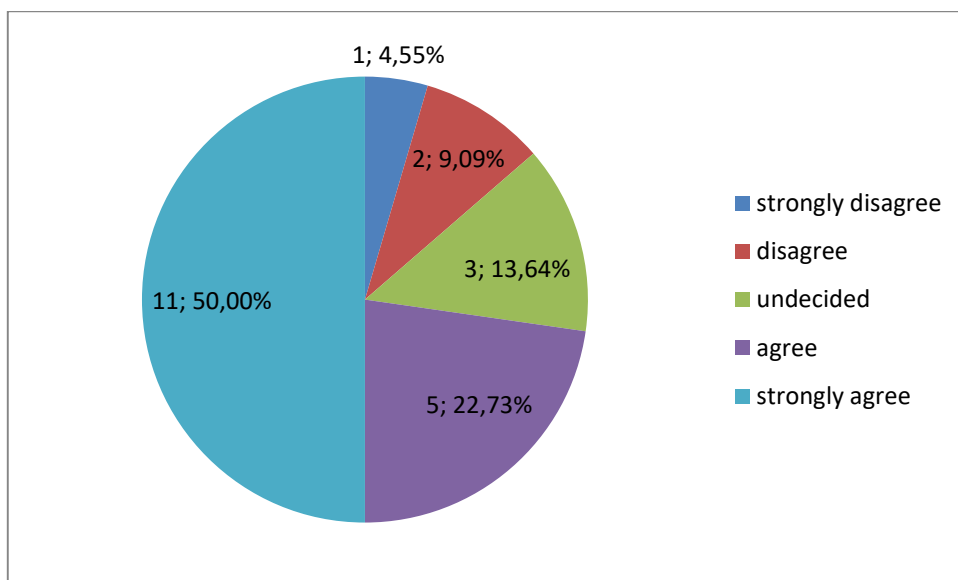
Nearly 41% strongly disagree, and more than 13% disagree; the percentage of indifferent people is high, 27.27%.



The destruction of coral reefs would lead over time to favor fishing.

- **The human impact on some coastal areas should be limited so that future generations can enjoy the natural environments.**

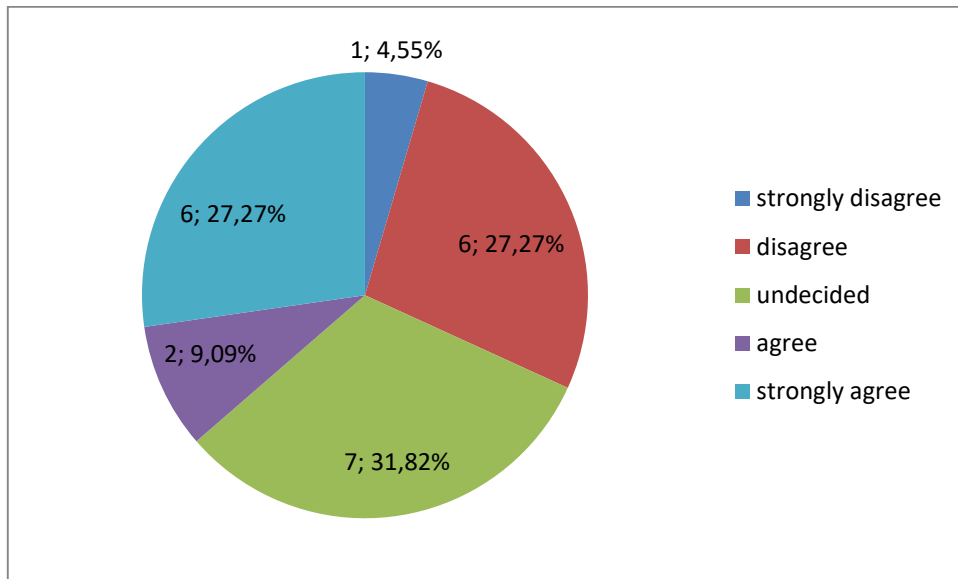
Adding up the values, almost 73% is in agreement with the statement; 13.64% (sum of values) disagree, over 13% are indifferent.



The human impact on some coastal areas should be limited so that future generations can enjoy the natural environments.

- **If there were no rocky bottoms, there would be no fish.**

The percentage of indifferent people is noteworthy, now it has risen to 31.82%; the two opposite answers receive the same percentage score, 27.27%: disagree and completely agree.



If there were no rocky bottoms, there would be no fish.

- **The nature of the coastal environment is important to protect the area from storm surges.**

Also this time the highest percentage, 36.36%, is that of the indifferent; adding up the values, however, 54.55% of respondents agree with the statement.