

## **Evaluation of the environmental programs in primary. The case studies from Cyprus**

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### **Abstract**

The increasing concern for environmental problems is not always linked to knowledge, attitudes, and the necessary competence for its protection. Environmental education takes its higher sense in this context (Pedro and Pedro, 2010). Environmental problems are not only problems of development, but basically problems of knowledge and education, that go beyond learning about the environment, and they also have to do with the way of understanding and addressing environmental problems (Mora, 2009). School is one of the places where education should take place according to this global environmental education. This environmental approach is developing an education in responsibility and citizenship, and this anchor perfectly and naturally in the missions of today's school (Sayad et al, 2014).

The educational community constitutes itself a miniaturized model of a city in which it is possible to test different procedures and adopt sustainable solutions in a reduced scale. Hence, schools can be a good place to imagine and experiment strategies to live according to the basic tenet of sustainability in the daily practice (Burgos, Gutiérrez & Perales, 2015).

The research questions under investigation were whether schools have environmental policy, how they manage their waste, what their attitude to EU policies for waste minimization is and how they can achieve zero waste production.

This paper focuses on the development of benchmarking indicators to measure the environmental performance of primary and secondary schools through waste compositional analysis and reused of materials

**Keywords:** waste management, environmental education, environmental consciousness, social behaviour, prevention activities