Policy of using disposable plastic and disposable items on the Interregional Academy of Personnel Management campus

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1. Overview

The paper presents the results of the monitoring and analysis of the current state of the youth community of the Interregional Academy of Personnel Management on the problems of using disposable plastic and disposable items. A lot of attention is paid to the discussion of the concepts of the problem, as well as the current legislative framework governing the use of disposable products in educational establishments. The negative consequences of human rights in solving the problem of using disposable items such as plastic cups, serving products, disposable foam cups, glasses, and disposable plastic bags are taken into consideration. The results of the monitoring allowed us to determine the dependence between the low level of environmental education and the high level of disregard for the problem. It is shown that an important goal of environmental education is to increase students' personal responsibility and active civic position in solving environmental problems. The tasks of developing environmental education for modern schoolchildren are outlined. The necessity of considering opportunities for preserving the environmental health of society exclusively on the basis of the ecologization of the consciousness of its participants is emphasized.

1.1. Background and rationale

The new Department of Education and Science of the Ministry of Education and Science of Ukraine recommended the heads of educational institutions at different levels to take into account the needs of sustainable and public (environmentally friendly) development in such key documents as "Internal Regulations on the Institution", "Rules of Order and Internal Labor Regulations", "Charter" and "Ethics Code" of higher education institutions. An alternative proposal to regulate the approach to environmental protection is the development of a separate policy or strategy of the institution to reduce the negative impact on the environment due to the needs of sustainable development. The overall strategy or institutional policy pursues the principle of achieving the balance of economic, social, and environmental components.

The Statute of the Interregional Academy of Personnel Management defines itself as a socially responsible and public institution; therefore, it is important for all members of the educational process who are inside and within the walls of the university to support and further introduce the recommendations of the relevant documents that are aimed at caring for the environment and keeping it clean. AIPO is, in fact, the educational institution that has a specific role in society - the implementation of education. The principles of the EMULOC development strategy are to become environmentally friendly, work for society, and be part of the world. The realization of these principles is through academic freedom, convenience, security and confidentiality, democracy, efficiency, equity, independence and self-criticism, integrity, opportunity, quality, respect, and social reason. The document of the Strategy of the AICP indicates the universality of the university's activities, which recognizes the importance of the relationship and balance of the environmental, social, and economic dimensions, the implementation of which will enable the university to function in the long term for the purpose of fulfilling its mission and providing added value to society.

2. Current usage of disposable plastic and items on campus

Disposable items are now so widely used in various spheres of people's lives that many of the usages have become a necessity. Those usages are especially popular on campuses as students are known for their preference to take the easiest part of any solution. Quite often, disposables are the easiest items to deal with in a situation, and quite often, that situation appears to be a problem. Ultimately, it

limits the use of reusable substitutes for disposables. Cafeterias in the world nonetheless offer an increasing number of dishes that are served on a plate with an option to obtain a discount on the subsequent consumer order when the plate is returned for cleaning.

In a survey on disposable plastic, individuals were involved in the neighborhood. It has been determined that glasses, bottles of water, paper cups, and plates were utilized over the three days. Approximately disposable paper cups were used at a themed concert, at which more than two hundred bikes were popular. Disposable plastic and paper cups were used as presents at the concert bar counter. After his speech at the summit, the principal and rector gave tickets and drink bottles of water in disposable glasses. This is likely to be influenced by partnerships with businesses for this event. At all times, disposable paper plates are used in cafeterias with twofold, and often threefold, use. Surveys have found the use of disposable plates by cafeteria store workers at food outlets.

2.1. Types of disposable items in use

Currently, disposable plastic and disposable items used on the campus include: disposable plastic spoons, forks and knives, disposable plates, disposable plastic cups, disposable paper cups with a plastic lid, disposable napkins, disposable straws, and disposable containers for salads or main dishes, as well as disposable food packaging. Each of the above items is used when students buy food and drink in cafes, canteens, and vending machines, as well as by employees of businesses located on the university's territory, and for students and employees to have picnics in the area. From conversations with students and staff of the enterprise, it was found that almost all students are constantly using these items for food and dessert. Most employees, club members, and full-time employees believe that these items are necessary and convenient in the workplace. Students and employees of the university need to eat at the establishment all the time (breakfast, lunch, dinner, snack). If a student wants to prepare food with their own hands and bring it with them, they can do this, but usually, this consists of fruits, sandwiches, sweets, and desserts – all of which are in solid form and without any liquid, which may require additional cutlery and crockery, or dishes (containers) in which the components of the main dish or salad will be mixed, preserved, or taken. Staff or students will also use disposable items during breaks if they need to drink

something from a vending machine (mainly hot drinks: tea, coffee, chocolate). Though it is possible to use alternative reusable objects, students and staff prefer a more modern, useful, efficient, and cheaper option that would allow them not to spend valuable time washing, wiping, storing, and remembering to timely replace or bring a clean cup and cutlery from home. However, such a policy concerning the operation of disposable plastic and disposable items leads to an increase in waste production and causes soil pollution, which must also be addressed, as a negative impact on business activities is avoided. It is pertinent to present a list of examples of disposable plastic and disposable items that students mainly use based on the results of the survey.

3. Environmental impact of disposable plastic and items

Short of being biodegradable, the use of disposable plastic and other disposable items has a significant environmental impact. Disposable items contribute to the irreparable pollution of ecosystems, particularly waterways and oceans, where they contribute to the Great Pacific Garbage Patch, which is already estimated to be more than 1.6 million square kilometers in area. Gyres are known to capture all floating items in the ocean utilizing the northwestern and northeastern winds, and while the North Pacific Gyre can be seen from space, both Australia and South Africa have their own gyres. Two-thirds of the world's fish stocks contain microplastics, and nobody is certain yet of the threats to human health because of this. About 80% of marine litter is plastic. Research on a campus in Warsaw, where over 60% of waste was composed of plastic, revealed that each student disposed of an average of two plastic bottles daily.

Extensive research demonstrates that the disposable plastics which make their way into the waterways surrounding the continents will eventually become part of the landscapes and habitats of the wildlife living in the water, especially the oceans. Bottles, forks, popcorn tubs, straws, coffee stirrers, and bags can all be used to entangle marine life and asphyxiate them, and over 1.1 million marine mammals are killed each year by plastic debris. According to findings published by a policy journal, incineration or recycling of plastic packaging is massively outweighed by the environmental damages in terms of the costs of marine pollution and the eco-toxicology of the world's 128 million tonnes of plastic packaging that are currently produced annually. Research also shows that the amount of plastic

waste will determine the costs since the costs of plastic waste are still no more than 15% of the final selling cost of a product, while plastic accounts for 40% of worldwide ocean debris.

3.1. Waste generation and management

Specifics of waste generation linked to disposable plastic and items on campus. The total amount of waste produced on campus, including students and staff, is about 200-220 kg monthly from 2019 to 2021. On average, there are 10-18 full bags of waste every day, but the exact number per day is not available. Waste is not separated except for drink containers at every bin on campus. The main component of campus waste is disposable tableware. The monthly estimation of produced disposable tableware used at the canteens is over 20,000 pieces. Currently, most disposable items go to landfills. The cost of disposal of one unit of next-day disposables includes monetary costs, two-time CO2 emissions for both disposal and production of disposables, and energy costs.

In addition, if all of the next-day disposables are disposed of without recycling and without the production of biogas, it contributes to climate change and is equal to the 40-year carbon sequestration effect of four perfectly grown trees. Solid waste in landfills has health, environmental, and social costs, and these need to be converted into further monetary costs. Nonetheless, the currently non-segregated waste in landfills increases greenhouse gases, since there is no separation and biodegradable waste is indiscriminately mixed and buried with large elements that undermine compaction of the waste, thus creating methane gas emissions. There should be a separated system and recycling possibilities in order to mitigate such liabilities as much as possible. The best way to dispose of waste is to separate it. The disposal of waste must be carried out in accordance with the requirements of environmental protection legislation, in enterprises that have a special permit for the disposal of waste as one of the types of economic and entrepreneurial activities. Waste is disposed of directly at these enterprises. Those involved in waste disposal services collect household waste and ensure that it is disposed of properly.

4. Existing policies and regulations

The present situation of the Academy and different regulatory documents regarding the usage and dissemination of disposable plastics on the campus and in society.

During days dedicated to students of the Academy, there is a plastic cup that students order for water. "They bring their plastic or aluminum bottles, and we have water coolers in the building where we can add water to our bottles." The head of the educational institution additionally noted that, given the restrictions on campus for smoking, limitations on the consumption of disposable plastics are also being introduced for visitors to the Academy. Thus, restrictions on lightweight disposable plastics are introduced on campus not only on the initiative of UIS but also proceeding from currently operating methods where the cups in the dining room are also reusable: the rental of disposable tableware was stopped completely.

Compliance by the Academy with the current regulatory framework on waste and environmental safety.

Currently, the Academy Campus Master Plan continues to operate, which "does not contain a separate section for environmental safety at a modern level." There are no buildings with "a special procedure for category waste collection." "According to the professor, the situation at the Academy is monitored by law enforcement agencies, operating in the same mode as all organizations in Ukraine." This analysis shows that the use of some environmental responsibility restrictions exists, but neither the Academy nor any municipal civil society organization applies a full range of domestic responsibility measures set out in the Strategic Plan.

4.1. Local and national regulations

This section sets out an overview of the key legal and regulatory frameworks that focus on the reduction of single-use plastics for busy locations, particularly affecting educational institutions, as well as theories regarding the causes of the 'flatness' or failure to adopt practices and processes that consider environmental impacts in these types of places.

Australia has a range of organizations, legislation, and policies that focus on the reduction and removal of single-use plastics. The Australian Competition

and Consumer Commission won its case to regulate the labeling of biodegradable, compostable, and degradable deceptions in late 2020, and a draft ban order is expected to be released in 2022, putting more pressure on institutions and businesses. The Interregional Academy of Personnel Management is expected to comply with this local, state, and national legislation to meet obligations as a 'responsible operator' with states as signatories to the pledging. An excerpt from the Victorian Department of Environment, Land, Water and Planning states:

"...all operational areas across the university must comply with the relevant rules, regulations, and the Government's waste and resource recovery policies and standards that have been established to ensure and secure a safe and efficient operating environment is maintained across the campus. The policies and standards often underpin contractual arrangements that universities may have in place with respect to the purchase of, or procurement of goods and services."

5. Proposed policy for reducing the use of disposable plastic and items

Proposed policy for reducing the use of disposable plastic and disposable items on the campus of the Interregional Academy of Personnel Management; the need for its approval and implementation cannot be questioned. As part of the sharing of sustainability strategy in action, this proposed policy will contain detailed change management strategies for each key group of stakeholders. It is through open individual and collective engagement, collaboration, approval, and joint development of responsibility in the implementation of the policy with these and other stakeholder groups that we will seek the full implementation of this policy. The intended time horizon in the application of this Draft policy is 2023–2026.

The development and roll-out of this policy engaged stakeholders from the management, teaching and research staff, executive and support staff, technical services and campus staff, on-campus commercial outlets and partners, students, local and regional community, wider society, national stakeholders, and international partners. Multiteam stakeholders' advocacy and leadership are needed in driving support for the implementation of this policy. Operating well will see the expected resourcing to be provided to the Office of the Academy, Campus

Community, and Environment to ensure proactive adjustment, mobilization, coordination, and resourcing of change management and leadership activities.

5.1. Key objectives and principles

The key objective of this policy is to reduce the consumption of disposable plastic and disposable items on the IAPM campus through a range of measures implemented across the following key areas: prevention, education, sustainable and environmentally responsible management, and cooperation. This set of measures will reduce the presence of plastic and plastic items in the ecosystem of our IAPM campus, reduce the consumption of single-use plastic items by IAPM campus stakeholders, and promote and foster the adoption of zero-waste practices. Evaluation will assess the rate of change in wants and purchase habits, and the reduction in the level of disposable plastic product waste generated annually. The policy is set to be reviewed biannually based on the total level of waste generated, with university stakeholders working together to evaluate its effectiveness. The policy's principles are laid out and enforced as factors to measure the performance accountability of campus activities, contributing to the campus's responsibility as a UN gateway to worldwide eco-friendly and zero-plastic trends, behavior, and management, and ensuring their harmonization with Ukraine's National Environmental Policy and Eco-School trends in Ukraine.

1) Minimize the promotion of disposable plastic and disposable items on the IAPM campus - the supply of disposable plastic items and the consumption of disposable plastic packs should be minimized and their functionality needs to be restricted; 2) Separate a range of disposable single-use plastic and disposable product management waste facilities - acquire specific waste deposit bins for the separate collection of a range of waste products (plastic, glass, food waste) and purchase can dumps for IAPM students, pet protectors, and job site handlers as a way to facilitate and encourage surrounding partners' involvement; 3) Involve a business unit in the collection of plastic and other disposable product waste. In accumulating wasted single-use disposal rubbish, the IAPM expects that IAPM will begin a business campaign related to waste material accumulation; and enthusiasts who are also willing to manage the rate of accumulation on a devoted basis, with lightweight and small pieces can be coupled up. A criterion for waste site efficiency is to encourage local waste collectors and local pricing agencies to

participate in waste containment. These objects are also expected to reduce the waste raw material levels generated on campus. Receptacles for disposable waste will be purchased and screened waste services will be acquired. All that in the statement of institutional policy regarding IAPM environmental attitudes as part of the campus duties of the IAPM based on the IAPM objectives themselves, in the enclosed flip of a "Place, purpose, policy, and principle." "Campus management structure" that operates on the ecologization of the environment in order to more transparently prompt, expand, and implement to better benefit the entire community.

6. Implementation strategies

There are many kinds of strategy, according to the characteristics of the university and the particular situation in the country. It is proposed to introduce the use of the strategy "softly, slowly" in terms of the implementation of the policy. This method offers the possibility to integrate the principle of sustainable development into the daily operation of the school, the way of life of students at university, and the management of the tools used by the university. It is important to say here that we need to do this on a large-scale level, independent of the practical value of the global activity of the academy.

It is proposed to implement the strategy to achieve the goal in the following aspects. When developing the concept of introducing the policy proposed at the university, it will be important to take into account the directions and activities of the corresponding administration departments, in particular the sites: the department of auxiliary departments, the commercial department, the control and auditing department, the financial department, the security department, and the environmental working group, and fire protection, the educational department, and others. The main task of the participants in this area is to adhere to the policy of the university and to inform the staff and students of the university. It is proposed to stimulate the staff of the student center to develop and implement educational programs about the benefits and the need to reduce the consumption of disposable plastic and disposable items by students, employees, and partners in the reuse system. It is necessary to develop a reward system that will benefit all stakeholders who are introducing an environmentally friendly way of using paper products and other necessary tools. It is proposed to assess these tools in the amount of current

payments. The developer and the coordinator are integral to the implementation of the policy. To implement the policy successfully, regular monitoring and evaluation activities are required. The basic tools for this activity are reporting, statistics, and KPI. The academy is responsible for establishing a reliable, credible, and transparent evaluation system for the policy. In the future, as things change and improve, to achieve sustainable development in practice, the picture of a competent institution as a tool for practical facility management needs to be further developed. For example, the objective will be to promote an increase in the number of potential participants.

6.1. Awareness campaigns and education programs

Awareness campaigns and education programs make a critical connection with the campus community, using the problem of single-use disposable plastics to discuss broader social and environmental issues, and as an entry point for education and change. Both programs offer ways to inform students, faculty, and staff about the larger environmental impacts of discarding so much disposable plastic on our campus, and about the idea of creating a truly sustainable campus, a college and university where commitments to real sustainability and zero waste run deep. Here are some ideas for making the largest number of positive impressions with educational messages of all kinds. Campus-wide information and awareness initiative: Students, staff, and faculty are bombarded with information that convinces and cajoles, advocates and promotes. The "reduce disposable waste" message should be communicated in as many ways as possible across campus, in our online learning environments, newsletters, and public communications. Tools for changing individual behaviors usually include a number of approaches. Although education is one of the ways to share new information about disposable plastics, it should be reflected in other programming, seminars, and access to more educational materials, including fact sheets, literary and other materials of interest to managers, relative to plastic pollution. Advocacy of students, faculty, and staff is also an important part of the strategy. If all of the students, graduated staff, and faculty show that they do care about plastic and encourage the value of sustainability and zero waste, this will make it impossible to ignore. Town halls and meetings for the eco-reps and the community would be another part of the educational program. There are many other ways to get involved, including town hall meetings, campus events, informational stands, and promotional and

educational materials. Info booths, signs, and promotional items everywhere; advertising on social and public media. If it is possible to find student and other staff groups or organizations, spread the disposable plastic-free culture message to as many groups as possible. The coordinated, grassroots educational campaign will go a long, long way. Educational seminars, take-away posters or factoids, and proposal materials will be available. Ways to engage and involve educational and advocacy strategies will be assessed by the working group before being implemented. Make it fun and visible, engender a sense of civic pride or collective ownership of the problem and potential solution, perhaps with a photo contest of waste from the campus that needs to be fixed or ideas and actions for how to reduce disposable plastic waste. Suggesting changes at the academy can be a learning experience across a range of classes. Measurements of change and response to the problem, using formal student assessment and a variety of indicators about consumption. Intervention, hazards, and actions will be monitored and reported. For long-term success, education for sustainability and zero-waste goals would benefit from the following deliverables: providing tools, class modules, or other materials to the faculty. Providing resources and evaluations about community disposable plastic use that complements the general disposable plastic data. Educational poster, slide, and video contests. The sustainability manager and working group, including marketing and advertising personnel and those familiar with social marketing strategies or zero waste efforts and campaign strategies on other campuses. Collaboration with video production and the student organization for the classroom. Development of appropriate educational materials, specifically for students who are willing to work on the project.