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GREENER GREEN

A.10: Final Quality Assurance Report

Developed by IDEC

January 2024

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1. Introduction

The project's progress is a crucial aspect, in order to ensure its effectiveness, both external and internal tools and methods were applied to evaluate the efforts and work done to reach the project's goals.

Each partner, under the supervision of the Quality Manager, proceeded to the internal evaluation.

The evaluation measures that were set up regarding internal monitoring consisted in the verification of compliance with the timeframe agreed on for the implementation of the project's goals.

During every semester and transnational meeting, partners gave the assessment through an online questionnaire that they made through a Google Form that was set up and sent by the quality manager.

With the exception of the first semester, at the end of every semester, a written evaluation took place through a Google Form that was set up by the quality manager and sent to the partners. The partners then filled out the form, giving their opinion on different subjects such as:

- Relevance
- Leadership, management and coordination
- Partnership and transnational cooperation
- Management and quality of Project Results
- Obstacles/ Difficulties
- Sustainability – Transferability
- Overall Evaluation
- Impact

These answers were collected and compiled in semester and annual reports following certain activities. The reports were then presented to the partners for review, and they could discuss any difficulties or problems during the meetings in order to find suitable solutions. This way, the quality manager could periodically proceed to a quality check of project management.



2. Indicators for the Evaluation

To maintain high quality standards a number of indicators was set for all the project activities. The complete list of the indicators can be found below.

Indicators related to Semester Evaluation Reports

- Questionnaires (as planned for all project aspects)
- Completed by all partners
- 80% overall satisfaction regarding cooperation and management
- 90% implementation of planned tasks

Indicators related to Transnational Meetings:

- Full attendance of project meetings
- Above 80% satisfaction
- Number of issues identified
- Number of corrective actions taken after etc.

Indicators related to the Training course:

- 20 surveys per partner (140 filled surveys in total). 1 Focus Group with 5 teachers per partner (35 teachers) 1 Focus Group with 5 pupils + 5 parents per partner (70 participants)
- 5 Best practices per partner (35 best practices)
- Pilot delivery: 10 teachers per country (50 total)
- 7 Modules of e learning x 4 hours each (28 hours of training)
- Translation in all partner languages

Indicators related to project participants

Learning Activity in Liege

- Quality of training
- Quality of the structure and context of the training
- Overall satisfaction of the participants
- 2 teachers / trainers per partner organisation (14 participants in total) must participate.
- At least 80% overall satisfaction

The Greener Green Assessment Tool

- Translation of the Tool in all partner languages
- During the Training of Trainers on how to use the training programme and the Assessment Tool
- 2 teachers / trainers per partner organisation (14 participants in total) must participate.



Indicators related to dissemination activities

a) Multiplier Events

- Quality of the event
- Participation of targeted stakeholders
- Express of interest for exploitation of the project results
- 80 % Satisfaction of attendants
- 180 participants in the project's multiplier events (one event in each partner country with 30 participants each).

b) Dissemination Activities

- Delivery of 3 webinars with 20 participating teachers each (60 teachers total)
- Stakeholders database: 200 contacts per partner (total 1400)
- 1000 visits to the project website
- 5 newsletters with 1400 recipients (total 7.000)
- 4 presentations per partner in workshops/meetings
- (total 28) Followers in Facebook account 500
- 2 posts per month on the Facebook account

3. Semester Evaluations

3.1 Overview

During the course of the project, in order to ensure high quality standards, semester evaluations have been conducted. For having an access to them, the semester evaluations can be found attached to this report in the Annexes. The following Final Semester Evaluation Report gives an idea of how partners evaluate different aspects of the project.

3.2 Indicators

The indicators regarding the semester evaluation set by the Quality Assurance Plan, which aimed for a successful quantitative and qualitative evaluation of the project's activities were the following:

Indicators related to Semester Evaluation Reports

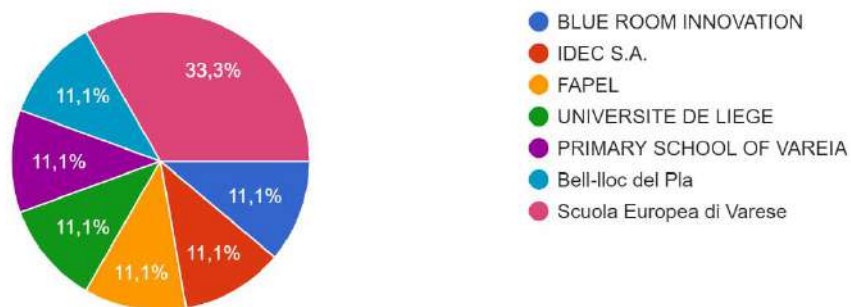
- Questionnaires (as planned for all project aspects)
- Completed by all partners
- 80% overall satisfaction regarding cooperation and management
- 90% implementation of planned tasks

All indicators were met during the semester evaluations, all partners participated and contributed actively to the evaluations and the quantitative measures regarding overall satisfaction, implementation of planned tasks and usage of planned resources were all met successfully.

3.3 Final Evaluation Report

Please select your organisation

9 respuestas



The results of this evaluation come from 7 different organisations. Specifically, evaluation includes 3 participants from Scuola Europea di Varese and 1 participant from Blue Room Innovation, from IDEC, from FAPEL, from Universite de Liege, from Primary School of Vareia and from Bell-lloc de Pla.

3.3.1 Relevance

How did the project link to your organisational activities and interests?

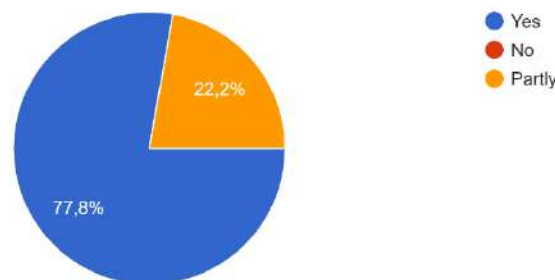
The partners collectively highlight the positive link and impact of the project to their organisations. It led schools to a deeper understanding of sustainable practices through technology, contributing to the development of digital elements and strengthening project management skills. Schools aligned with the project's focus on promoting Sustainable and Green Europe values, implementing practices transforming institutions into green schools. Positive feedback was received on how the project directly connected with existing school activities.

Additionally, schools experienced benefits such as integration into the network of green schools, enhanced environmental responsibility, and increased visibility. Some emphasised the project's significance as a conclusion, while others mentioned a few links or connections.

Some expressed interest, noting alignment with concerns about the green transition and others aims to enrich its curriculum through the project, focusing on the Green Deal application, ecological principles, and strengthening partnerships with primary schools in the region and nation.

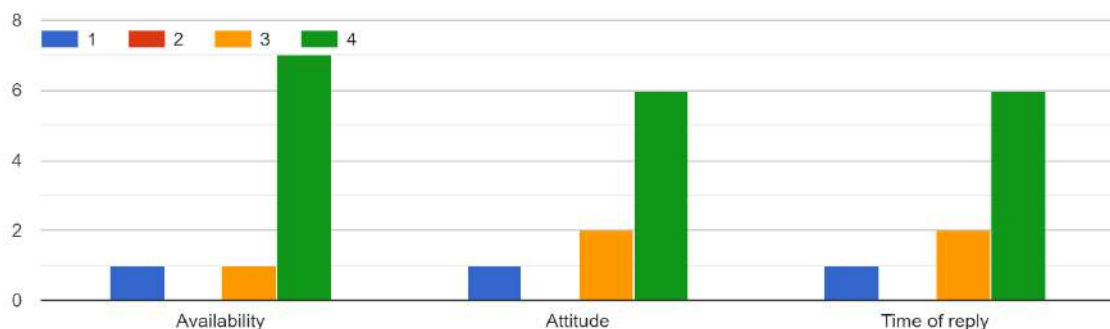
Are the project outputs that were developed relevant to the project objectives?

9 respuestas



3.3.2 Leadership, management and coordination

What do you think about the efficiency of the coordinating team and their administrative and technical skills?





Which coordination methods did you find most effective and why?

The most effective coordination methods identified include concise and clear emails outlining tasks and deadlines, reminder emails providing lists of things to do with deadlines, team meetings, and fluid communication through email to track task distribution and management.

The partners emphasised the importance of respectful and considerate leadership for effective coordination. Clear and frequent emails regarding upcoming tasks and deadlines were also highlighted as beneficial.

Overall, a combination of these methods contributed to successful collaboration among project members and the production of valuable educational material.

Which coordination methods did you find least effective and why?

While some believed all methods were effective, some of them found webinars to be less effective and Nir-vana platform was considered not user-friendly.

Additionally, there were concerns about confusion with changing rules and unexpected requests and challenges were found when collecting information spread across different platforms. It was mentioned delays in processing Down Payments and incomplete payments by the project's end. These actions were necessary for the coordinator in order to ensure the tasks were done properly and not misspend funds.

Overall, these insights offer constructive feedback to enhance coordination methods and ensure the continued success of the project.

Do you have suggestions for improvement of management and coordination for future projects?

To enhance the project, some suggested increased involvement from leaders in each area to ensure accountability for deadlines. The recommendation for more frequent meetings aims to improve organisation and to better address the issues. Some partners advocated for an overall sustainability expert to manage the final project's quality, specifically for the e-learning platform's message, structure, and direct alignment with the Assessment Tool.

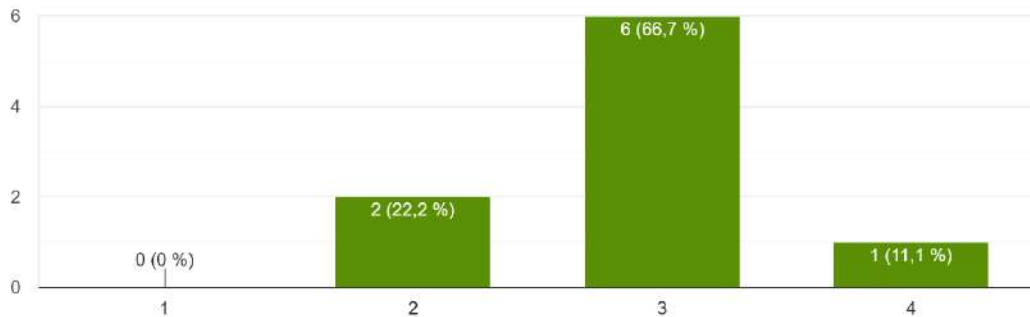
Regular evaluations every six weeks were proposed for ongoing feedback and the use of a single platform like AdminProject or Asana to centralise project information was recommended. Another suggestion was to consult all players about their tasks before project submission and an active participation of all stakeholders. While some responses were brief, others highlighted the potential benefits of more face-to-face meetings among partners for improved communication.

The recommendations will be considered by all partners to incorporate them into their methodologies, thereby fostering optimal project development for the future.

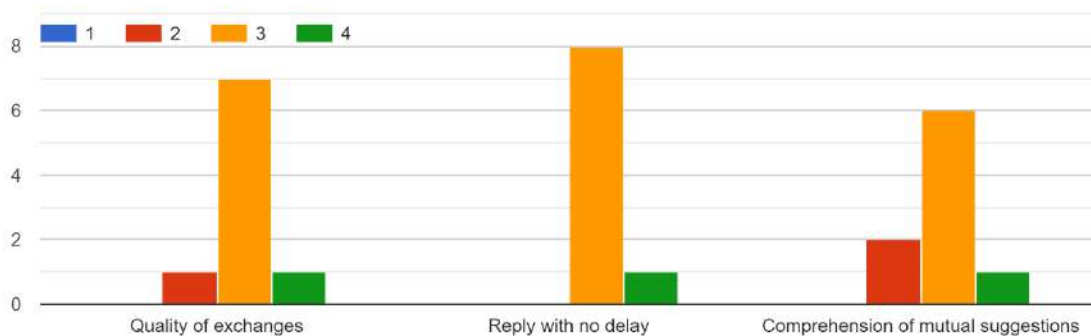
3.3.3 Partnership and transnational cooperation

Are you satisfied with the collaboration between the partners?

9 respuestas



Evaluation of the partnership's processes



What is the added value and the benefits of transnational cooperation for your organisation and for yourself?

Effective coordination among collaborators has resulted in achieving the expected results. The added value and benefits of transnational cooperation for organisations involve updating principles of Green and Sustainable Europe, accomplishing school transformation into a Green School goals, exchanging views and good practices and production and utilisation of new educational material.

The multi-language aspect was considered crucial and providing interesting perspectives from other schools was mentioned. The sharing of good practices and contacts was highlighted, contributing to the training and motivation of teachers, enhancing knowledge in environmental education, improving English proficiency, and fostering synergies among participating centres.

While some did not specify any benefits, others emphasised the aim of transnational cooperation to enhance the effectiveness of actions and leverage complementary skills among partners.

Are conflicts among the partnership effectively addressed?

Collaboration experiences varied among partners but generally conflicts within the partnership were managed effectively, with disagreements addressed through dialogue in the context of good cooperation.

Some expressed confidence in the coordinator's ability to handle conflicts without disrupting project outcomes and the specific problems with a partner were successfully addressed with the cooperation of other partners.

Do you have plans for future cooperation and networking with the partners?

Overall, there is a positive inclination toward maintaining and fostering partnerships that have proven successful with some partners demonstrating enjoyable to work with, leading to ongoing exchanges of ideas. Several partners expressed a desire to continue collaborating, with some already working on additional projects or intending to do so in the future.

Do you have any improvement suggestions for the cooperation between partners for future collaboration?

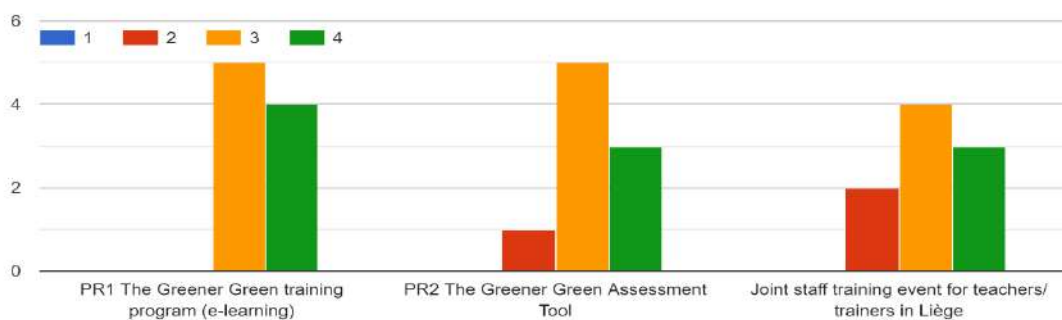
The partners recommend an increase in in-person meetings for better collaboration, align assigned tasks with the knowledge and capabilities of each partner and to be clearer task definitions to enhance project efficiency.

Suggestions include not contacting through numerous email threads when the conversation involves only two people and underline the importance of respecting contracts and deadlines in Erasmus+ projects.

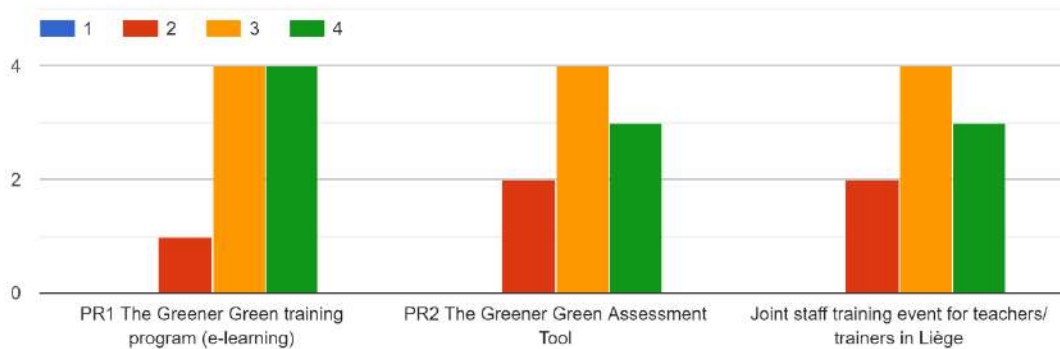
Overall, it is highlighted the positive impact of having a reference partner from the same country with European project experience and the feedback emphasises the importance of effective communication, task clarity, and strategic collaboration in project management.

3.3.4 Management and quality of Project Results

Have the Project Results been effectively managed by the lead partners of each of them?



How would you rate the overall quality of the Project Results?



Do you have any suggestions for improvement?

The partner's responses to suggestions for improvement varied. Some partners had no specific suggestions, while others highlighted successful development and connection of PRs, expressing satisfaction with the outcome.

Some respondents suggested evaluating and piloting earlier in the project to allow time for improvements, citing challenges when piloting was delayed. Another recommendation was to allocate more time for bilateral projects and others emphasised the importance of trust and respect between partners as crucial for achieving full improvement in project collaboration.

3.3.5 Obstacles/ Difficulties

Have you encountered any difficulties within the project? If yes, which were they and how have you worked them out?

Some of them mentioned issues related to time limitations which were well managed through good organisation and preparation. Others struggled with task clarity, changing project rules and highlighted an unequal effort from some partners, which was well-managed for not affecting the overall quality.

For first-time participants, administrative complexities posed challenges, but Blue Room's help was considered crucial in overcoming difficulties.

Some other issues mentioned included communication gaps, missed deadlines from some partners, and confusions related to budget allocation and agreement modifications. Despite all this, effective addressing of the issues contributed to resolution.

3.3.6 Sustainability - Transferability

How are you going to ensure the sustainability of the project results?

Partners express a commitment to ongoing collaboration and utilisation of project outcomes. They committed to keep promoting the platform in green school initiatives,



through an implementation of good practices and dissemination of results to other schools (particularly remote ones).

Participants aim to apply their newfound knowledge in embedding sustainability into curricula and plan to engage with partners and within their school. The continued use of the platform for teacher training and the willingness to share experiences with other schools are highlighted. Some affirm their plans to use the training material to enrich their curriculum and courses offered in an European-level and others its commitment to ethical and sustainable project follow-up.

Overall, there is a positive outlook toward continued engagement, application of project outcomes, and collaborative efforts.

Do you feel that by using skills and knowledge acquired within the Greener Green project you can extend to other learning objects and target groups? If yes, please explain.

Partners express a strong affirmative stance towards utilising and disseminating the acquired knowledge and project outcomes. Content can be effectively used for activities with other groups, and the gained knowledge in H5P can be extrapolated to other projects.

The new knowledge can be disseminated to students' parents, external networks and the local community and the produced material can be used as material in the skills workshops.

The learning experiences have inspired some to engage more in project management and sustainability for the future of their school. Opportunities to present the tool to networks such as the Green Schools Network of Catalonia and the IBSC network of schools are actively pursued and others are already planning and preparing for future project ideas.

3.3.7 Overall Evaluation

Which do you think were the main strengths of the project?

The main strengths of the project, as identified by partners, include the significant potential of the course and assessment tool for schools. The well-crafted content is expected to continue assisting many schools.

The creation of an educational platform with thematic modules is highlighted as a brilliant concept, completing something that many schools will find very useful. The importance of the subject matter is acknowledged, emphasising its relevance. The project's strengths also lie in the ease of access and adaptability to the reality of each school, whether or not familiar with environmental education. The work with students and the development of tools are recognised as additional strengths.

Partners' expertise and commitment to green topics contribute to the project's success, and the training materials and tools are praised for being very well-structured and containing important content.



Which do you think were the main weaknesses of the project?

Some partners expressed challenges with the e-learning platform's intuitiveness, emphasising the need to access it through the assessment tool for better navigation. The absence of school and student awards is noted and there are some comments regarding the lack of time for changing suggested improvements or for the development of training materials and tools.

Direct communication is highlighted as necessary and some think that e-learning tool's modules content may be repetitive. Also the behaviour of certain partner is mentioned and lack of communication and poor management skills in some cases.

All these issues have been considered to enhance the management and organisation of future projects, aiming for more effective achievement of goals and objectives.

Which do you think are the main opportunities for exploiting the project's results in the future?

Opportunities for exploiting the project's results in the future include the well-structured and designed contents adaptable for teachers, suggesting the possibility of expanding the project to offer courses in any location.

In addition, leveraging the information gathered from other schools within education networks is seen as a valuable opportunity and be used in other sectors or target groups as well.

Opportunities include establishing contacts with Joint Research Centre of the European Commission, parents, and external association and also collecting the project's results for a study on sustainability and environmental education in schools or for green enthusiasts to carry further.

Which do you think are the main threats against the exploitation of the project's results in the future?

Threats to the future exploitation of the project's results include the need to integrate with existing initiatives promoting green schools in various countries to avoid potential competition. Concerns also arise regarding teachers' indifference to informing about the project's aims and results, which could hinder effective dissemination.

Additionally, perceived shortcomings in the e-learning platform and assessment tool may deter usage, highlighting the necessity for timely updates to the platform in response to scientific advances and evolving societal needs.

Furthermore, attracting public attention and interest among other quality green projects is essential due to the abundance of such projects. Occasional team turnover is also recognised as a concern.

3.3.8 Impact

Write in details about the impact of the project on you personally, on your organisation, on the project target groups, and other relevant stakeholders.



The impact of the project has been significant in various aspects. For Bell-Lloc School for example, successful integration and positive impact on elementary students, parents, and teachers were achieved with an effective communication by using social media and school channels. They affirm that collaborating with a local school provided a positive and enriching opportunity for employees, leading to gained knowledge in terms of sustainability.

For some partners educational material and good practices applications contributed to informing and raising awareness among 50 teachers, 180 parents, and 200 stakeholders and it is asserted that the project had a transformative effect on personal awareness of sustainability, leading to substantial changes in the school's focus and improvements.

The involvement of more classes from different sections was noted as an opportunity for improvement considering the project has improved skills, expanded networks, and boosted confidence for those closely involved.

Some participants expressed less noticeable personal or organisational impact but hoped for broader societal changes in attitudes toward climate and the environment in Europe and highlighted that the ongoing green transition observed in schools suggests an existing awareness of environmental issues, creating optimal conditions for the project's evolution.

The Greener Green project has facilitated partners skill improvement and network expansion, especially through the pilots, the multiplier event and other dissemination activities. Also the target groups, and other relevant stakeholders have been informed about the project results.

Write in details about the impact of the project at the local, regional, national, European and/or international levels.

The project has had a significant impact locally, regionally, nationally, and internationally. In Spain, over 80 individuals were engaged in a multiplier event, including parents and teachers from various schools and local entities with positive feedback received from teachers during the piloting.

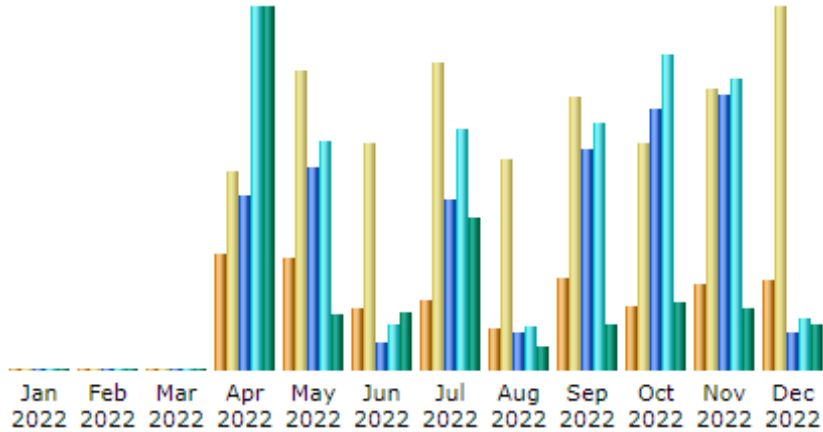
Similar engagement strategies were employed in other places, where the local community was informed about the project and its results through interviews and teachers and parents were trained through workshops. The website of the project helped inform about the goals and good practices of the project.

Regionally, nationally, and internationally, the project has strengthened links with sustainability groups and schools, and it has been shared with other schools, leading to international collaborations and contacts within an international school network.

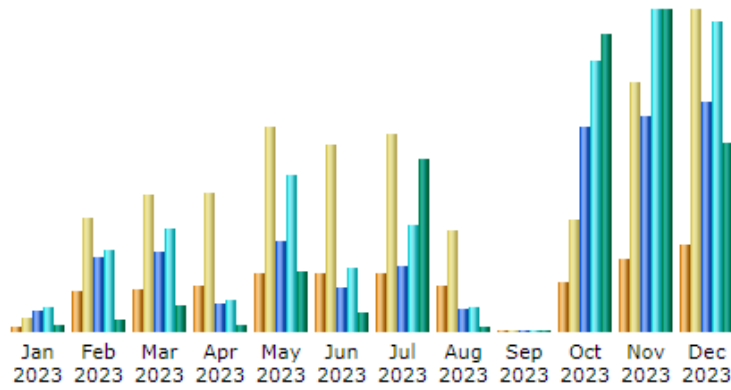
In Catalonia, the project has strengthened relationships with schools locally, including Les Alzines and Escola Domeny, as well as with the Green Schools Network of Catalonia. Internationally, it has led to collaboration with Greener Green's partners and direct contact with various institutions, facilitating participation in events like EUCYS. Additionally, it has enabled the application of learned initiatives from schools visited in Liège and Varese, fostering more relationships.



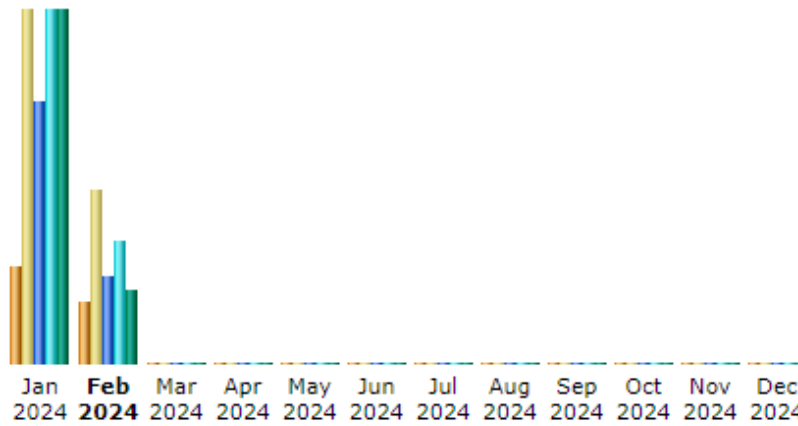
Although the project may not directly impact on an organisation, there is hope for significant change in attitudes towards climate and the environment in Europe. The importance of the green transition is emphasised, highlighting its impact on health, economy, and sustainability at various levels. In Greece, the project has strengthened links with over 20 schools and garnered significant international engagement, with the project website receiving over 14,000 unique visits from more than 100 countries.



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2022	0	0	0	0	0
Feb 2022	0	0	0	0	0
Mar 2022	0	0	0	0	0
Apr 2022	68	116	2,886	6,000	220.82 MB
May 2022	65	175	3,349	3,799	33.53 MB
Jun 2022	36	132	444	762	34.42 MB
Jul 2022	41	180	2,809	3,989	92.33 MB
Aug 2022	24	123	630	730	13.98 MB
Sep 2022	54	160	3,641	4,088	27.08 MB
Oct 2022	37	133	4,325	5,219	41.34 MB
Nov 2022	50	164	4,536	4,818	37.46 MB
Dec 2022	52	212	602	858	27.67 MB
Total	427	1,395	23,222	30,263	528.64 MB



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2023	95	269	2,710	3,172	65.41 MB
Feb 2023	854	2,398	9,803	10,786	115.65 MB
Mar 2023	868	2,883	10,386	13,576	278.31 MB
Apr 2023	946	2,904	3,570	4,201	66.17 MB
May 2023	1,209	4,331	11,817	20,673	631.30 MB
Jun 2023	1,213	3,928	5,898	8,450	207.76 MB
Jul 2023	1,241	4,150	8,660	13,992	1.79 GB
Aug 2023	959	2,129	2,987	3,260	46.92 MB
Sep 2023	0	0	0	0	0
Oct 2023	1,046	2,369	27,127	35,786	3.09 GB
Nov 2023	1,518	5,241	28,384	42,477	3.33 GB
Dec 2023	1,824	6,785	30,274	41,039	1.95 GB
Total	11,773	37,387	141,616	197,412	11.53 GB



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2024	1,984	7,196	37,488	50,603	1.57 GB
Feb 2024	1,279	3,549	12,616	17,503	336.33 MB
Mar 2024	0	0	0	0	0
Apr 2024	0	0	0	0	0
May 2024	0	0	0	0	0
Jun 2024	0	0	0	0	0
Jul 2024	0	0	0	0	0
Aug 2024	0	0	0	0	0
Sep 2024	0	0	0	0	0
Oct 2024	0	0	0	0	0
Nov 2024	0	0	0	0	0
Dec 2024	0	0	0	0	0
Total	3,263	10,745	50,104	68,106	1.90 GB



3.3.9 Conclusion

To summarise the final evaluation report has delivered very positive results. The project's alignment with organisational activities and interests was underscored by partners who emphasised its positive impact on schools, deepening their understanding of sustainable practices through technology. This contributed to the development of digital elements and project management skills while promoting Sustainable and Green Europe values. Schools experienced benefits such as integration into a network of green schools, enhanced environmental responsibility, and increased visibility.

Partners expressed a commitment to ongoing collaboration, emphasising the added value and benefits of transnational cooperation, including the exchange of views and good practices, enhancement of environmental education, and fostering synergies among participating centres. Also opportunities for exploiting the project's results in the future are identified, including expanding courses and leveraging information within education networks.

Overall, we can say that on one hand the impact of the project on individuals, organisations, target groups, and stakeholders was significant, leading to positive changes in awareness and behaviour. On the other hand, locally, regionally, nationally, and internationally, the project strengthened relationships, facilitated collaboration, and promoted sustainability awareness, indicating its potential for broader societal change.

4. Meeting's Evaluations

4.1 Overview

During the course of the program the partners carried out various meetings. The first Transnational partner meeting was the Kick off meeting which took place the 3rd and 4th of February 2022 in Girona, the second was held in Liege Belgium the 1st of June 2023 and the Final Transnational meeting was in Varese the 25th and 26th of January 2024.

Further down, we can find the individual evaluation reports for the three transnational meetings.

4.2 Indicators

Indicators related to Transnational Meetings:

- Full attendance of project meetings
- Above 80% satisfaction
- Number of issues identified
- Number of corrective actions taken after etc.

4.3 Kick off meeting Evaluation Report

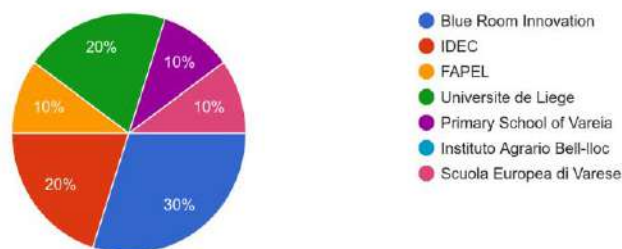
4.3.1 Introduction

The Kick off meeting of the Greener Green School project was held on hybrid mode in Girona (Spain) on the 3rd and 4th February of 2022. One representative from each partner organisation took part, with a total of 10 participants from 5 different countries: Spain, Greece, Belgium, Italy, and Luxembourg. During the meeting all partners had the opportunity to meet each other in live or in remote mode and to discuss about the expected results and the first steps to be taken, as well as defining some responsibilities and tasks to be undertaken by each partner organisation.

4.3.2 Results of the evaluation of the kick off meeting:

The participant to the evaluation was:

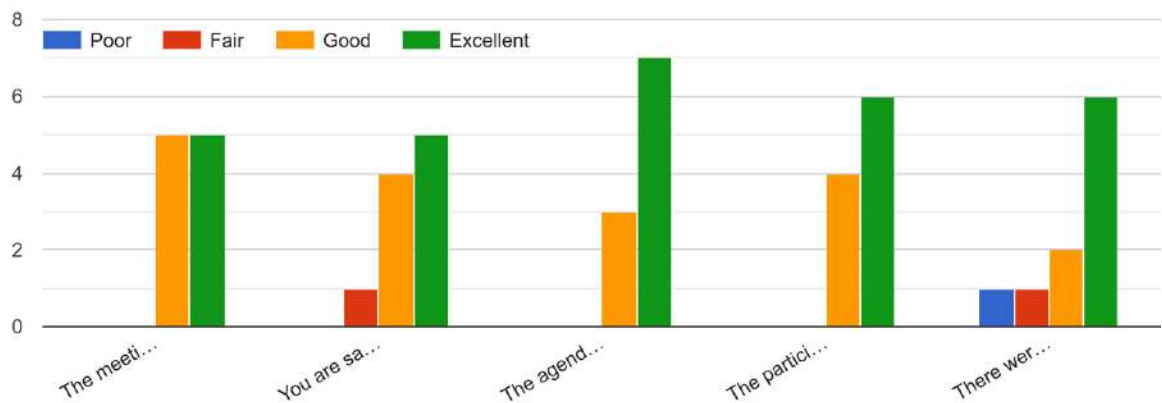
Please select your organisation
10 réponses



Some general questions were address and responded:

- 1) The meeting reach its objectives: good to excellent
- 2) You are satisfied with the discussions and the decision making process: fair to excellent
- 3) The agenda included all the issues you would have liked to discuss: good to excellent
- 4) The participation of all partners was active: good to excellent
- 5) There were no frictions among partners: more diversity of responses as its go to poor and faire (for 2 participants) to good to excellent for the others.

Please assess the different components of the meeting

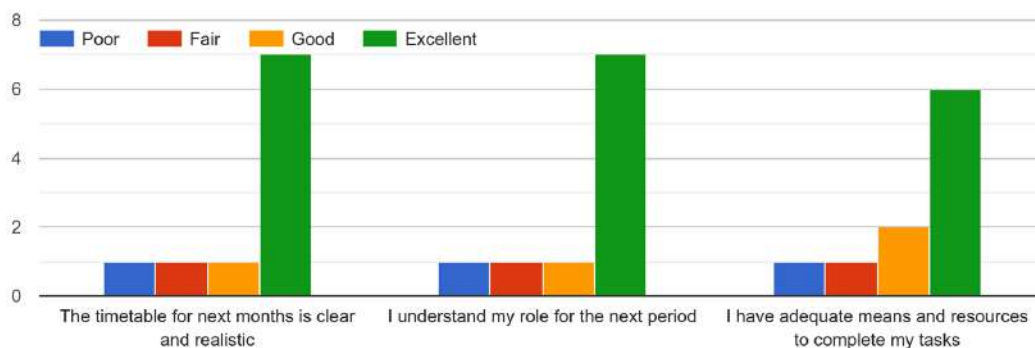


About the understanding of the project:

The timetable and the understand of each role for next months is clear and realistic to 7 participants but poor, fair and good for 3 others.

6 participants estimate that they have adequate means and resources to complete their tasks but 2 are not agree with that and 2 estimates that their means and resources are good.

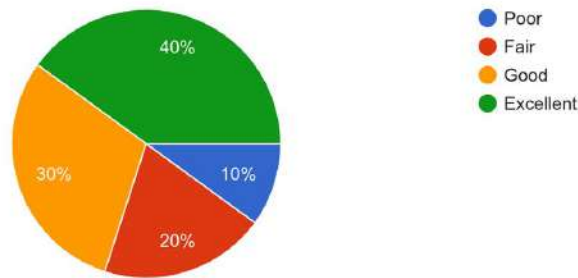
Please assess your understanding of the project after the kick-off meeting



40% of the participants have an excellent understanding of the PR1, 30% have a poor or fair understanding and 30% have a good understanding.

I have a clear understanding of PR1 The Greener Green training program (please evaluate)

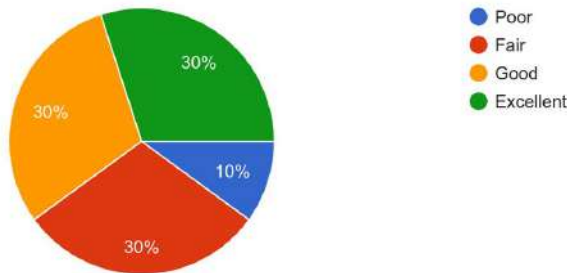
10 réponses



30% of the participants have an excellent understanding of the PR2, 40% have a poor or fair understanding and 30% have a good understanding.

I have a clear understanding of PR2 The Greener Green Assessment Tool (please evaluate)

10 réponses



At this stage of the project, participants think that the main strengths of the project are:

- The good cooperation of the partners and their interest in the project
- The possibility to create together a useful solution
- We have a good team and we have started well! With clear dates, clear objectives!
- Good partnership, involved and motivated
- Improve the practices linked for GREENER GREEN SCHOOL
- The possibility to create a good tool
- The good spirit and cooperation of the partners
- The collaboration and the good management
- Partners common will to deliver best possible outcomes
- Teams with expertise in this field except ULiège but it is helped by COREN and Charles

At this stage of the project, participants think that the main weakness of the project are:

- We are a bit delayed and need to speed up
- To make the common big picture of the outputs
- Maybe short time for creating materials for the course
- Distribute work through partners and fast timeline



- Vision of the future
- The tasks are not well distributed through partners, the deadlines are very short and objectives of each tasks are not clear
- We had some delay until we got aligned.
- Lack of time
- No weaknesses, partners are quite confident to cope with the project's duties
- The deadlines are too short to build robust results

Participants consider that these problems should be addressed as soon as possible:

- We must move a little faster
- Start talking about PR2
- Promote communication of Greener Green to the schools out of the partnership
- Motivation of the staff because some of them are busy by other projects
- Not to waste time on useless reports that will never be read and to concentrate on the essential of our objectives
- The delay, if we don't overcome it on time
- There haven't been any problems so far. We don't think that there could be a major enough threat to the completion of our activities.
- We have quite a few of planned TPM which could be tricky, but the consortium is being very creative to overcome any possible issue
- Make longer the deadlines

In the country of each partners, the opportunities for the results of the project GREENER GREEN are:

- We can promote the project to the local schools and also use the training materials at the IDEC training centre where we train teachers from European schools.
- To apply it to different schools
- The tool will be interesting for all the schools. 3/4 of Catalan schools are not a green school so, it is an opportunity.
- Promote schools to be green and recognised for it
- We can use the training course to teach European teachers at our training centre
- We believe that there are many opportunities for the results of the project, as the raising of awareness that has taken place in the last decade has significantly affected Greece, and most people are changing their habits so that they can help the cause.
- Huge opportunities like in every European country
- Expectation for a green concept is highly expected and we would try to deliver not only results but also commitment to green topics
- Collaboration with COREN and FAPEL

Participants expect from the outputs of the project:

- To be of good quality so that we can use them for training
- To create an interesting assessment tool
- A good self assessment tool and an interesting platform for teachers, students and families.



- Improvements to green education to schools
- More effective projects in the school
- To create an interesting tool
- To be of good quality and useful
- Raising even more awareness
- I expect Greener Green Outputs to install a.s.a.p. a green concept that could attract pupils as well as teachers into green topics and instal concrete measures on schools so that pupils can feel the change and live it to the full.
- These ones will be useful for COREN

Participant's wishes or suggestions to optimise the work procedures:

- The partners must be a little more responsive.
- That's OK. Reminders are a good way to give advice about the deadlines.
- Monthly meetings are very useful
- To receive plan about the tasks as we have already received it. Well done!
- Tasks must be clearer and more concrete
- All is on the wright track. My wish is to go forward and to proceed in the same positive mentality we are enjoying so far.

Anything else participant would like to share:

- Nice project, nice team!
- Good atmosphere / communication in the group. People motivated for the survey!

4.3.3 Conclusion

Particular attention should be paid to the understanding of the project results, which are not clear to all participants. In addition, there are conflicting situations regarding deadlines, where some participants find the deadlines too fast and others find them too slow. All participants find the project objective very important and interesting for many reasons and the atmosphere at the kick-off meeting was good.

4.4 Transnational Meeting Evaluation Report

4.4.1 Introduction

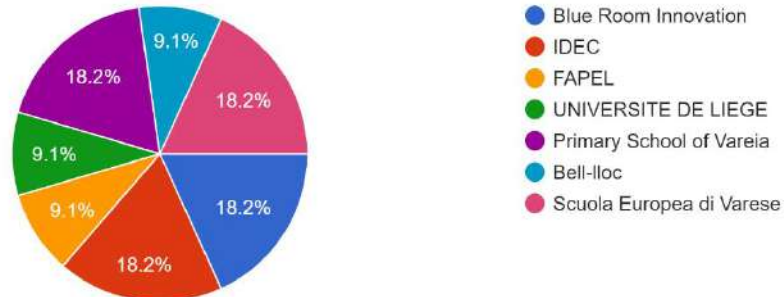
The Transnational meeting in Liege, Belgium was held on the **1st of June of 2023**, following the Greener Green Learning Teaching Training Activity that also took place in Liege on the 30th and the 31st of May. Representatives from each partner organisation took part in the evaluation of the partners' meeting, with a total of **11 participants** from 5 different countries: Spain, Greece, Belgium, Italy, and Luxembourg.

During the meeting all partners had the opportunity to see each other again and discuss about the project activities so far and the expected results. The Agenda was shared in advance by the Project Coordinator and was agreed by all Partners and structured in one day. After the meeting, the participants answered to an online questionnaire (<https://forms.gle/MjFzhx6cK68Bpcj49>) in order to assess the meeting, which consisted of the following questions.

4.4.2 Evaluation report

Please select your organisation

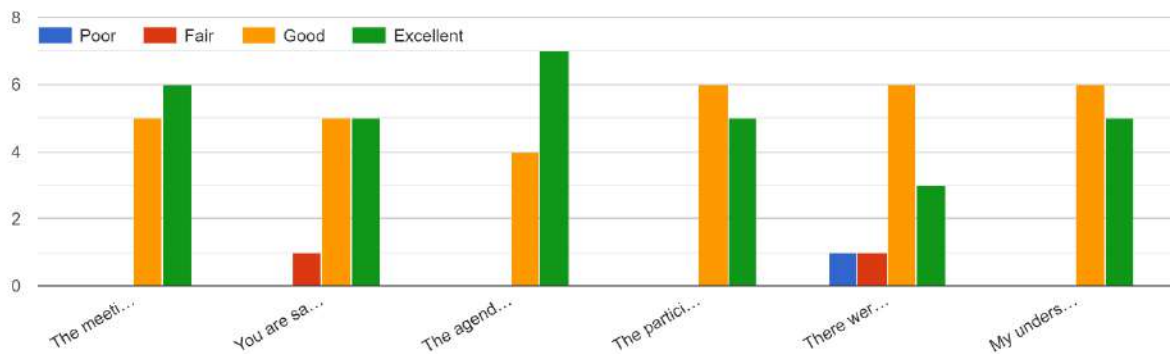
11 responses



In total, 11 people participated in the evaluation of the partners' meeting of Greener Green project: 2 from Blue Room Innovation, 2 from IDEC, 1 from FAPEL, 1 from Universite de Liege, 2 from Primary school of Vareia, 1 from Bell-lloc del Pla and 2 from Scuola Europea di Varese.

Question 1. Please assess the different components of the meeting.

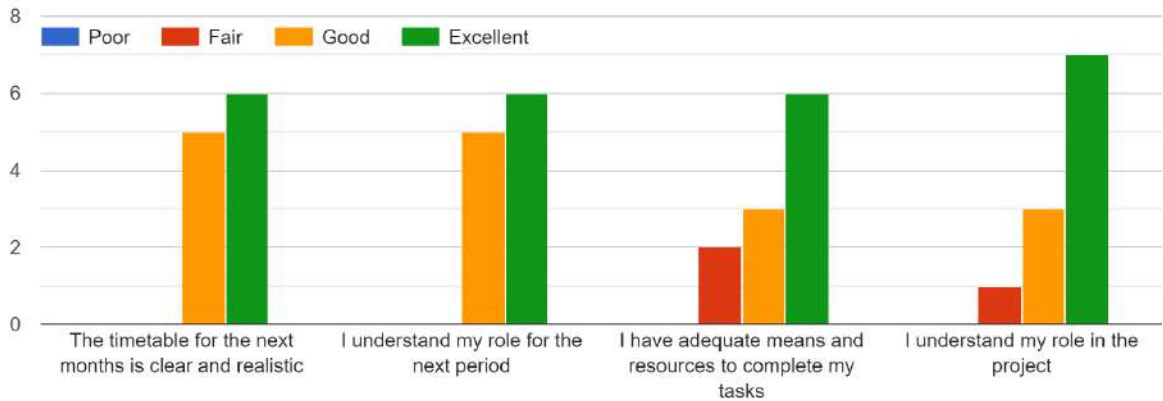
Please assess the different components of the meeting



The overall experience of the meeting has been positive. Generally, the meeting reached its objectives, and the agenda included all the issues the partners wanted to discuss. However, there was not unanimity on where or not there were frictions among the partners, as some of them evaluated this aspect as poor or fair.

Question 2. Please assess your understanding of the project after the meeting.

Please assess your understanding of the project after the meeting



Most of the participants evaluated positively their understanding of the project. Only one participant commented that he did not completely understand their role in the project, while two of them highlighted that they did not have the adequate means and resources for their tasks.

Question 3. At this stage of the project, what do you think are the main strengths of the project?

The participants answered the following:

- Final goal
- Accomplish deadlines with the implementation and pilots
- We are almost ready to finish the main outputs and have enough time to pilot them
- A good team
- Specific and realistic objectives with a team that is really specialised in the subject
- Organisation of the Team in the school. Sharing tasks.
- The fact that it has nearly finished products and its partners have direct access or belong to the target groups.
- Well organised material
- The good organisation from coordinator and the communication between partners
- Clear objectives
- Committed partners willing to do their best

The participants mentioned many aspects of the project as strengths. For instance, the majority of them pointed out the good organisation and communication between them, while others complimented the objectives and the given material.

Question 4. At this stage of the project, what do you think are the main weakness of the project?

The participants answered the following:



- Some partners have money problems
- Dissemination has to be improved and all partners more involved
- Lack of external communication
- The place of this project inside the different “Labels”
- I think we have not done enough in disseminating the project
- The short time left
- That there is needed a strong and coordinated effort for the next two months in order to finalise results in all languages before summer holidays and it is not certain that everybody will deliver results as planned.
- We should share our good practices in the website...
- I think the main weakness concerns the small participation of pupils
- More partners
- Administrative and organisational aspects often take precedence over project's tasks

In this case also, some weaknesses were mentioned. Mainly, the partners talked about the need for better dissemination and more involvement from both the partners and stakeholders. There is certainly an insecurity about the time left for the end of the project.

Question 5. Are there any problems that should be addressed as soon as possible? What do you think could threat the successful completion of your activities?

The participants answered the following:

- No (x4)
- Dissemination activity in order to impact better on the society
- I think there is not any urgent issue
- The time
- Dissemination effort has to be intense as little has taken place till now
- I think that there aren't serious problems
- Trust is essential to the success of a project, and mistrust is often triggered by a tendency to take liberties with what should be an unalterable basis for collaboration.

Altogether, the partners did not mention any serious problems. Only two of the partners stressed out the need for better dissemination.

Question 6. In your country, what are the opportunities for project Greener Green?

The participants answered the following:

- I don't know
- Collaborate with our government organising green schools around
- Connect to schools
- Contacts and opportunities with other schools
- We could share our project into the Green Schools Network we become part
- Yes green school



- There are many schools that have already taken action towards a greener school, so teachers are already sensitised on the subject and are normally more receptive to use the project results.
- There are many schools who want to become greener...
- Nowadays in Greece, there are many opportunities for the project because the people and the society are interested in the environment and the 17 goals for biodiversity.
- Promotion in schools
- All over Europe this green school topic is needed and welcomed. Luxembourg does not make an exception and many schools are keen to take part in such a green programme.

According to the partners, there are a lot of opportunities that the project could take advantage of. For instance, a lot of them suggested the further connection and communication with stakeholders and especially schools.

Question 7. What do you expect from the tools and outputs we are going to develop during the project?

The participants answered the following:

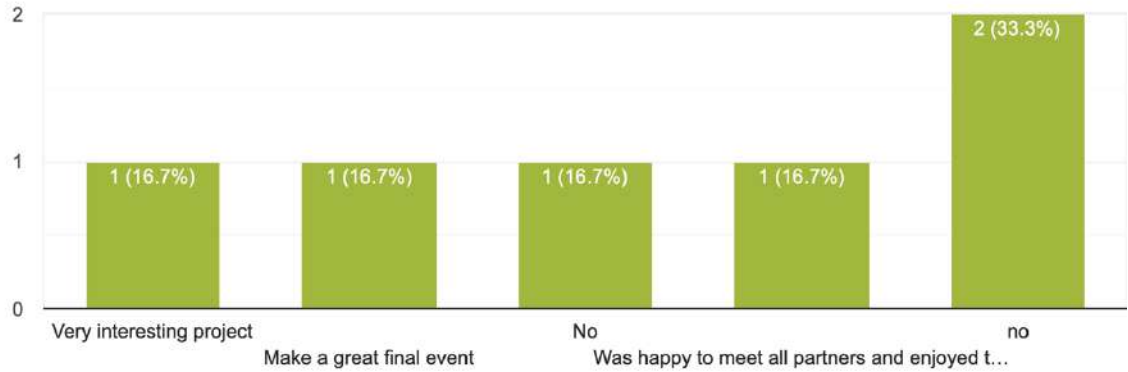
- I hope the tools and outputs will be useful
- Assessment tool and good information to teachers that want to become a green school
- Promote them to schools and similar targets
- Dissemination
- A useful and durable resource for any kind of school (no matter about their background, country, economy, etc.)
- Dissemination in large scale
- We expect them to be practical and user friendly, in other words useful and handy for primary schools.
- To be simple and easy for anyone who wants to apply them
- I expect our school will be greener and more environmentally friendly
- Developing environmental training
- From a personal point of view, the consortium is a little too careful to spare the sensitivities of schools / teachers / students. This could compromise the effectiveness of the program and / or distort the intended purpose of implementing the green theme in schools. In my opinion, we shouldn't be afraid to designate realistic assessments and consequently give ratings / labels more in line with the green parameters available in schools.

Overall, the partners have high expectations of the project and its results. While some of them expect specifically further dissemination, the majority is hoping for a useful and user-friendly set of tools that will apply to any school.

Question 8. Anything else you would like to share?

Anything else you would like to share:

6 responses



While some of the participants did not make any additional comments, the rest were happy to meet in person and described the project as very interesting.

4.4.3 Conclusion

In summary, the Transnational Meeting of Greener Green project in Liege was successful and positively evaluated. Overall, the meeting reached its objectives, and the partners have a clear idea of their role. In addition, the majority of them drawn attention to the quality of the communication and the general objectives of the project and were really satisfied with them, as they believe that the project has a lot to offer. However, something that should be taken into consideration is the improvement of the allocation of resources and the need for better dissemination.

4.5 Final Transnational Meeting Evaluation Report

4.5.1 Introduction

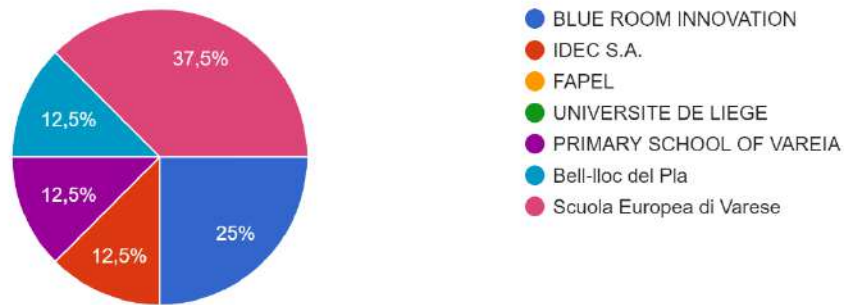
The Final Transnational meeting took place in Varese, Italy. Which was held on the **on 25th and the 26th of January 2024**. Representatives from most of the partner organisations took part in the evaluation of the partners' meeting, with a total of **8 participants** from 3 different countries: Spain, Greece, and Italy.

During the meeting all partners had the opportunity to see each other again and discuss about the project activities so far and the expected results. The Agenda was shared in advance by the Project Coordinator and was agreed by all Partners. After the meeting, the participants answered to an online questionnaire (<https://forms.gle/4LRPY1A56xen35nt7>) in order to assess the meeting, which consisted of the following questions.

4.5.2 Evaluation Report

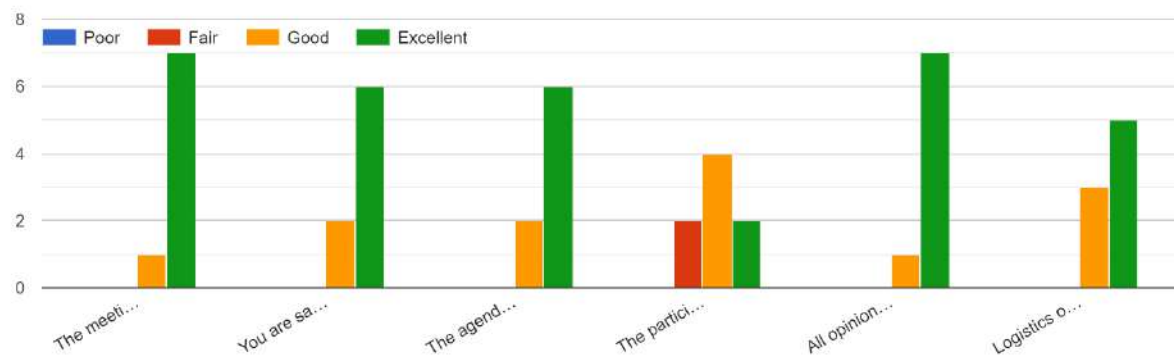
Please select your organisation

8 respuestas



8 people participated in the evaluation of the partners’ meeting of Greener Green project: 3 from Scuola Europea di Varese, 2 from Blue Room Innovation, 1 from IDECA, 1 from Primary school of Vareia, 1 from Bell-lloc del Pla. FAPEL and Universite de Liege could not attend to the meeting.

Question 1. Please assess the different components of the meeting

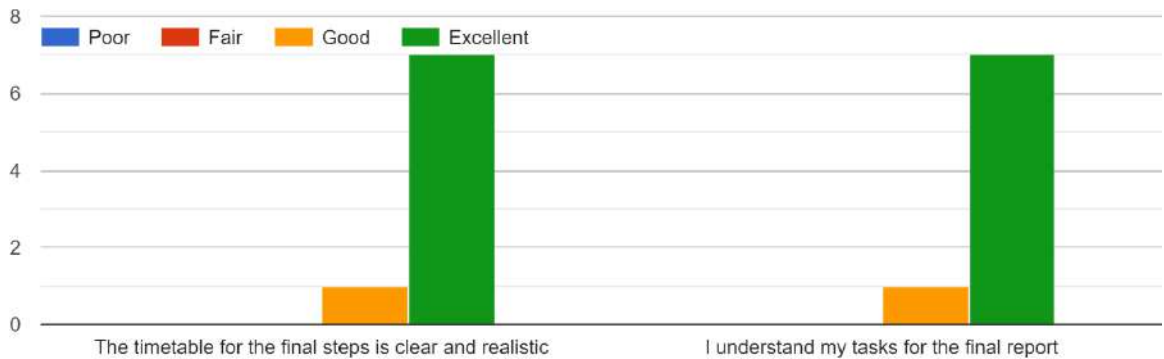


The survey shows that in general the partners were happy with the components of the meeting. According to the statements *‘the meeting reached its objectives’* and *‘All opinions were treated with mutual respect’* the partnership both think it were excellent (7) and good (1).

About the following three sentences: *‘You are satisfied with the discussions and the decision making process’*, *‘The agenda included all the issues you would have liked to discuss’* and *‘Logistics of the final meeting’* 6 of the participants think they were excellent while 2 think they were good.

Finally about if the participation of all partners was active, 2 participants believe it was excellent, 4 think that it was good and 2 believe it was fair.

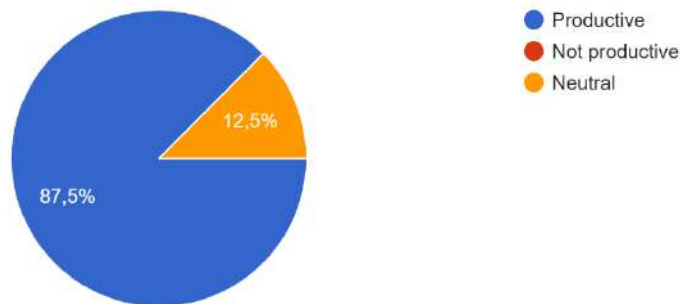
Question 2. Please assess your understanding of the project after the meeting



In relation to the understanding of the project after the meeting, it is fair to state that the partnership is content.

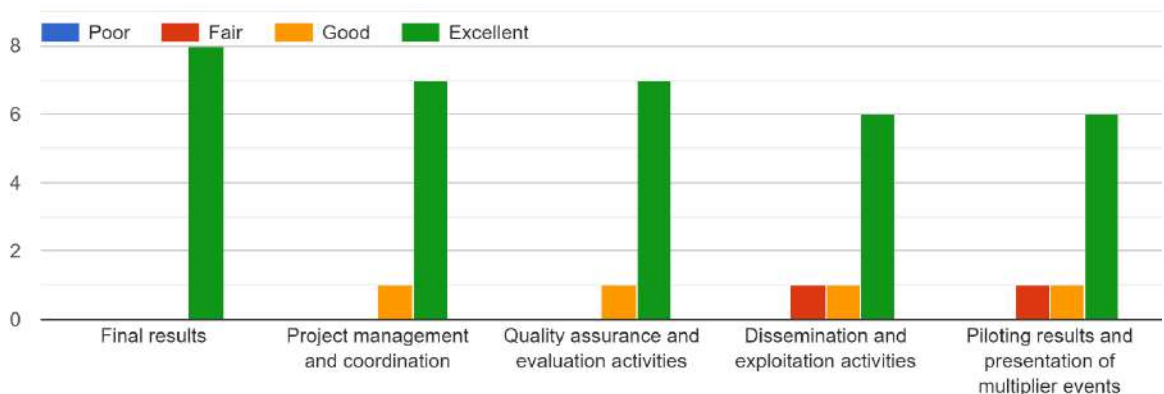
With 7 of them thinking that both the timetable for the final steps and the understanding for the final report had been excellent, while one of them thought it was good.

Question 3. How would you evaluate the project meetings during the lifetime of the project?



7 of the participants think that the projects meeting during the lifetime of the project have been productive, whereas one thinks that it has been neutral.

Question 4. Please assess your understanding of the subjects discussed during the meeting





According to the understanding of the subjects discussed during the meeting, it is fair to say that the consortium is rather satisfied.

All of them understood the *final results* to the excellence level, also almost perfect scores for the understandings of the *project management and coordination, quality assurance and evaluation activities*, with only a *good* in each sentence.

Also satisfactory assessment was received for the understandings of the *dissemination and exploitation activities* and the *piloting of results and presentation of multiplier events*. With 6 perfect scores 1 *good* and 1 *fair* each.

Question 5. Anything else you would like to share:

According to the partners:

- It was a memorable experience.
- At the end we have been able to manage most of the issues by taking and working on some activities and project results from other partners to achieve the final results.
- No (x2)
- It was lovely to meet everybody
- The absence of some of the partners made it difficult to achieve some objectives, especially dissemination (FAPEL) and the study of the internal coherence of the project outputs (ULiege).
- Good development with the Joint Research Centre of Ispra.
- Thanks.

Altogether, the participants were happy with the experience and to knowing each other, and also one of them pointed out that there were some difficulties because of the absence of some of the organisations.

4.5.3 Conclusion

Following the good dynamics demonstrated in the evaluation of the previous meeting, the results and feedback received by the partners continue to be pretty satisfactory.

In conclusion, the final Transnational Meeting of Greener Green project held in Varese was successful and positively evaluated, and the partnership always aims to continuous improvement and reaching the best possible understanding between the partners. In summary, the meeting reached its objectives, and the partners have a rather clear idea of their role.

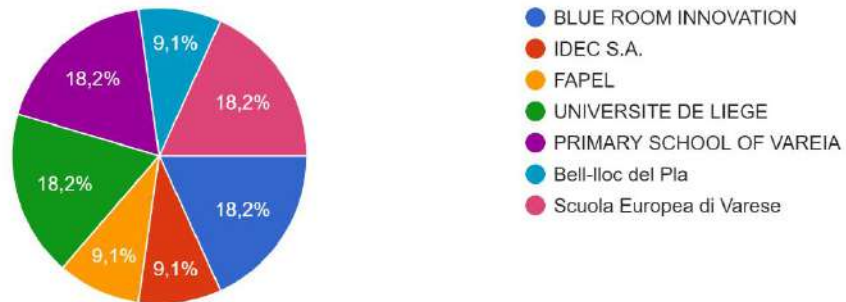
However, one fact that should be taken into account, and which has been highlighted by several participants and reflected in several scores, is the difficulties that have arisen due to the absence of two of the partners.

5. Learning Teaching Training Activity Evaluation Report

5.1 Introduction

Please select your organisation

11 respuestas

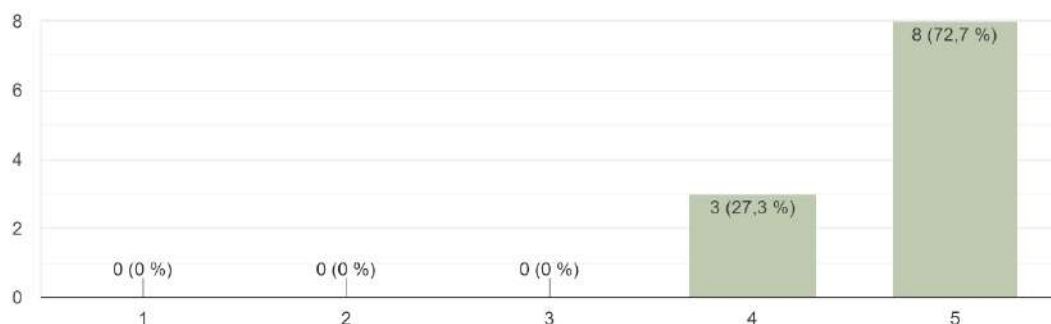


The Learning Activity took place on 30th and 31st of May 2023 in Liege, Belgium. In total, 11 people participated in the evaluation of the learning activity of Greener Green project: 2 from Blue Room Innovation, 1 from IDEC, 1 from FAPEL, 2 from Universite de Liege, 2 from Primary school of Vareia, 1 from Bell-lloc del Pla and 2 from Scuola Europea di Varese.

Question 1. How would you evaluate the overall learning experience of the LTTA in Liege?

How would you evaluate the overall learning experience of the LTTA in Liege?

11 respuestas

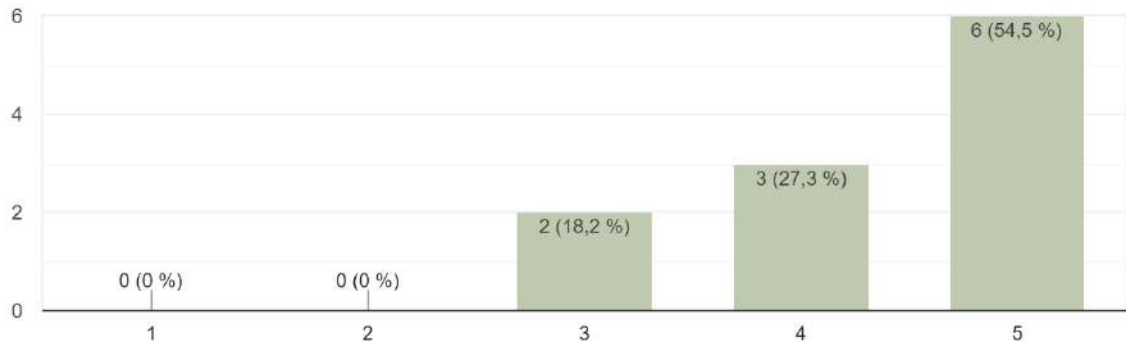


The overall learning experience of the LTTA has been really positive. The participants evaluated the experience with the highest score.

Question 2. Did you find the programme useful for your profession?

Did you find the programme useful for your profession?

11 respuestas



Most of the participants evaluated positively with the highest score the utility of the programme for their profession.

Question 3. After completing this course which of the following describes best your level of competence?

After completing this course which of the following describes best your level of competence?

11 respuestas



The participants were asked to evaluate their level of competence after completing this course based on the following statements:

- I have an idea about what is Green School and how to make my school/organisation more green.
- I learnt some of the basic principles of Green Schools and how to make my school/organisation more green.
- I have a good knowledge about the theory of Green Schools and how to make my school/organisation more green.
- I have a good knowledge about Green School and how to make my school/organisation more green and I can implement in practice.

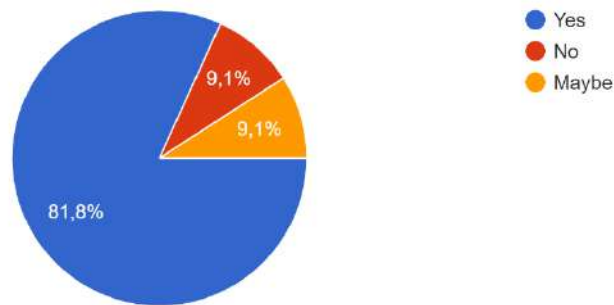
- I have a good knowledge about Green School and how to make my school /organisation more green and I can transfer it to others.

6 participants answered that they have a good knowledge about Green School, how to make their school /organisation more green and that they are able to transfer it to others. 2 participants answered the statement “*I have a good knowledge about the theory of Green Schools and how to make my school/organisation more green*” and another 2 the statement “*I have a good knowledge about Green School and how to make my school/organisation more green and I can implement in practice*”. Just 1 partner chose this option: “*I learnt some of the basic principles of Green Schools and how to make my school/organisation more green*”.

Question 4. Will you use any of the information/techniques/tools that you acquired during the course, in your professional life?

Will you use any of the information/techniques/tools that you acquired during the course, in your professional life?

11 respuestas

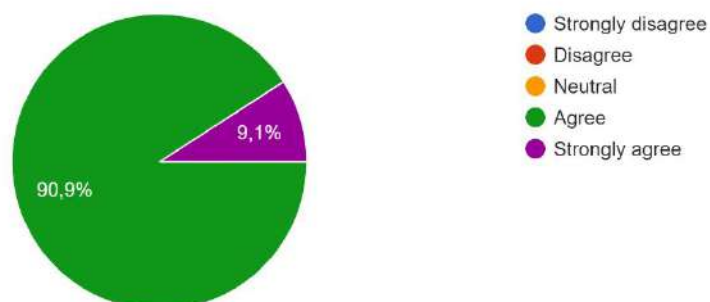


Most of the participants (9) chose the option “Yes” meaning that they would use the information/techniques/tools that they acquired during the course, in their professional life. 1 partner answered “No” and another one “Maybe”.

Question 5. Was the training practical and easy-to-follow?

Was the training practical and easy-to-follow?

11 respuestas





The majority of the participants (10) chose the option “Agree” and 1 partner “Strongly agree”.

Question 6. Which part of the training did you find the most interesting?

The participants answered the following:

- Visit at the Green school
- Visit of the school
- The covering of both the micro level (my land) and the macro one (my globe), or project management and management of activities related to different fields of activity in green schools (e.g. healthy food, sports, school gardens etc.).
- The visit of the ST-Véronique School
- Visit the school Maternelle, share experience on modules related on the teachers' point of view
- Information from another structure/administrative information
- Assessing the school green framework under 14001 iso which gives the process a fair reliability and generates a tool to build further on
- Exchange of good practice
- Visit to Green school
- Visiting the school
- The presentations of modules 5 and 7 and the school visit

Most participants agreed that the visit to the school was the most interesting activity of the training.

Question 7. Which part of the training did you find the least interesting?

The participants answered the following:

- None
- I found all parts interesting
- Administrative stuffs
- Sustainable food can be highly criticised by vegan or vegetarian users
- School green strategy & assessment
- Long presentation
- Bureaucracy

6 participants answered that they didn't find any part of the training not interesting.

Question 8. Please share your comments and suggested improvements

The following suggestions were made:

- I would have loved to go through more concrete examples of ISO 14001 remarks & given answers by the school
- Transfer from school to university was not organised and no organisation for lunch and we arrived late with different cars. Better organise all group together and if there is few time to it organise it in an efficient way
- More best practices examples to be shown; more interactive exercises.
- More time with teachers to share good practices which we could apply in our school

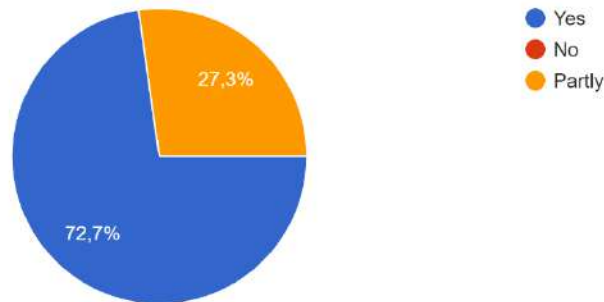
- Cooperation between the school unit through online meetings
- None
- Nothing special
- More focus on main point
- Better think about the schedule. Not all participants have the same customs and ways of doing things.
- Some are doing a lot, interesting to share
- More good practices and examples are important

Many participants (4) mentioned that they would have liked to have more good practices and examples. Also 2 something would like better management of the schedule and organisation of the visit to the school.

Question 9. Was this training motivational for you?

Was this training motivational for you?

11 respuestas

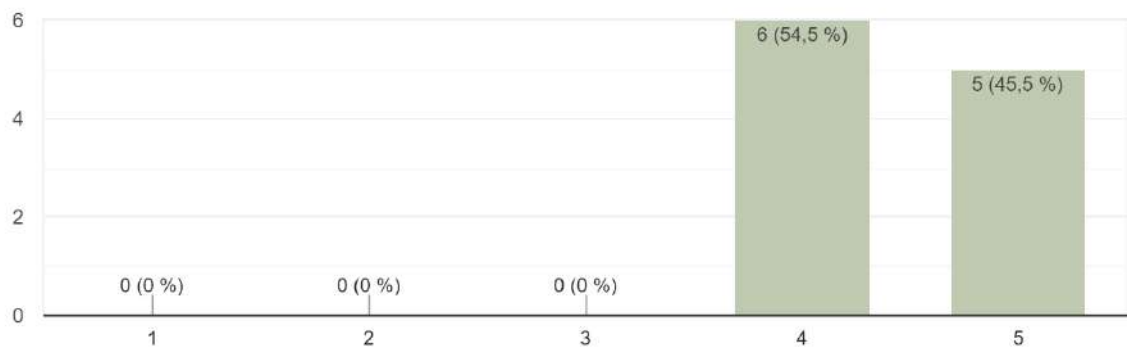


Most management answered “Yes”, meaning that this training was motivational for them. Other 3 chose the option “Partly”.

Question 10. Did the quality of the course meet your expectations?

Did the quality of the course meet your expectations?

11 respuestas

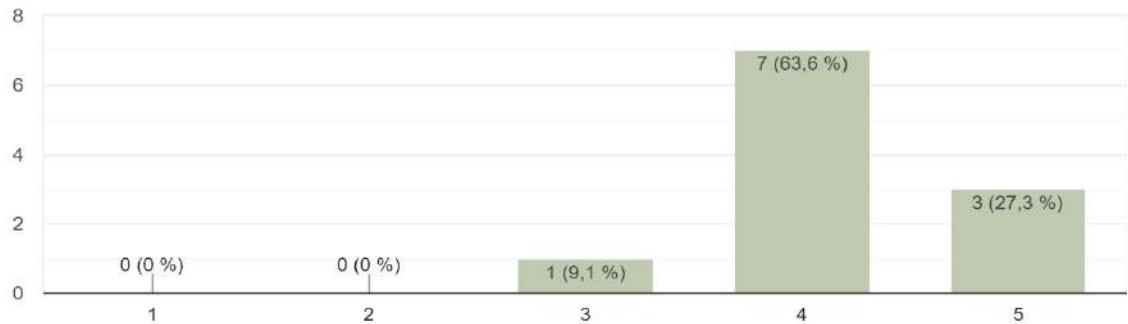


The participants evaluated positively the quality of the course.

Question 11. Was the venue suitable for the training programme?

Was the venue suitable for the training programme?

11 respuestas

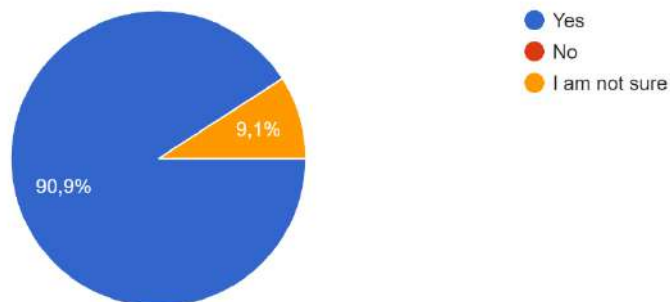


The overall evaluation of the venue was positive and suitable for the training programme.

Question 12. Are you ready to apply Green School transformation and make your school/organisation more green as a result of attending this course?

Are you ready to apply Green School transformation and make your school /organisation more green as a result of attending this course?

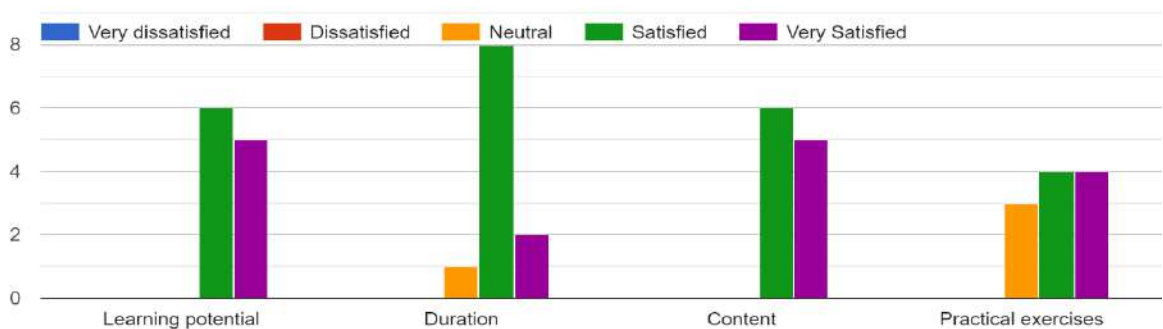
11 respuestas



Most of the participants (10) answered “Yes”. Only 1 partner chose the option “*I am not sure*”.

Question 13. Please rate your satisfaction regarding the course's...

Please rate your satisfaction regarding the course's ...



The participants had to rate their satisfaction based on:

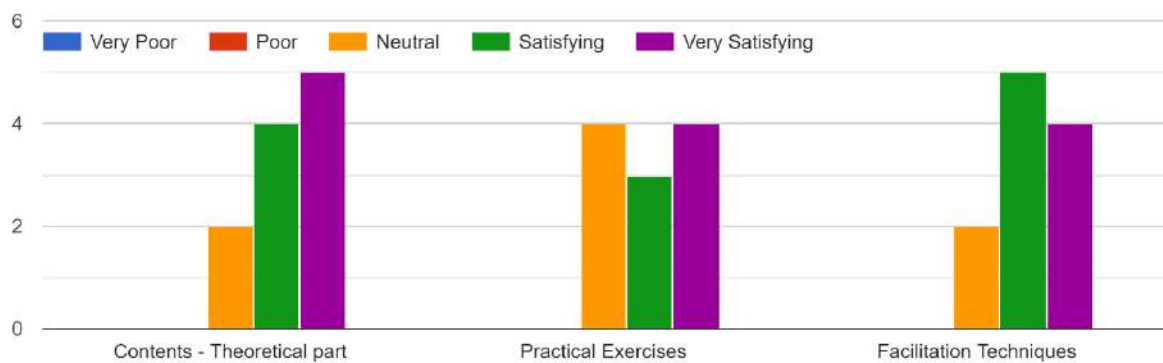
- Learning potential
- Duration
- Content
- Practical exercises

Regarding the learning potential, 5 participants chose the option “*Very satisfied*” and 6 “*Satisfied*”. For duration of the course, 2 participants answered “*Very satisfied*”, 8 chose “*Satisfied*” and 1 “*Neutral*”. When talking about the content of the course, 5 participants the option “*Very satisfied*” and 6 “*Satisfied*”. Finally, for practical exercises, 4 participants answered “*Very satisfied*”, another 4 chose “*Satisfied*” and 3 “*Neutral*”.

5.2 Training Days Evaluation

Question 1. Please evaluate Day 1 regarding the...

Please evaluate Day 1 regarding the...



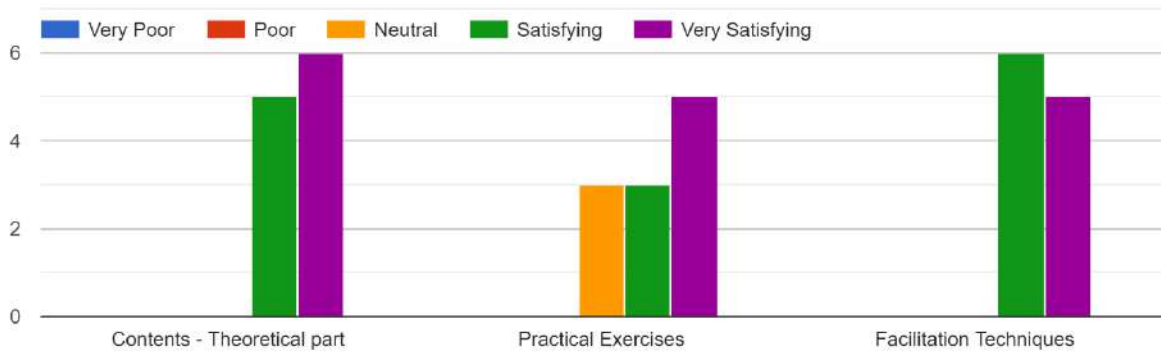
The participants had to rate day 1 of the training based on:

- Contents – Theoretical part
- Practical exercises
- Facilitation Techniques

Regarding the contents and theoretical part of the 1st day of the training, 5 participants answered “*Very satisfying*”, 4 chose the option “*Satisfying*” and 2 “*Neutral*”. For practical exercises of the training, 4 chose the option “*Very satisfying*”, 3 answered “*Satisfying*” and 4 “*Neutral*”. In the facilitation techniques of the training, 4 answered “*Very satisfying*”, 5 chose “*Satisfying*” and 2 “*Neutral*”.

Question 2. Please evaluate Day 2 regarding the...

Please evaluate Day 2 regarding the...



The participants had to rate day 2 of the training based on:

- Contents – Theoretical part
- Practical exercises
- Facilitation Techniques

Regarding the contents and theoretical part of the 2nd day of the training, 6 participants answered “*Very satisfying*” and 5 chose the option “*Satisfying*”. For practical exercises of the training, 5 chose the option “*Very satisfying*”, 3 answered “*Satisfying*” and 3 “*Neutral*”. Finally, about the facilitation techniques of the training, 5 answered “*Very satisfying*” and 6 chose “*Satisfying*”.

Question 3. Do you have any suggestions for the improvement of the training?

The following suggestions were made:

- No
- I would have spread the timeline over 3 full days but with a shorter daily schedule
- Logistic can be improved
- More interactive exercises and less theory
- Nothing special
- Greener Green international recognition
- It was good, interesting and enough
- Inclusion of the use of the e-learning platform, which was omitted due to wrong planning of times, which will anyway take place online in the near future.

5.3 Conclusion

In summary, the Learning Teaching Training Activity of Greener Green project was successful and positively evaluated. The majority of the participants will use the



competences and techniques acquired during the training in their professional life. For the participants, the most interesting part of the training was the visit to the school, but they would have liked more time with the teachers to share more exercises and good practices which they could apply in their schools. The quality and venue of the training was also positively evaluated. In addition, the participants were satisfied with the theoretical part, practical exercises and facilitation techniques of the training. Even though some participants mentioned that they would have like a better schedule of the training (more practice and less theory) and a better organisation of the visit to the schools.



6. Webinars

6.1 Introduction

3 webinars were organised and reported by the partners. Each report offers general information about the webinars and the participant feedback, which helped to gather the information needed to carry out the later pilot testing. In the Annexes, you can find the list of respective full reports of the webinars, which will be attached to this report in PDF format.

6.2 Webinar Report: European School of Varese (Italy)

The webinar took place online on Wednesday **13th December, 2023**. There were **37 participants registered and 21 attended** live with others watching the recording through TEAMS. The webinar was organised by leaders in the Office of the Secretary General – the central office for all of the European Schools and lasted around 1 hour 30 minutes. The webinar was presented by:

- Jo Rivers-Scott (Materna teacher, Digital Learning Coordinator, Sustainability Coordinator for ES Varese – a partner in the Erasmus+ Greener Green project).
- Alison Micklem – Sustainability Lead for Interparents, Organiser for Climate Education and Action, Climate Fresk Facilitator.

Participant Feedback

The response to the Greener Green platform demonstration was very positive and many people decided to try and use it in their schools.

In conclusion, the webinar was well received, and some individual feedback showed that the webinar was useful and informative (see the report in the Annexes). The webinar served to open a dialogue between all of the European Schools about how we can use the Greener Green tool in our schools to help us all become more sustainable.

6.3 Webinar Report: Bell-llock and Blue Room Innovation (Spain)

The webinar took place on **November 7th** from 5:00 PM to 6:15 PM, with the participation of **22 people**. After this, evaluation surveys were conducted, through which the report has been compiled.

Participant Feedback

Among all the feedback received during the webinar they can highlight:

- A good and well-structured presentation
- The tools presented were standard for everyone.
- The results presented can open new opportunities for the school.
- The importance of becoming a more conscious community not just for teachers by involving parents and students.



About the weaknesses of the webinar, some participants agreed that the webinar might have been a bit longer so they would have more time to test and discover the products.

To sum up, as we can see the participants were satisfied with the webinar, the content and structure was clear. The information presented and the products provided were useful for all the participants. It is true that by the end of the webinar the participants had short time to test the platforms and to ask questions since we had to face some small technical issues. As a conclusion, the webinar was helpful for teachers to know more about Greener Green Project and its results

6.4 Webinar Report: Primary School of Vareia and IDEC S.A. (Greece)

The Greener Green Assessment tool and e-learning platform represented in a webinar organised by the Primary School of Vareia, with the support of IDEC S.A. **Twenty six people** participated in the Greener Green webinar. The webinar took place on the **17th of November 2023**.

Participant Feedback

Fifteen of the webinar participants have answered the evaluation questionnaire. They were satisfied and mentioned that the webinar was useful for improving the educational process. The platform also contributes to the cultivation of environmental culture.

Participants responded that they were satisfied with the webinar. They also reported that the educational platform was more interesting than the Assessment Tool. Finally some would like the webinar to last longer.



7. Pilot Testing Report Evaluations

7.1 Introduction

Several pilot testing were conducted by the partners. The pilot testing at each place included an evaluation part of the Assessment Tool and another of the e-learning platform. Next, we will see what each pilot testing entailed and the feedback received from the participants. In the Annexes, you can find the list of respective full reports of the pilot tests, which will be attached to this report in PDF format.

7.2 Pilot Testing Report: ULiege and COREN asbl (Belgium)

The Greener Green Assessment tool and e-learning platform test were piloted in **Belgium** by **Université de Liège** with the great help of **COREN asbl** based in Liege and Brussels. 44 people were invited to the event but only **13** people registered to the Greener Green Assessment Tool and e-learning platform evaluation developed by the whole consortium and translated into French. And only 7 of them effectively showed up during the online meeting. All of the 13 received access to the tools and the link to both the online evaluations.

Participant feedback

These are some of the comments:

“The tool seems comprehensive enough”

“I’ve already seen some nice ideas, thanks.”

“There are lots of thinks. I have to come back to it later before giving a feedback.”

“The tool seems very interesting, particularly the fact that when you say no to a question, it refers to an aid to understanding things better, it gives you an initial impetus to understand things. But this immediate remediation aspect is very interesting.”

7.3 Pilot Testing Report: European School of Varese (Italy)

The Greener Green Assessment tool and e-learning platform were piloted in **Italy** by the **European School of Varese** based in Varese, Italy. **12** people participated in the Greener Green Assessment Tool and e-learning platform evaluation developed by the whole consortium.

Participant feedback

Many participants were excited by the idea of the project and keen to investigate it further. For the Assessment Tool, overall most participants found it simple to use and visually appealing but many would prefer to be able to have alternative answers to just yes/no, to remove the automatic comments when a yes/no answer is given (You are on the right track), and to improve the tips so they can give more advice for what to do.

For the e-learning platform the participants appreciate the information and functionality of the site, although they would like it to be more concise and more visually appealing with more elements they could use with their classes directly.



7.4 Pilot Testing Report: Bell-lloc and Blue Room Innovation (Spain)

The Greener Green Assessment tool and e-learning platform were piloted in Spain at **Bell-lloc School. Twenty two people** participated in the Greener Green Assessment Tool and e-learning platform evaluation developed by the whole consortium.

The piloting was co-organised by Bell – Lloc School and Blue Room Innovation all in the same day, this report includes the results and comments from both partners.

Participant feedback

For the Assessment Tool, most participants found it simple to use and visually appealing. However, we could enhance its specificity for each school by including other types of answers. Additionally, some tips for the wrong answer were not clear enough.

For the e-learning platform, participants found the materials interesting; however, they noted a gap in coverage, particularly in small and daily actions. Overall, they agreed that the platform was not attractive enough but very easy to use, thanks to its similarity to the model.

7.5 Pilot Testing Report: FAPEL and ULiege (Luxemburg & Belgium)

FAPEL & ULG joined forces to deliver a large-scale joint action and organised the pilot testing the **15th of January** with the participation of **fifty one persons**.

Participant feedback

A pilot testing had been conducted on this event and feedback led to the following conclusions.

Students and teachers had an average level of satisfaction with the pilot testing. The test had assessed at 37% the level of satisfactory.

The students did express a number of observations that the tool's designers and the project's technical team would likely be considering. All topics that registered average satisfactory score and a percentage lower than 40% are most likely to be reconsidered for best improvements!

7.6 Pilot Testing Report: IDEC S.A. (Greece)

The Greener Green Assessment tool and e-learning platform were pilot tested in Greece by **IDEC S.A. Thirteen people** evaluated the Greener Green Assessment Tool and e-learning platform developed by the whole project consortium.

The participants firstly attended an informative webinar (17th of November 2023) educating them on the educational goals and usage of the Greener Green e-learning platform and Assessment Tool and then they've tested them online on their own pace. Then they proceeded to conduct an online evaluation for both via Google forms. This report concludes the way the pilot testing was conducted as well as the feedback received by the participants.



Participant feedback

Overall, both the Assessment tool and the e-learning platform seemed to be very well received by the participants with little to no negative feedback being provided.

The Assessment Tool was easy to use and very user friendly which made for a pleasant experience, despite a few technical issues concerning matters of display.

The e-learning platform was found to be very interesting and educative, with only a few notes expressing the need for more educational units and some small concerns in regards to some of the existing material. Both were found to be very visually appealing and motivating to the participants who seemed very willing to intergrade them into their teaching practices.

7.7 Pilot Testing Report: Primary School of Vareia (Greece)

The teachers of the **Vareia Primary School** carried out the pilot testing of the educational Assessment Tool and the e-learning platform. The school's teachers completed the evaluation form after attending the 17-11-2023 webinar and **11 people** participated.

They had the opportunity to explore the assessment tool previously when it was prepared and translated into Greek within the framework of the project and also, they could explore the e-learning platform previously when it was prepared and translated into Greek within the program.

Participant feedback

Teachers expressed great satisfaction with the assessment tool. The responses also show that the modules chosen by the project partners were useful and of interest to them.

It is also important that they rated it highly in all questions and that they said they would use it in the educational process. The assessment tool can be used in the educational community and especially in schools aiming to become greener and more experiential.

In addition, it should be noted that in terms of the technical part, they did not report any problems and they highlighted the presentation was attractive according to the results of the questions.

For the e-learning platform, the teachers highly rated it as well as whether it corresponds to the data of daily life. All sections were eye-catching and engaging to navigate. The material used was also rich.

The responses also show that the seven thematic modules chosen by the project partners were useful and of interest to them and met their needs.

For each section, respondents answered the following:

- If the content was simple and understandable
- if it was relevant to their needs
- if it was presented through a variety of means
- if it can be applied to everyday life



The graphs show that the teachers were satisfied and positively evaluated the platform in all four points and that they also positively evaluated the platform as a whole as an educational tool aimed at the entire school unit (teachers, parents and students).

Summarising, the research showed that the educational platform is ready to be presented to the younger educational community and to be used for the transformation of schools into sustainable green schools friendly to the environment.



8. Multiplier events

8.1 Introduction

The Multiplier events took place during the last semester of the project. First Multiplier event was a 3-day event the 6th, 7th and 8th of June 2023 in Luxembourg. The second one was the 24th of November in Girona, specifically at the Bell-lloc School. The third one was in collaboration by the Primary School of Vareia and IDEC in Lesvos island on Saturday 9th of December 2023. The next one was held in Varese on Monday 22nd January 2024 and the last one was held again in Luxembourg the 25th of January 2024 this time.

Next, we will observe how the events unfolded and the feedback provided by the participants. In the Annexes, you can find the list of respective full reports of the Multiplier events, which will be attached to this report in PDF format.

8.2 Multiplier event Report: Luxembourg I

In Luxembourg, the teachers' union organises a unique fair for teachers that takes place once each 2 years.

During this fair, new teaching materials and the latest findings in the field of education are on display and made available to teachers, who can then purchase them to improve their teaching methods.

This **3-day** fair is interspersed with workshops and meetings, and the Minister of Education honours the fair with a visit and a speech.

Participant Feedback

Teachers had been very delighted to learn about the Greener Green project and responded positively to all FAPEL's questions and information.

Teachers comes to this fair from all over Luxembourg, and we entrusted many of the persons that stopped by FAPEL's booth (**26 people** signed the attendance list), to disseminate the word for green topics and to join the project for best methods & online learnings.

8.3 Multiplier event Report: Luxembourg II

With this small multiplier event, FAPEL tried to approach the event in a slightly more creative and element-focused way, in order to further develop this notion of ReUse-ReDuce-ReCycle and see how far we could get by focusing on this green objective.

We have intentionally limited ourselves to a small number of participants, **4 people** in order to channel the flow of information and focus solely on the ReUse-ReDuceReCycle theme. The multiplier event took place in Luxembourg the **25th of January 2024**.

Participant Feedback

The result surprised everybody, and the idea is proving very interesting. We'll be adopting a similar approach whenever the multiplier event, when time and resources allow it.

Taking a creative approach to certain challenges can pay off, and brainstorming on themes in search of innovative solutions can bring something new to the table with a



relevant response to needs. FAPEL has set up a plan to visit and negotiate with Luxembourg's recycling centers, and we'll be trying to make room for the Greener Green project with these recycling centers spread across the country.

8.4 Multiplier event Report: Spain

On November 24, 2023, the Bell-lloc and Blue Room Innovation organised a Multiplier Event in Girona, specifically at the **Bell-lloc School**, bringing together a diverse group of over **80 participants** in a face-to-face setting. The Multiplier event report provides a comprehensive analysis of the event's success, exceeding expectations and highlighting key elements that contributed to its triumph. From the strategic collaboration between Blue Room Innovation and Bell-lloc to the active participation of attendees, efficient organisation, and lasting impact on the educational community, the report delves into the fundamental aspects that shaped the event's success.

Participant Feedback

The event received a very positive response from participants. From start to finish, attendees demonstrated exceptional engagement, remaining attentive and participative. Many not only arrived punctually but also chose to stay until the end, suggesting a notable level of interest and satisfaction.

Once the formal event concluded, a prolonged interaction among attendees was observed. Groups formed, and discussions on the presented topics continued. This not only indicates understanding and interest in the provided information but also reflects thoughtful consideration of the issues discussed.

The participation and commendations from the Deputy Mayor of Resource Management and Citizen Care of Girona were notable. "It has been very good. I find it a very interesting project, and you have made the event very enjoyable." remarked the Deputy Mayor. These comments not only showcase the success of the event but also underscore the relevance of the content presented.

In addition to the presentation of the Greener Green project, the event became a conducive space for networking and building connections, especially with other schools and institutions participating in various Erasmus+ programs.

A noteworthy aspect was the positive feedback regarding the organisation of the event. Several participants highlighted the coordination and evident effort in event planning. Comments like "The effort and planning behind everything were evident" emphasise the importance of a well-executed event, enhancing participants' active and positive perception.

8.5 Multiplier event Report: Greece

An event to mark the end of the GREENER GREEN project was held in collaboration by the **Vareia Primary School** and **IDEC** in Lesvos island on **Saturday 9th of December 2023**. A diverse group of over **131 participants**, came together in a face-to-face setting.

Initially, a Workshop was held with speakers from the University of the Aegean and Europe Direct and an update was made on the results of the program. The artistic creations of the students of the Primary School that were made during the project were



exhibited in the area. During the implementation of the project, the Assessment Tool as well as the e-learning Platform of the Greener Green project and Educational Scenarios were presented.

Participant Feedback

Participants gave the event a very enthusiastic feedback. Attendees showed outstanding involvement the entire time, paying close attention and participating. Many showed a noteworthy degree of interest and happiness by engaging in longer conversations after the end of the official event, and also eagerly exchanged their thoughts and ideas.

Discussions on the subjects that were presented proceeded as groups were formed. The attendees thoroughly discussed the problems mentioned and proceeded to acquire a deeper comprehension and interest in the material supplied.

At the end of the event, 14 attendees completed a survey and gave their feedback concerning the Greener Green Project.

Overall, we distinguish that the participants seemed satisfied with both the Greener Green multiplier event as well as the project as a whole. The majority of the participants mentioned thinking that the project’s impact on all levels will be very positive. They also made some insightful comments on how to enrich the program further. Some complaints were made mainly concerning the facility that the event was held at, but overall a lot of positive feedback was given and the event was deemed successful.

8.6 Multiplier event Report: Italy

The Varese Multiplier event took place on Monday **22nd January 2024** from 17.30-19.00 in presence and with a hybrid online presentation. The aim of the event was to make contact with other people in the community such as parents and other schools locally and in other parts of Italy and abroad, but particularly with local schools and those participating in the Green School initiative to share ideas and make connections for working together in the future.

The event was hosted at the European School of Varese in the Montessori Building where there was a large space for an Aperitivo for networking and a separate area for the presentation. For the Aperitivo Networking event 32 people registered, 30 attended and for the online presentation 22 people registered and 18 attended, giving a total of **54 registrations** and **48 attendees**.

Participant Feedback

The event received very positive feedback. All attendees were fully engaged in the whole event, remaining attentive and participative with nearly all staying for the whole event. This is very significant considering the cold, dark time of year in January when teachers are exceptionally busy writing children’s reports.

The presentation was well received online with all participants remaining for the duration of the presentation. Interactive chat was a little difficult online due to the hybrid nature of the event and a little technical difficulties, however some positive feedback was received and participants enjoyed the presentation. The presentation and subsequent discussion



demonstrated how everybody is very motivated and inspired to find ways to solve problems for our schools and help each other.

Discussions included teachers sharing ideas about dissemination of projects through a website, children visiting nearby schools to look at their sustainability projects such as ponds, community events such as joint school flower and tree planting, or sustainable picnics together. Collaborations of school events such as Science Week to include sustainability and other schools.



9. Final Conclusion

The final evaluations provided by each partner have offered us a comprehensive overview of the project's impact and reach, allowing us to draw well-informed conclusions.

The **final evaluation** of the Greener Green project, has yielded highly positive results, highlighting its positive impact on schools and the deepening of understanding sustainable practices. Partners expressed a commitment to ongoing collaboration, emphasising the added value and benefits of transnational cooperation, including the exchange of views and good practice and they see the opportunities for exploiting the project's results in the future.

Conclusions from **meetings** reflected positive dynamics and satisfactory results. The last Transnational Meeting of the Greener Green project was successful and positively evaluated, demonstrating the partners' ongoing commitment to improvement and understanding. The importance of full participation for project success was emphasised as well.

The **Learning Teaching Training Activity** of the Greener Green project was also positively evaluated, with the majority of participants intending to use the acquired competencies in their professional lives. While some aspects for improvement were identified, such as scheduling and organisation of school visits, overall, the quality and content of the training were well-received.

The **webinars** served as valuable platforms for sharing knowledge, fostering collaboration, and promoting sustainability awareness among educators and students alike. The positive feedback received underscores the significance of ongoing efforts to integrate sustainability practices into educational curricula and school environments, reflecting the broader goals of the Greener Green project.

Overall, the **pilot testing** reports indicate positive reception of the Greener Green tools, with participants expressing enthusiasm for their potential to promote sustainability education and contribute to the transformation of schools into environmentally friendly institutions.

Finally, the **Multiplier events** served as crucial platforms for promoting the Greener Green project, fostering collaboration, and gathering valuable feedback from participants. The positive responses and active engagement demonstrate the project's impact and potential for promoting sustainability in educational settings.

In conclusion, the Greener Green project has demonstrated its positive impact at multiple levels and its potential to influence significant changes in sustainability-related awareness and practices.



10. ANNEXES

The following reports are attached to this Final Quality Assurance Report:

1. Semester Evaluation Reports:

- ❖ *GG Quality Assurance – Interim Evaluation Report (for the 1st year of the project)*
- ❖ *GG Quality Assurance – 3rd Semester Evaluation Report*

2. Webinar Reports:

- ❖ *GG Webinar Report – Italy*
- ❖ *GG Webinar Report – Spain*
- ❖ *GG Webinar Report – Greece*

3. Pilot testing reports:

- ❖ *GG Pilot Testing Report - ULiege and COREN asbl*
- ❖ *GG Pilot Testing Report - European School of Varese*
- ❖ *GG Pilot Testing Report - Bell-lloc and Blue Room Innovation*
- ❖ *GG Pilot Testing Report - FAPEL and ULiege*
- ❖ *GG Pilot Testing Report - IDEC*
- ❖ *GG Pilot Testing Report – PSV*

4. Multiplier event Reports:

- ❖ *GG Multiplier event Report – Luxembourg I*
- ❖ *GG Multiplier event Report – Luxembourg II*
- ❖ *GG Multiplier event Report - Spain*
- ❖ *GG Multiplier event Report - Greece*
- ❖ *GG Multiplier event Report – Italy*



Deliverable: Quality Assurance Report – Interim Report *(covers the first year of the project)*

Country: Greece

Partner responsible: IDEC

Date: February 2023

Co-funded by the
Erasmus+ Programme
of the European Union



Greener Green - 2021-1-ES01-KA220-SCH-000032687

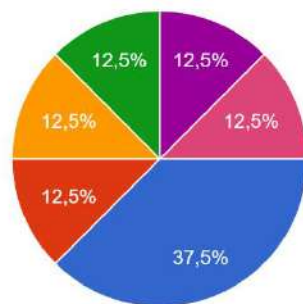


Please select your organisation:

- BLUE ROOM INNOVATION
- IDEC
- FAPEL
- UNIVERSITE DE LIEGE
- PRIMARY SCHOOL OF VAREIA
- Instituto Agrario Bell-Iloc
- Scuola Europea di Varese

Please select your organisation

8 απαντήσεις

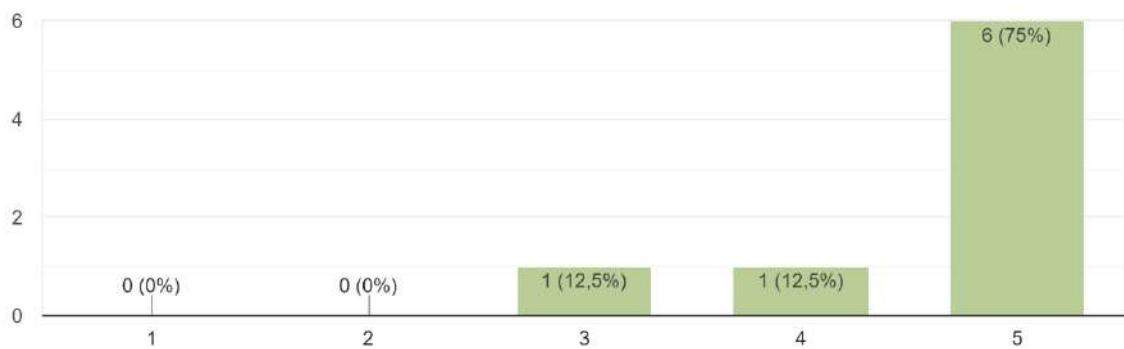


Q1 Are the project results that are developed so far relevant to the project objectives?

Scale: Not relevant - Completely relevant

Are the project results that are developed so far relevant to the project objectives?

8 απαντήσεις

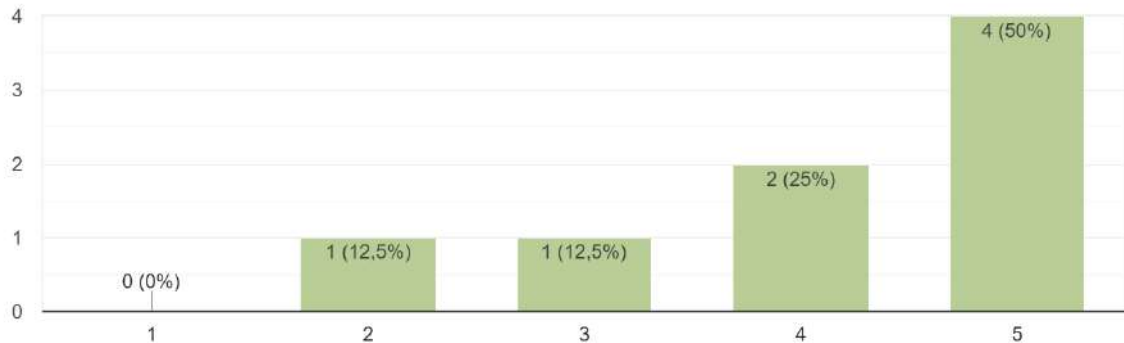


Q2 Do you have a clear idea of the Greener Green work-plan, deadlines and milestones?

Scale: Not at all – Very clear

Do you have a clear idea of the Greener Green work-plan, deadlines and milestones?

8 απαντήσεις

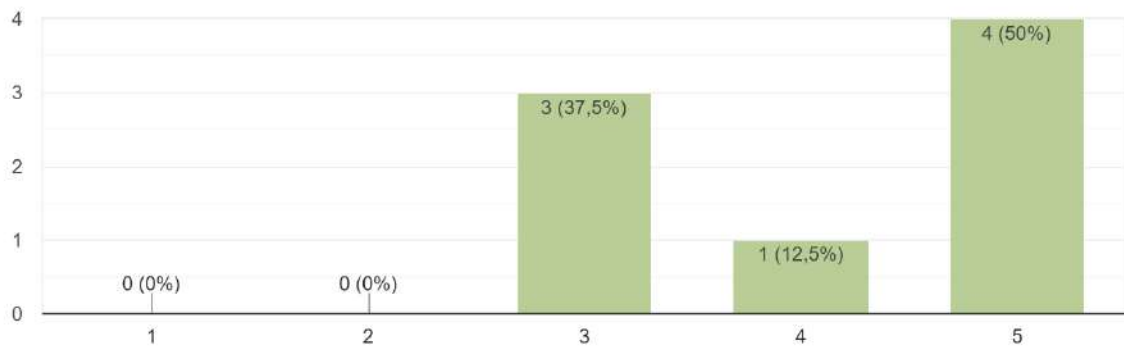


Q3 Do you have a clear idea of the project management structure, roles and responsibilities?

Scale: Not at all – Very clear

Do you have a clear idea of the project management structure, roles and responsibilities?

8 απαντήσεις



Q4 Which are the factors that contribute to the successful execution of work programme?

Scale: Open end question

Comments

- Good communication between online meetings.
- Good team communication
- Active partners which has previous experience on erasmus + and wants to develop greener green schools for europe
- Fine collaboration between partners and an open communication
- Collaboration and the best organisation
- The good cooperation and the expertise of the partners
- A good understanding of the role of each partner
- the team's dynamism, the implication within project

Q5 Which are the factors that handicap the execution of work programme?

Scale: Open end question

- It is difficult to communicate about the project without "nothing" to show
- None
- Lack of experience of U.Liege in terms of project implementation
- None so far, the project is following smoothly its plan and all partners are quite aware of the projects' stakes.
- the pressure of time
- We have no such factors
- The opposite
- Numerous and important objectives in relation to the time given. Difficulty to follow the deadline.

Q6 Mention an obstacle and how you deal with it.

Scale: Open end question

- No obstacles
- Not aware
- Partners has diferent expertise and experience related to dissemination, maybe responsibilities of this WP has to be shared
- The only obstacle I had to deal with it so far was my health issue that kept me for a short while away , but I managed to catch up specially that in the meanwhile it was up to another partner To cope with ongoing task
- the pressure of time having to do to the programme we try to work more hours
- Some partners had a little delay in delivering the tasks but after a meeting with the coordinator, that problem was solved
- The lack of understanding of the usefulness of certain tasks that are time consuming and useless - -> give them to IDEC :-)
- Linked the administrative task and pedagogical tasks. One person follows the all project.

Q7 Which coordination methods did you find most effective and why?

Scale: Open end question

- Clear mails with clear tasks and clear responsible
- Regular online meetings. easy to organise and follow up.
- Monthly meetings
- Coordination is quite efficient since Blue Room Innovation designated among their team one person for main activities. In that way knowing who would be the contact and how or whom to address is very much efficient and pleasant to deal with
- The creation of the platform where we can find files and documents
- Online meetings and meetings in person - more effective to discuss matters than e-mails
- Sharing of the tasks with own objectives to achieve

Q8 Which coordination methods did you find least effective and why?

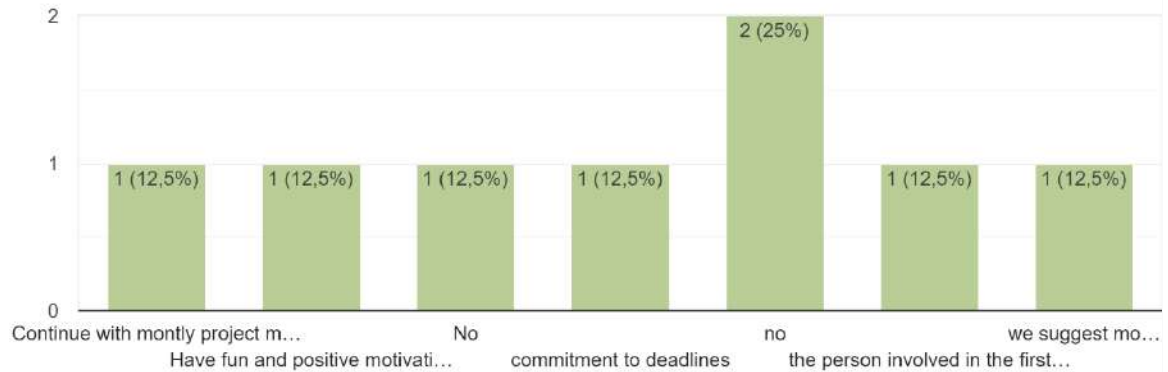
Scale: Open end question

- Sometimes it is very difficult to partners to answer doodles
- not aware
- Practice reaction from some partners is difficult, better send reminders continuously
- As the saying goes, more is often the enemy of the good, and too much can complicate and burden the process. Building on the skills of the partners and giving them space to act would be just as effective and more enjoyable. In any case, the whole process works well and there is good cohesion between the partners.
- We dont have the time to answeare all the maills
- E-mails can be a bit time consuming.
- According to us necessary to assign the all project at few people. To much think to do or allocate one person to deal with as a "full time".

Q9 Do you have suggestions for improvement of management and coordination?

Do you have suggestions for improvement of management and coordination?

8 απαντήσεις



Q10 Which are the main strengths of the partnership so far?

Scale: Open end question

- Good communication with our spanish partner.
- the mix of school , tech and academic partners
- Some partners with huge expertise on Erasmus+
- The main strenghts of the partnership is already the subject of the project! Everybody is aware of Green Topics and are very committed to come up with green outcomes. Beside this there is a huge knowledge regarding green issues and partners are eager to solve the resources wasting on a daily basis!
- that the coordinators give us the exact instructions about
- The good coordination and cooperation
- diversity of partners
- the collaboration (sharing of tasks)

Q11 Which are the main weaknesses of the partnership so far?

Scale: Open end question

- Sometimes it is difficult to agree with the date for the meetings
- not aware
- Some partners with small expertise on Erasmus+
- None, every partner is bringing his share of workload and ideas
- a lot of bureaucrassy
- The difference in sectors and capacity of the partners , but with good cooperation, one learns from the other if needed
- diversity of partners
- lack of time

Q12 Which are the main opportunities for the partnership?

Scale: Open end question

- We can learn about sustainable education in all countries
- create a useful tool for greener schools
- Engage as most as schools that can be green in the future
- Personally, I'm looking forward for the Belgian LTT, I'm confident that this opportunity to redefine project's targets & plans in addition to 3 days of a f2f meeting will consolidate the work process and first positive outcomes would quickly arise.
- the exchange of opinions between partners about the environmental topics
- To use the outputs in the participating countries and beyond
- diversity of partners
- Exchange

Q13 Which are the main factors that can threaten the partnership?

Scale: Open end question

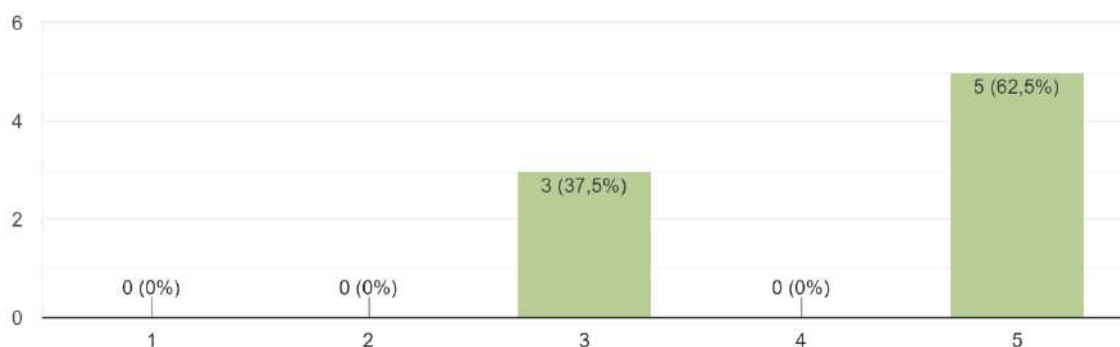
- Maybe deadlines if we do not achieve one
- lack of interest by schools to participate in the pilot
- Implement the project to external actors
- Hopefully none, partners are responsible organization used to deal with quality work and meeting deadlines.
- the lack of time and the distance
- Delays
- the time consumption of this project in view of the low funding rate
- no respect of the deadline

Q14 How would you evaluate the transnational cooperation within the partnership?

Scale: Not at all successful – Very successful

How would you evaluate the transnational cooperation within the partnership?

8 απαντήσεις

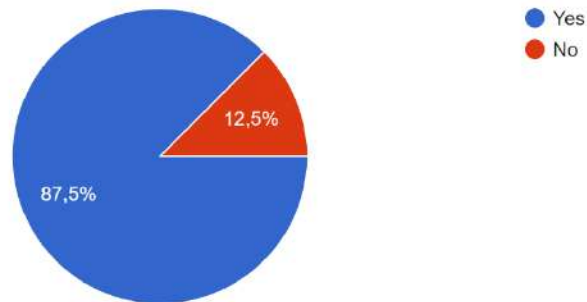


Q15 Are conflicts effectively addressed?

Answers: Yes - No

Are conflicts effectively addressed?

8 απαντήσεις



Q16 At personal level, how would you evaluate the impact on your professional and management competences?

Answers:

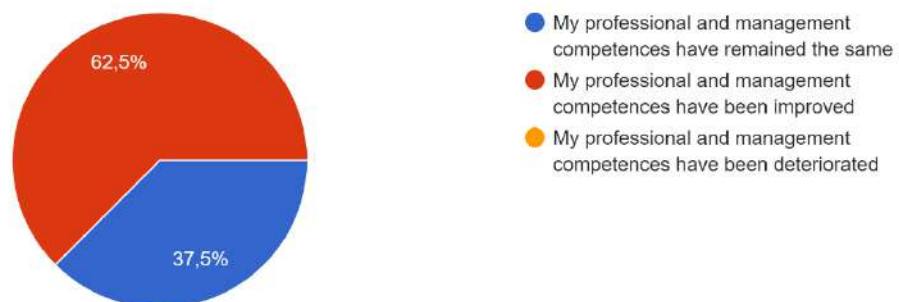
My professional and management competences have remained the same

My professional and management competences have been improved

My professional and management competences have been deteriorated

At personal level, how would you evaluate the impact on your professional and management competences?

8 απαντήσεις



Q17 At organisational level, has the Greener Green project implementation an impact on your capacity and activities?

Answers:

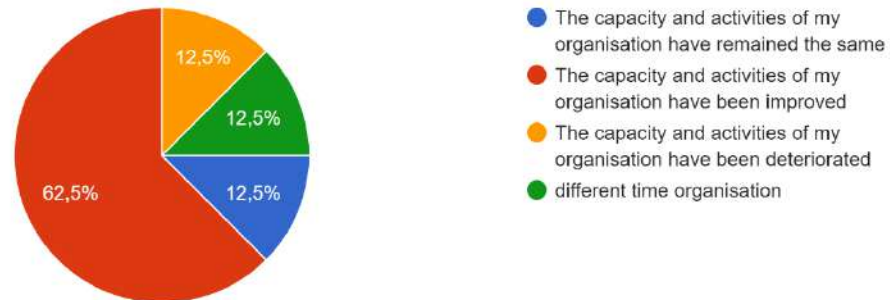
The capacity and activities of my organisation have remained the same

The capacity and activities of my organisation have been improved

The capacity and activities of my organisation have been deteriorated

At organisational level, has the Greener Green project implementation an impact on your capacity and activities?

8 απαντήσεις



Q18 Do you have any wishes or suggestions to optimize the work procedures?

Scale: Open end question

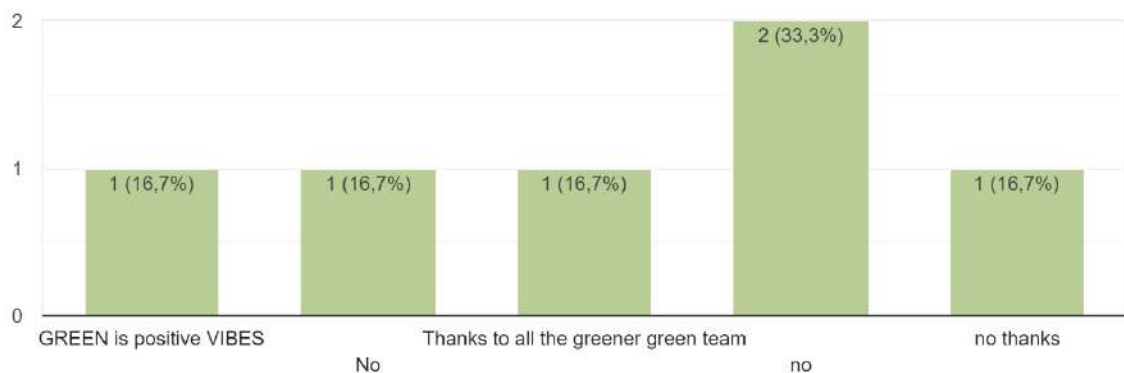
- more exchange on bilateral level
- Since all tasks are linked, I wish to have some information or level of achievement status when a partner is dealing with a long process work load.
- more activities about the environment and the organization of more webinars for teachers
- We should try more in the Dissemination dimension
- no
- simplification of the administrative tasks

Q19 Anything else you would like to share:

Scale: Open end question

Anything else you would like to share:

6 απαντήσεις



Conclusions

We observe that the partnership is vividly interested, cooperative and highly involved in order to achieve results. As in many partnerships with a multitude of diverse partners, there are challenges to face and obstacles to overcome. However, the partnership has found solutions to problems and is willing to take more decisions regarding anything that threatens its success.



Deliverable: 3rd Semester Project Evaluation Report

Country: Greece

Partner responsible: IDEC

Date: September 2023

Co-funded by the
Erasmus+ Programme
of the European Union



Greener Green - 2021-1-ES01-KA220-SCH-000032687



LIÈGE université
Climatologie & Topoclimatologie



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Introduction

As described in the Quality Assurance and Evaluation Plan of the Greener Green project, during the lifespan of the project, five different Evaluation Reports by IDEC would be developed as part of the internal evaluation. For this report, representatives from the partner organizations received an evaluation questionnaire created by IDEC to assess the following aspects:

- Relevance
- Leadership, management, and coordination
- Partnership and transnational cooperation
- Impact
- risk assessment
- General remarks

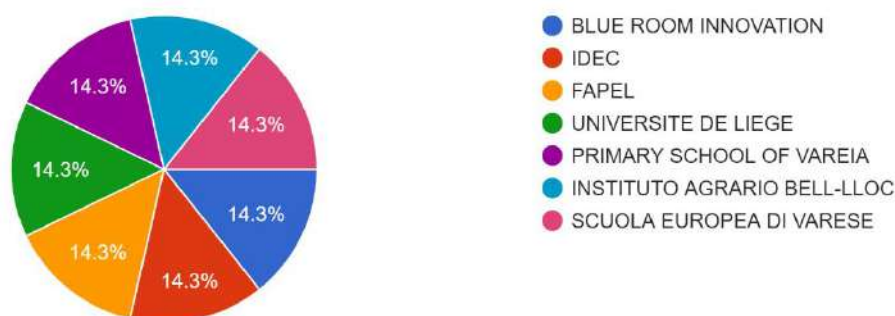
The evaluation questionnaire (in Google Forms format) can be found here:

<https://forms.gle/uqgW2hSF1CtHfM1A>

For the 3rd Evaluation Report, all partners responded to the evaluation form.

Please select your organisation

7 responses

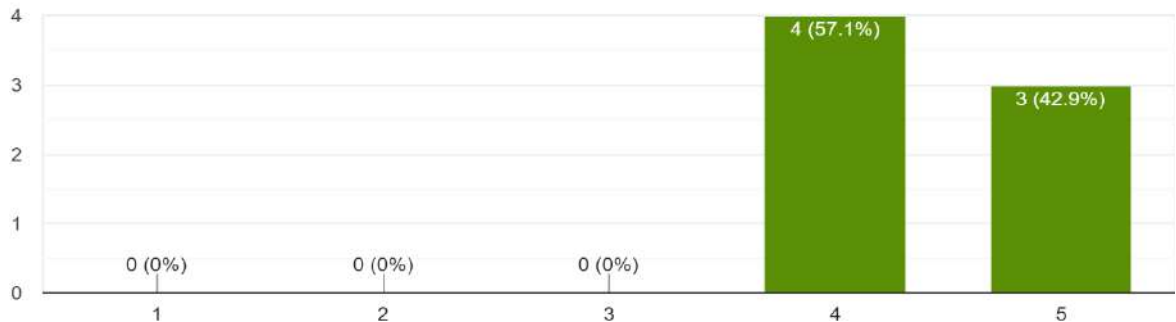


ORGANISATION	COUNTRY	No. of answers
BLUE ROOM INNOVATION	Spain	1
IDEC	Greece	1
FAPEL	Spain	1
UNIVERSITE DE LIEGE	Belgium	1
PRIMARY SCHOOL OF VAREIA	Greece	1
INSTITUTO AGRARIO BELL- LLOC	Spain	1
SCUOLA EUROPEA DI VARESE	Italy	1

Relevance

Are the project results that are developed so far relevant to the project objectives?

7 responses

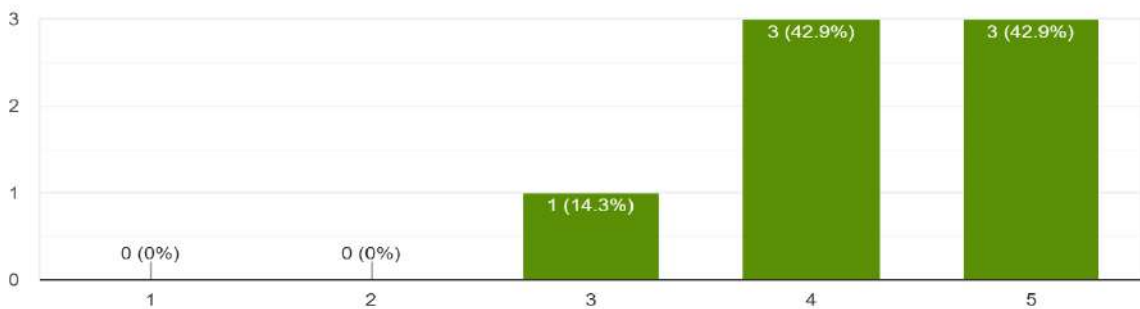


According to the partners' feedback, the project results that have been developed thus far are indeed relevant to the project objectives.

Leadership Management and Coordination

Do you have a clear idea of the Greener Green work-plan, deadlines and milestones?

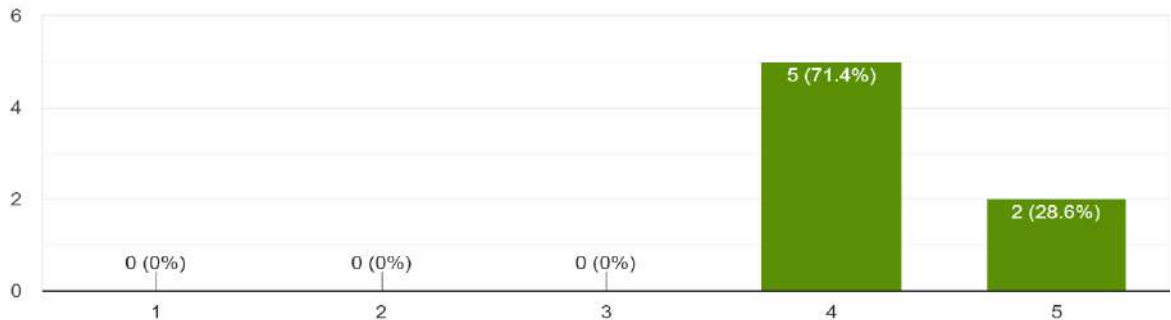
7 responses



Yes, most individuals have indicated that they possess a clear understanding of the Greener Green work-plan, including its deadlines and milestones.

Do you have a clear idea of the project management structure, roles and responsibilities?

7 responses



Yes, the majority of respondents have confirmed that they have a clear understanding of the project management structure, including roles and responsibilities.

Factors that contribute to the successful execution of work programme

Success in the work program is driven by factors such as collaboration, meeting deadlines, effective communication, teamwork, and strong leadership. Additionally, accountability and a well-organized plan contribute to achieving project goals.

Factors that handicap the execution of work programme

Some mentioned that email communication and unclear intermediate tasks pose challenges to the work program. While some emphasize the importance of allowing time for streamlined execution, external factors like school breaks can disrupt schedules. Quality concerns with teaching modules include a need for expertise, rushed checking, and disjointed content that doesn't align well with the Assessment Tool.

Overcoming Obstacles

While navigating the pressure of program deadlines, some prioritized effective communication, fostering improved efficiency through strengthened partnerships. While some successfully addressed a backlog by adding another teacher and plan to speed up activities post-summer. And some to enhance sustainability modules, enlisted an expert and refined briefs for clearer direction in content creation. Fortunately, no significant obstacles have arisen since.

Effective Coordination Methods

The most effective coordination methods included clear instructions and schedules, well-defined deadlines, numerous meetings for proposal discussions, consensus-building among partners, online meetings with summarized agreements, regular meetings with proactive follow-up, and a strategic plan of

diverse events organized by different partners. This comprehensive approach ensured successful collaboration and goal achievement.

Less Effective Coordination Methods

Most participants found coordination methods effective, one noted that Facebook postings were not efficient in reaching schools. The feedback emphasizes the need for a more targeted approach to communication beyond social media for better outreach to educational institutions.

Suggestions for improvement of management and coordination

Suggestions for improvement include diversifying communication beyond emails, addressing issues with platform invitations, and enhancing content creation by involving a sustainability expert and aligning the Assessment Tool with content to avoid confusion. The neglect of the original idea as a digital tool for children underscores the need for realignment with the intended audience.

Partnership & transnational cooperation

Main strengths of the partnership

The partnership's main strengths include a positive cooperative spirit, diverse expertise, a compelling mix of skills, clear roles, and capacities. Collaboration benefits from the diversity and complementarity of partners, coupled with their flexibility and the impactful aspect of in-person meetings.

Main weaknesses of the partnership

Most partners said there aren't clear problems, but some mentioned difficulties in understanding each other due to different perspectives. They also talked about a lack of communication, which might affect their work. The diversity of partners is both good and bad - it's helpful, but it can also make it hard to agree on how to work together. Lastly, some felt that the team needs more excitement about the project.

Main opportunities for the partnership

The partnership has significant opportunities, including the potential to transform schools into green institutions, impart environmental skills, and address broader educational needs. Successful project completion opens doors for wider impact, improving teacher training, fostering connections, and developing effective teamwork tools. Additionally, there's an opportunity to motivate entire school communities toward environmental friendliness. The suggestion to meet early in person and receive

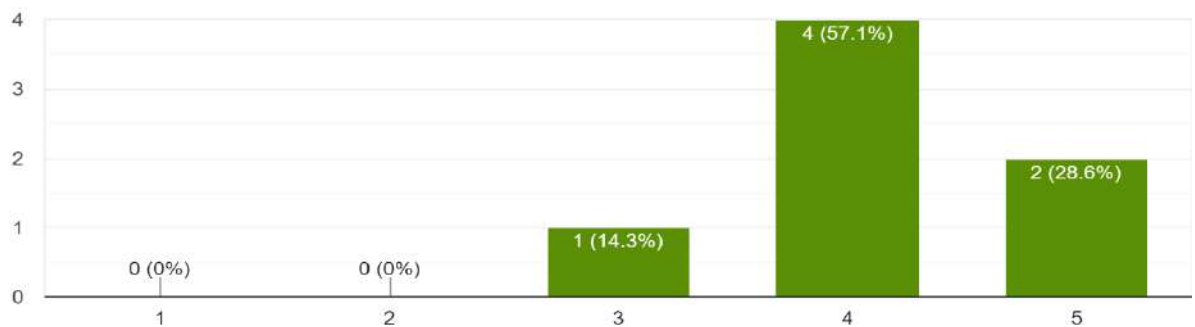
expert training before initiating the project highlights an opportunity to build a strong foundation for collaboration.

Main factors that can threaten the partnership

Factors that can threaten partnership such as time constraints from school curricula, unresolved administrative issues, and budget changes that could impact the planned roadmap. A low response rate from schools and the challenge of maintaining rigor while meeting deadlines are additional concerns. There's also a recognition that people losing interest or contributing minimally could hinder the project's success. Addressing these issues requires proactive measures, effective conflict resolution, and sustained engagement.

How would you evaluate the transnational cooperation within the partnership?

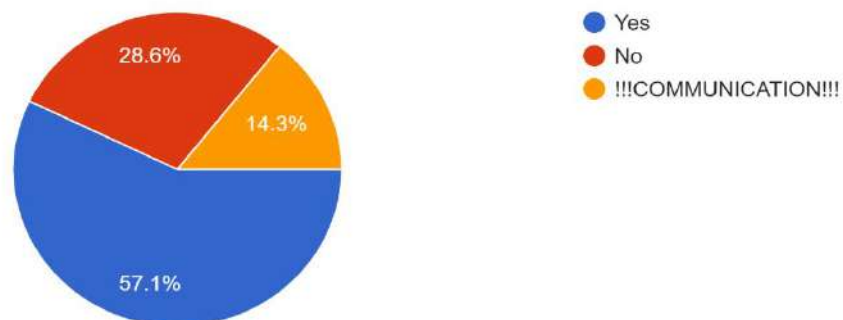
7 responses



According to the feedback received, the transnational cooperation within the partnership is generally regarded as positive and effective.

Are conflicts effectively addressed?

7 responses

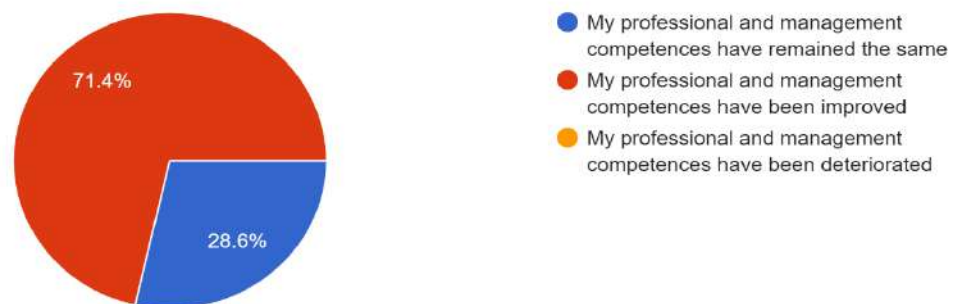


The evaluation of conflict resolution within the partnership is mixed, with 57.1% affirming effectiveness, 28.6% expressing concerns, and the rest falling into the "other" category. This indicates a need for ongoing efforts to enhance conflict resolution strategies and ensure a more harmonious collaboration.

Impact

At personal level, how would you evaluate the impact on your professional and management competences?

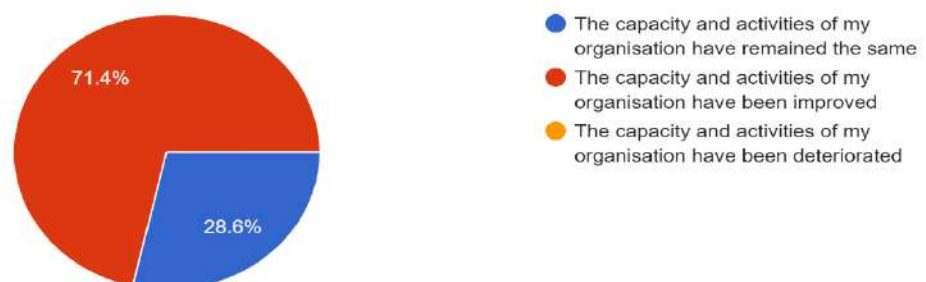
7 responses



Most respondents noted an improvement in their professional and management competences, while a portion reported that their competences remained the same.

At organisational level, has the Greener Green project implementation an impact on your capacity and activities?

7 responses

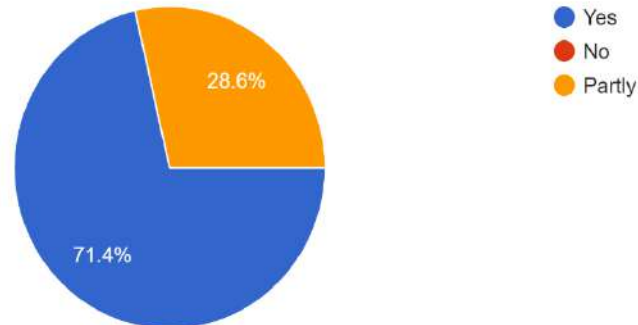


At the organizational level, the implementation of the Greener Green project has demonstrated a positive impact, with the majority of respondents noting an improvement in their capacity and activities., while some noted that the impact remained the same.

Quality of Project results

Do you believe that the deliverables during this period meet the quality objectives?

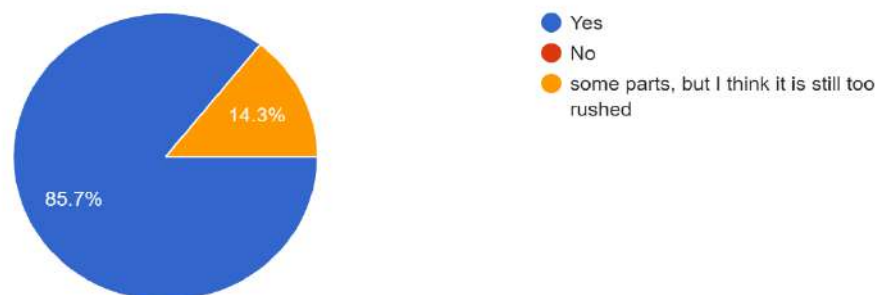
7 responses



The majority of respondents believe that the deliverables produced during this period meet the quality objectives, with some expressing that the results have been achieved partially.

Does the procedure for the development of deliverables works well?

7 responses



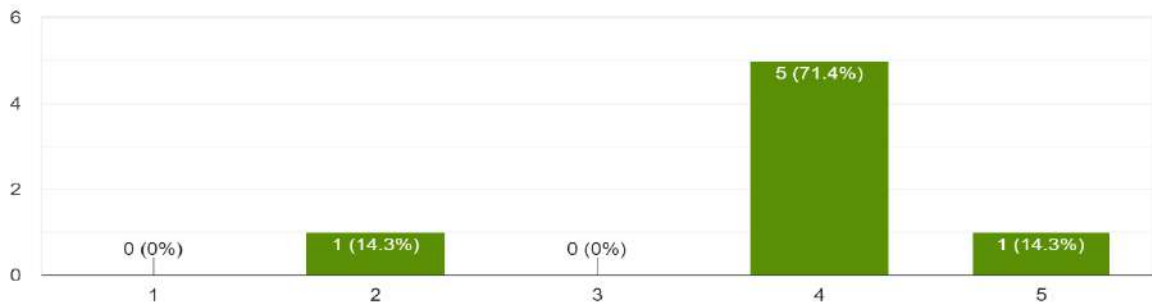
While the majority acknowledges the effectiveness of the deliverables' development procedure, some express concerns about its rushed nature.

Any suggestions for improvement

One participant suggests more time for adjustments post-evaluation, while others express contentment with no identified improvements needed.

Please evaluate the level of innovation of the project results

7 responses



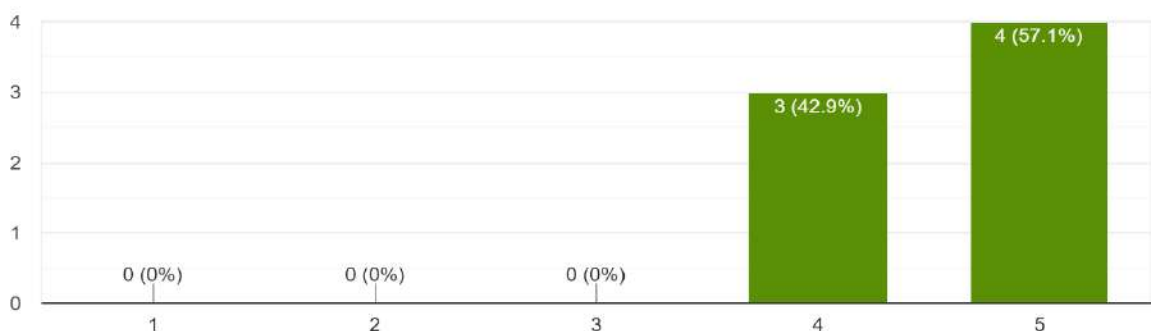
The project's innovation level received positive feedback, with the majority rating it at level 4, one participant at level 5, but one participant expressed a lower rating at level 2, indicating varying perceptions of innovation among participants.

The added value of the Greener Green results at a national and a European level

The Greener Green project adds value by fostering ecological consciousness, commitment to sustainability, and creating practical tools like an assessment tool and e-learning platform. While praised for raising environmental awareness in pupils, one participant suggests a need for clearer implementation of the Assessment Tool for schools.

Please rate the usefulness of the Greener Green project results

7 responses



The Greener Green project results are uniformly rated as highly useful by participants.

General Remarks

Any wishes or suggestions to optimize the work procedures

Some participants express a desire for the continuation of the program, propose a joint partners' activity in Luxembourg, and suggest having an overall sustainability expert oversee the project. While others have no additional comments.

Anything else

One participant emphasizes the positive impact of programs like Greener Green on schools and teacher development, while others have no additional comments.



GREENER GREEN

Webinar Report

Partners involved



Website: www.greenschool.eu

Facebook: www.facebook.com/FB.GreenerSchool



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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1. Introduction.

Information about the webinar:

Partner organisation(s): Organiser – Primary School of Vareia; With the support of: IDEC S.A.

Country where the webinar was conducted: Greece

Number of participants: 26

Date: 17th of November 2023

Description of the webinar:

The Greener Green Assessment tool and e-learning platform represented in a webinar organised by the Primary School of Vareia, with the support of IDEC S.A. Twenty six (26) people participated in the Greener Green webinar. The webinar took place on the 17th of November 2023.

2. Objectives and methodology.

The main objective of the webinar was to promote the project by focusing on the project results, their application and project awareness. The participants in the webinar were teachers and administrative school staff.

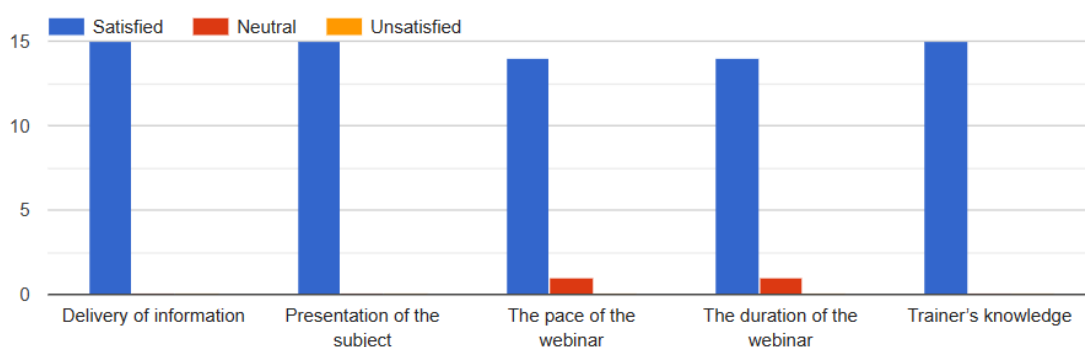
The attendees had the opportunity to learn about the project aims and activities, but mostly to learn about the Assessment Tool and the e-learning platform, how to use them, and finally how to provide their feedback through a Google Form survey.

The webinar has been a very good opportunity to launch the pilot testing of the project results, namely the Assessment tool and the e-learning platform, which will be completed online by the participants to the webinar.

3. Participant feedback.

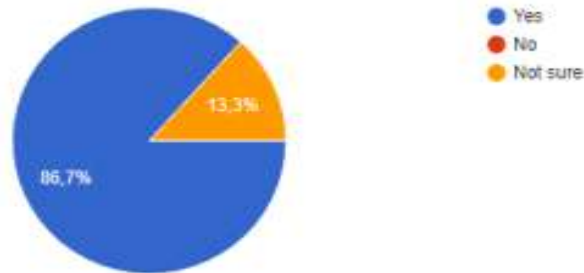
Fifteen of the webinar participants have answered the evaluation questionnaire. They were satisfied and mentioned that the webinar was useful for improving the educational process. The platform also contributes to the cultivation of environmental culture.

Please rate the content of the webinar according to your satisfaction level



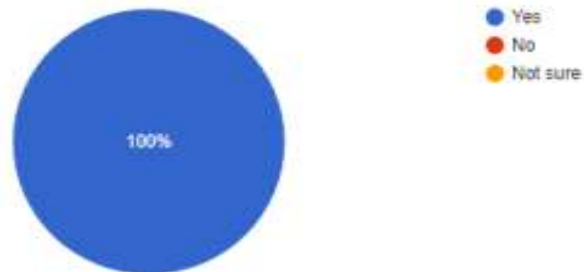
Did you learn something new participating in the webinar?

15 απαντήσεις



Do you think you can apply what you have learned in the webinar?

15 απαντήσεις



What did you like the most about the webinar? Was there a particular topic that you liked?

- The presentation of the platform which provides a useful guide to make your school Greener and the good practices with gives you ideas 💡 you can apply in your own school
- I really liked seeing pictures of all the activities the teachers and students participated in and the fact that they put theory into practice.
- The presentations and the variety of educational programmes that took place
- Assessment tool
- what impressed me the most was how many creative things we can do while respecting our environment.
- The different presentations and topics mentioned were up to date with matters regarding the whole planet and solutions were also suggested to tackle the environmental issues.
- The presentation.
- I liked very much the presentation of the subject. It was to the point and the trainers were very well prepared and clear.
- I liked the total presentation, all the lectures were well prepared!
- I liked the way the topics were presented. I liked all topics.
- It was clear and illuminating.
- The presentation of webinar was excellent! All the participants was very specific and all topics are very interesting. Everyone had prepared well. Finally, I liked all the activities that

children done because it was very creativity and combined theory with practice.
<ul style="list-style-type: none"> • It had a really good pace, I didn't get bored or tired. I was satisfied by the ideas presented.
<ul style="list-style-type: none"> • Good practices
<ul style="list-style-type: none"> • Everything was amazing!

4. Recommendations.

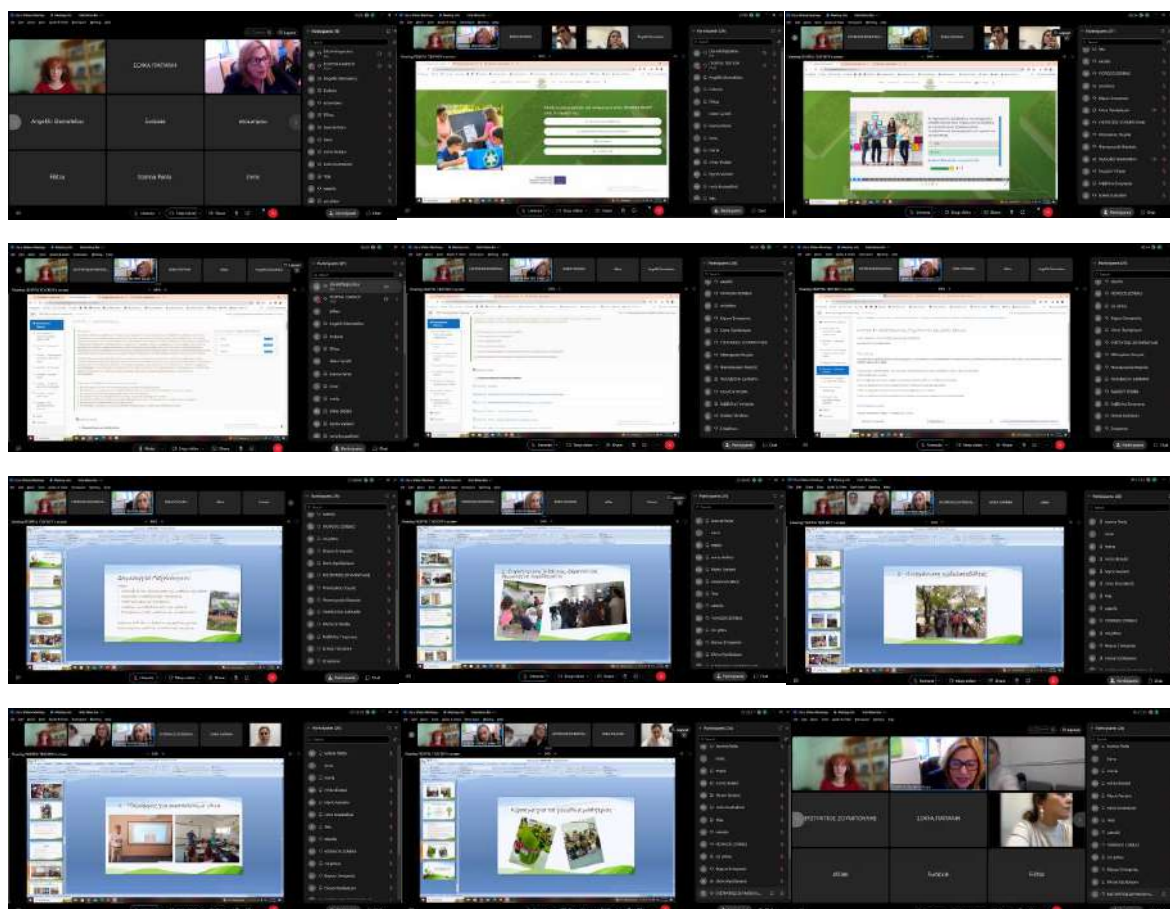
Participants responded that they were satisfied with the webinar. They also reported that the educational platform was more interesting than the Assessment Tool. Finally some would like the webinar to last more.

5. Annexes.

1. List of attendees

	Name	School	email
1	BARIAMI MYRTO	Primary School of Taxiarches	myrtovar1997@hotmail.com
2	GYRELLI ELENI	9 th Primary School of Mytilene	helengyrelli@yahoo.gr
3	DIOLATZI MYRSINI	6 th Primary School of Mytilene	mirtodiolatzi@gmail.com
4	ZORBAS GEORGIOS	Primary School of Papadou	gzorbas@sch.gr
5	ZOYBOULIS EYSTRATIOS	Primary School of Taxiarches	socu12016@gmail.com
6	KARMIRI PARASKEVI	7 th Primary School of Mytilene	parkarmirh@gmail.com
7	KOLOMODOU FILITSA	Primary School of Vareia	kolomondfilitsa@hotmail.com
8	KOYTZAGIOZI OYRANIA	Kedasy Lesvou	raniakoutz@gmail.com
9	TSATSOU ANASTASIA	Nursery School of Vareia	mail@nip-vareias.les.sch.gr
10	LAGOUMIDOY EIRINI	Primary School of Vareia	irenelagoumidou@gmail.com
11	MOYSTAKA ANDRONIKH	Primary School of Vareia	androniki_m@yahoo.gr
12	BOURIKAS THOMAS	Primary School of Vareia	thomasmpour@yahoo.gr
13	PANTA IOANNA	6 th Primary School of Mytilene	ioanna19741974@yahoo.com
14	PAPANI SOFIA	Primary School of Vareia	spapani@sch.gr
15	PASXOU EYSTRATIA	Primary School of Papado	tetapas@gmail.com
16	PRODROMOY ELENI	Serres Directorate of Primary Education	elen_pro@hotmail.com
17	SAVELIS GRIGORIOS	Primary School of Vareia	gsavelis@hotmail.com
18	SOURLAGKA EYDOXIA	Primary School of Vareia	eudo3ia13@hotmail.com
19	SPANOU MARIA	Primary School of Vareia	mariaspnou@gmail.com
20	STAMATELOU AGGELIKI	Kedasy Lesvou	angelikistg90@gmail.com
21	STAVRINOS BYRON	Primary School of Vareia	byronstavrinos@hotmail.com
22	STEFANOU EYSTRATIOS	Primary School of Vareia	estefanou@sch.gr
23	TSILIGKRIDOY RAFAELA	7 th Primary School of Mytilene	rafatsil@gmail.com
24	XATZELLIS ANTONIOS	Primary School of Vareia	xat1207@gmail.com
25	XATZISTAYRAKI KRISTIN	2 nd Primary School of Mytilene	kristinhatzis@yahoo.gr
26	PHOMA RALLOU	Primary School of Vareia	ralloupsoma@yahoo.gr

2. Pictures



3. Agenda

Duration	Speakers	Presentation
10:00-10:15	Lila Anthopoulos	Introduction to the project and its results
10:15-10:30	Georgia Tsagkou	Presentation of the training content
10:30-10:45	Zoe Pittou	Presentation of good practices
10:45-11:00		Discussion

4. Recording

<https://www.youtube.com/watch?v=pl1WTanKFvI>

5. Invitation



Πρόσκληση

Το Δημοτικό Σχολείο Βαρείας και η IDEC σας προσκαλούν
στο webinar με

θέμα : Ενημέρωση για την εκπαιδευτική πλατφόρμα του Ευρωπαϊκού
προγράμματος Greener Green

<https://greenschool.eu/>

Η συνάντηση θα πραγματοποιηθεί στις 17/11/2023 και ώρα 10.00 π.μ.

Πρόγραμμα

Διάρκεια	Εισηγητές	Ενότητες
10:00-10:15	Λίλα Ανθοπούλου	Ενημέρωση-παιαγωγή στην πλατφόρμα Greener Green
10:15-10:30	Γεωργία Τσάνκου	Παρουσίαση των θεματικών ενότητων
10:30-10:45	Ζωή Πήττου	Παρουσίαση καλών πρακτικών
10:45-11:00		Συζήτηση

Meeting Address:

<https://teams.microsoft.com/join/greenergreen?MTID=m440ae952e1685203a749174b7a711>

Η φόρμα αξιολόγησης του Webinar είναι η ακόλουθη:

<https://forms.gle/gwUzoLzG1o4Ar1B>

 Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης

Η υιοθέτηση της Ευρωπαϊκής Επιτροπής στην παραγωγή της παρούσας έκδοσης δεν συνεπάγεται αποδοχή του περιεχομένου, το οποίο αντικατοπτρίζει αποκλειστικά τις απόψεις των συγγραφέων, και η Επιτροπή δεν μπορεί να ευχαρίστη τον ενδιαφέροντα χρήστη των πληροφοριών που παραχθούν από αυτήν.



GREENER GREEN

Webinar Report
7/11/2023



COL·LEGI
BELL-LLOC



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1. Introduction

DATES	ONLINE	NUMBER OF PARTICIPANTS
7 th Novembre 2023		22

The webinar took place on November 7th from 5:00 PM to 6:15 PM, with the participation of 22 people. In the following video, you can observe the segment of the event where the webinar occurred. After this, evaluation surveys were conducted, through which the report has been compiled.

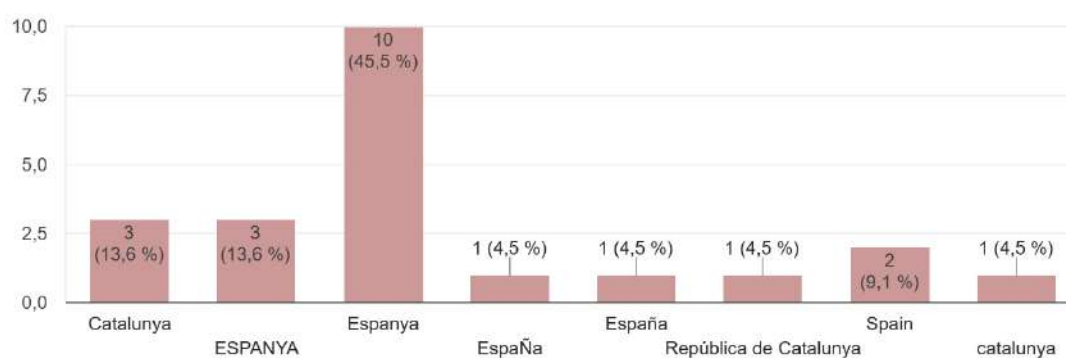
WEBINAR LINK: <https://youtu.be/Jd2n3YRUNx4>

2. Participant Demographics

The webinar was developed in Catalan, a total of 22 participants took part. All of the participants were from Spain:

De quin país ets?

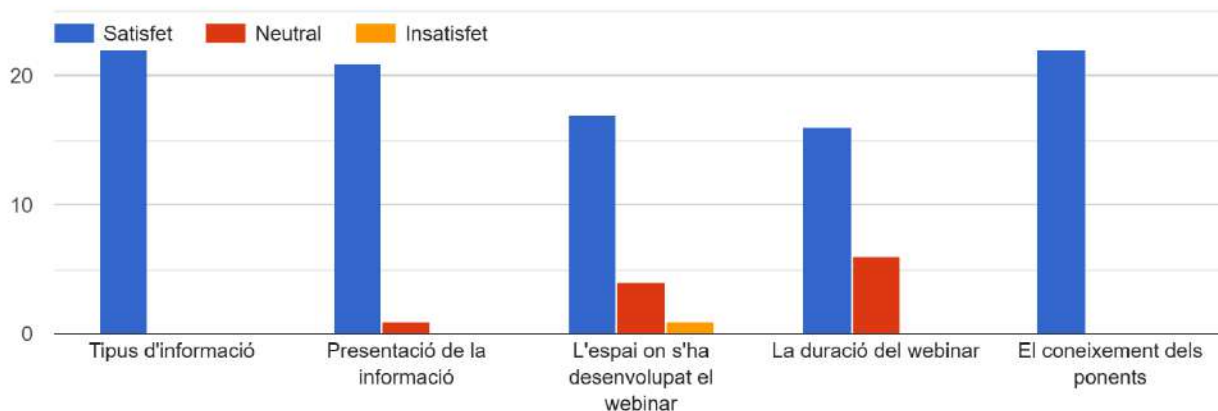
22 respostes



3. Key highlights

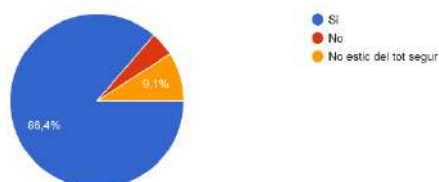
Overview of the satisfaction of the participants with the webinar:

Valoreu el contingut del webinar segons el vostre nivell de satisfacció.



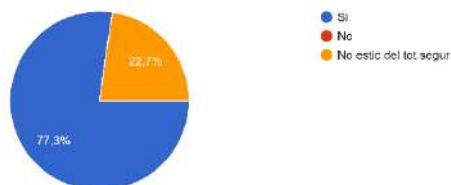
All participants agreed that the information and the knowledge of the trainers was excellent. 21 participants agreed that the information was well presented. 16 participants agreed that the time spend on the webinar was good.

Has après nous conceptes durant el webinar?
22 respostes



86.4% of the participants agreed that they learnt something new during the webinar.

Penses que podràs aplicar el que has après al webinar?
22 respostes



77.3% of the participants agreed that they could use and pilot the results presented during the webinar (Assessment tool and E-learning)

4. Participant Feedback

Among all the feedback received during the webinar we can highlight:

- A good and well-structured presentation
- The tools presented were standard for everyone.
- The results presented can open new opportunities for the school.
- The importance of becoming a more conscious community not just for teachers by involving parents and students.

About the weaknesses of the webinar, some participants agreed that the webinar might have been a bit longer so they would have more time to test and discover the products.

5. Conclusion

To sum up, as we can see the participants were satisfied with the webinar, the content and structure was clear. The information presented and the products provided were useful for all the participants. It is true that by the end of the webinar the participants had short time to test the platforms and to ask questions since we had to face some small technical issues. As a conclusion, the webinar was helpful for teachers to know more about Greener Green Project and its results.

Partners involved.



Website: www.greenschool.eu

Facebook: www.facebook.com/FB.GreenerSchool



Co-funded by the
Erasmus+ Programme
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This project has been funded with support from the European Commission. This publication reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

GREENER
Webinar



GREEN
Report



EUROPEAN SCHOOL OF VARESE

23-12-2023

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1. Introduction.

The Webinar took place online on Wednesday 13th December 2023. There were 37 participants registered and 21 attended live with others watching the recording through TEAMS. The webinar was organised by leaders in the Office of the Secretary General – the central office for all of the European Schools and lasted around 1 hour 30 minutes. The webinar was presented by:

- Jo Rivers-Scott (Materna teacher, Digital Learning Coordinator, Sustainability Coordinator for ES Varese – a partner in the Erasmus+ Greener Green project).
- Alison Micklem – Sustainability Lead for Interparents, Organiser for Climate Education and Action, Climate Fresk Facilitator.

Summary of the Webinar:

Embracing Sustainability Through the Greener Green Erasmus+ Platform at ES Varese

The European School of Varese showcased its engagement with the Greener Green Erasmus+ platform (<https://greenerschool.eu>), a significant step towards embedding sustainability in educational practices.

The Greener Green Platform: A Catalyst for Change

The 'Greener Green Erasmus Plus' platform, as introduced in the webinar, serves as a comprehensive tool for schools to enhance their sustainable practices. It offers an e-learning platform and an assessment tool, both designed to aid schools in critically evaluating and improving their sustainability efforts.

A standout feature of the platform is its multilingual capability, making it accessible to schools across different linguistic backgrounds. This inclusivity aligns perfectly with ES Varese's commitment to a diverse and comprehensive educational experience.

The webinar delved into two primary tools of the platform:

2. **Assessment Tool:** This simple yet effective tool guides schools to introspectively assess their sustainability practices through a series of questions.
3. **E-learning Platform:** Comprising various modules, this platform educates and supports schools in implementing sustainable practices effectively. Several modules were discussed, including: Project management for sustainable initiatives, Energy conservation and resource management, Integrating sustainability into education, Embedding European values and green competencies.

ES Varese's Sustainability Journey

The webinar also shared ES Varese's journey with the platform. Their approach encompassed the entire school, using the tools to unify their sustainability efforts. The school's journey highlighted the importance of cohesive planning and execution in making a tangible impact.

A significant takeaway from the webinar was the emphasis on collaboration. ES Varese leveraged the platform to bring together various stakeholders, including teachers, parents, and local communities, under a unified vision of sustainability.

Challenges and Solutions

The school's experience was not without challenges. The webinar openly discussed difficulties like coordinating various sustainability projects and ensuring effective implementation. The solutions presented were rooted in open communication, stakeholder engagement, and leveraging the platform's resources.

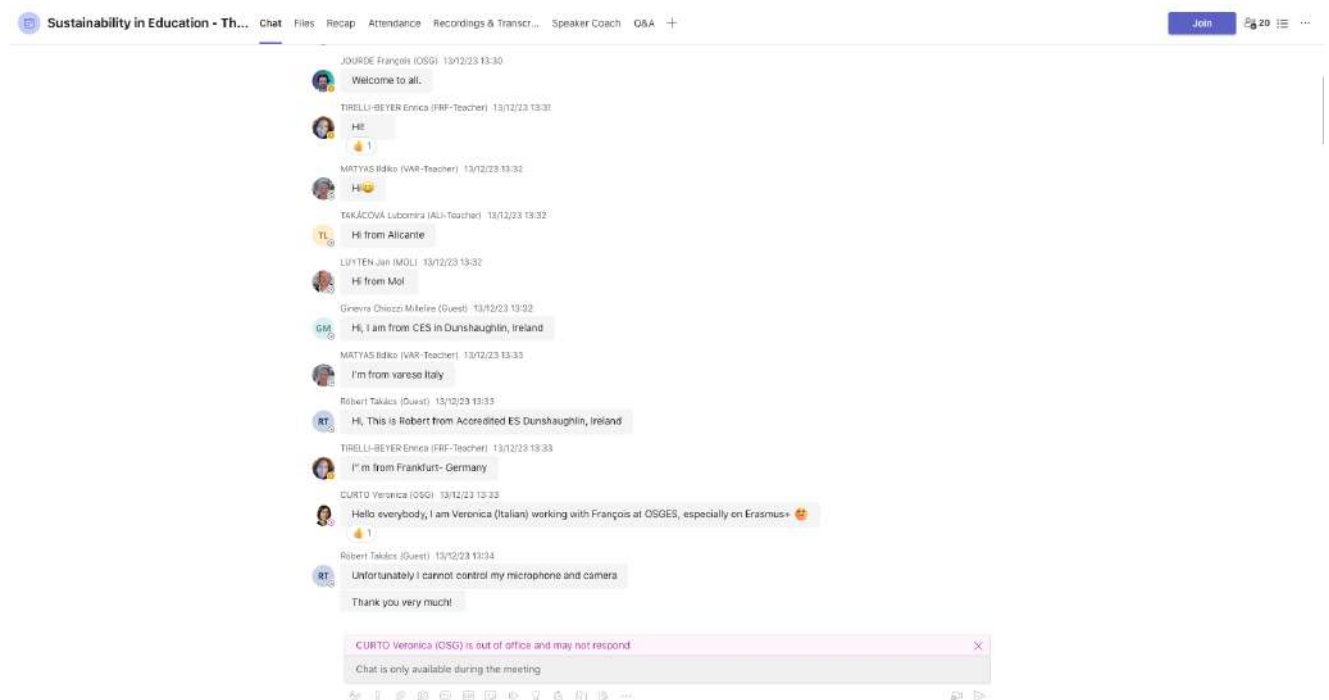
4. Participant Demographics

The European School system is in Belgium, Germany, Italy, Luxembourg, Netherlands, Ireland and Spain. Registered attendees were from Frankfurt, Luxembourg, Alicante, Ireland, Italy and Belgium see list of registrants below. Attached is a certified copy from the Office of the Secretary General of the European Schools.

Enrica	Tirelli-Beyer	enrica.tirelli-beyer@teacher.eurasc.eu
Petra	Reinhardt	petra.reinhardt@eurasc.eu
Paula	Macedo	macedopa@teacher.eurasc.eu
Lubomira	Takacova	takacolu@teacher.eurasc.eu
Ginevra	Chiozzi Millelire	gchiozzi.ces@lmetb.ie
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The screenshot below also shows some people introducing themselves from different countries.



5. Key Highlights.

During the webinar there was lots of interaction in the call chat. Feedback showed that people had similar worries and concerns about the environment and the difficulties we face as schools in becoming more sustainable ourselves and teaching our children to be.

One key highlight was the part presented by Alison Micklem about the social aspect of sustainability and how we deal with our own anxiety about the issue, and how we can through action, help and inspire others.

The main highlight was the demonstration of the Greener Green Assessment Tool and E-Learning platform which many people were excited about.

The webinar concluded with questions about how to use multi-stakeholder approaches to embedding sustainability in schools.

The Greener Green Platform

- Website
- Assessment Tool
- E-Learning Platform

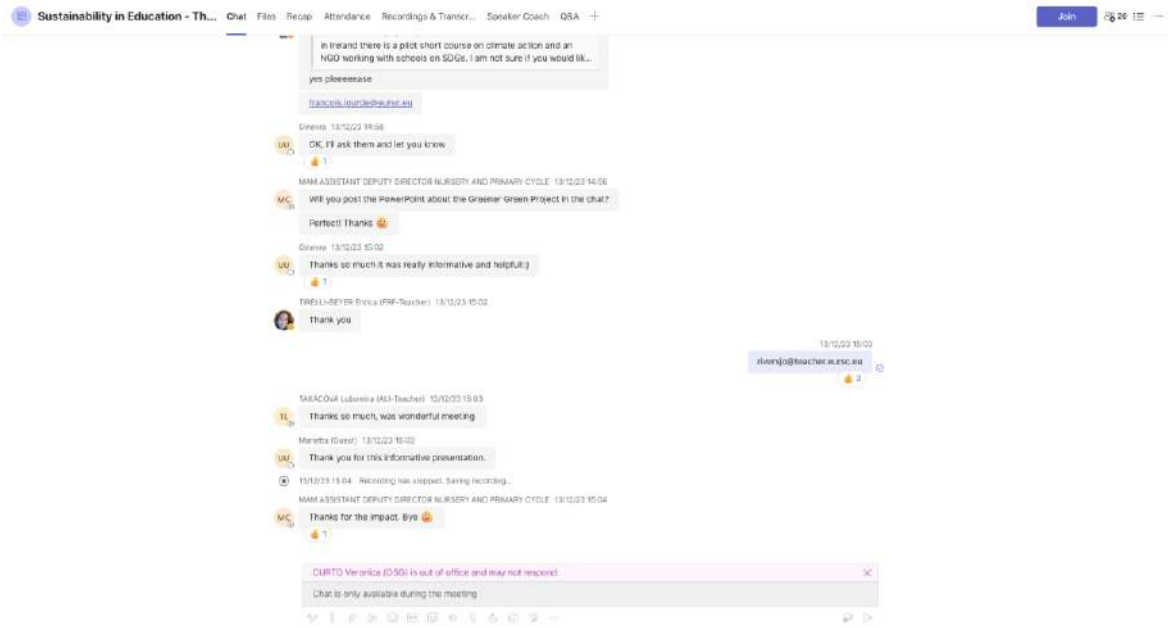
ARE YOU GREEN OR
GREENER GREEN

Are you Green? Or ...
GREENER GREEN

6. Participant Feedback.

The response to the Greener Green platform demonstration was very positive and many people decided to try and use it in their schools.

Here are some screenshots from the call chat.



7. Conclusion.

In conclusion the webinar was very received, and some individual feedback showed that the webinar was useful and informative (see below). The webinar served to open a dialogue between all of the European Schools about how we can use the Greener Green tool in our schools to help us all become more sustainable.



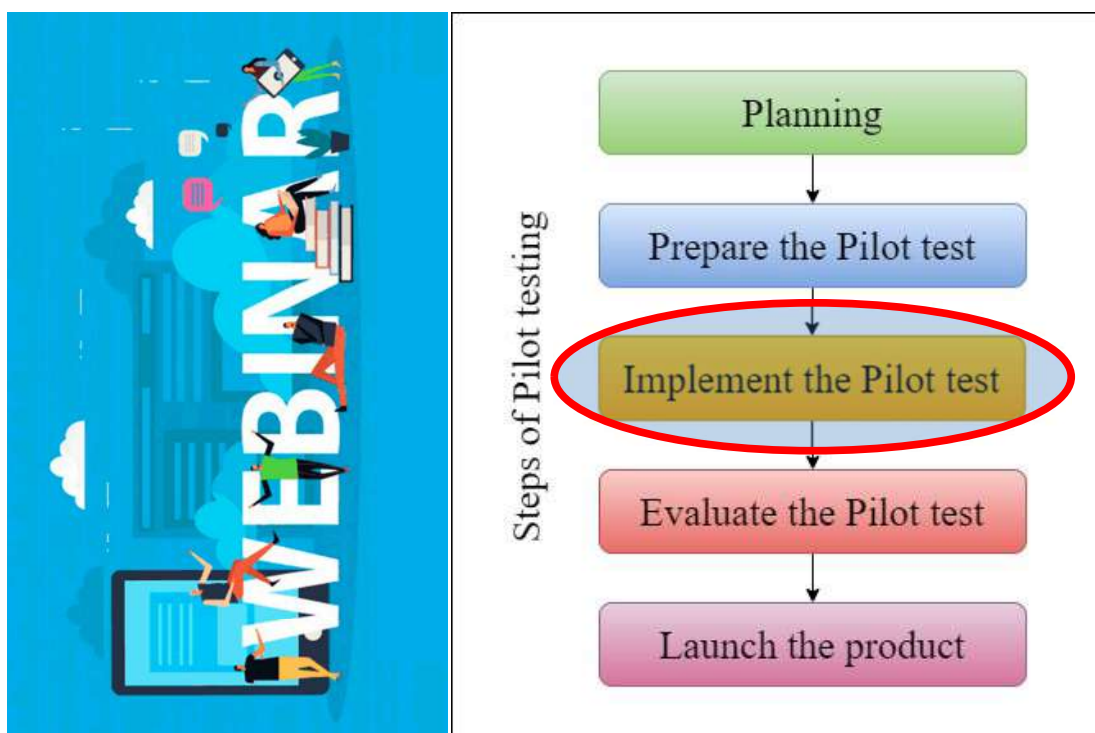


Webinars, Workshops & Pilot Testing Report



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1. Introduction

The Greener Green project is surfing on current trends, which are fortunately taking a green transition, and this is generating a great deal of interest among all those involved. Everyone is acting at their own level and according to their own means, but there is a general willingness to act, and this is felt above all in the school environment.

FAPEL & ULG joined forces to deliver a large-scale joint action, with no less than 150 participants, for a conference, a webinar and a large-scale Pilot Testing with a varied audience made up of many teachers and around a hundred students of all ages (list appended to this report).

DATES	F2F / Online	NUMBER OF PARTICIPANTS
15-janv-24	Webinars	147 personnes
	F2F	
Kindly find enclosed to the report the List of participants		
15-janv-24	Pilot Testing	51 personnes
	F2F	

2. Participant Demographics

As Belgium and Luxembourg have fairly similar populations, both mentally, culturally and geographically, with modest surface areas for both countries, and this is especially true for Luxembourg, we have joined forces as decided by the consortium for teams with 2-partners. BeLux has set up joint activities for this exercise in the region bordering Luxembourg and almost halfway between the two cities of the above-mentioned partners.





3. Key highlights

The school, represented by the student committee, kicked off the meeting with a very interesting presentation on the school's green achievements, including an overview of activities and their spin-offs.

Xavier Fettweis followed with an in-depth presentation on ecological research and a detailed look at climate change and its harmful effects. Xavier detailed the effects of climate change with elaborate diagrams and graphs. A projection of the movements and adaptations of vegetation and crops as a function of changing temperatures, highlighting the astonishingly rapid climatic shift in Europe that exceeds even the most pessimistic forecasts.

The link between human activity and climate change has been proven by leading climatologists.

Knowing that the effects of climate change are felt over a period of almost a hundred years, we are heading for a global mobilization on ecological issues, with the need to take effective and rapid action.

4. Participant Feedback

Teachers & Students showed great interest and participated by asking questions that showed their interest in their school's green activities.

The students are well aware of the facts and issues, and are involved in the measures their school allows them to take to improve their environment.

However, we were confronted with a feeling that these young people lack the means, a lack they express half-heartedly out of modesty towards the school environment, but also towards the limits of the actions they are allowed to take.

that being said, BeLux has no doubts about the willingness of young people to provide tomorrow's solutions, and to be part of an active transition towards a greener Europe and environment.



ANSWERS % percentage & Satisfactory quotation!

		Questionnaire						Level of satisfaction	
		Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Plutôt d'accord	D'accord	Tout à fait d'accord		
		1	2	3	4	5	6		
1	GREENER GREEN							37%	
	Appréiez-vous le design générale des sites et estimez-vous qu'ils incitent à visiter les diverses sujets	A. Plateforme D'évaluation	4	3	8	20	15	3	34%
		B. Plateforme d'apprentissage	2	5	8	17	6	7	29%
2	GREENER GREEN							50%	
	Trouvez-vous que la conception des sites a été planifiée pour un usage facile et freindly user	A. Plateforme D'évaluation	4	2	12	8	24	2	50%
		B. Plateforme d'apprentissage	2	2	12	11	14	4	40%
3	GREENER GREEN							40%	
	Estimez-vous que les sujets traités par les outils sont bien répertoriés et qu'ils sont faciles à trouver	A. Plateforme D'évaluation	2	4	7	19	18	3	40%
		B. Plateforme d'apprentissage	0	6	4	18	15	2	38%
4	GREENER GREEN							57%	
	Est-ce que la recherche d'information est aisée et qu'elle est en relation avec le thème écologique	A. Plateforme D'évaluation	1	5	6	11	25	6	57%
		B. Plateforme d'apprentissage	2	1	9	15	16	4	43%
5	GREENER GREEN							55%	
	Estimez-vous que les sites proposent de façon évidente les liens entre l'écologie, les écoles et les élèves/enseignants	A. Plateforme D'évaluation	1	1	4	18	20	9	55%
		B. Plateforme d'apprentissage	0	3	5	22	10	5	33%
6	GREENER GREEN							37%	
	Feriez-vous usage de la plateforme d'évalutaion pour évaluer le statut vert de votre école	A. Plateforme D'évaluation	6	8	6	13	17	2	37%
7	GREENER GREEN							19%	
	Auriez-vous recours aux exercices de la plateforme d'apprentissage pour vous inspirer pour les meilleures pratiques & méthodes vertes	B. Plateforme d'apprentissage	5	12	10	15	7	3	19%
8	GREENER GREEN							22%	
	Trouvez-vous l'inspiration via les outils afin d'exécuter certaines idées et entreprendre des actions vertes sur votre école	A. Plateforme D'évaluation	1	5	9	24	11	0	22%
		B. Plateforme d'apprentissage	1	6	7	20	15	0	31%
9	GREENER GREEN							33%	
	Trouvez-vous que les recommandations sont percutantes, faciles à comprendre et à appliquer sur votre école	A. Plateforme D'évaluation	2	2	12	19	15	2	33%
		B. Plateforme d'apprentissage	1	1	9	18	9	4	31%
10	GREENER GREEN							45%	
	Vous pensez qu'il serait possible de partager des données et des informations via les outils du projet Greener Green	A. Plateforme D'évaluation	0	4	6	18	20	3	45%
		B. Plateforme d'apprentissage	1	2	8	18	10	4	33%
11	GREENER GREEN							37%	
	Estimez-vous que les fonctionnalités des outils sont fluides, ne présente pas d'accros, ni de longs délais d'exécution ?	A. Plateforme D'évaluation	3	6	12	11	12	7	37%
		B. Plateforme d'apprentissage	1	6	12	13	9	4	29%
12	GREENER GREEN							57%	
	Auriez-vous tendance à utiliser un tél. portable/Smartphone ou un notebook/PC afin de visiter/utiliser les outils du projet ?	A. Plateforme D'évaluation	8	1	1	12	12	17	57%
		B. Plateforme d'apprentissage	6	1	3	14	6	15	47%
13	GREENER GREEN							35%	
	Recommanderiez-vous la plateforme d'évaluation et/ou l'outil d'apprentissage à des collègues ou à des amis ?	A. Plateforme D'évaluation	4	1	7	22	17	1	35%
		B. Plateforme d'apprentissage	3	3	14	14	10	2	26%

Recommendations & remarks !

14

GREENER GREEN

Avez-vous repéré des erreurs dans la conception des sites ? Si oui lesquelles svp !

14. Have you spotted any errors in the design of the sites? If so, which ones?



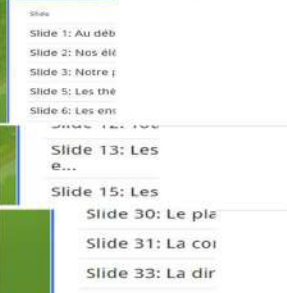






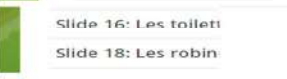






15

GREENER GREEN

Auriez-vous des recommandations à formuler ? Si oui lesquelles svp !

15. Do you have any recommendations? If so, please let us know!

A. Plateforme D'évaluation	B. Plateforme d'apprentissage	A. Plateforme D'évaluation	B. Plateforme d'apprentissage
Un problème avec le layout sur Smartphone		Needs to be more clear	
Empty video that being auto launched without any reason		Image hide the text	
Layout not fit to Smartphones		Change language directly for selected language when joining the website/platform	
Website/Platform is not usable on Smartphone. Picture in the middle of the page		Have a detailed spreadsheet	
That forbidden any surfing on the website via Smartphone		Website/platform has a BUG and is not properly organised	
Pictures & Texts override each others !!!!		Clarify the steps for the OLT and add colors for the design	
not accessible with several Smartphones		Images override the text / No search tool for the website/platform	
neutral presentation - Lack of colors on website/platform		Both sites do not propose recommandations	
Pictures & Texts override each others !!!!		The website/platform do not allow many users	
Picture on the middle of the page on Smartphone		The Website/platform crashes when it reaches 50 users !!!	
Trouble with the page display		Picture override Text on Smartphone & iPad	
iced image		No Quizzes for non registered users & not easy to register	
inadapted text/vocabulary		Language choice should be available t all section without having to switch when changing pages	
recomand to use easy words to surf on the website/platform		Sometimes the french translation is missing	
Revisit the available information and set clear information		Sometimes the french translation is missing	
Image in the middle of the page		Sometimes the french translation is missing	
Need to clarify the website/platform		Sometimes the french translation is missing	
Image in the middle of the page		Website/Platform crashes often when many users	
Need to clarify the website/platform		Sometimes the french translation is missing	
Synthitise the information by the end of the larning lesson		No search tool	
Layout not intuitive			

Feedback	Page	Suggestion	Organization	Notes
 <p>Kindly check for the pictures</p>	Pages - 03 & 33	Both pages have the same image!	FAPEL	Organization & Participation
 <p>Total Score 3 / 30</p>	For the following item !	Disfuntion!!!	FAPEL	Organization & Participation
 <p>Slide 1: Au déb Slide 2: Nos élé Slide 3: Notre j Slide 5: Les thé Slide 6: Les ens Slide 13: Les e... Slide 15: Les Slide 30: Le pla Slide 31: La coi Slide 33: La dir</p>	Slides 4 & 14 & 32 are missing!!!	To add the missing Slides	FAPEL	Organization & Participation
 <p>Slide 4 & 14 & 32 are missing!!!</p>	Slides 4 & 14 & 32 are missing!!!	To add the missing Slides	FAPEL	Organization & Participation
 <p>Total Score 3 / 30</p>	For the following item !	Disfuntion!!!	FAPEL	Environment (in & outdoor of school)
 <p>Slide 5: Drinking fo Slide 7: Is there an</p>	Slides 6 & 17 & 23 & 24 are missing!!!	To add the missing Slides	FAPEL	Environment (in & outdoor of school)
 <p>Slide 16: Do famil Slide 18: The schc</p>	Slides 6 & 17 & 23 & 24 are missing!!!	To add the missing Slides	FAPEL	Environment (in & outdoor of school)
 <p>Slide 21: The school participates in some adoption project or sports. Slide 22: The school participates in the educational proposals of...</p>	Slides 6 & 17 & 23 & 24 are missing!!!	To add the missing Slides	FAPEL	Environment (in & outdoor of school)
 <p>Total Score 3 / 30</p>	For the following item !	Disfuntion!!!	FAPEL	Management
 <p>Slide 6: Les élèves: Slide 8: Les produ</p>	Slides 7 & 17 & 34 are missing!!!	To add the missing Slides	FAPEL	Management
 <p>Slide 16: Les toilet Slide 18: Les robin</p>	Slides 7 & 17 & 34 are missing!!!	To add the missing Slides	FAPEL	Management
 <p>Slide 33: Les élèves sont formés à la réduction des déchets aliment...</p>	Slides 7 & 17 & 34 are missing!!!	To add the missing Slides	FAPEL	Management
 <p>Total Score 3 / 30</p>	For the following item !	Disfuntion!!!	FAPEL	Curriculum
 <p>Slide 2: L'école c Slide 4: L'object</p>	Slides 3 & 10 & 13 are missing!!!	To add the missing Slides	FAPEL	Curriculum
 <p>Slide 9: Les enseigr Slide 11: Les étudie</p>	Slides 3 & 10 & 13 are missing!!!	To add the missing Slides	FAPEL	Curriculum
 <p>Slide 12: Les projets "verts" pour les élèves visent à de...</p>	Slides 3 & 10 & 13 are missing!!!	To add the missing Slides	FAPEL	Curriculum

Pilot Testing analysis!

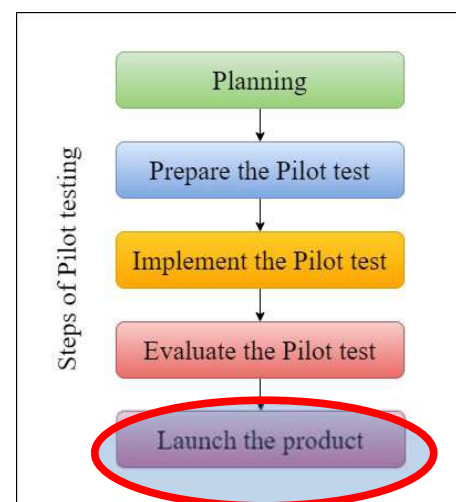
A pilot testing had been conducted on this event and feedback led to the following conclusions:

Students & Teachers had an average level of satisfaction with the pilot testing.

The test had assessed at 37% the level of satisfactory.

The students did express a number of observations that the tool's designers and the project's technical team would likely be considering!

All topics that registered average satisfactory score and a percentage lower than 40% are most likely to be reconsidered for best improvements!



6. Rewards to participants

participants received some gifts to thank them for their participation and to encourage greater involvement in the requested tasks about the Green Green project and the insight of the developed tools.

A unique oil painting set prize



- Two storm lamps with candles and decoration
(Villeroy&Boch)



- Two sets of 2 mugs (Villeroy&Boch)



- A Mug (Villeroy&Boch)



7. Conclusion

The Green Green project has fulfilled its dissemination task by undertaking a wide-ranging activities campaign across the education system, and specifically in schools.

Conferences, webinars, workshops and digital tool tests have been organized by the consortium to further disseminate the knowledge accumulated by the Greener Green project, to support information gathering on the green theme and provide project's visibility to wide audience.


An education system fully aware of its role in awakening future generations to the green transition.

The example of this day at ARNO spoke for itself, with the welcome extended to the Greener Green project partners and the rich exchanges we enjoyed.

Conferences, Webinars, Workshops and pilot testing followed one another to awaken young people to their duties, but also to show them that they benefit from an active listening ear to support them in this green transition.

Advice and recommendations, as well as methods and best practices, are offered to support them in their steps towards a greener environment.

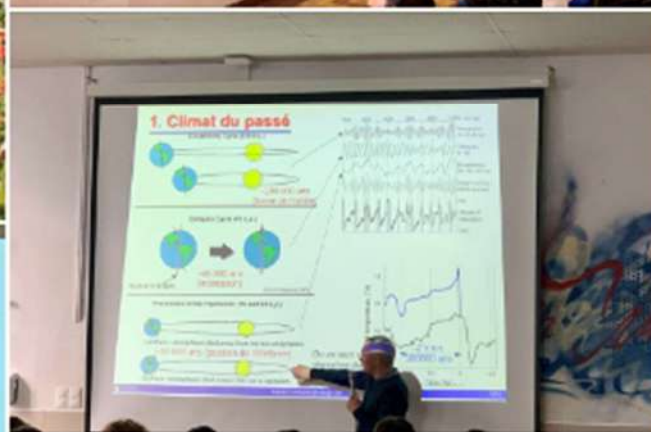
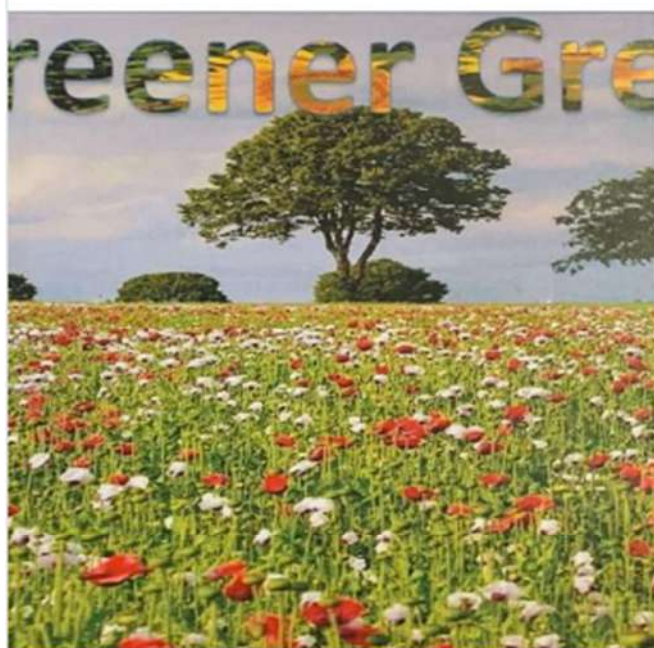
8. Presentation

 Athénée Royal Nestor Outer de Virton
5j · 🌐

🌍 Lundi dernier, les élèves de 5e et 6e G ont participé à une conférence sur le réchauffement climatique. Malgré la météo froide et neigeuse ❄️ de ces derniers jours M. Fettweis X., professeur à l'ULG et climatologue, a expliqué, à l'aide de nombreux graphiques, qu'on ne pouvait plus faire marche arrière et qu'il était temps de se retrousser les manches 🙌... Il a d'ailleurs expliqué que l'ULG allait intégrer un cours sur le "développement durable" afin de transformer nos citoyens de demain en véritables acteurs 🤝 !

M. Krim, président de l'association des parents du Grand Duché, a ensuite présenté un outil destiné à évaluer les écoles du point de vue énergétique 🏠 afin de trouver des "solutions vertes" 🌱 . Livia avait brillamment présenté les "activités vertes" mises en place à l'ARNO...

Bref, une belle après-midi éco-responsable à l'ARNO 😊 !
Greener Green





Partners

Website: www.greenschool.eu

Facebook: www.facebook.com/FB.GreenerSchool



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**ATHÉNÉE
ROYAL
VIRTON**

CONFERENCE / WEBINAR / WORKSHOP / PILOT TESTING

Conférence Greener Green- Arno Virton

15 janvier 2024

Organisation organisatrice

Athénée royal Nestor Outer Virton

Adresse : 48, faubourg d'Arival, 6760, Virton

Date : 15 janvier 2024

Durée : 14h00 – 15h45

Cachet/Signature

Le Préfet des Etudes
J-P Alexandre

A. R. Nestor Outer
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Legendre	Enzo	5G C
Lehmann	Sam	5G C
Maissin	Lisa	5G C
Noirhomme	Anaëlle	5G C
Noirhomme	Arnaud	5G C
Philippe	Léna	5G C
Résibois	Martin	5G C
Sossong	Adèle	5G C
Thérer	Faustin	5G C
Thiry	Emilie	5G C
Van Deijk	Brayan	5G C
Wanschoor	Elia	5G C
Yilmaz	Davut	5G C
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de Vasconcelos Natalia 5C

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Fléchet	Daphné	6G C
François	Lucas	6G C
Herion	Nolan	6G C
Jebali	Salma	6G C
Liban	Marius	6G C
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randour



GREENER GREEN

Piloting Evaluation

University of Liège + COREN asbl

07-11-2023

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1. Introduction.

Information about the testing:

Partner organisation(s): Université de Liège

Country where the testing was conducted: Belgium

Number of participants: 13

Description of the testing:

The Greener Green Assessment tool and e-learning platform test were piloted in Belgium by Université de Liège with the great help of COREN asbl based in Liege and Brussels. 44 people were invited to the event but only 13 people registered to the Greener Green Assessment Tool and e-learning platform evaluation developed by the whole consortium and translated into French. And only 7 of them effectively showed up during the online meeting. All of the 13 received access to the tools and the link to both the online evaluations.

2. Objectives and methodology.

The main objective of the pilot testing session is to assess the two tools that have been developed during the Greener Green project. First and foremost, attendees will be required to test and subsequently evaluate the Assessment Tool using a Google Forms survey. Following that, they will have the opportunity to access the e-learning platform, navigate through it, and provide their feedback through another Google Forms survey.

During this session, we aim to gather valuable insights and feedback from participants to refine and improve these tools further. The inputs received are crucial in helping us enhance the effectiveness and usability of the Assessment Tool and the e-learning platform, ensuring they meet the project's objectives and serve their intended purposes effectively.

3. Results.

Invitation to the on-line pilot session was sent by COREN asbl to all the Eco-Schools coordinators of fundamental Eco-Schools in Wallonia (14) and Brussels (23). Open invitation was also sent to coordinators of schools not yet Eco-Schools but advanced in the process of becoming one (7), for a total of 44 invitations.

13 people registered to attend the evaluation session, but only 7 of them effectively showed up during the online meeting. All the 13 received access to both Greener green tools and to the online surveys.

The pilot session was held online the 12 of December 2023 at 12:15.

Here are some of the comments that were immediately heard:

“The tool seems comprehensive enough”

“I’ve already seen some nice ideas, thanks.”

“There are lots of things. I have to come back to it later before giving a feedback.”

“The tool seems very interesting, particularly the fact that when you say no to a question, it refers to an aid to understanding things better, it gives you an initial impetus to understand things. But this immediate remediation aspect is very interesting.”

Google surveys are quite long and include many mandatory questions. Thereafter, it’s unsure if all attendants will answer to both of them.

3.1. Assessment tool

Attendance noticed that the second part of the evaluation tool was not yet translated into French.

“Very interesting that the answer “no” immediately offer a solution.”

None of the participants bothered to complete the Google survey, **despite several reminders.**

3.2. E-learning platform

None of the participants bothered to complete the Google survey, **despite several reminders.**

4. Recommendations.

During the online meeting some participants :

- want turnkey solutions rather than theoretical elements. Because teachers are systematically beaten up with theory, but that doesn't help them to develop solutions, whereas door-knockers are directly applicable in the classroom or school and save a lot of time.
- pointed out that the final product is European, i.e. it uses the lowest common denominator between countries. Some solutions, such as those for waste in Italy and Greece, are not applicable in Belgium. So these solutions need to be adapted to suit the countries concerned.

5. Annexes.

List of attendees

Recording available at

[https://corenasbl-my.sharepoint.com/:v:/g/personal/thiernondiaye_coren_be/
EZl1mGoQZjVJhb2RBsSqCE4BSRiP-65VR-kJBwnvrHL5bQ?e=FZEzrk](https://corenasbl-my.sharepoint.com/:v:/g/personal/thiernondiaye_coren_be/EZl1mGoQZjVJhb2RBsSqCE4BSRiP-65VR-kJBwnvrHL5bQ?e=FZEzrk)



GREENER GREEN

Project Number:2021-1-ES01-KA220-SCH-000032687

<https://greenerschool.eu/el/>

PILOT REPORT

PRIMARY SCHOOL OF VAREIA

<https://blogs.sch.gr/svdimoti/>

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Assessment Tool

INTRODUCTION

As foreseen in the project proposal, the teachers of the Vareia primary school carried out the pilot testing of the educational assessment tool. The school's teachers completed the evaluation form after attending the 17-11-2023 webinar. In addition, they had the opportunity to explore the assessment tool previously when it was prepared and translated into Greek within the framework of the project.

OBJECTIVES AND METHODOLOGY

The main objective of the evaluation, after first studying the assessment tool, was for the teachers to identify and report the shortcomings of the assessment tool. Their comments urge the partners to improve the tool in order to transform it into an educational tool useful for all the educational community in tending to implement programs aimed at making schools green and environmentally friendly. Moreover, the goal of the projects the implementation of green experiential schools.

The questions were appropriately formulated in order to give the respondent the opportunity to express his/her opinion, either positive or negative and with remarks.

Finally, the questions concerned a broad context, from the utilization of the tool by the educational community up to the degree of attractiveness and user-friendliness.

Finally, through the questionnaire, the teachers were able to indicate which subjects aroused their interest and which ones were more reasonable. The teachers who completed the questionnaires have a lot of teaching experience and a lot of knowledge about the learning process and try to implement good practices for an experiential green school.

PARTICIPANT FEEDBACK

Teachers expressed great satisfaction with the assessment tool.

The responses also show that the modules chosen by the project partners were useful and of interest to them.

It is also important that they rated it highly in all questions and that they said they would use it in the educational process. The assessment tool can be used in the educational community and especially in schools aiming to become greener and more experiential.

In addition, it should be noted that in terms of the technical part, they did not report any problems.

The presentation was attractive according to the results of the questions.

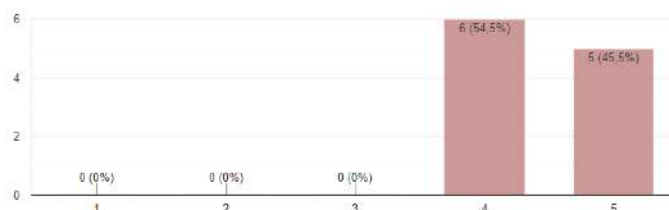
Last and most important is that they would recommend it to other teachers.

Indicatively they noted that:

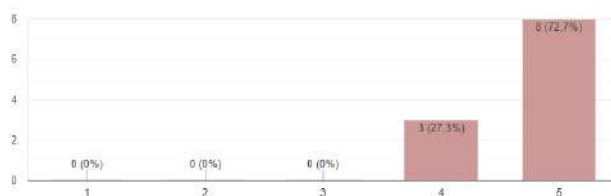
- *It was easy to use*
- *They would use it satisfactorily*
- *They did not face any technical problems*
- *They rated it positively overall*
- *They found it useful*
- *They would recommend it to other teachers*
- *The assessment tool was easy to navigate*
- *They positively assessed the relevance of the assessment tool to the target group (educators, students, families)*
- *They could use the assessment tool in their teaching*

Graphs

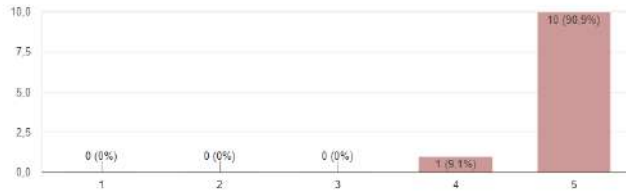
How easy it was to navigate the assessment tool?



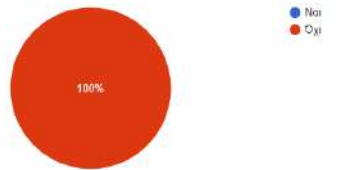
The evaluation tool in terms of functionality and user-friendliness is:



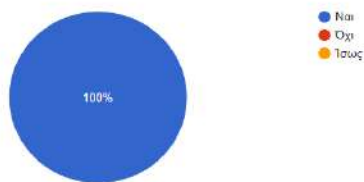
How visually appealing the assessment tool was?



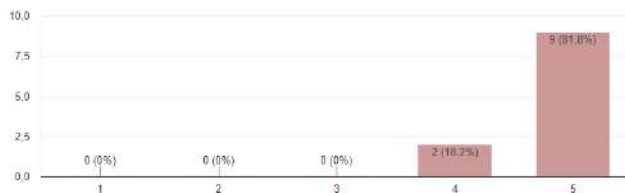
Did you experience any technical issues while using the assessment tool?



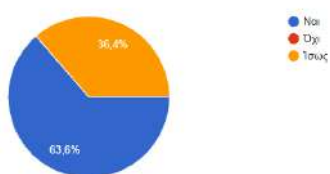
Did the assessment tool motivate you?



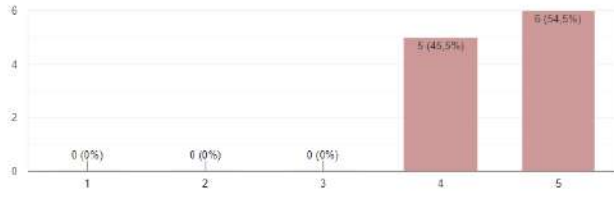
The assessment tool in terms of content is:



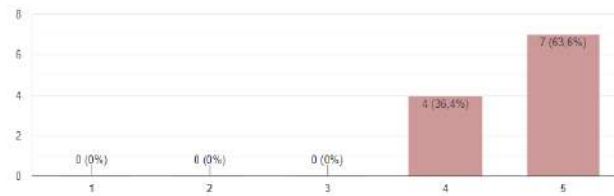
You would use the assessment tool in teaching?



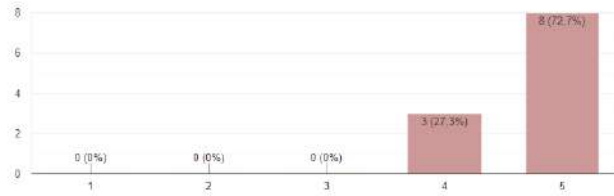
Assess the relevance of the assessment tool to the target group (educators, students, families):



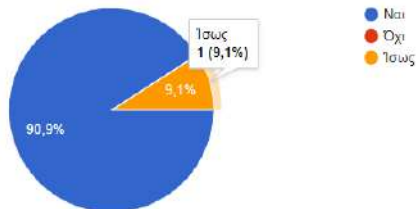
How would you rate the assessment tool as a whole?



Did you find the evaluation tool useful?



Would you recommend the assessment tool to others?



E-learning platform

INTRODUCTION

The teachers of the primary school of Vareia carried out the pilot testing of the educational platform which was created in the framework of the project with the main purpose that the teachers and those involved in the learning process such as students, parents and organizations, find in it valuable material in the effort to create green schools but and in the cultivation of ecological consciousness. School teachers completed the evaluation form after attending the 17-11-2023 webinar. In addition, they had the opportunity to explore the e-learning platform previously when it was prepared and translated into Greek within the program.

The teachers also got codes to be able to do the proposed quizzes and check the knowledge they acquired while navigating in the eLearning platform.

OBJECTIVES AND METHODOLOGY

The main objective of the evaluation, after first studying the educational platform, was for the teachers to identify and report its positive points as well as its disadvantages. The educational platform contains seven units on the subject of the environment with rich material for the cognitive process as well as audio-visual material, and exercises.

Respondents' feedback will help the partners to improve the educational platform so that it can be disseminated as an educational tool useful to the entire educational community, and especially in those schools that intend to implement environmental programs with issues such as sustainability and a healthy lifestyle.

The questions were formulated appropriately to give the responder the opportunity to express his opinion on a graded scale.

Finally, the questions covered a broad context, so that any ambiguities or omissions could be identified.

A part of the questions concerned the degree of attractiveness of the platform and the degree of ease of browsing

Finally, we should mention that for each section there were questions and the interviewees were given the opportunity to express their opinion.

PARTICIPANT FEEDBACK

The teachers highly rated the educational platform as well as whether it corresponds to the data of daily life. All sections were eye-catching and engaging to navigate. The material used was also rich.

The responses also show that the seven thematic modules chosen by the project partners were useful and of interest to them and met their needs.

For each section, respondents answered the following:

- If the content was simple and understandable
- if it was relevant to their needs
- if it was presented through a variety of means
- if it can be applied to everyday life

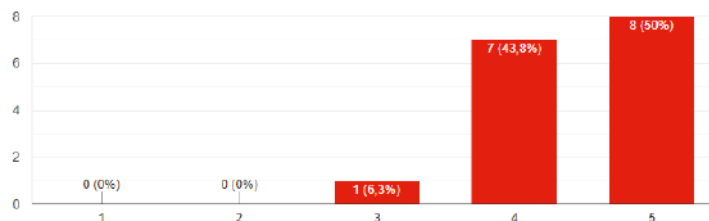
Our graphs show that the teachers were satisfied and positively evaluated the platform in all four points.

They also positively evaluated the platform as a whole as an educational tool aimed at the entire school unit (teachers, parents and students).

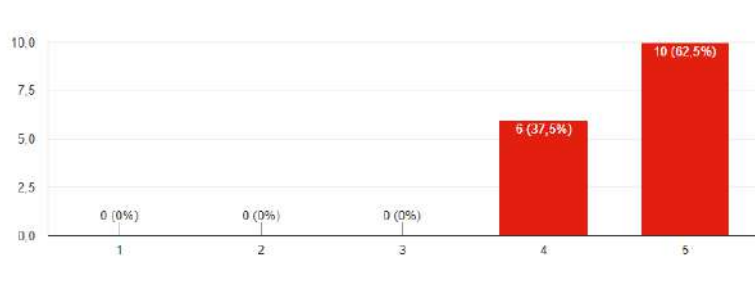
Summarizing, the research showed that the educational platform is ready to be presented to the younger educational community and to be used for the transformation of schools into sustainable green schools friendly to the environment.

Graphs

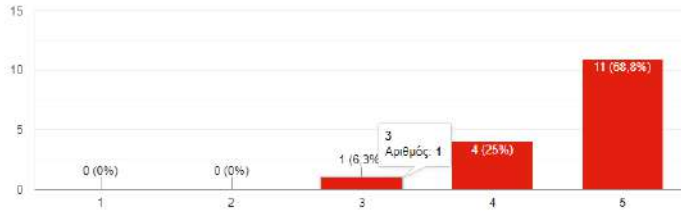
How easy it was to navigate the e-learning platform?



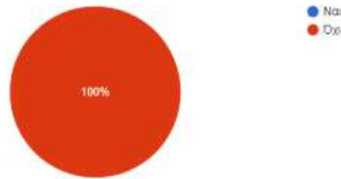
The e-course in terms of functionality and user-friendliness is:



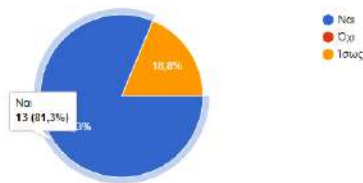
How visually appealing the e-learning platform was?



Did you experience any technical issues while using the platform?



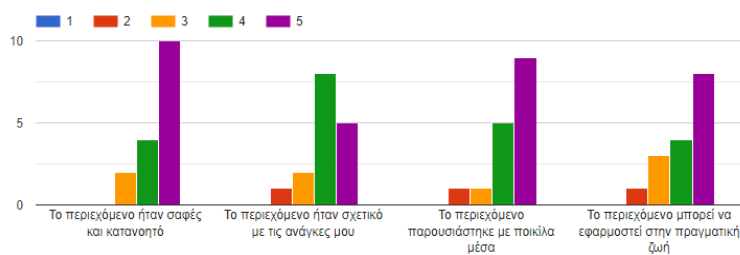
Were you motivated by the online course?



EVALUATION OF EDUCATIONAL UNITS

Unit 1: Project management

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)



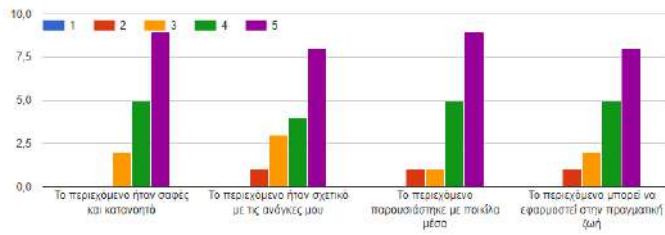
Unit 2: Saving energy and resources

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)

Ενότητα 2: Εξοικονόμηση ενέργειας και πόρων

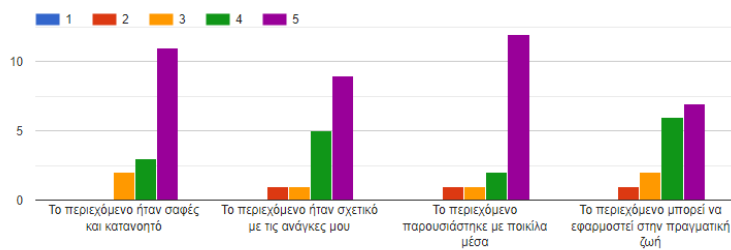
Αντιγραφή

Πόσο πιστεύετε ότι το καθένα από τα παρακάτω χαρακτηρίζει την ενότητα; (1-Καθόλου, 5-Απολύτως)



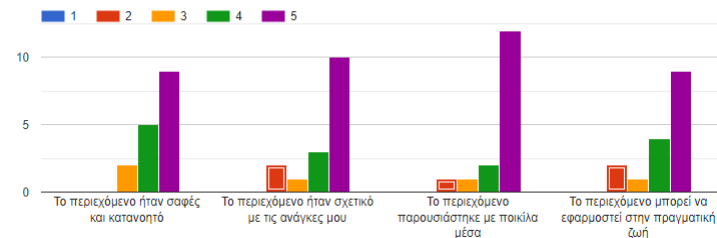
Unit 3: My place

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)



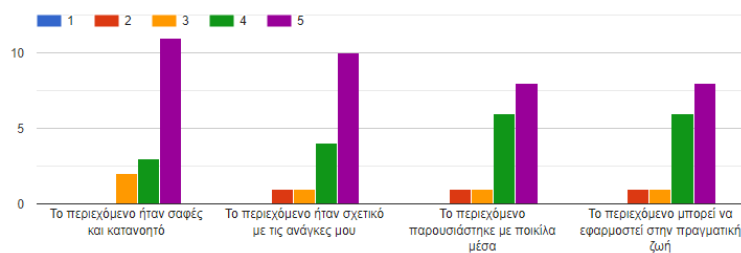
Unit 4: Climate change

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)



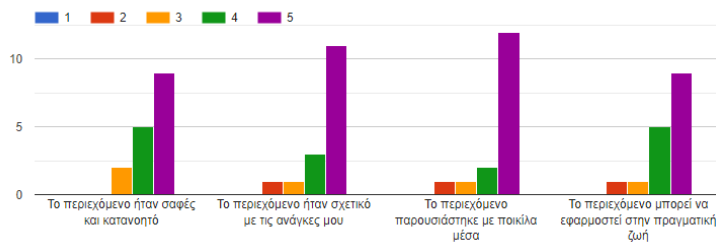
Unit 5: My school is leading change

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)



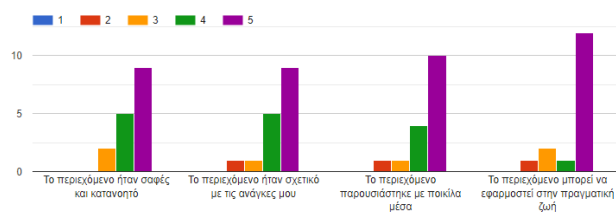
Unit 6: Healthy lifestyle

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)



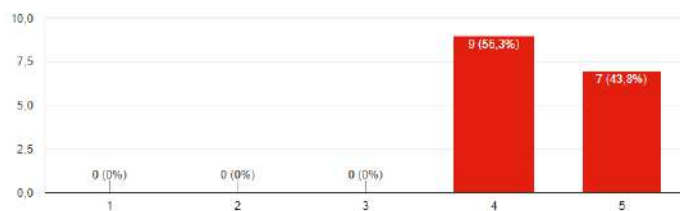
Unit 7: European Green Dimension

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)

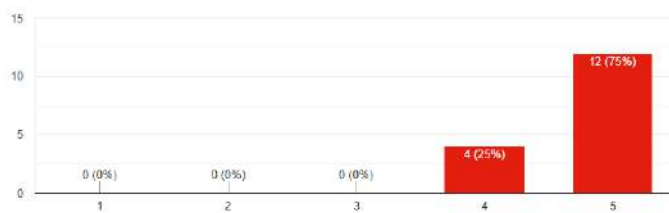


EVALUATION OF THE ENTIRE COURSE

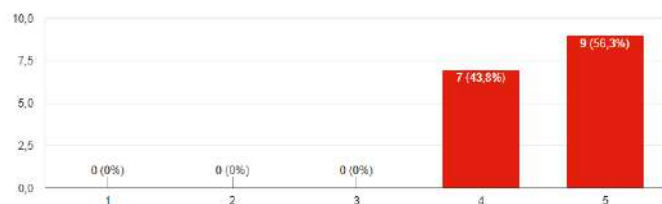
Please rate the relevance of the e-course to the target group (educators, students, families):



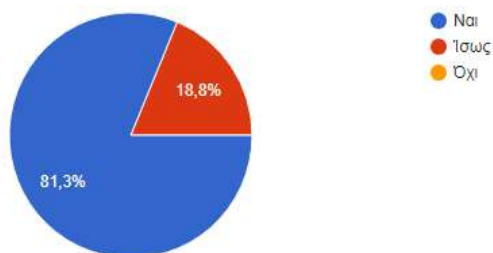
How would you rate the course as a whole?



Did you find the training material useful?



Would you recommend the course to other?



PARTICIPANTS

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TSAGKOU GEORGIA	PRIMARY SCHOOL OF VAREIA	tsagkoug@gmail.com
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GREENER
Piloting



GREEN
Evaluation



COL·LEGI
BELL-LLOC



BELL-LLOC & BLUE ROOM INNOVATION

7-11-2023

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3.1. Assessment tool	5
3.2. E-learning platform	5
4. Recommendations.	6
5. Annexes.	7

1. Introduction.

Information about the testing:

Partner organisation(s): Blue Room Innovation & Bell-lloc

Country where the testing was conducted: Spain

Number of participants: 22

Description of the testing:

The Greener Green Assessment tool and e-learning platform were piloted in Spain at Bell-lloc School. Twenty two people participated in the Greener Green Assessment Tool and e-learning platform evaluation developed by the whole consortium and translated into : English, French, Catalan, Spanish and Italian.

The piloting was co-organized by Bell – Lloc School and Blue Room Innovation all in the same day, this report includes the results and comments from both partners.

2. Objectives and methodology.

The main objective of the pilot testing session is to assess the two tools that have been developed during the Greener Green project. First and foremost, attendees will be required to test and subsequently evaluate the Assessment Tool using a Google Forms survey. Following that, they will have the opportunity to access the e-learning platform, navigate through it, and provide their feedback through another Google Forms survey.

During this session, we aim to gather valuable insights and feedback from participants to refine and improve these tools further. The inputs received are crucial in helping us enhance the effectiveness and usability of the Assessment Tool and the e-learning platform, ensuring they meet the project's objectives and serve their intended purposes effectively.

3. Results.

The pilot testing was conducted during a face to face meeting at Bell-lloc school with a group of twenty two primary teachers from different subjects. All participants had individual access to a PC. The project was introduced, and the participants were guided through navigating and testing the Assessment Tool and E-Learning platform. Participants were then asked to complete the Google Forms evaluation.

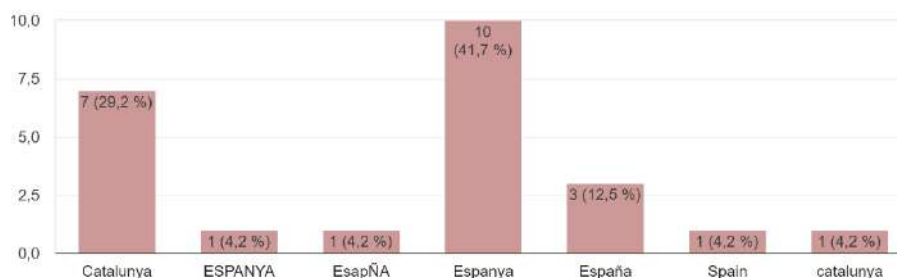


3.1. Assessment tool

Despite having 22 participants, there are 24 responses because two teachers thought they had not answered correctly and responded again.

All the participants without exception were of Spanish nationality.

A quin país pertanyes?
24 respostes

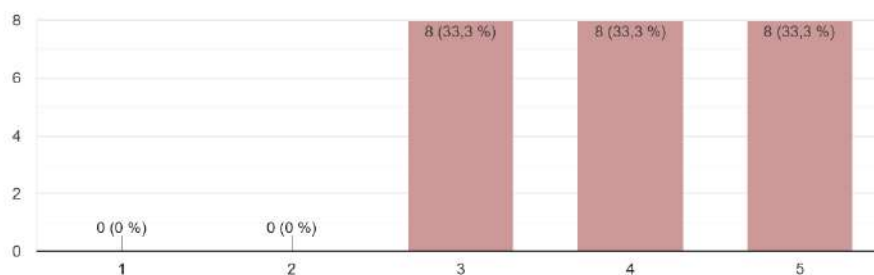


How easy was it to navigate the Assessment Tool and how visually appealing is it?

Most participants found it easy or very easy to navigate (33.3% scored 5) and very visually appealing.

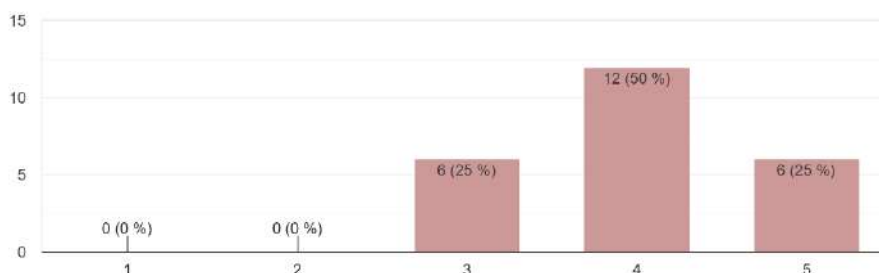
Com de senzill és utilitzar l'eina d'avaluació de Greener Green?

24 respostes



L'eina d'avaluació en termes de funcionalitat i facilitat d'ús és:

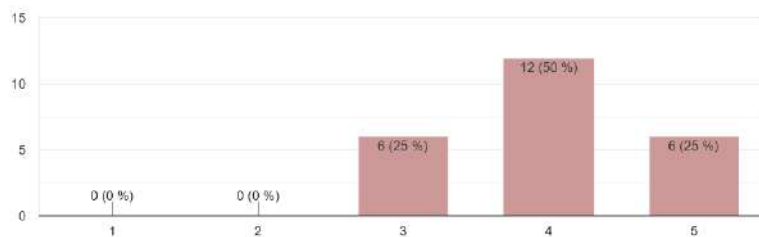
24 respostes



Assessment Tool Functionality and User-Friendliness

L'eina d'avaluació en termes de funcionalitat i facilitat d'ús és:

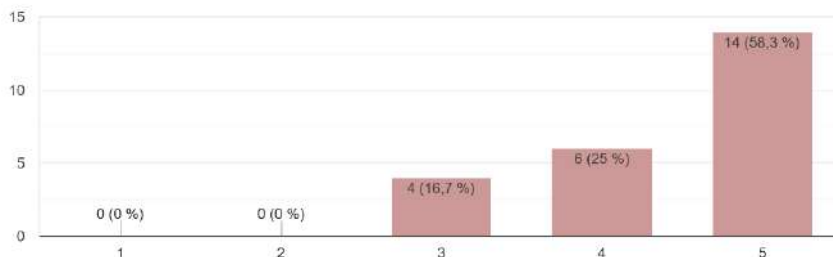
24 respostes



75% of the participants agreed that the assessment it's a 4 - 5 (5 as super easy to use) user friendly.

Quina aparença visual té l'eina d'avaluació?

24 respostes

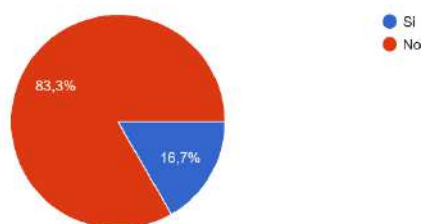


58.3% of the participants agreed the tool had an attractive design.

Was the Assessment Tool motivational for you?

Has tingut algun problema tècnic amb l'eina d'avaluació?

24 respostes



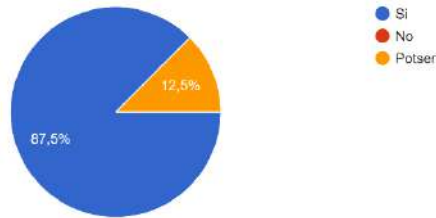
Technical issues were reported by 16.7% of participants. Nevertheless, the primary hurdle emerged from computer-related issues rather than glitches with the website due to Mozilla malfunctioning. Thus, resolving the problem was beyond our reach.

Which part of the Assessment Tool did you find most interesting and least interesting?

The majority of participants expressed a high level of interest in all areas, with the Environmental and My School Leads the Change sections being particularly engaging. Conversely, the curriculum parts were deemed the least interesting overall.

Is the Assessment Tool interesting for you?

És l'eina d'avaluació un instrument interessant per a tu?
24 respostes



The Assessment Tool garnered interest from 87.5% of participants, whereas 12.5% expressed a tentative interest, suggesting a need for deeper exploration in terms of usage and navigation.

How would you evaluate the Assessment Tool as a whole?

There were mixed responses with most falling in the neutral range.

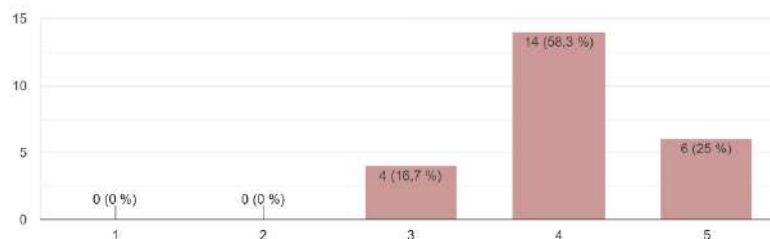
Positive comments included:

- The links to the modules is practical.
- The tips suggested when an answer is wrong.
- Good advice provided after completing the evaluation.

Negative comments included:

- Technical problems with some computers when using Mozilla.
- Unclear process for improving the score post-evaluation.

Com valoraries l'eina d'avaluació en el seu conjunt?
24 respostes

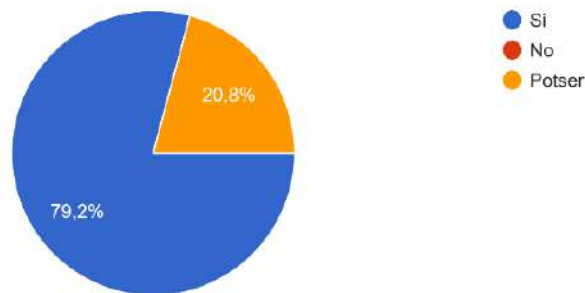


Would you recommend the Assessment Tool to other people?

Recommendations for the assessment tool were high among teachers, with 79.2% endorsing it for its user-friendly design and the inclusion of helpful materials and tips. On the other hand, 20.8% of participants expressed a need for additional time to navigate and fully understand the platform before confidently recommending it to others.

Recomanaries l'eina d'avaluació?

24 respostes



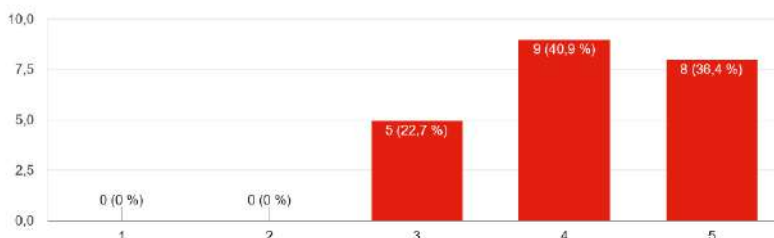
3.2. E-learning platform

The e-learning platform underwent evaluation from the same twenty-two participants. Initial access posed a challenge due to the absence of a direct link from the website. To address this, the structure of the platform was explained, and participants were encouraged to explore the e-learning modules in their preferred language. Technical issues also surfaced during platform use, particularly in Chrome and Mozilla browsers.

How easy was it to navigate through the platform?

Com de senzill és utilitzar la plataforma de Greener Green?

22 respostes



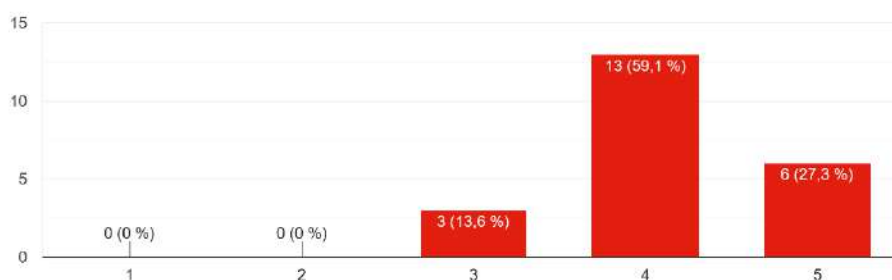
77.3% of the participants found the e-learning platform a 4 – 5 (being 5 super easy to use)

The Greener Green e-learning platform in terms of functionality and user-friendliness is:

The evaluation of functionality, user-friendliness, and visual appearance produced a diverse range of opinions.

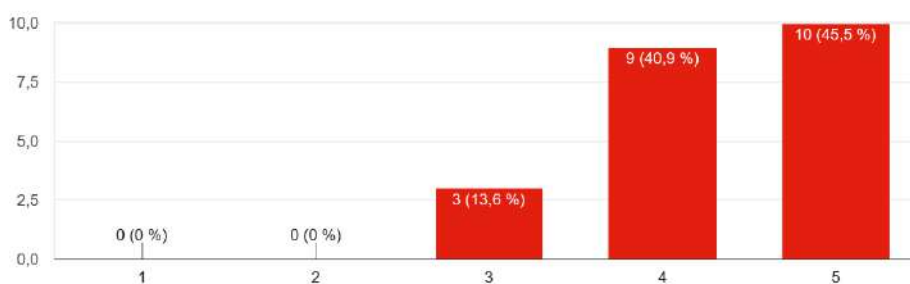
La plataforma en termes de funcionalitat i facilitat d'ús és:

22 respostes



Quina aparença visual té la plataforma?

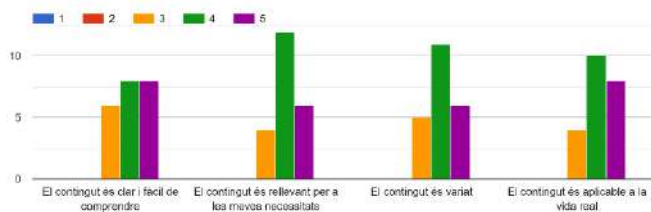
22 respostes



Evaluation of the Modules:

Module 1

Mòdul 1: Project Management Com valoraries cadascun dels següents aspectes que caracteritzen el mòdul? (1 - Gens absolut no, 5 - Sí, totalment)

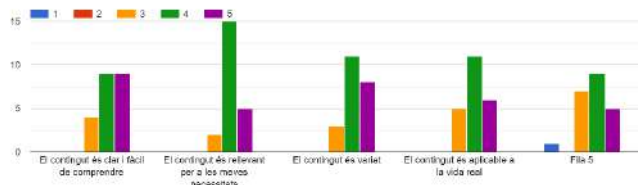


content is applicable to real-life situations.

Evaluation of the modules was also quite mixed. Eight participants agreed that the content was clear and easy to understand. Additionally, 18 participants rated the materials between 4 and 5, expressing that they found them useful for their needs. Eighteen teachers also agreed that the

Module 2

Mòdul 2: Estalvi d'energia i recursos Com valoraries cadascun dels següents aspectes que caracteritzen el mòdul? (1 - Gens absolut no, 5 - Sí, totalment)

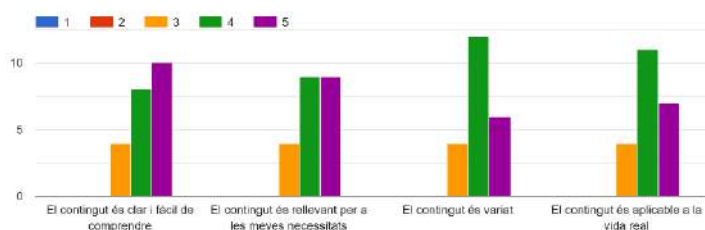


lives.

Eighteen participants agreed that the content was clear and understandable. Additionally, 20 teachers voted between 4 and 5 (with 5 indicating total agreement) that the content was relevant to their needs, while 17 teachers voted that the content was useful for their

Module 3

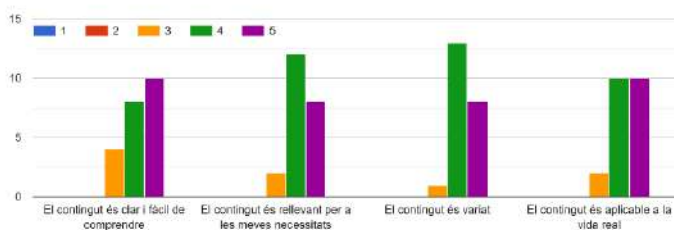
Mòdul 3: El meu terreny de joc Com valoraries cadascun dels següents aspectes que caracteritzen el mòdul? (1 - Gens absolut no, 5 - Sí, totalment)



Eighteen participants agreed that the content was clear and understandable. Additionally, 18 teachers voted between 4 and 5 (with 5 indicating total agreement) that the content was relevant to their needs, while 18 teachers voted that the content was useful for their lives.

Module 4

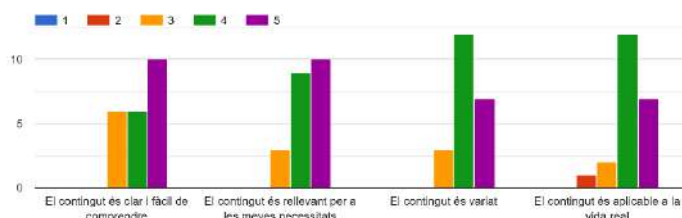
Mòdul 4: Canvi climàtic Com valoraries cadascun dels següents aspectes que caracteritzen el mòdul? (1 - Gens absolut no, 5 - Sí, totalment)



Eighteen participants agreed that the content was clear and understandable. Additionally, 20 teachers voted between 4 and 5 (with 5 indicating total agreement) that the content was relevant to their needs, while 20 teachers voted that the content was useful for their lives.

Module 5

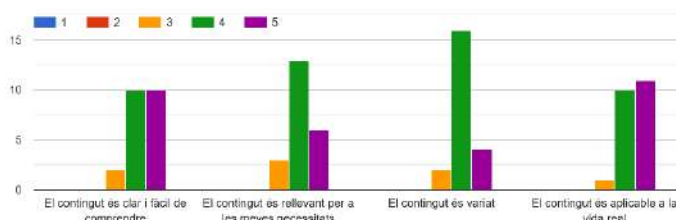
Mòdul 5: La meua escola lidera el canvi Com valoraries cadascun dels següents aspectes que caracteritzen el mòdul? (1 - Gens absolut no, 5 - Sí, totalment)



Sixteen participants agreed that the content was clear and understandable. Additionally, 19 teachers voted between 4 and 5 (with 5 indicating total agreement) that the content was relevant to their needs, while 19 teachers voted that the content was useful for their lives.

Module 6

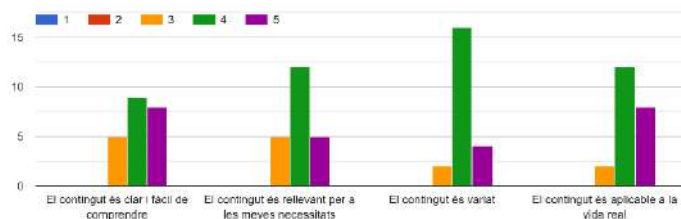
Mòdul 6: Estil de vida sostenible Com valoraries cadascun dels següents aspectes que caracteritzen el mòdul? (1 - Gens absolut no, 5 - Sí, totalment)



Twenty participants agreed that the content was clear and understandable. Additionally, 19 teachers voted between 4 and 5 (with 5 indicating total agreement) that the content was relevant to their needs, while 21 teachers voted that the content was useful for their lives.

Module 7

Mòdul 7: European Green Deal Com valoraries cadascun dels següents aspectes que caracteritzen el mòdul? (1 - Gens absolut no, 5 - Sí, totalment)

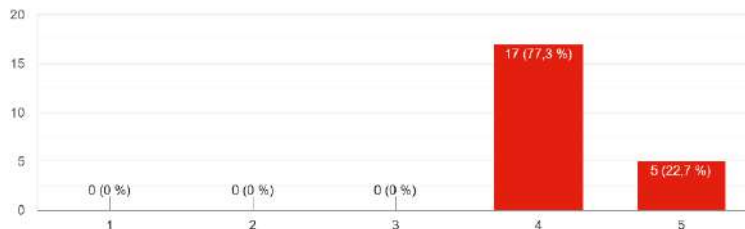


Seventeen participants agreed that the content was clear and understandable. Additionally, 17 teachers voted between 4 and 5 (with 5 indicating total agreement) that the content was relevant to their needs, while 20 teachers voted that the content was useful for their lives.

How would you rate the e-learning course as a whole?

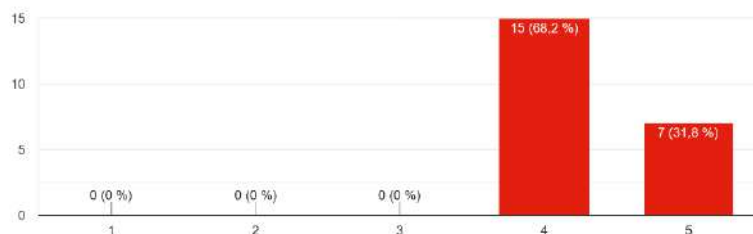
Si us plau, avalua la rellevància de l'eina d'avaluació pels grups objectiu (professors, estudiants, famílies).

22 respostes



Com valoraries la plataforma en el seu conjunt?

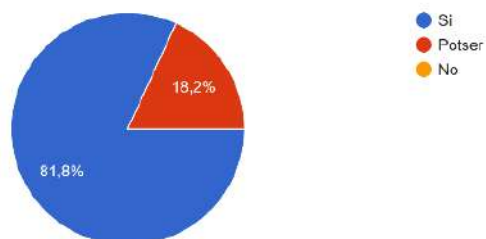
22 respostes



Most of the final evaluations were mixed, with the majority leaning towards a rating of 4 out of 5. In terms of final recommendations, 81.8% would recommend, while 18.2% were undecided. Some additional comments included:

Recomanaries la plataforma de formació?

22 respostes



- It is a good and interesting proposal
- To include to work on daily and small actions

4. Recommendations.

For the Assessment Tool, most participants found it simple to use and visually appealing.

However, we could enhance its specificity for each school by including other types of answers. Additionally, some tips for the wrong answer were not clear enough.

For the e-learning platform, participants found the materials interesting; however, they noted a gap in coverage, particularly in small and daily actions. Overall, they agreed that the platform was not attractive enough but very easy to use, thanks to its similarity to the model.

5. Annexes.

List of attendees Bell - Lloc


GREENER GREEN
 GREENER GREEN
 Attendance List
 Pilot testing

 COL·LEGI BELL-LLOC
 07-11-2023

Time and date: 7 November 2023, 18:00–19:15
Place: Bell-lloc School

#	Name	Last Name	Institution and role in the project	Signature	Email
1	Alfonso	Kubri Alcaraz	Bell-lloc del Pn Teacher		ALFONSO.KUBRI@bell-lloc.org
2	Jordi	Cebrià Huguet	Bell-lloc del Pn Teacher		jordi.cebria@bell-lloc.org
3	Miguel Àngel	Lucena	Bell-lloc Teacher		miguel.angel.lucena@bell-lloc.org
4	Norbac	Rio Sempere	Bell-lloc Teacher		norbac.rio@bell-lloc.org
5	Alex	Valera	Bell-lloc Teacher		alex.valera@bell-lloc.org

#	Name	Last Name	Institution and role in the project	Signature	Email
6	Jordi	Sorrià Guinart	Bell-lloc Teacher		jordi.sorria@bell-lloc.org
7	Jean	Françesca Espinosa	Bell-lloc Teacher		jean.francesca@bell-lloc.org
8	Adrià	Bernaldi Margés	Bell-lloc Teacher		adria.bernaldi@bell-lloc.org
9	Albert	Heredia Bosch	Bell-lloc Teacher		albert.heredia@bell-lloc.org
10	Enric	Garridolet Pujuguet	Bell-lloc Teacher		enric.garridolet@bell-lloc.org
11	Josip	Farràs González	Bell-lloc Teacher		josip.farras@bell-lloc.org

List of attendees Blue Room Innovation



Co-funded by the European Union

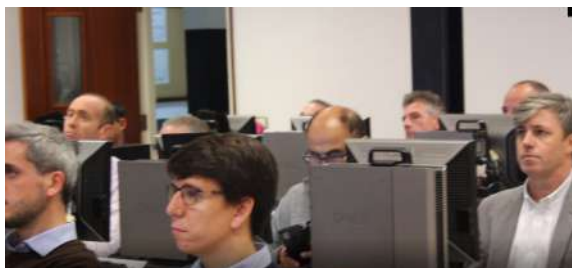
Time and date: 7 November 2023, 18:00 – 19:15
Place: Bell-lloc School

#	Name	Last Name	Institution and role in the project	Signature	Email
1	Alex	Ferrández	Bell-lloc Innovation		alexbarrode@gmail.com
2	Joa	Harcegaray	Bell-lloc		joa.harcegaray@bell-lloc.org
3	Daniel	Duman	Bell-lloc		daniel.duman@bell-lloc.org
4	Jose M.	Muñoz	Bell-lloc		jose.muñoz@bell-lloc.org
5	Marc B	Garay	Bell-lloc		marc.garay@bell-lloc.org

Co-funded by the European Union

#	Name	Last Name	Institution and role in the project	Signature	Email
6	Sergi	Ciujanos Peralta	Bell-LLOC		Sergi.ciujanos@bell-lloc.org
7	Merce	Sala	Bell-lloc		merce.sala@bell-lloc.org
8	M-Teresa	Mundet	Bell-lloc		mteresa.mundet@bell-lloc.org
9	Jordi	Claret	Bell-lloc		JORDI.CLARET@BELL-LLOC.ORG
10	Jordi	SALA FERRER	Bell-lloc		jordi.sala@bell-lloc.org
11	Juan	Pons Ferreras	Bell-lloc		juan.pons@bell-lloc.org

Pictures



Agenda

1. Welcome 17.00
2. Sustainability Project Bell – Lloc & Greener Green
3. How to become a Greener School with Greener Green
4. Introduction to Assessment Tool and Piloting
5. Introduction to E-Learning Platform and Piloting
6. Evaluation Assessment Tool & E-Learning Platform
7. Questions & Answers 19.00
8. Thank you



GREENER GREEN Pilot Testing Report



Website: www.greenschool.eu

Facebook: www.facebook.com/FB.GreenerSchool



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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2. Objectives and methodology.....	4
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4. Recommendations.....	21
5. Annexes.....	22

1. Introduction.

Information about the pilot testing:

Partner organisation(s): IDEC S.A.

Country where the pilot testing was conducted: Greece

Number of participants: 13

Description of the pilot testing:

The Greener Green Assessment tool and e-learning platform were pilot tested in Greece by IDEC S.A. Thirteen people evaluated the Greener Green Assessment Tool and e-learning platform developed by the whole project consortium in English and translated into Greek language. The participants firstly attended an informative webinar (17th of November 2023) educating them on the educational goals and usage of the Greener Green e-learning platform and Assessment Tool and then they've tested them online on their own pace. Then they proceeded to conduct an online evaluation for both via Google forms. This report concludes the way the pilot testing was conducted as well as the feedback received by the participants.

2. Objectives and methodology.

The main objective of the pilot testing was to assess the two tools that were developed during the Greener Green project. First, participants were asked to test and subsequently evaluate the Assessment Tool using a Google Forms survey. Following that, they had the opportunity to access the e-learning platform, navigate through it, and provide their feedback through another Google Forms survey.

With the pilot testing, we aimed to gather valuable insights and feedback from participants to refine and improve these tools further. The inputs received are crucial in helping us enhance the effectiveness and usability of the Assessment Tool and the e-learning platform, ensuring they meet the project's objectives and serve their intended purposes effectively.

In Greece, the Greener Green Assessment tool and e-learning platform were presented in a webinar organised by the Primary School of Vareia, with the support of IDEC S.A. Twenty six (26) people participated in the Greener Green webinar. The webinar took place on the 17th of November 2023. The main objective of the webinar was to promote the project by focusing on the project results, their application and project awareness. The participants in the webinar were teachers and administrative school staff. The attendees had the opportunity to learn about the project aims and activities, but mostly to learn about the Assessment Tool and the e-learning platform, how to use them, and finally how to provide their feedback through a Google Form survey.

3. Results.

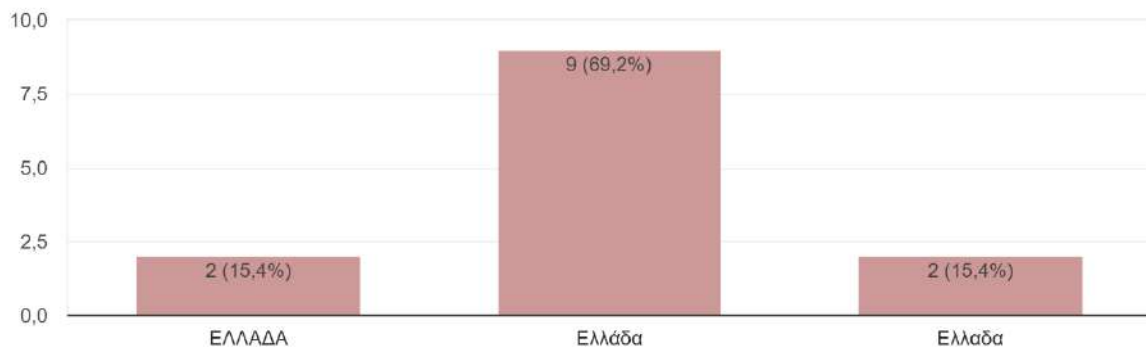
The conduction of the webinar seemed to have operated smoothly without encountering any problems. The concept was introduced to the audience and the participants thoroughly explored the e-learning platform and Assessment tool during the pilot testing. After the participants fully interacted with the training material, thirteen of them proceeded to complete two separate Google Forms Surveys in order to evaluate the e-learning platform and Assessment Tool.

3.1. Assessment tool

For the Assessment Tool thirteen responses were collected via Google Form. Below we see the demographic data of the participants.

What country are you from?

13 απαντήσεις



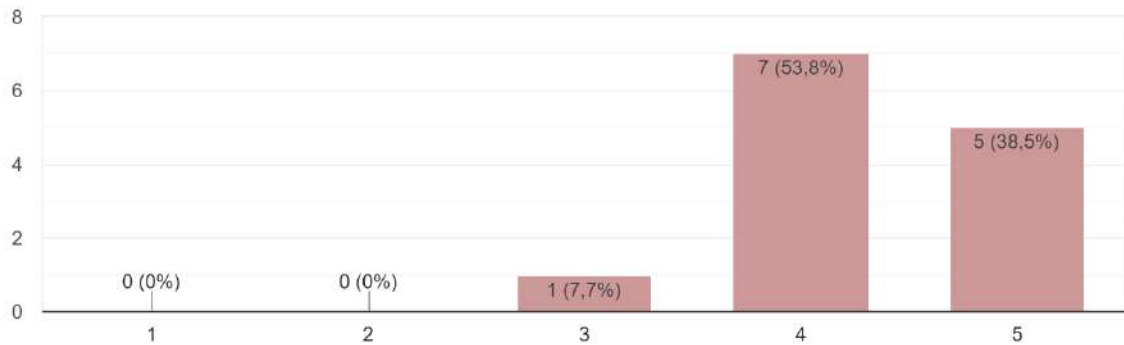
From the previous graph we conclude that all teachers that took part in the following evaluation are Greek residents.

FUNCTIONALITY EVALUATION

How easy was it to navigate the Assessment Tool?

How easy was it to navigate the Assessment Tool?

13 απαντήσεις

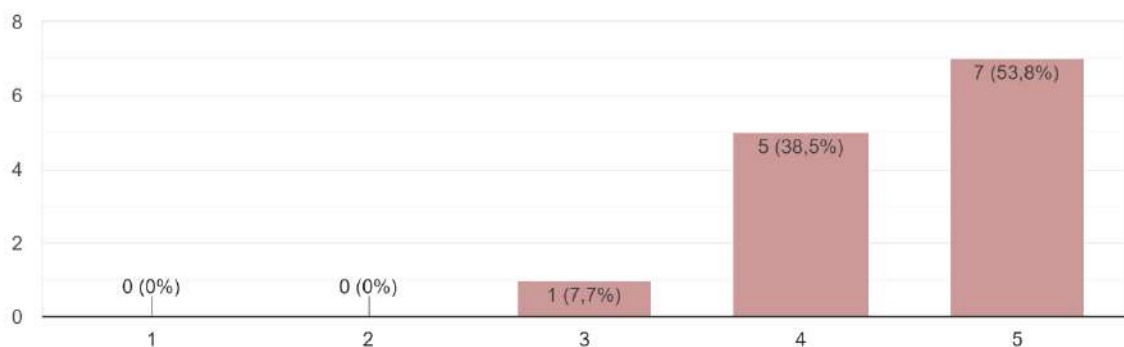


The vast majority found the Assessment Tool rather easy to navigate, with 7 people rating it a 4 and 5 people rating it a 5.

How Functional and User-Friendly was the Assessment Tool?

Assessment Tool Functionality and User-Friendliness

13 απαντήσεις

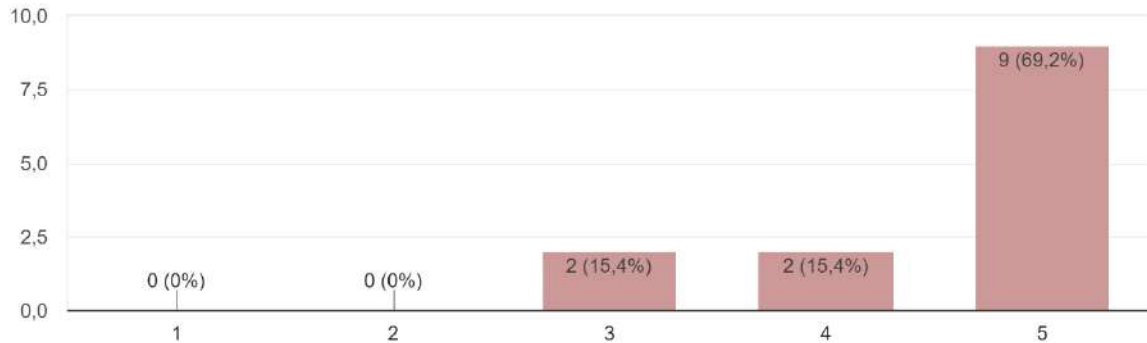


On a similar scale, the majority (53,8%) found the Assessment Tool's interface user very friendly and easy to navigate.

▪ **How visually appealing was the assessment tool?**

How visually appealing was the assessment tool?

13 απαντήσεις

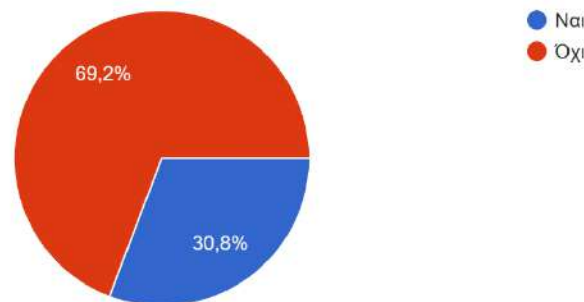


The striking majority also found the tool exceptionally visually appealing, with 9 people (69,2%) attributing it a 5.

▪ **Did any technical difficulties occur while using the assessment tool?**

Did any technical difficulties occur while using the assessment tool?

13 απαντήσεις



There didn't seem to be many difficulties during the use of the assessment tool, with 69,2% reporting that they didn't encounter any problems.

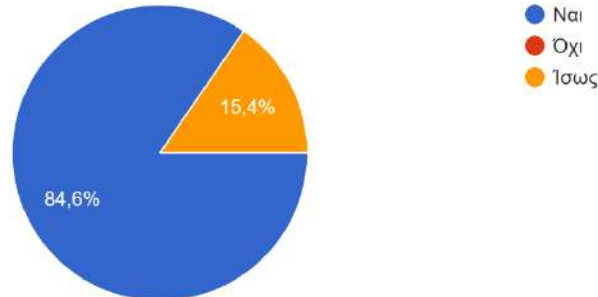
▪ **If your answer was yes, please mention these occurrences**

Some of the difficulties mentioned by the rest of the participants were all concerning some display issues with certain images interfering with the home screen of the tool.

- **Was the assessment tool motivating?**

Was the assessment tool motivating?

13 απαντήσεις



We can see from our given feedback that 84,6% of the participants found the tool to be overly motivating, with a minority of 15,4% giving the answer of “maybe”.

- **Do you have anything further to add in regard of the assessment tool?**

When asked if they had any further comment to make about the assessment tool, only negative responses were given.

CONTENT EVALUATION

- **Which part of the assessment tool did you find the most and least interesting?**

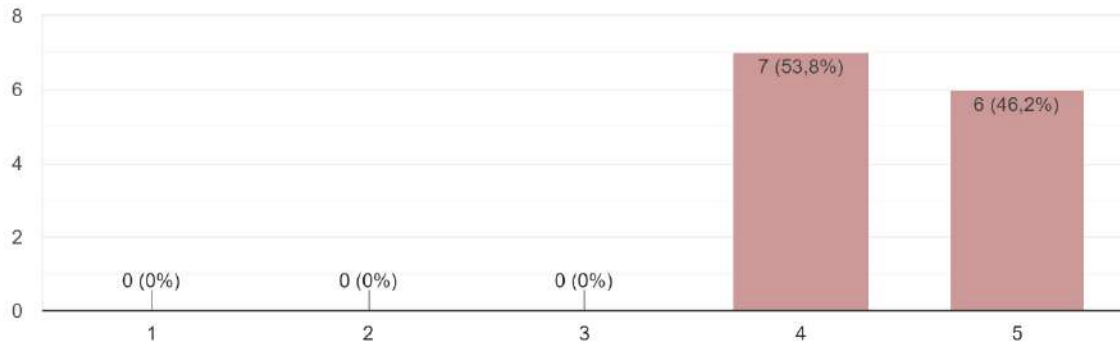
For this question, a lot of positive comments were made by the teachers. A lot of positive feedback was given, including positive comments on its curriculum, the quizzes, as well as the combination of striking questions and pictures that make a really good job at raising awareness about environmental matters.

When asked about the least interesting thing about the assessment tool, the majority of the participants mentioned didn't have to say something, while a few of them mentioned the large number of questions and the management of the material.

- How good is the assessment tool based on its content?

How good is the assessment tool based on its content?

13 απαντήσεις

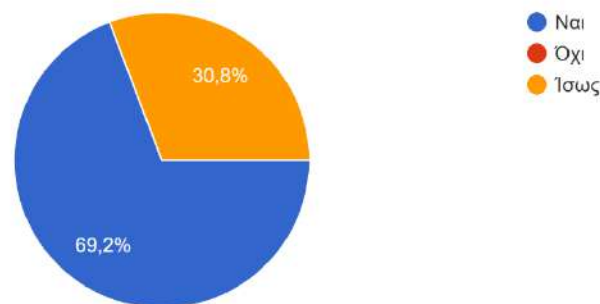


The feedback for the assessment tool content was highly positive, with about half of the participants rating it a 5 (46,2%) and the rest of the participants rating it with a 4 (53,8%)

- Would you use the assessment tool for teaching?

Would you use the assessment tool for teaching?

13 απαντήσεις



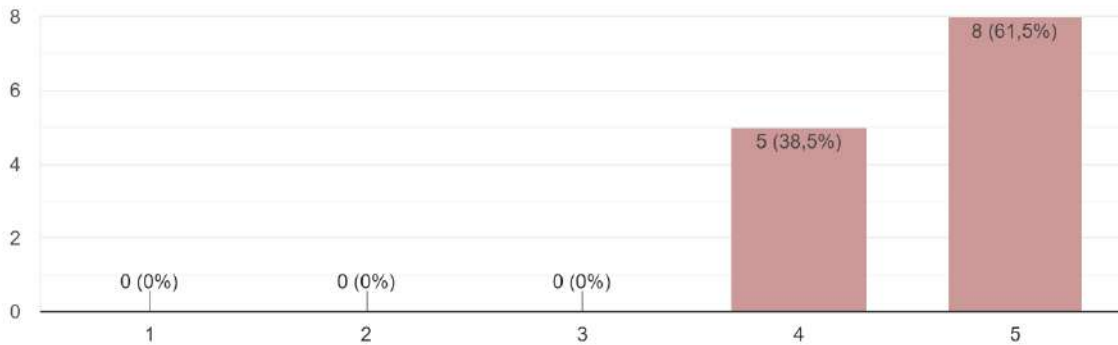
When asked if they would use the assessment tool for teaching, the feedback is mostly positive, with 69,2% of the participants saying yes and a smaller percentage of 30,8% saying maybe.

OVERALL EVALUATION

- Evaluate the relevancy between the assessment tool and its target group (teachers, students, families)

Evaluate the relevancy between the assessment tool and its target group (teachers, students, families)

13 απαντήσεις

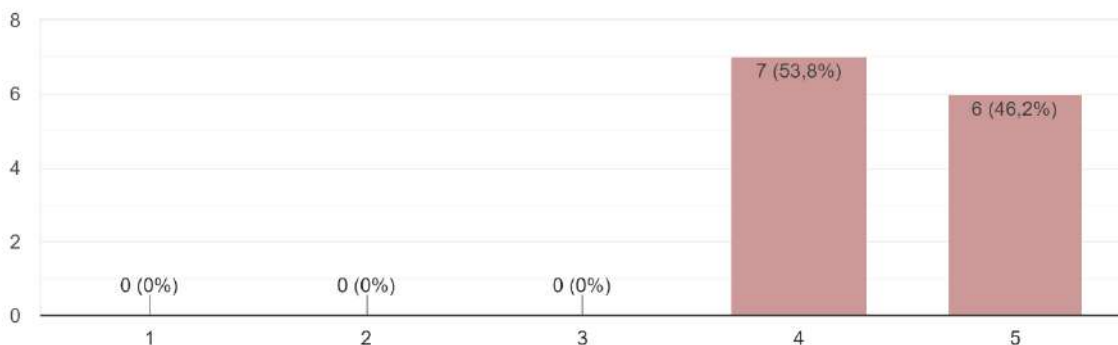


According to this question, the assessment tool does a great job at staying relevant to its target group, with a striking 61,5% giving it the rating of 5, and 38,5% giving it a rating of 4.

- How would you evaluate the Assessment Tool as a whole?

How would you evaluate the Assessment Tool as a whole?

13 απαντήσεις

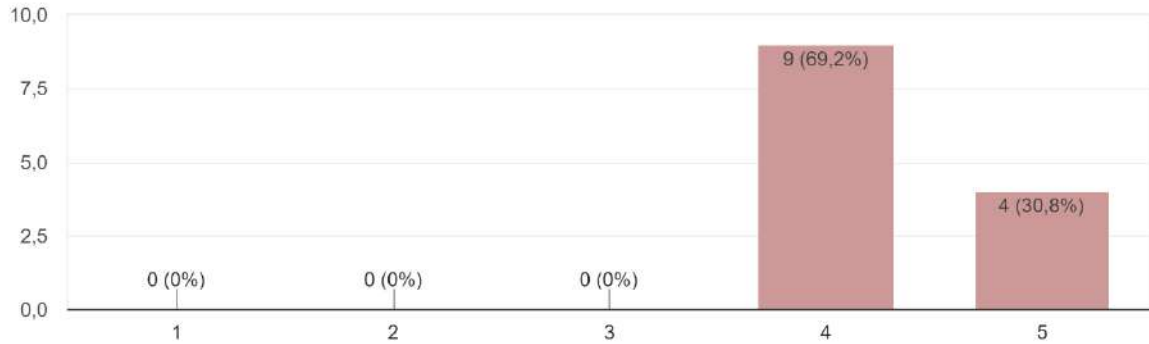


The feedback we got from our participants indicated that, overall, the Assessment Tool is viewed as a positive implementation, with 7 participants rating it a 4(53,8%) and the remaining 6 a 5(46,2%).

▪ **Did you find the assessment tool useful?**

Did you find the assessment tool useful?

13 απαντήσεις

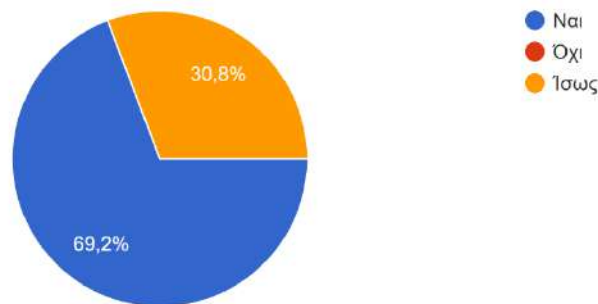


Overall, the assessment tool was deemed to be a useful addition, with the majority of the participants rating it a 4 and some even a 5.

▪ **Would you recommend the Assessment Tool to other people?**

Would you recommend the Assessment Tool to other people?

13 απαντήσεις



Finally, when asked if they would recommend the Assessment Tool to other people, the response was once more overly positive, with 69,2% replying that they would, and 30,8% replying maybe.

3.2. E-learning platform

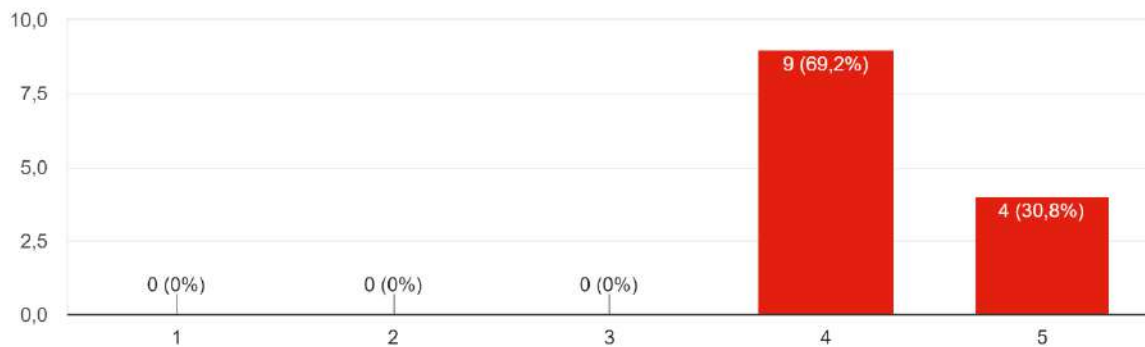
The e-learning platform was evaluated by the same thirteen participants as the Assessment Tool. The demographic data remains the same. The majority of the participants reported that the educational platform was more interesting than the Assessment Tool.

E-LEARNING EVALUATION

- How easy was it to navigate the e-learning platform and how functional and user friendly was the e-course?

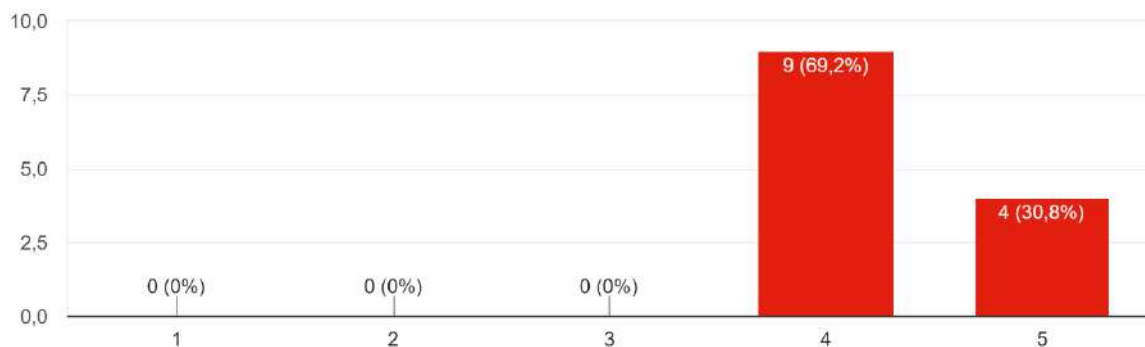
How easy was it to navigate the e-learning platform?

13 απαντήσεις



The e-course in terms of functionality and user-friendliness is:

13 απαντήσεις

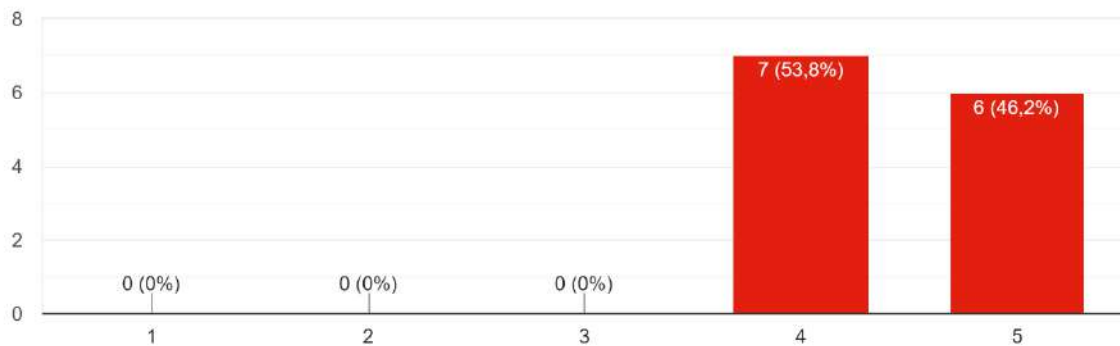


The response received from the participants was overall positive, with an almost unanimous agreement that the platform is user-friendly and easy to navigate. They didn't seem to encounter any problems while using it.

- **How visually appealing was the e-learning platform?**

How visually appealing was the e-learning platform?

13 απαντήσεις

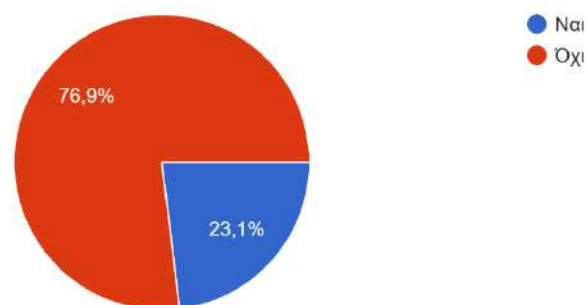


The platform also acclaimed positive feedback concerning its visuals, as almost everyone agreed on it being visually appealing and a smooth experience.

- **Did you experience any technical issues while using the platform?**

Did you experience any technical issues while using the platform?

13 απαντήσεις

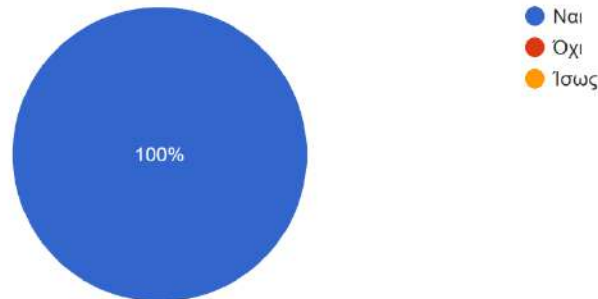


As far as it goes for technical difficulties, there was a minority of 23,1% that expressed having some trouble, without however elaborating any further on the matter.

- **Were you motivated by e-learning?**

Were you motivated by e-learning?

13 απαντήσεις



As we can see here, the participants were all unanimously motivated by the e-learning platform and it seemed to be very well received by the teachers.

- **Do you have any other comments to add about the e-learning platform?**

There was a comment made by a participant who claimed that the e-learning platform would benefit from including more educational units.

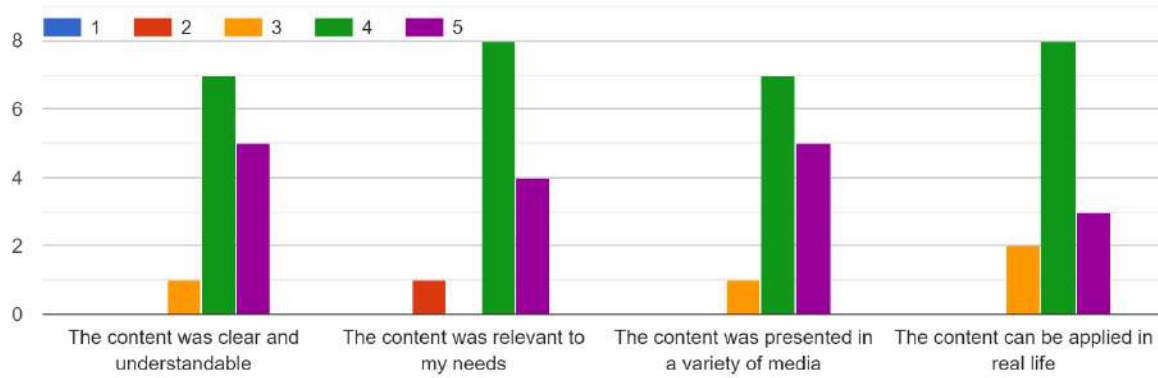
EVALUATION OF THE EDUCATIONAL UNITS

The units evaluation bared some mixed results, still however on an overall positive tone.

- **Unit 1: Project Management**

How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

Unit 1: Project Management How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

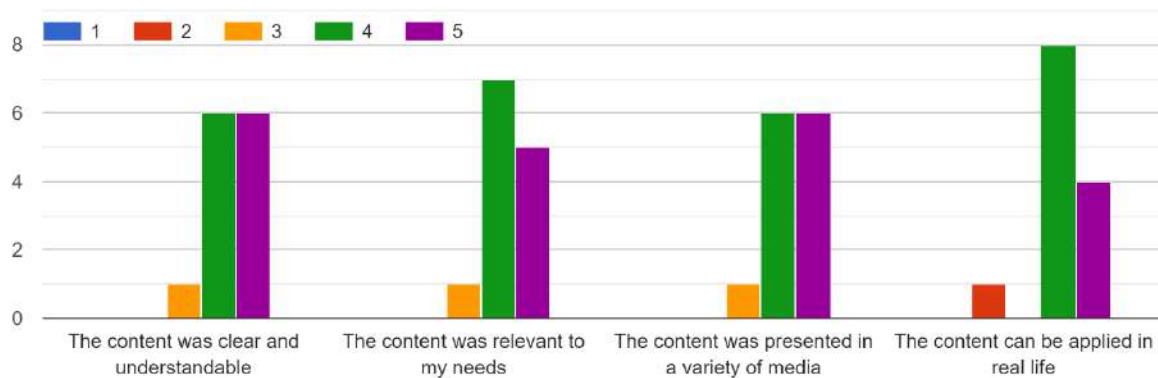


The first unit received mostly good feedback on its content, however some participants found that it may not have been so relevant to their needs.

- **Unit 2: Saving energy and resources**

How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

Unit 2: Saving energy and resources How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

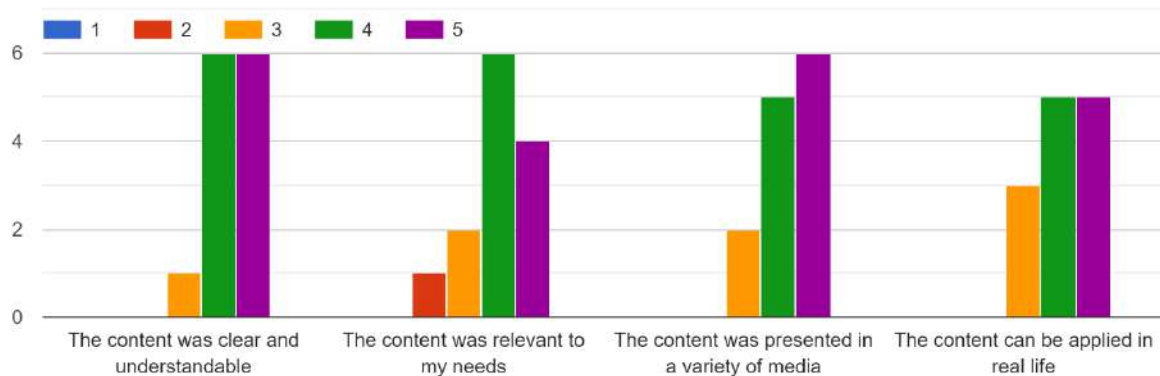


Concerning the second unit, the feedback was also mostly positive, with some participant finding that its content cannot be applied in real life.

▪ **Unit 3: My place**

How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

Unit 3: My place How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

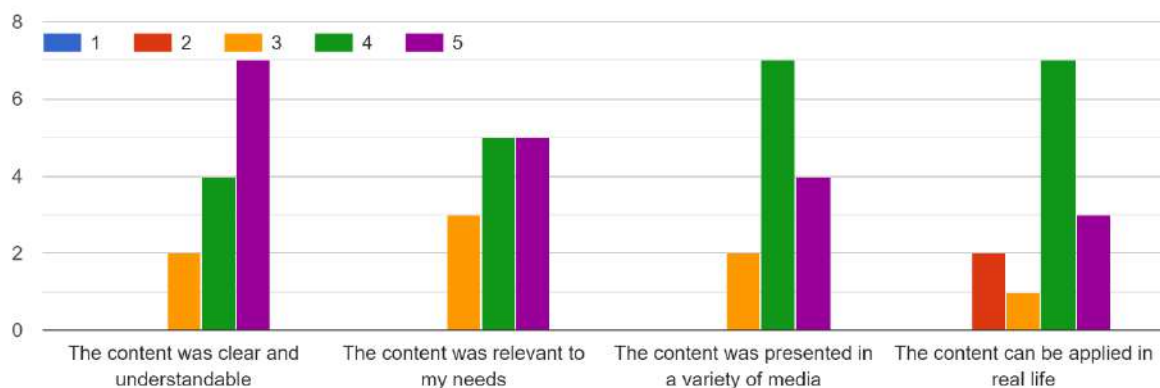


The third unit received some very high reviews, but there again seemed to be some trouble, with some participant not finding that relevant to their needs.

▪ **Unit 4: Climate change**

How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

Unit 4: Climate change How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

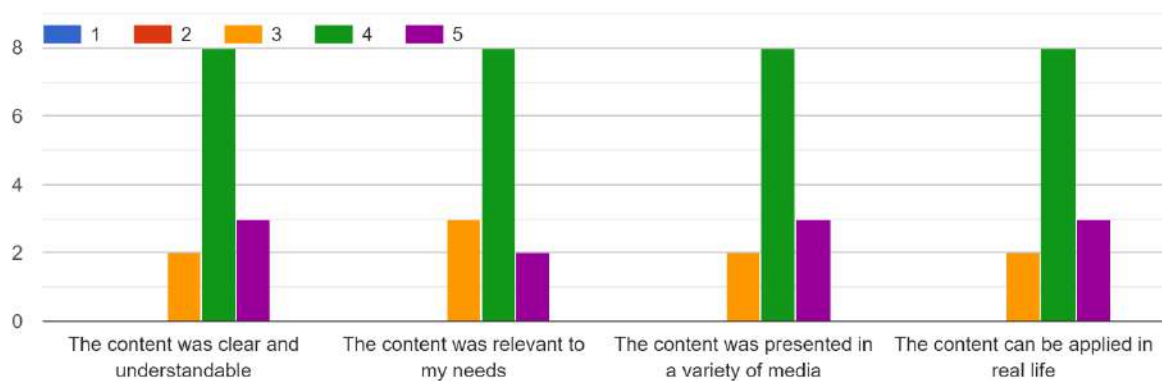


This unit acquired some of the highest reviews concerning its content being clear and understandable, there was however some confusion on it being applicable in real life.

- **Unit 5: Our school is leading change**

How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

Unit 5: Our school is leading change How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

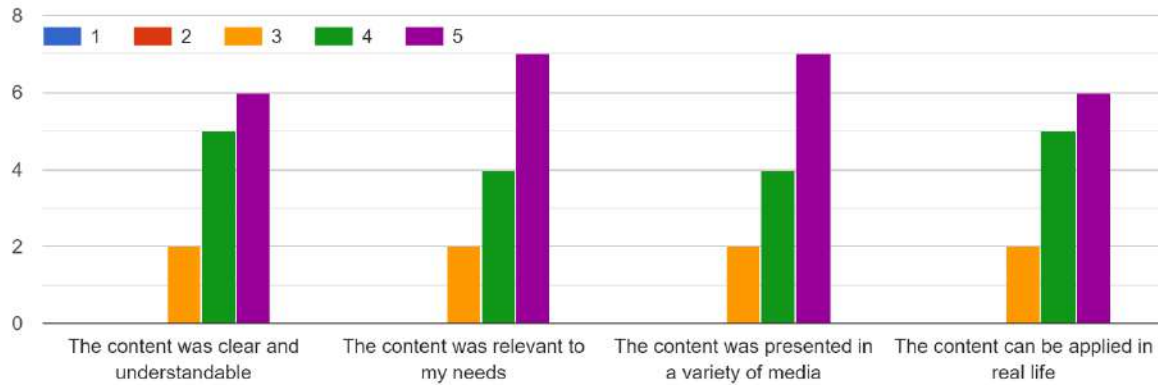


This unit received a lot of praise and there didn't seem to be any disagreements or complaints concerning its content.

- **Unit 6: Healthy ways of life**

How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

Unit 6: Healthy ways of life How much do you think each of the following characterizes this unit? (1-Not at all, 5-Absolutely)

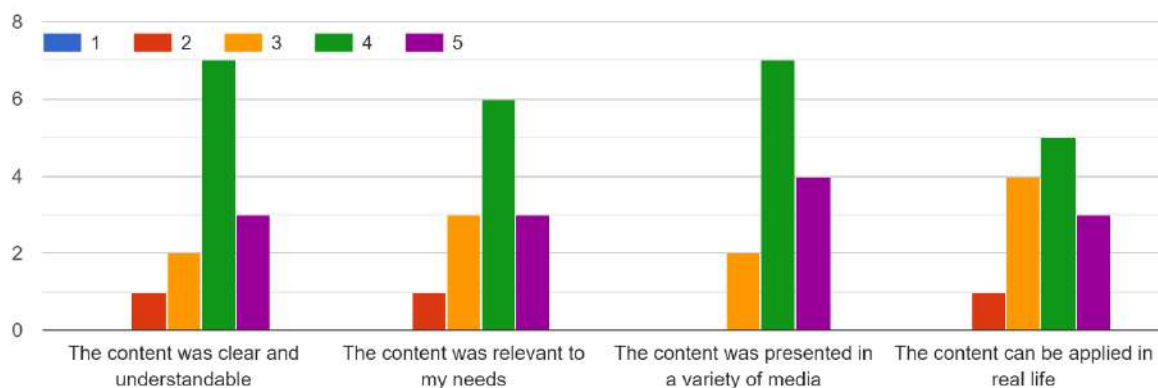


This seemed to be one of the most well received units as it didn't acquire any negative feedback. It was also one of the most highly rated. The participants' response seemed to be very positive.

▪ **Unit 7: European Green Dimension**

How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)

Unit 7: European Green Dimension How much do you think each of the following characterizes unity? (1-Not at all, 5-Absolutely)



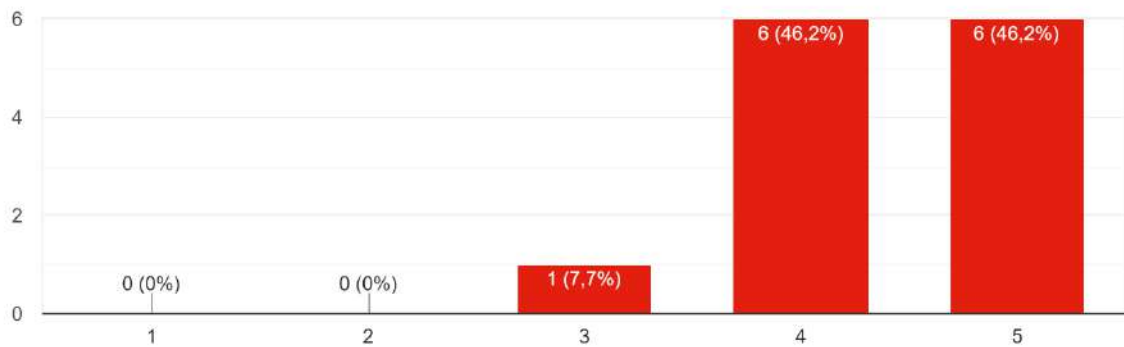
The last unit was the one that created the most division among the participants and seemed to be the one that stroke the most confusion, as there were some reports on the content not being clear or understandable, relevant to the participants needs or able to be applied in real life. There were also however positive reviews.

EVALUATION OF THE ENTIRE COURSE

- **Please rate the relevance of the e-course to the target group (educators, students, families)**

Please rate the relevance of the e-course to the target group (educators, students, families)

13 απαντήσεις

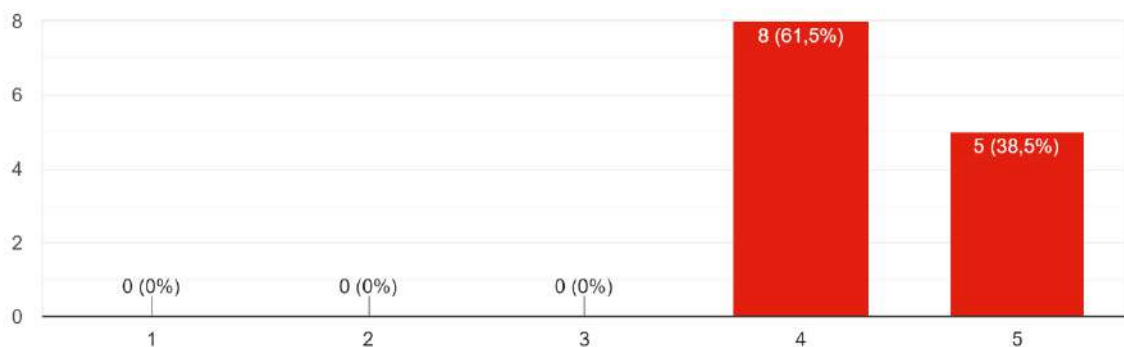


The participants found the courses' content to be very spot on and relevant to its target group's needs.

- **How would you rate the course as a whole?**

How would you rate the course as a whole?

13 απαντήσεις

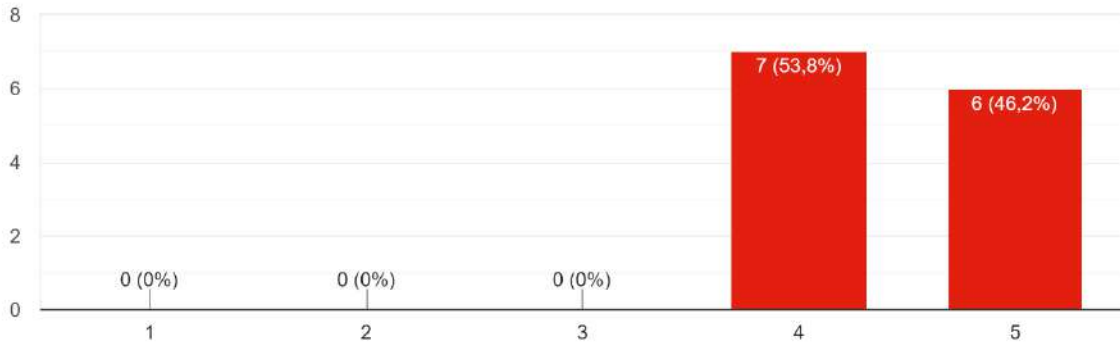


The totality of the course was highly rated by the participants and there didn't seem to be any division of opinions. Overall the feedback was very positively received.

▪ **Did you find the training material useful?**

Did you find the training material useful?

13 απαντήσεις

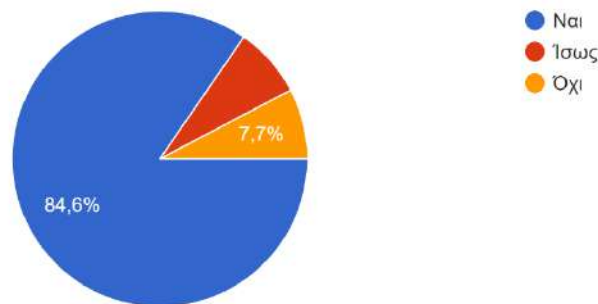


The training material was also deemed very useful with the totality of the participants claiming that they were mostly or totally satisfied by it.

▪ **Would you recommend the course to other people?**

Would you recommend the course to other people?

13 απαντήσεις



Lastly, when asked if they would recommend this course to other people, the striking majority had a positive response, with only one person replying negatively and one replying “maybe”. There didn’t seem to be any further comments made by the participants.

4. Recommendations.

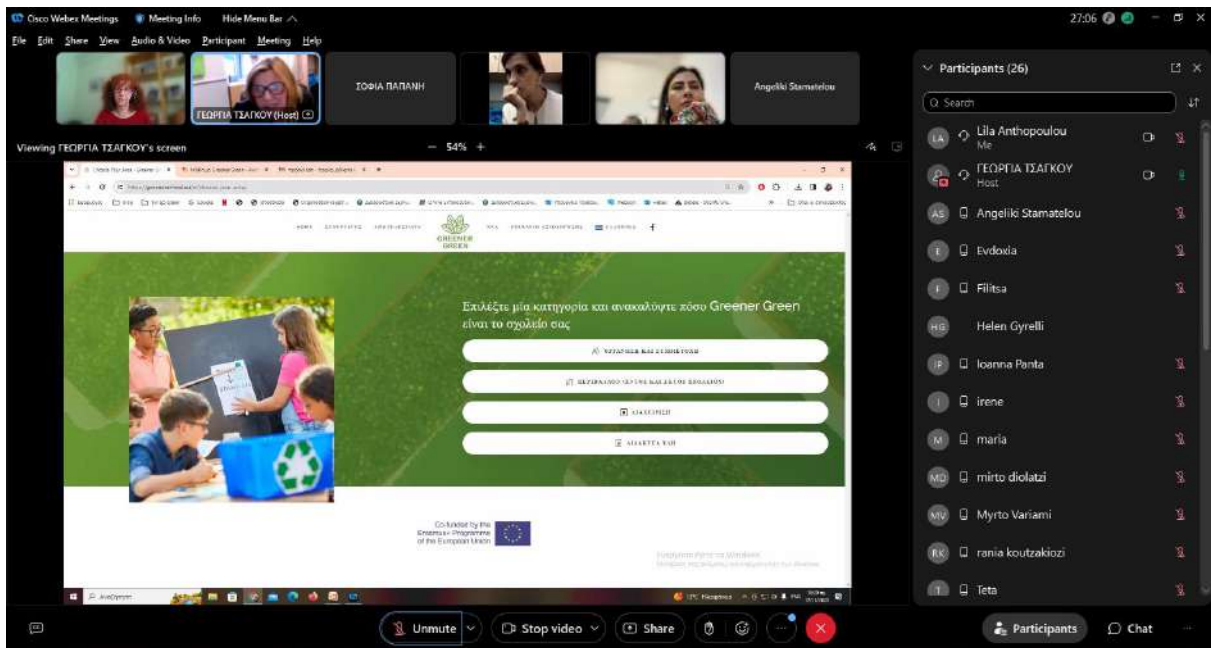
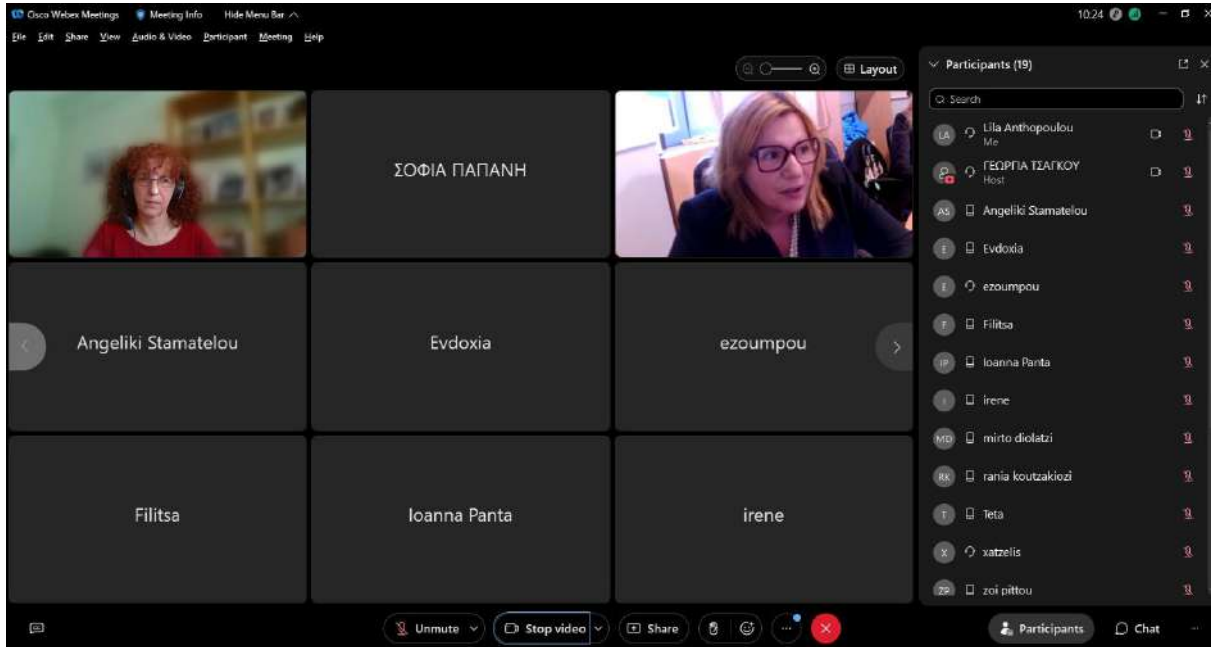
Overall, both the Assessment tool and the e-learning platform seemed to be very well received by the participants with little to no negative feedback being provided. The Assessment Tool was easy to use and very user friendly which made for a pleasant experience, despite a few technical issues concerning matters of display. The e-learning platform was found to be very interesting and educative, with only a few notes expressing the need for more educational units and some small concerns in regards to some of the existing material. Both were found to be very visually appealing and motivating to the participants who seemed very willing to intergrade them into their teaching practices.

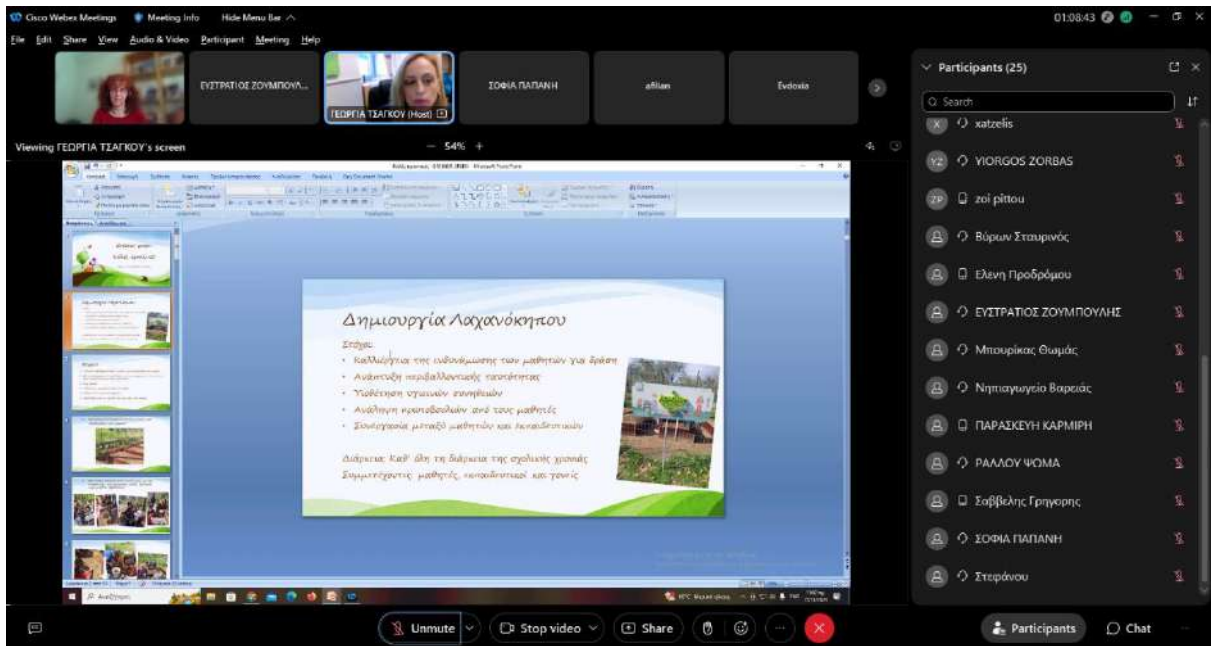
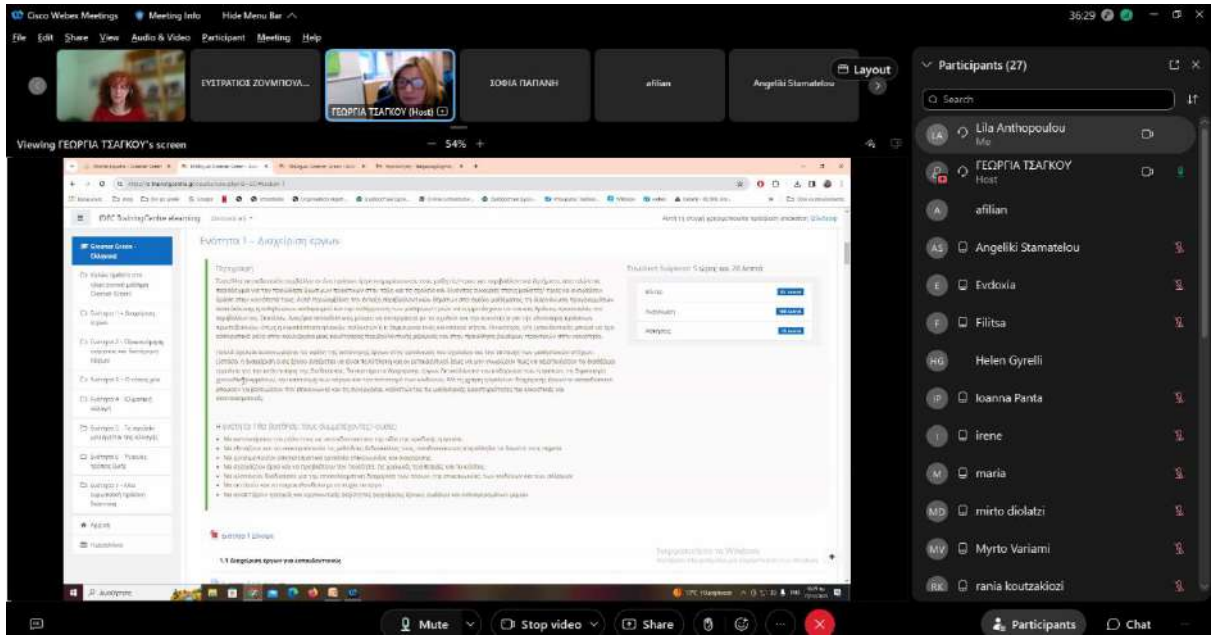
5. Annexes

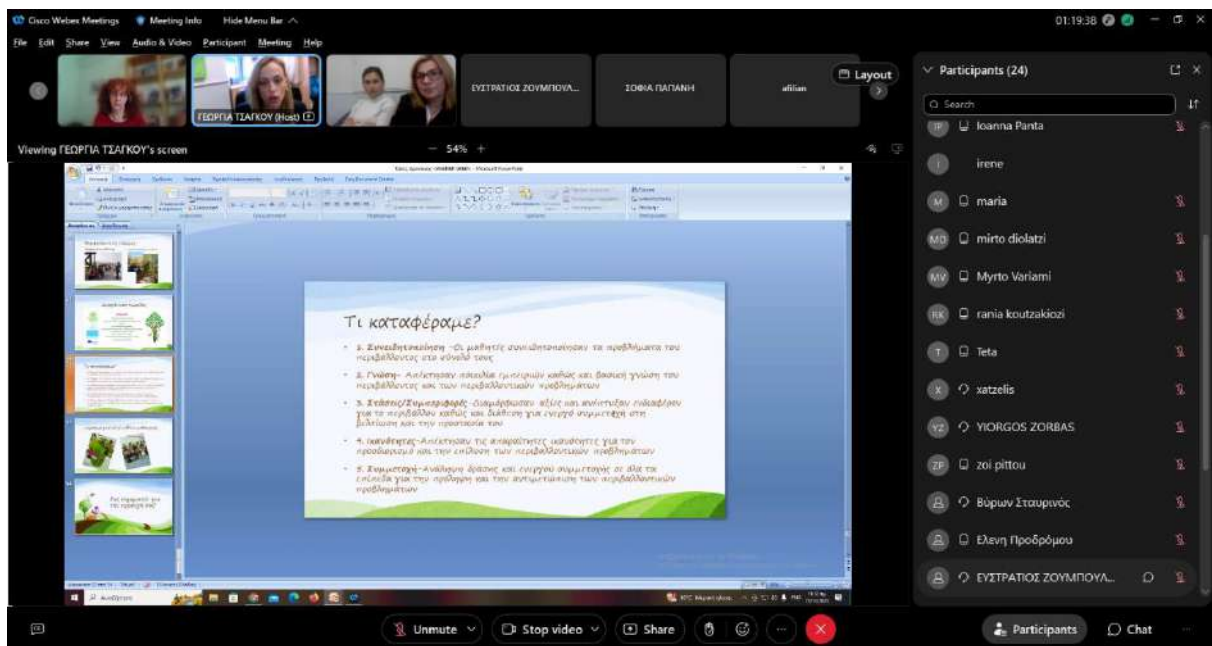
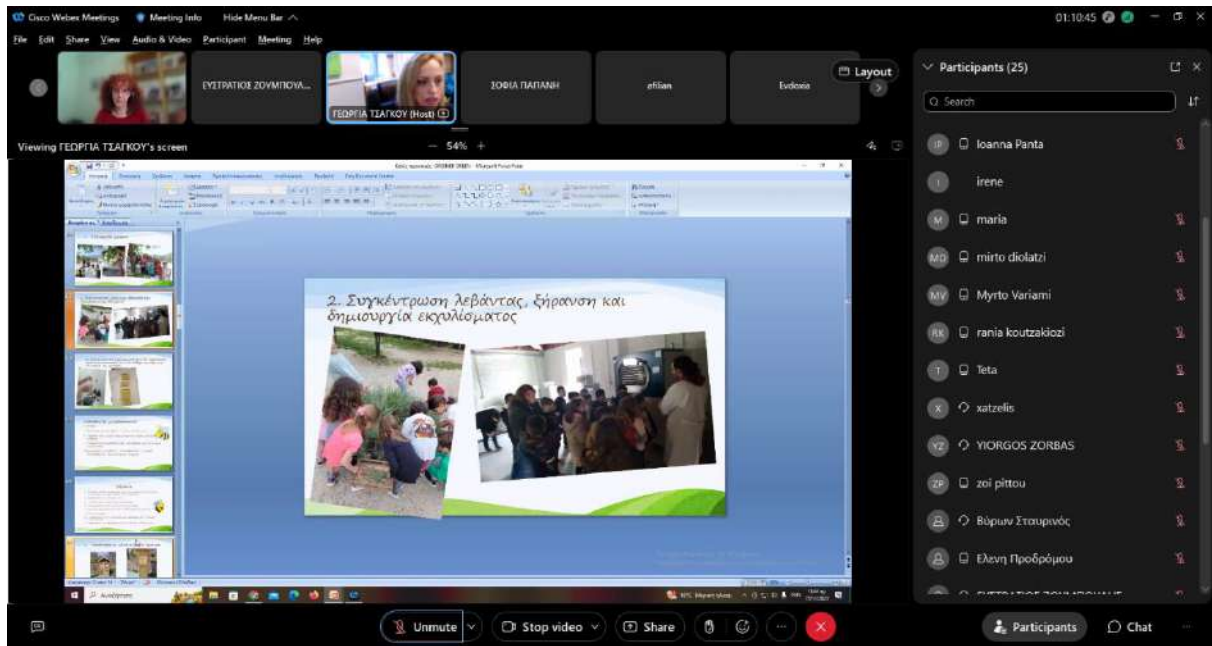
- List of Attendees

	NAME	SCHOOL	EMAIL
1	BARIAMI MYRTO	Primary School of Taxiarches	myrtovar1997@hotmail.com
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4	KARMIRI PARASKEVI	7 th Primary School of Mytilene	parkarmirh@gmail.com
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11	TSILIGKRIDOY RAFAELA	7 th Primary School of Mytilene	rafatsil@gmail.com
12	XATZISTAVRAKI CHRISO	2 nd Primary School of Mytilene	kristinhatzis@yahoo.gr
13	PASCHOU EFSTRATIA	Primary school of Skopelos	tetapas@gmail.com

Webinar photos – Launch of pilot testing







GREENER

Piloting



GREEN

Evaluation



EUROPEAN SCHOOL OF VARESE

22-11-2023

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5. Annexes.	15

1. Introduction.

Information about the testing:

Partner organisation(s): European School of Varese

Country where the testing was conducted: Italy

Number of participants: 12

Description of the testing:

The Greener Green Assessment tool and e-learning platform were piloted in Italy by the European School of Varese all based in Varese, Italy. Twelve people participated in the Greener Green Assessment Tool and e-learning platform evaluation developed by the whole consortium and translated into : English, French and Italian languages.

2. Objectives and methodology.

The main objective of the pilot testing session is to assess the two tools that have been developed during the Greener Green project. First and foremost, attendees will be required to test and subsequently evaluate the Assessment Tool using a Google Forms survey. Following that, they will have the opportunity to access the e-learning platform, navigate through it, and provide their feedback through another Google Forms survey.

During this session, we aim to gather valuable insights and feedback from participants to refine and improve these tools further. The inputs received are crucial in helping us enhance the effectiveness and usability of the Assessment Tool and the e-learning platform, ensuring they meet the project's objectives and serve their intended purposes effectively.

3. Results.

The pilot testing was conducted during an in-person meet at the European School of Varese with a group of twelve Primary Teachers from different language sections across the school including English, French, Dutch and Italian. Participants had individual access to a PC. The project was introduced and the participants were guided through navigating and testing the Assessment Tool and E-Learning platform. Participants were then asked to complete the Google Forms surveys. Some informal verbal discussions also took place during the meeting.



General verbal feedback included:

Positives:

- Many participants were excited by the idea of the project and keen to investigate it further

Negatives:

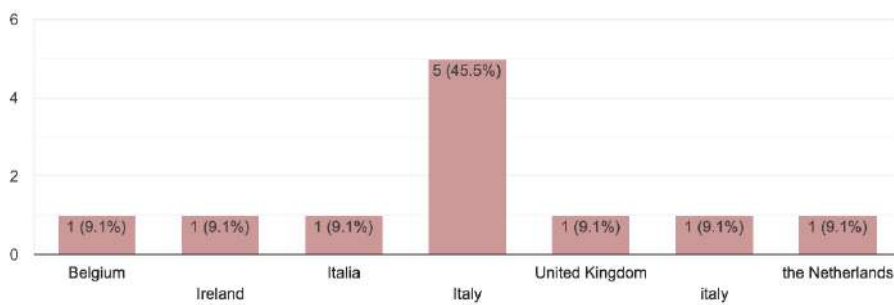
- Initial frustration as when all the participants tried to enter the greenerschool.eu website and Assessment Tool the page would not load and showed the message 'Resource Limitee is Reached' (see photo above). However, after several minutes passed the page did eventually load, however some language functionalities did not work.
- Some Dutch teachers were disappointed that their language was not offered

3.1. Assessment tool

For the Assessment Tool eleven responses were collected via Google Form (1 participant accidentally filled in the E-Learning form instead of the Assessment Tool form).

The demographic data of the group is below – some teachers put ‘Italy’ as the country they are from when they were from the United Kingdom but working in Italy.

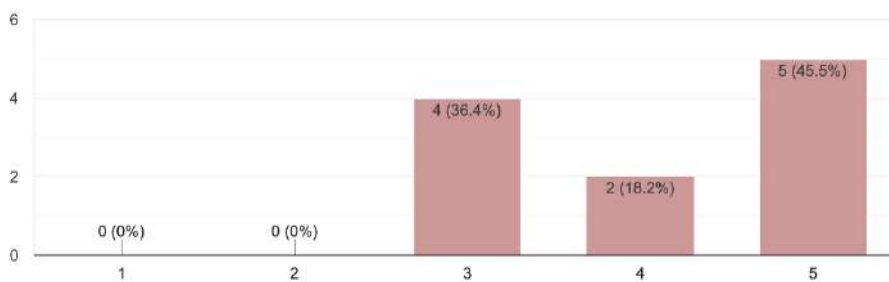
Which country are you from?
11 responses



How easy was it to navigate the Assessment Tool and how visually appealing is it?

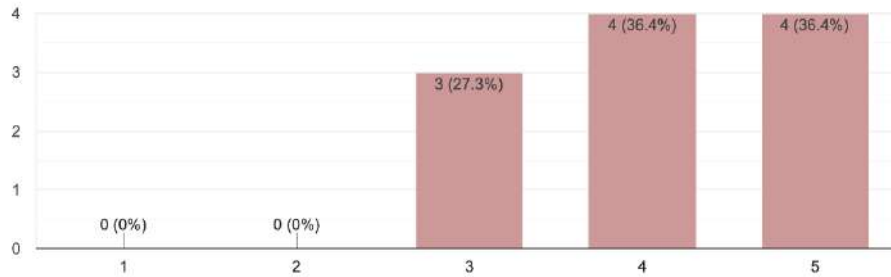
Most participants found it easy or very easy to navigate (45.5% scored 5) and also very visually appealing.

How easy was to navigate through the Assessment Tool?
11 responses



How visually appealing was the Assessment Tool?

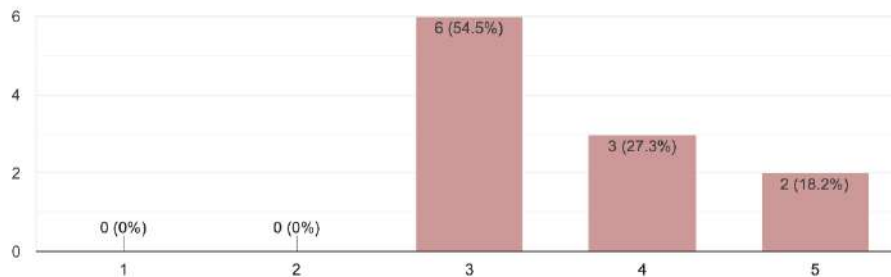
11 responses



Assessment Tool Functionality and User-Friendliness

The Assessment Tool in terms of functionality and user-friendliness is

11 responses



Many recorded functional difficulties because of the problems we experienced loading the pages initially. Comments included that it took too long to load, some functionalities didn't work (e.g. language selection) and paragraphs were incomplete.

Was the Assessment Tool motivational for you?

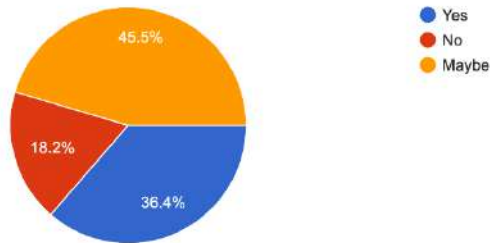
There were mixed responses to this question with the majority opting for 'maybe'. Some found it nice and simple, whereas others thought it was too simple and needed to enable more elaboration. Some comments included:

- Clear and intuitive
- Simple and easy to navigate
- It was too difficult to answer 'yes' or 'no'. A 'maybe' or scale would allow more accurate reflection on the question

- The answer 'yes' or 'no' is too simple, reality is more complex

Was this Assessment Tool motivational for you?

11 responses



Which part of the Assessment Tool did you find most interesting and least interesting?

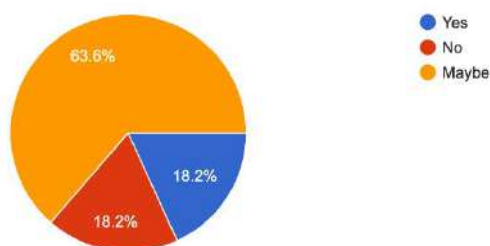
For this the majority of participants (teachers) found the most interesting parts the Environmental and Organisational sections.

The least interesting to them overall were the management parts.

Would you use the Assessment Tool in teaching?

Would you use the Assessment Tool in teaching?

11 responses



There were mixed results for whether the participants would use the Assessment Tool in teaching. Some said they might be able to use it in class with older students but many thought it would be hard for the children to evaluate.

How would you evaluate the Assessment Tool as a whole?

There were mixed responses with most in the middle.

Positive comments included:

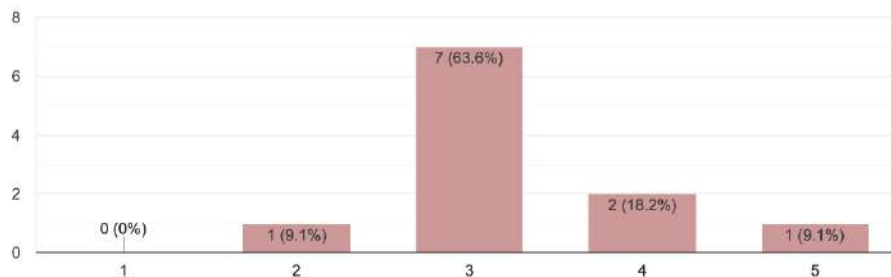
- The links to the modules is a good idea
- The advice after the answers is good
- Gets you to reflect upon your 'no' answers

Negative comments included:

- The dichotomous character of questions as it is missing a certain kind of nuance.
- Not enough possibilities to answer
- It was a bit patronising for adult use. Some of the "tips" just said you could do better but didn't give examples or links to find out how to improve.
- The message "greener green" : you are on the right path etc.
- The comments after answering "greener Green : you are a master" or the other one are useless and patronizing.

How would you rate the Assessment Tool as a whole?

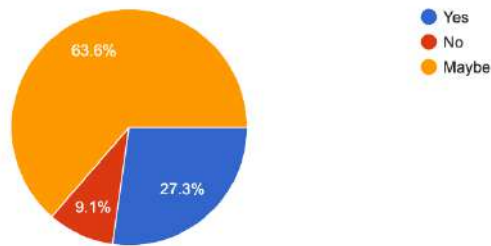
11 responses



Would you recommend the Assessment Tool to other people?

The verbal discussion amongst the participants was quite mixed. Everyone liked the idea of being able to assess themselves and see where they needed to improve and they liked the simplicity of the tool, but some functionality problems, not enough scope to answer more than 'yes' or 'no' and some tips not being helpful made some participants hesitant to commit to recommending the tool.

Would you recommend the Assessment Tool to other people?
11 responses



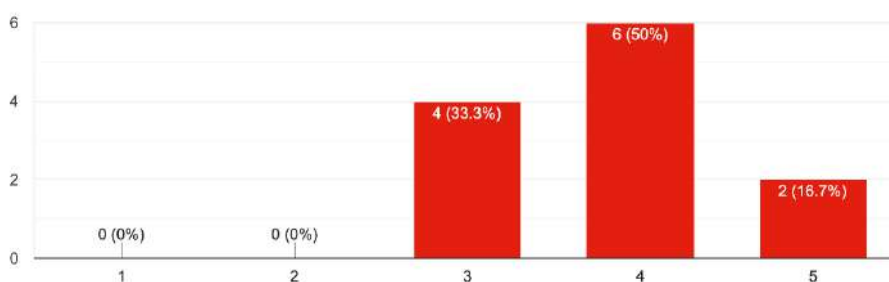
3.2. E-learning platform

The e-learning platform was evaluated by the same twelve participants. Initially there was a little confusion accessing the platform as it is not yet directly linked from the greenerschool.eu website and it is hosted on a separate training platform that has many other courses on it. Some participants needed help to be directed to the Greener Green training from the IDEC Training Centre.

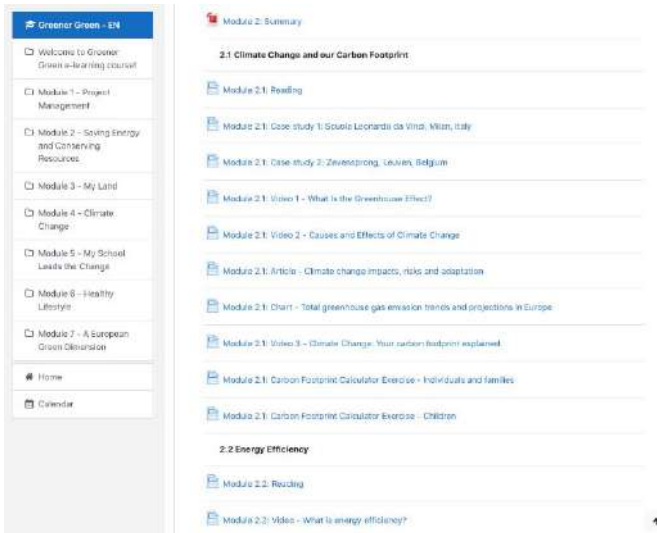
The structure of the e-learning platform was explained and participants were encouraged to explore the e-learning modules in their own language if available.

How easy was it to navigate through the platform?

How easy was to navigate through the platform?
12 responses



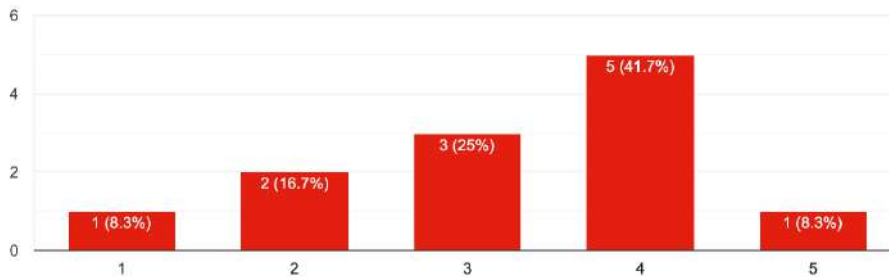
Participants were generally positive and found the left menu bar helpful for navigation. However, some did comment that when working through a specific module, the way the summary page lists every video or chart as a separate resource makes it look quite complicated and overwhelming.



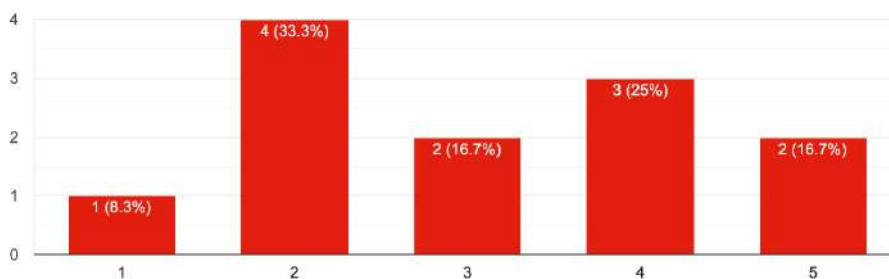
The Greener Green e-learning platform in terms of functionality and user-friendliness is:

The results were very mixed for evaluating the functionality, user-friendliness and visual appearance, however there were more written comments about this area.

The Greener Green e-learning platform in terms of functionality and user-friendliness is 12 responses



How visually appealing was the platform? 12 responses



Comments included:

- Visually it's very bland and looks like a backend platform
- visually unappealing, too much text
- Very well structured
- An extremely dull platform. I would feel like I had a massive task ahead of me scrolling down through this long list of modules. A real lack of colour and images. It all feels a bit too overwhelming.
- I love the estimated time for the separate elements and it's totality per module.

Verbal feedback during discussion included comments about the amount of reading to do and how long it would take to get through it all, also comments about how someone would find the answer to a specific question within the modules (quick look up), and comments about how it would be nicer if there were elements that the children could be involved in.

Evaluation of the Modules:

Evaluation of the modules was also quite mixed. There is too much information for anyone to effectively evaluate every module in a short meeting time, so it is likely that all of the modules were not thoroughly evaluated.

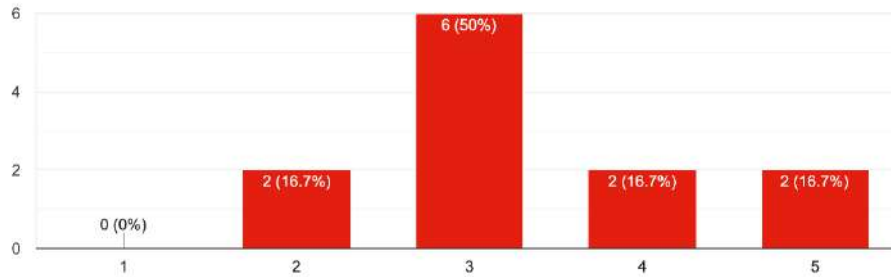
Comments included:

- Only for teachers/adults. Can be useful a part with content for students
- The form is made for very and already motivated teachers. Most of the colleagues will probably find it boring in my opinion.
- Most of the videos are in English.

How would you rate the e-learning course as a whole?

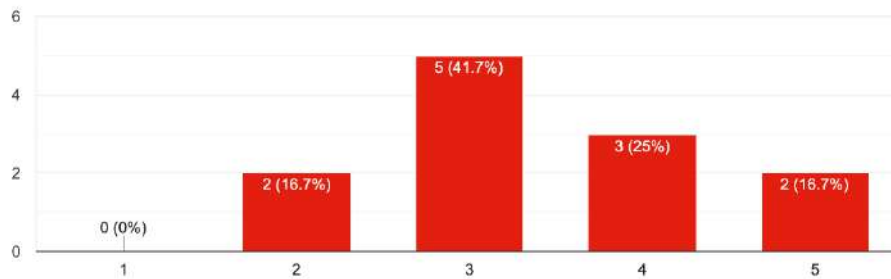
How would you rate the e-learning course as a whole?

12 responses



Did you find the learning materials useful?

12 responses



Most of the final evaluations were mixed with the majority in the middle. For the final recommendations 25% would recommend and 75% were maybe. Some comments include:

- Fantastic resource for the whole school community
- adapt some units/areas/topics for kids of different ages
- It is not enough synthetic and in my opinion, unable to motivate people not aware of the situation. Videos and documents are not or less useful, we can find for french languages others more efficient.
- Needs to be shorter, more appealing and less overwhelming. As a teacher I just want to have easy to use ideas, activities and materials to use with my class. I don't have time to become an expert in the area!

4. Recommendations.

For the Assessment Tool, overall most participants found it simple to use and visually appealing but many would prefer to be able to have alternative answers to just yes/no, to remove the automatic comments when a yes/no answer is given (You are on the right track), and to improve the tips so they can give more advice for what to do.

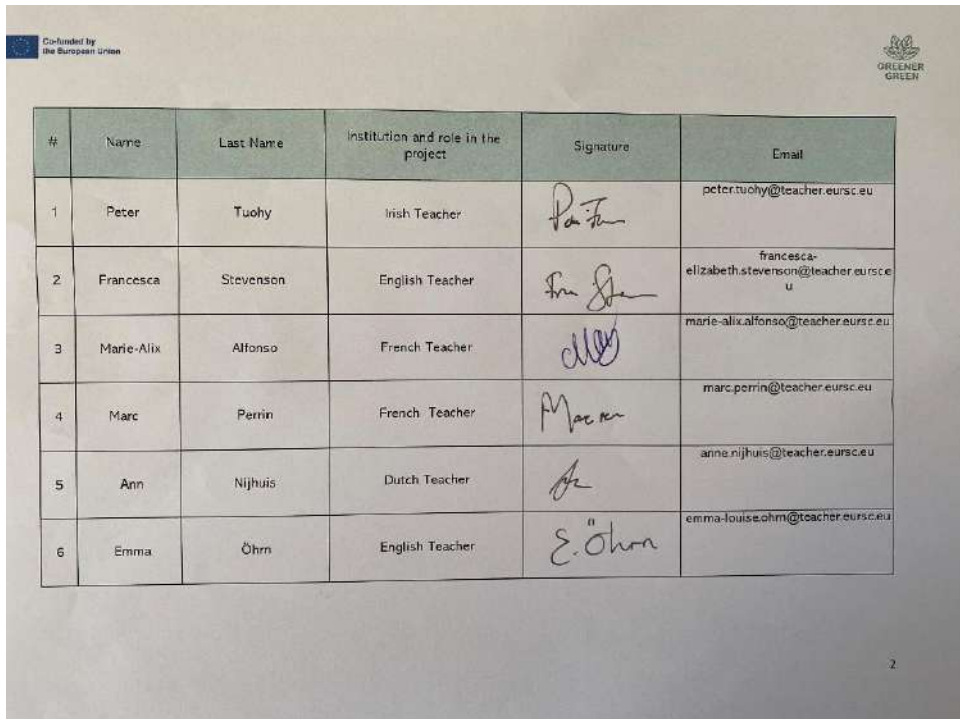
For the e-learning platform the participants appreciate the information and functionality of the site, although they would like it to be more concise and more visually appealing with more elements they could use with their classes directly.

5. Annexes.

List of attendees



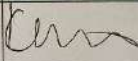




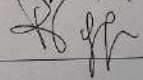
1.



#	Name	Last Name	Institution and role in the project	Signature	Email
1	Peter	Tuohy	Irish Teacher	<i>Peter Tuohy</i>	peter.tuohy@teacher.eursc.eu
2	Francesca	Stevenson	English Teacher	<i>Francesca Stevenson</i>	francesca-elizabeth.stevenson@teacher.eursc.eu
3	Marie-Alix	Alfonso	French Teacher	<i>Marie-Alix Alfonso</i>	marie-alix.alfonso@teacher.eursc.eu
4	Marc	Perrin	French Teacher	<i>Marc Perrin</i>	marc.perrin@teacher.eursc.eu
5	Ann	Nijhuis	Dutch Teacher	<i>Ann Nijhuis</i>	anne.nijhuis@teacher.eursc.eu
6	Emma	Öhrn	English Teacher	<i>E. Öhrn</i>	emma-louise.ohrn@teacher.eursc.eu

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9	Julia	Payne	English Teacher		julia-carolyn.payne@teacher.eurisc.eu
10	Ann	Berben	Dutch Teacher		ann.berben@teacher.eurisc.eu
11	Rachele	Confalonieri	Italian Teacher		rachele.confalonieri@teacher.eurisc.eu
12	Patrizia	Viggiani	Italian Teacher		patrizia.viggiani@teacher.eurisc.eu

3

2. Pictures





- 3. Agenda
 - 1. Welcome

2. Introduce the Greener Green project and aims (greenerschool.eu)
3. Introduce the Assessment Tool and try it out
4. Evaluate the Assessment Tool with the Google Form
5. Introduce the e-learning platform and spend time reading and testing
6. Evaluate the e-learning platform with the Google Form
7. Final discussion
8. Thank you



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**GREENER
GREEN**

Greece Multiplier Event Report

Developed by IDEC

January 2024





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Introduction

An event to mark the end of the GREENER GREEN project was held in collaboration by the Vareia Primary School and IDEC in Lesvos island on Saturday 9th of December 2023. A diverse group of over 131 participants came together in a face-to-face setting. Initially, a Workshop was held with speakers from the University of the Aegean and the Europe Direct and an update was made on the results of the project. The artistic creations of the Primary School of Vareia students, that were developed during the project life, were exhibited at the area of the event. During the event the project aims and results, the Assessment Tool, the Educational Platform and Educational Scenarios of the Greener Green project were presented. This report offers a thorough examination of the event's performance, surpassing projections and emphasising crucial components that enabled it to succeed. It also explores the key elements that contributed to the success of the event, including the strategic partnership, the engaged attendance, effective planning, and long-lasting effects on helping schools adopt a more Eco-friendly identity.

DATE	F2F OR ONLINE	NUMBER OF PARTICIPANTS
9/12/2023	F2F	Total: 131 Target group: 61



Event Agenda



AGENDA

Opening 10.00 a.m. - Greetings

Speeches:

Kokoris Georgios, Professor, University of the Aegean, Department of Oceanography
Topic: Planetary Change and Sustainable Development: The challenges today

Karagianni Valanto, Environmental Scientist, Member of the Department of Environment and Climate Change
Topic: Think Planetary Act Locally

Geroulia Maria, Executive Director of Europe Direct North Aegean
Topic: European Green Agreement

Lila Anthopoulos, Project manager IDEC A.E.
Topic: The European Greener Green programme for schools

Tsagou Georgia, Director of Vareia Primary School
Topic: The Greener Green Educational Platform

Pittou Zoe, Teacher
Topic: Good Practices for the Creation of a Green School



Parallel actions:

Exhibition of students' artistic creations

- **Games for students**



Participant Demographics

With 131 participants, the Greener Green project's Multiplier Event was a huge success thanks to the active involvement of several groups dedicated to sustainability and environmental education. The participants in question included school staff and school teachers from primary schools, education authorities, parents and associations of parents, as well as other stakeholders.



Key Highlights

Optimal dissemination strategies played a pivotal role in the triumphant outcome of the event. Targeted emails and newsletters aimed at key entities and individuals, as well as strategically placing posters within the school, effectively cultivated an atmosphere of excitement and active involvement.



1. agenda gifted to the participants.

Participants expressed gratitude for the transparency and clarity of information provided ahead of the event, contributing to a positive pre-event sentiment.

A thoughtful touch was added to the event by gifting each participant with an agenda inspired by the theme of the Greener Green project. The gift not only held symbolic significance but was also environmentally sustainable, which resonated well with attendees.

The event was opened by the Regional Education Director of the North Aegean, Mrs. Katerina Strataki and the Coordinator of School Counselors for the North Aegean, Mr. Dimitrios Boumbas. Also, the event was welcomed by Mr. Tolis Matas, representative of the Lesvos Without Plastics NGO.

The speeches delivered by the esteemed guests added significant value to the event, capturing the audience's attention with their highly relevant and focused topics of discussion. The content of these speeches not only fascinated the attendees but also resonated with them, leading to heightened engagement and active participation. The honoured guests' ability to address pertinent issues directly and succinctly contributed to the overall success of the event, leaving a lasting impact on the audience.

Efficient time management played a crucial role in the flawless execution of the event. The meticulous adherence to a well-structured agenda ensured that every moment was maximised, fostering active participation and capturing the undivided attention of attendees.

Continuous visual documentation through photos and videos proved instrumental in creating post-event materials. These resources not only served as poignant reminders but also fueled subsequent promotional content, amplifying the event's visibility across news articles and other forms of media.

At the end of the event, gifts were distributed to all the children who participated in the games (a badge of the project and a bag of seeds for the birds).



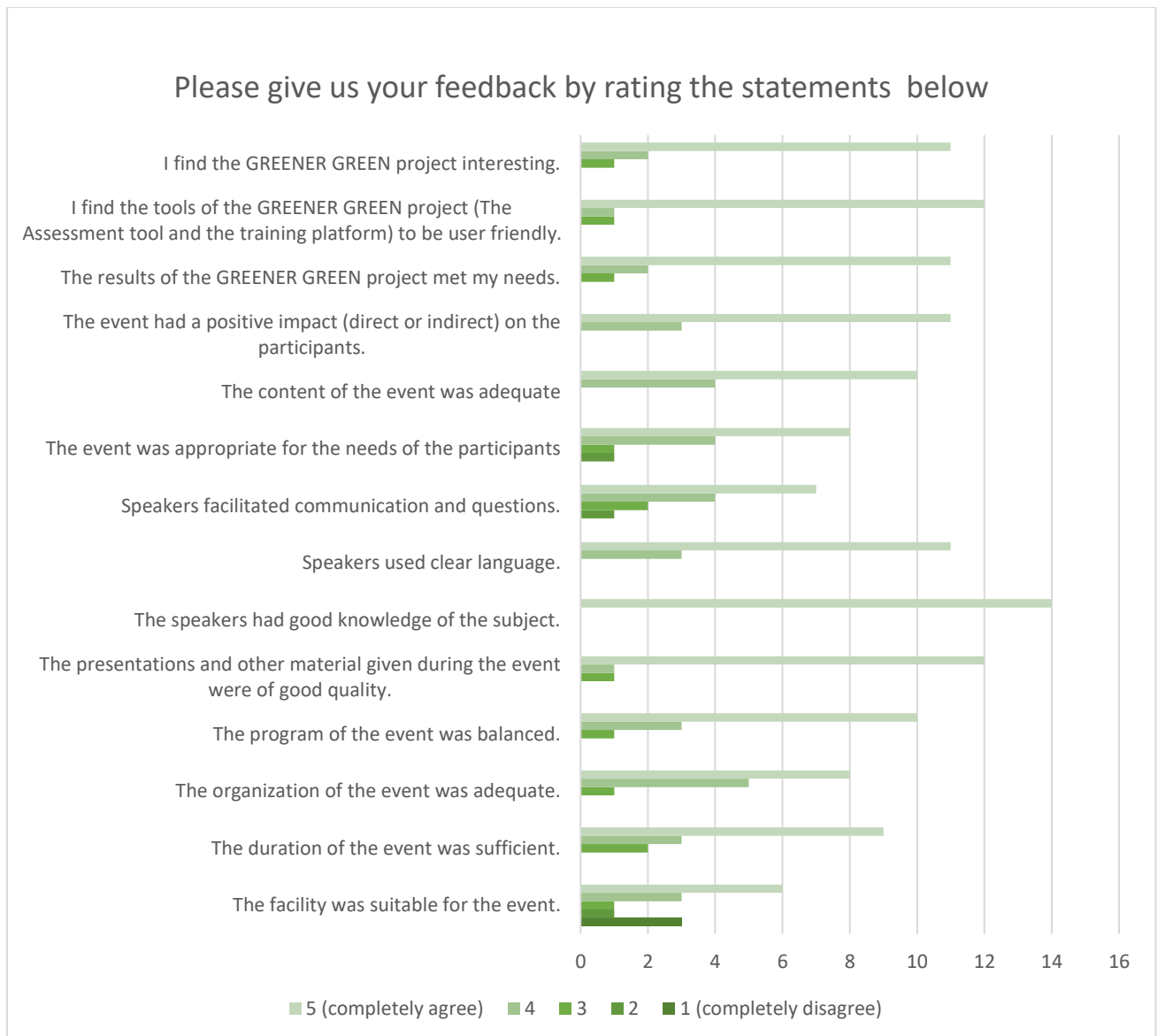


Participant Feedback

Participants gave the event a very enthusiastic feedback. Attendees showed outstanding involvement the entire time, paying close attention and participating. Many showed a noteworthy degree of interest and happiness by engaging in longer conversations after the end of the official event, and also eagerly exchanged their thoughts and ideas.

Discussions on the subjects that were presented proceeded as groups were formed. The attendees thoroughly discussed the problems mentioned and proceeded to acquire a deeper comprehension and interest in the material supplied.

At the end of the event, 14 attendees completed a survey and gave their feedback concerning the GREENER GREEN Project. Below we can see the participants' evaluation of the Multiplier event.





To the question if they have any suggestions and/or comments to make about the GREENER GREEN event they have answered the following:

- We would like more ideas and suggestions about how to involve the parents more into the program
- We need more ideas for Greenhouse and Recycling
- It helps children to become environmentally conscious and encourages them to adopt more eco-friendly practices. It would be very beneficial to organise more such events.
- The project, the end results and the diffusion of the project were excellent.
- Great job, well done to all involved!

To the question, what kind of impact do you think the GREENER GREEN project will have on schools and the local community, as well as to the students and their families, they have answered the following:

- Definitely a positive impact.
- Positive
- Ecological Consciousness
- Raising awareness among parents, teachers and students
- Sets the basis for creating schools that are more student and environmentally friendly as well as learning with sustainable approaches.
- Very positive impact at all levels. Environmental awareness and a spirit of cooperation are established.
- Very positive, thank you
- One with a positive note

Overall, we distinguish that the participants seemed satisfied with both the GREENER GREEN multiplier event as well as the project as a whole. The majority of the participants mentioned thinking that the project's impact on all levels will be very positive. They also made some insightful comments on how to enrich the program further. Some complaints were made mainly concerning the facility that the event was held at, but overall a lot of positive feedback was given and the event was deemed successful.



Conclusion

The Multiplier Event has shown to be a fruitful endeavour, providing a forum for cooperation, knowledge and sharing.

The speeches added significant value, captivating the audience with relevant and focused discussions, leading to heightened engagement and active participation.

Efficient time management played a crucial role in the flawless execution of the event, ensuring every moment was maximized for active participation. Continuous visual documentation through photos and videos not only served as reminders but also fueled subsequent promotional content, enhancing the event's visibility across various media platforms.

Participant feedback was overwhelmingly positive, with attendees displaying outstanding involvement, genuine interest, and happiness throughout the event. Discussions extended beyond the official program, demonstrating a deep comprehension and interest in the presented material. The survey responses highlighted positive expectations for the GREENER GREEN project's impact on schools, the local community, students, and their families.

While some suggestions for improvement were noted, such as more parental involvement and a focus on schools and teachers in future events, the overall sentiment was highly favorable. Participants recognised the positive impact of the GREENER GREEN project, emphasising ecological consciousness, awareness-raising, and the establishment of environmentally friendly school environments.

In summary, the GREENER GREEN Multiplier Event not only celebrated the culmination of a successful project but also laid the groundwork for positive transformations in education and environmental consciousness. The event's success was a collective achievement, and the feedback received provides valuable insights for further enriching future initiatives. The occasion was much more than just a chance to introduce the platform and assessment tool; it fostered a vibrant community and served as a fantastic venue for showcasing the Greener Green project and the sustainable initiatives it can support.



Annexes

Invitation



Ανάπτυξη πρακτικών βιωσιμότητας στα δημοτικά σχολεία

Εργα όπως το Greener Green κάνουν τα σχολεία πιο βιώσιμα. Ελάτε να μάθετε περισσότερα!

9/12

2023
ΣΑΒΒΑΤΟ

Ώρα:
10:00 - 12:00
Χώρος διεξαγωγής:
Status (Βαρειά)

@GreenerGreen | <https://greenerschool.eu/>



Συνδιοργάνωση:



Πρόγραμμα Ημερίδας

Έναρξη 10.00 π.μ. - Χαιρετισμοί

Ομιλίες:

Κόκορης Γεώργιος, Καθηγητής Πανεπιστημίου Αιγαίου Τμήμα Ωκεανογραφίας

Θέμα: Πλανητική αλλαγή και Βιώσιμη ανάπτυξη: Οι προκλήσεις σήμερα

Καραγιάννη Βαλάντω, Περιβαλλοντολόγος, Μέλος ΕΔΙΠ, Τμ. Περιβάλλοντος

Θέμα: Σκέψου πλανητικά Δράσε Τοπικά

Γερούλια Μαρία, Εκτελεστική Διευθύντρια Europe Direct Βορείου Αιγαίου

Θέμα: Ευρωπαϊκή Πράσινη Συμφωνία

Ανθοπούλου Λίλα, Project manager IDEC A.E.

Θέμα: Το Ευρωπαϊκό πρόγραμμα Greener Green για τα σχολεία

Τσάγκου Γεωργία, Διευθύντρια Δημοτικού Σχολείου Βαρειάς

Θέμα: Η Εκπαιδευτική Πλατφόρμα Greener Green

Πήττου Ζωή, Εκπαιδευτικός

Θέμα: Καλές Πρακτικές για την Δημιουργία ενός Πράσινου σχολείου

Παράλληλες δράσεις:

- Έκθεση εικαστικών δημιουργιών των μαθητών
- Παιχνίδια για τους μαθητές





Announcements in local news media



Εκδήλωση από το Δημοτικό Σχολείο Βαρείας για την λήξη του Ευρωπαϊκού προγράμματος Greener Green

Newsroom 2 Δεκεμβρίου 2023



Ανάπτυξη πρακτικών βιωσιμότητας στα δημοτικά σχολεία

Εργα όπως το Greener Green κάνουν τα σχολεία πιο βιώσιμα. Ελάτε να μάθετε περισσότερα!

9/12 2023 ΣΑΒΒΑΤΟ

Ωρα: **10:00 - 12:00**
Χώρος διεξαγωγής: Status (Βαρεία)

@GreenerGreen | <https://greenerschool.eu/>




Συνδιοργάνωση:  

Εκδήλωση για την λήξη του Ευρωπαϊκού προγράμματος Greener Green θα πραγματοποιηθεί από το Δημοτικό Σχολείο Βαρείας στο Status το Σάββατο 9 Δεκεμβρίου από τις 10.00 έως τις 14.00μμ.

Αρχικά θα πραγματοποιηθεί Ημερίδα με ομιλίες από το Πανεπιστήμιο Αιγαίου και το Europe Direct και ενημέρωση για τα αποτελέσματα του προγράμματος.

Στο χώρο θα εκτίθενται οι δημιουργίες των μαθητών/ τριών του Δημοτικού Σχολείου.

Επίσης θα έχουν τοποθετηθεί και παιχνίδια που κατασκευάστηκαν κατά τη διάρκεια του προγράμματος.

<https://aeolos.tv/60917/ekdilosi-apo-to-dimotiko-scholeio-vareias-gia-tin-lix-i-tou-evropaikou-programmatos-greener-green>



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Browser address bar: <https://www.stonisi.gr/post/66539/to-prasino-dhmotiko-sxoleio-...>

STONHΣI

Λέσβος Κοινωνία Οικονομία Εκτός Λέσβου Αθλητισμός Τρόπος Ζωής Πολιτισμός Ατζέντα Άγγελίες

Στήλες & Απόψεις

Optimum Target Φοροτεχνική - Λογιστική Εταιρία Optimum Target ΕΠΕ

ΚΟΙΝΩΝΙΑ / ΑΤΖΕΝΤΑ

ΡΕΠΟΡΤΑΖ

Το «πράσινο» Δημοτικό Σχολείο Βαρειάς μάς περιμένει

Εκδήλωση λήξης του ευρωπαϊκού προγράμματος το Σάββατο 9 Δεκεμβρίου- Δείτε τις δράσεις των μαθητών

📅 Από το NEWSROOM Δημοσίευση 7/12/2023

Τελευταία Θέματα

- ΥΓΕΙΑ** 20/02 Πανελλήνιες εξετάσεις, άγχος και διαχείριση
- ΜΥΤΙΑΗΝΗ** 20/02 Αντιπλημμυρικά έργα για Γέρα, Ευεργέτουλα και Πλωμάρι
- ΣΥΝΔΙΚΑΛΙΣΜΟΣ** 20/02 Δράσεις και «αντιμαθήματα» στην κατάληψη του Περιβάλλοντος
- ΜΥΤΙΑΗΝΗ** 20/02 Τι θα γίνει με τους

<https://www.stonisi.gr/post/66539/to-prasino-dhmotiko-sxoleio-vareias-mas-perimenei>





Photos of the Event





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GREENER GREEN

Ανάπτυξη πρακτικών βιωσιμότητας στα δημοτικά σχολεία

Στόχος μας είναι να παρέχουμε στους εκπαιδευτικούς, τους μαθητές και τις οικογένειες τους τα εργαλεία για να κάνουν το σχολείο τους πιο φιλικό προς το περιβάλλον.

Εργαλείο αξιολόγησης των σχολικών πρακτικών

Επιμορφωτικό πρόγραμμα για εκπαιδευτικούς

Συνδιοργάνωση

Δημοτικό Σχολείο Βαρείας

idec

greenerschool.eu

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης





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Attendance List



Συνδιοργάνωση:

Ημερίδα «Ανάπτυξη πρακτικών βιωσιμότητας στα δημοτικά σχολεία»

Greener Green - Project number: 2021-1-ES01-KA220-SCH-000032687

Ημερομηνία: 9/12/2023, Μυτιλήνη - Λέσβος

ΛΙΣΤΑ ΣΥΜΜΕΤΟΧΗΣ

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Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης

Η υποστήριξη της Ευρωπαϊκής Επιτροπής στην παραγωγή της παρούσας έκδοσης δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντικατοπτρίζει αποκλειστικά τις απόψεις των συντακτών, και η Επιτροπή δεν μπορεί να αναλάβει την ευθύνη για οποιαδήποτε χρήση των πληροφοριών που περιέχονται σε αυτήν.

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Συνδιοργάνωση:
ideec

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Νίκος Χρυσός	Καθιέρη			

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης

Η υποστήριξη της Ευρωπαϊκής Επιτροπής στην παραγωγή της παρούσας έκδοσης δεν συνιστά απόδοξη του περιεχομένου, το οποίο αντικατοπτρίζει αποκλειστικά τις απόψεις των συντακτών, και η Επιτροπή δεν μπορεί να αναλάβει την ευθύνη για οποιαδήποτε χρήση των πληροφοριών που περιέχονται σε αυτήν.

Σαρώθηκε με το CamScanner





Συνδιοργάνωση:



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ΝΤΑΝΙΕΛΑ ΣΟΤΑΤ	ΔΙΑΔΡΕΠ. ΤΕΟΒ ΤΙΑΝ ΑΓΑΘΟ	dwhite@marine.org.cy	ΕΠ. ΒΕΝΔΕΛΟΥ 96 Α ΜΥΤΙΛΗΝΗ	
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ΚΟΥΡΙΑΚΗ	ΓΩΑΝΝΑ ΠΕΤΡΟ/ΣΥ. ΜΥΤΙΛ.	anna.kouriaki@yahoo.gr	Νεάπολη	
ΜΑΚΡΗ ΕΡΜΙΝΥ	ΓΟΝΕΑΣ	erminimatri1978@gmail.com	Βερόνη	

Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Η υποστήριξη της Ευρωπαϊκής Επιτροπής στην παραγωγή της παρούσας έκδοσης δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντικατοπτρίζει αποκλειστικά τις απόψεις των συντακτών, και η Επιτροπή δεν μπορεί να αναλάβει την ευθύνη για οποιαδήποτε χρήση των πληροφοριών που περιέχονται σε αυτήν.

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Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης

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Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Η υποστήριξη της Ευρωπαϊκής Επιτροπής στην παραγωγή της παρούσας έκδοσης δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντικατοπτρίζει αποκλειστικά τις απόψεις των συντακτών, και η Επιτροπή δεν μπορεί να αναλάβει την ευθύνη για οποιαδήποτε χρήση των πληροφοριών που περιέχονται σε αυτήν.

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Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης



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Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης



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Συνδιοργάνωση:

Ημερίδα «Ανάπτυξη πρακτικών βιωσιμότητας στα δημοτικά σχολεία»

Greener Green - Project number: 2021-1-ES01-KA220-SCH-000032687

Ημερομηνία: 9/12/2023, Μυτιλήνη - Λέσβος

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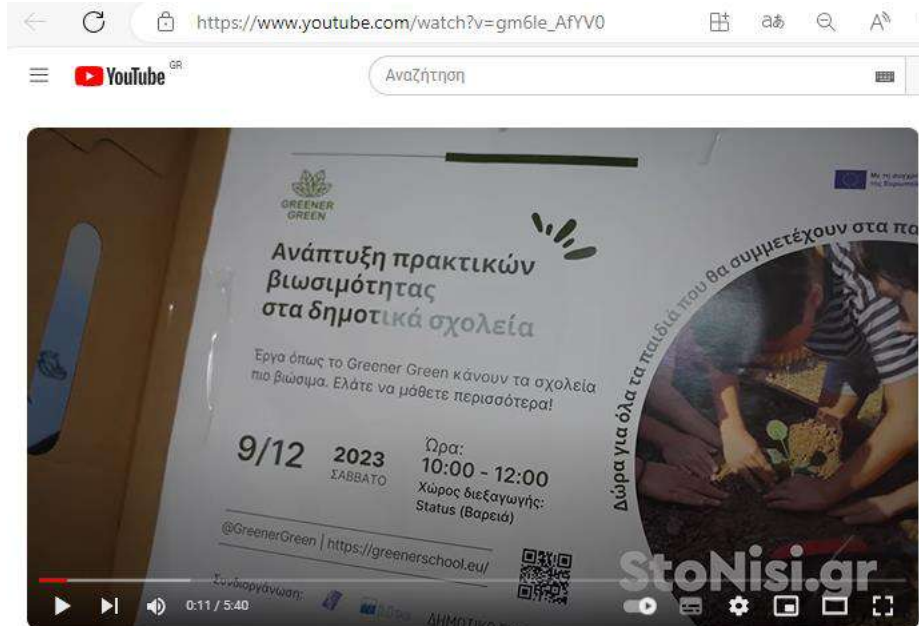
GREENER GREEN		Συνδιοργάνωση:		idec	
Βολιώτου Στραπίτσα	Δασυάδα ΝΕ70 ¹⁴⁷⁵ ^{Διαμάδα}	Pitsa_vas@btmail.gr	Αυλειδίου		
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Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
Η υποστήριξη της Ευρωπαϊκής Επιτροπής στην παραγωγή της παρούσας έκδοσης δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντικατοπτρίζει αποκλειστικά τις απόψεις των συντακτών, και η Επιτροπή δεν μπορεί να αναλάβει την ευθύνη για οποιαδήποτε χρήση των πληροφοριών που περιέχονται σε αυτήν.

Σαρώθηκε με το CamScanner



Interviews



Το «πράσινο» Δημοτικό Σχολείο Βαρείας μάς περιμένει

StoNisi gr
3,83 χιλ. εγγεγραμμένοι

Εγγραφή

1



Κοινοποίηση

Λήψη



198 προβολές 7 Δεκ 2023

Εν όψει της εκδήλωσης για τη λήξη του ευρωπαϊκού προγράμματος Greener Green στο οποίο εντάχθηκε το Δημοτικό Σχολείο Βαρείας, το «N» βρέθηκε στο σχολείο για να θαυμάσει τις ευφάνταστες δράσεις που έκαναν οι μαθητές, αλλά και τις πολύτιμες γνώσεις που αποκόμισαν για το περιβάλλον.

Η εκδήλωση θα πραγματοποιηθεί στο Status το Σάββατο 9 Δεκεμβρίου 2023 από τις 10 το πρωί έως τις 2 το μεσημέρι.

Η διευθύντρια του σχολείου και υπεύθυνη του προγράμματος, Γεωργία Τσαγκού μας υποδέχτηκε μαζί με την εκπαιδευτικό Ζωή Πίττου που υλοποίησε τις περισσότερες δράσεις τα τελευταία δύο χρόνια.

StoNisi gr
3,83 χιλ. εγγεγραμμένοι



Βίντεο



Πληροφορίες

https://youtu.be/gm6le_AfYV0




Co-funded by
the European Union



← ↻ 🔒 <https://www.youtube.com/watch?v=Bf0tcSmXLVE> 📄 🔍 🔊 ⚙️ ☆ 📱 📧 📧

☰ YouTube GR 🔍 Αναζήτηση 🔍 📧 🔔



ΑΕΟΛΟΣ ΕΙΔΗΣΕΙΣ **ΟΛΟΚΛΗΡΩΣΗ ΕΚΠΑΙΔΕΥΤΙΚΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ GREENER GREEN**
newsroom@aeolos.tv όλες οι ειδήσεις στο www.aeolos.tv

Ολοκλήρωση εκπαιδευτικού προγράμματος «Greener Green»

Aeolos TV
5,1 χιλ. εγγραφόμενοι **Εγγραφή** 👍 1 🗨️ 🔗 Κοινοποίηση ⬇️ Λήψη ⋮

54 προβολές 11 Δεκ 2023
Στο πρόγραμμα «Greener Green» με θέμα την ευαισθητοποίηση των μαθητών για το περιβάλλον, της αειφορία και τη βιοποικιλότητα, συμμετείχε τα δυο προηγούμενα χρόνια το Δημοτικό σχολείο Βαρείας

Aeolos TV
5,1 χιλ. εγγραφόμενοι

▶ Βίντεο ⓘ Πληροφορίες

Όλα Από Aeolos TV Πολιτικές ειδήσεις

Χάρης Αλεξίου - Αφιέρωμα στον Μάνο Λοΐζο (Ηρώδι Ηαπκ Αλεξίου #)
2:07:47
2,3 εκ. προβολές · πριν από

Η Κασέτα της ΜΑΡΙΑΣ ΣΠΑΝΟΥ
5:44
Μαρίνα Σπανού | Οι Κασέτες του Μελωδία 99.2 | 19.0
100 χιλ. προβολές · πριν από

Τμήμα Ωκεανογραφίας κ Θαλασσιών Βιοεπιστημ University of the Aegean
3:08
2,1 χιλ. προβολές · πριν από

Τμήμα Στατιστικής και Αναλογιστικών -... University of the Aegean
2:35
1,3 χιλ. προβολές · πριν από

Παιδαγωγικό Τμήμα Δημ Εκπαίδευσης, Ρόδος,...
3:14
University of the Aegean
2,1 χιλ. προβολές · πριν από

Τμήμα Ναυτιλίας και Επιχειρηματικών Υπηρε University of the Aegean
3:33
1,9 χιλ. προβολές · πριν από

Τμήμα Πολιτισμικής Τεχνολογίας και Επικοινων University of the Aegean
3:45
3,2 χιλ. προβολές · πριν από

Τμήμα Μαθηματικών, Πανεπιστήμιο Αιγαίου University of the Aegean

<https://youtu.be/Bf0tcSmXLVE>





**GREENER
GREEN**

Spain multiplier event report

Contents

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3. Key highlights	7
4. Participant Feedback	10
5. Conclusion	10

1. Introduction

On November 24, 2023, the Greener Green project organized a Multiplier Event in Girona, specifically at the Bell-lloc School, bringing together a diverse group of over 80 participants in a face-to-face setting. This report provides a comprehensive analysis of the event's success, exceeding expectations and highlighting key elements that contributed to its triumph. From the strategic collaboration between Blue Room Innovation and Bell-lloc to the active participation of attendees, efficient organization, and lasting impact on the educational community, this report delves into the fundamental aspects that shaped the event's success.

DATES	F2F OR ONLINE	NOMBRE DE PARTICIPANTS
24/11/2023	F2F	+80

Event Agenda



The poster features the Greener Green logo at the top left. The main content is a white rounded rectangle with a green border containing the agenda. To the right, there is a photograph of a teacher interacting with children in a classroom, with a green box overlaying the date '24 Nov, 2023' and the location 'Saló d'actes del Col·legi Bell -lloc'. At the bottom right, the slogan 'EDUQUEM EN LA SOSTENIBILITAT' is written in large green letters, accompanied by a small graphic of three lines above the word 'SOSTENIBILITAT'. The European Union flag logo is visible in the bottom right corner of the poster.

AGENDA DE LA JORNADA

- 15:30 Benvinguda i presentació.
- 15:45 Presentació del projecte Greener Green en el marc del projecte educatiu de Bell-lloc.
- 16:00 Presentació del projecte Robots Sostenibles amb la participació de l'entitat Joan Robots.
- 16:45 Explicació dels resultats obtinguts durant el projecte Greener Green.
- 17:30 Fi de la jornada
 - Berenar i obsequi sostenible per a tots els assistents.

24 Nov, 2023
Saló d'actes del Col·legi Bell -lloc

EDUQUEM EN LA SOSTENIBILITAT

Agenda de l'esdeveniment



2. Participant Demographics

The Greener Green project's Multiplier Event was a resounding success, thanks to the active participation of various organizations committed to sustainability and environmental education, with over 80 attendees. This report highlights the diverse entities and individuals that contributed to the event, reflecting their importance and dedication to promoting a greener future.

Collaborating Entities and Associations:

- The Parents' Association (AMPA):

Most attendees were part of Bell-lloc School's AMPA, a non-profit entity uniting parents for the common goal of improving their children's education. The massive participation demonstrates the strength of the school community in promoting sustainable educational values.



- Other Schools and University:

Schools like Domeny, Les Alzines Institution, Santa Coloma de Farners Institute, and even the University of Barcelona were present, showcasing interinstitutional collaboration in promoting sustainable practices.



County Council of La Selva:

The representation of the County Council highlights governmental institutions' interest in promoting ecological practices, providing support and visibility to local initiatives for positive sustainability impact.



- Green Schools Program of Catalonia:

Anna Ros Baró, representative of the Green Schools Program of Catalonia, engaged in a conversation with event organizers, fostering a connection between local initiatives and a program like Greener Green, aiming for environmentally conscious educational environments.



- Catalonia Waste Agency:

The agency's presence underscores institutional interest in addressing waste issues and promoting circular economy, creating a network of contacts.



- Active Participation of Faculty and Students:

Amanda, a teacher at Bell-lloc School, shared a sustainable project with the help of Joan Robots, emphasizing faculty dedication to incorporating environmental themes into the classroom.



- Deputy Mayor for Resource Management and Citizen Care of Girona:

Sergi Font's presence emphasizes local authorities' support for promoting sustainable initiatives in the community.

- Joan Robots Project:

Joan Robots, representing a boy with disabilities who creates robots from recycled materials, participated in the event, showcasing robots made by Bell-lloc students and Joan's organization.



Success in Collaboration and Associative Fabric:

The success of the Greener Green project's Multiplier Event in Girona is evident in the committed participation of educational institutions, teachers, students, as well as political and associative actors. This intersectorial collaboration has established a solid foundation to promote sustainable environmental practices and raise awareness in the community. The positive impact of this initiative highlights the importance of collaboration between different sectors for lasting changes in environmental awareness and practices in schools, serving as an inspiring example for similar projects.



3. Key highlights

It's important to highlight the various key actions that contributed to the effective development of the Multiplier Event, including mentions of the communication done before the event.

Dissemination Strategy

Early dissemination played a crucial role in the success of the event. Through Instagram stories on Bell-Iloc and Blue Room Innovation accounts, emails, newsletters targeting key entities and individuals, as well as placing posters in the school, an atmosphere of anticipation and participation was successfully created.



The dissemination through emails and newsletters not only was well-received but also generated positive responses from key entities and individuals. Some participants expressed their appreciation for the transparency and clarity of the information before the event.



Obsequi per als participants

Sustainable Gifts for Attendees

Each participant was gifted with an item that not only had symbolic meaning but was also sustainable. The gift included a reusable sandwich wrap, a pen, and an informational pamphlet from Greener Green. This gesture was crucial, as all attendees showed interest in acquiring the gifts, and the fact that all items carried the event's logo likely encouraged participants to reflect on the project once they returned home.

Effective Time Management

The precise execution of a well-structured agenda and the rigorous adherence to schedules were essential elements for the smooth and worry-free execution of the event. Planning allowed us to make the most of every moment, ensuring active participation and the attention of attendees.

Continuous Visual Capture

Continuous visual documentation through photos and videos was crucial for creating post-event materials. These resources not only served as reminders but were also used to generate subsequent promotional content, amplifying the event's visibility on social networks and beyond.

Involvement of 1st Grade Students

The presence of 1st-grade students at the end of the event had a significant impact. The involvement of parents from the Parents and Guardians Association (AMPA) intensified due to the presence of their children, emphasizing the importance of the first cycle after the infant cycle in parental involvement.



Integration of Sustainable School Projects

Collaboration with the Joan Robots project, part of Bell-lloc's sustainable school program (and therefore within Greener Green itself), was an example of how a sustainable project that excites students and generates participation with families can be implemented. This project, focused on sustainability education with active child participation, enhanced parental involvement in the school's sustainable activities, connecting them with the detailed explanation of Greener Green.

Involvement of High School Students

We also had the collaboration of high school students who accompanied the younger ones in explaining their sustainable robots. These students also helped organize attendees and guide them to the different spaces in the school where the Multiplier Event was taking place.

Presentation of Tools

The setup of screens and computers with the assessment tool and platform streamlined parental participation. Simplifying access and providing a thorough understanding of the project, this technological tool was a key factor in engaging attendees and enabling them to explore the details of the event in depth.



The diffusion and involvement as key tools

The combination of all these elements explained previously contributed to the successful realization of the Multiplier event in Girona. The convergence of pre-event promotion, sustainable gifts, efficient time management, meaningful student participation, and the integration of sustainable projects was crucial to the success of the Multiplier event in Girona. This combination created a vibrant event with active interest, involvement from the entire educational community, and an emotional connection to sustainability, solidifying it as a rich and participatory experience.



4. Participant Feedback

The event received a very positive response from participants. From start to finish, attendees demonstrated exceptional engagement, remaining attentive and participative. Many not only arrived punctually but also chose to stay until the end, suggesting a notable level of interest and satisfaction.

Once the formal event concluded, a prolonged interaction among attendees was observed. Groups formed, and discussions on the presented topics continued. This not only indicates understanding and interest in the provided information but also reflects thoughtful consideration of the issues discussed.



The participation and commendations from the Deputy Mayor of Resource Management and Citizen Care of Girona were notable. "It has been very good. I find it a very interesting project, and you have made the event very enjoyable," remarked the Deputy Mayor. These comments not only showcase the success of the event but also underscore the relevance of the content presented.

In addition to the presentation by Greener Greens, the event became a conducive space for networking and building connections, especially with other schools and institutions participating in various Erasmus+ programs.

A noteworthy aspect was the positive feedback regarding the organization of the event. Several participants highlighted the coordination and evident effort in event planning. Comments like "The effort and planning behind everything were evident" emphasize the importance of a well-executed event, enhancing participants' active and positive perception.

5. Conclusion

The Multiplier Event under the name "EDUCATING IN SUSTAINABILITY" in Girona has proven to be a successful initiative, establishing a platform for collaboration, exchange of experiences, and synergies among different educational entities and organizations. The invitation to other schools provided an opportunity to establish meaningful dialogues, create synergies, and share various activities carried out within the Erasmus Plus framework. This connection between two types of organizations, one more technological represented by Blue Room Innovation and another educational by Bell-lloc School, generated a unique combination that expanded the perspective and network of contacts.

We consider this fusion to be a wise choice, as Bell-lloc contributed its expertise in audience management and extensive contacts within the educational network. This factor was crucial in attracting participants from other schools, organizations, and centers. The participation of Blue Room Innovation allowed the formation of a strong, effectively coordinated team capable of efficiently managing the organization and dissemination of the event.

The gift offered to all participants and the refreshments significantly contributed to maintaining a positive and satisfying atmosphere. The decision to provide sustainable sandwich wraps, a pen, and a brochure was not only appreciated but also translated into the participants staying until the end of the event. The sense of community was further reinforced when participants chose to stay, sharing conversations and enjoying each other's company at the end of the event.

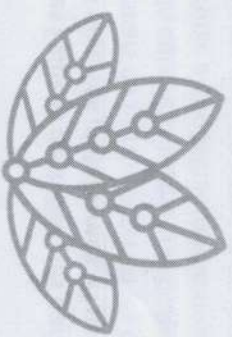
Regarding the tools presented during the event, the positive feedback received indicates that they were well-received and appreciated by the audience. Efficient coordination and organization in this aspect contributed to the overall success of the event. The interaction between participants and the presented tools created a conducive atmosphere for active participation and a deep understanding of the discussed topics.

In conclusion, the event has been more than a presentation of the platform and the evaluation tool; it has created a strong community and has been a great opportunity to showcase the Greener Green project and the sustainable activities it can contribute.





Co-funded by
the European Union

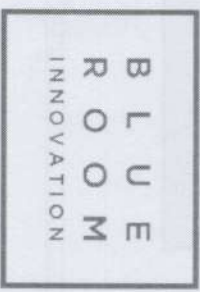


**GREENER
GREEN**

GREENER GREEN

Lista d'assistència i formulari de consentiment

Multiplier Event



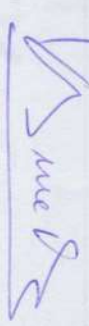


Aquest formulari de **consentiment autoritza la captació d'imatges i videos del taller i els participants per a fins promocionals. El participant dona el seu consentiment i el dels seus fills, per utilitzar aquest material en diverses plataformes.** S'assegura que les dades personals no es revelaran en les descripcions. Les dades personals recollides en aquest formulari es mantindran de forma segura i només s'utilitzaran amb finalitats administratives. Entenc que si tinc dubtes sobre l'ús de la meva imatge, tinc dret a plantejar-les al Coordinador del projecte enviant un correu electrònic a info@blueroominnovation.com i que tinc dret a presentar una reclamació contra el Coordinador del projecte en matèria de protecció de dades a l'Oficina del Comissionat de Protecció de Dades Personals.







BLUE ROOM INNOVATION

Time and date: 24/11/2023 15:30






Place: Escola Bell-Lloc

#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
1	Anna	Quera	Mestra de l'Escola Domeny		aquera@xtec.cat
2	EUGENI	DOMINGO RIBARNY	CONSELL COMARCAL DE LA SELVA		edomingo@gsnel.san
3	Anna	Ros Baró	TOSCA PROGRAMA ESIOLES VERDES. GENCAT.		anna@tosca.cat

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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
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6	Erone	Sguia Piro	AMPRA		erone.sguia@ampira.com
7	Alicia	Zamorra Borrero	AMPRA		alicia198516@yandex.ru
8	TARAÑA	ZUASRA HUESA	AMPRA		tamorrazuasra@gmail.com
9	Isabel	López Ruíz	AMPRA		isabel3361@gmail.com

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12	Hauic	Casero	AMPA AMPA		
13	Ariadna	daa	AMPA		ariadna1989@gmail.com
14	Ricard Paula	Rosales	AMPA		

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18	Sandra	Boroso	Bodo		Sandraags24@bunat.com
19	Alexandro	Juergo	Rana		alexldt@hotmail.com
20	Silvia	MUNTDES	ANPA		silviamentodes@buboesmoit.com


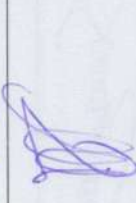




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24	Aran	Torres	Ampc		aran.torres@chalmers.se
25	Johanna	Dorow	Ampc		jdorow@ampc.com
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29	Joan	Hidalgo	Joan Roberts		Joanroberts@gmail.com
30	Sereine	Ulein	Joan Roberts		verserve@yahoo.fr
31	Sabina Moloney	Moloney	Les Alzines		sabina.moloney70@yahoo.com
32	Marina	Esguena	Les Alzines		mesguena@gmail.com

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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
33	Francisco	Morero	AMPA		Francis33usc@gmail.com
34	Marta	Benic	ANPA		martabenicapou@gmail.com
35	Cristina	Motje	ANPA		c.motje@gmail.com
36	MARINA	AYUSMELT	MUPA		ayusmelt.sira@gmail.com
37	Paula	Durán	ANPA		pluicuat8@gmail.com
38	DAVID	RAMOS	ANPA		davidramos2000@hotmail.com

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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
39	Lluïsa	ARXEN	MIRA		arxenmartha@gmail.com
40	MARIONA	MARINER	LES ARTINES		mariaartines@les-artines.org
41	NAEIS	CAT	AMPD		NAEIS@IASCAT.ES
42	Josip	UICA	AMPD		JosipUica@gmail.com
43	Josep	POMÉS	HP		Josep.Pomes@hp.com
44	Desyree	XÓPEZ	N/A		trezeh@gmail.com

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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
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46	Alex	mañués	AMPA		alexmañuel@elquepasa.com
47	Gonzalo	Lopez	AMPA		gonzalo.hugo.lopez@elquepasa.com
48	David	Mañués	AMPA		lucmañuel@elquepasa.com
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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
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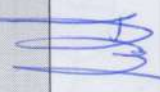





#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
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58	NURIA	PUÑOT	ANPA		juimmulle@gmail.com
59	IVAN	TRUCCÉ	ANPA		ivbrta@hotmail.com
60	CRISTINA	BURDA	MDRE		cristine.alba@hotmail.com
61	MARCA	RICARD	ANPA		marierped@gmail.com
62	ANNA	BOTHIGAS	ANPA		anna.buig's1@gmail.com

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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
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63	Maria	VINOLAS Puig	AMPA		MariaVP4@gmail.com
64	Carles	Carros Vilall	DUPA		Carlescarros.vilall@gmail.com
65	Eduard	Ros Sumbek	AMPA		eduard.ros.sumbek@gmail.com
66	Elena	Zolotareva	AMPA		hel.zolotareva@gmail.com
67	Konstantin	Zolodakov	AMPA		KONST.ZOLODAROV@gmail.com




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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
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69	ANNA	BUSQUETS XANPÓS	AMPA		busquetsxambod@icloud.com
70	AIS	RODRIGUES VIAL	AMPA		aisrodrigues@hotmail.com
71	VICTOR	LLOSA FERNANDEZ	AMPA		victorllosa@gmail.com
72	M ^o LA RIBERA	CORDONET BLANCO	AMPA PROFESSORA INST. STA. COLOMA PARMERS		
73	LUIS	Guerra Pérez	Profesor UB		

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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
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75	MARIA	RIERA BREU	AMPA		riera.riera@gmail.com
76	RIA	López Navarro	AMPA		codpotnavar@fastmail.com
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#	Nom	Cognom	Institució i rol al projecte	Firma	Mail
78	Javi	PRADO	AVUPA		jenjpro2@hotmail.es
79	Luram	Hernandez	AMPA		minnannichardom@hotmail.com
80	MARIAIA	SIRECIA	AMPA		marianajrelcaqui@amail.com
81					
82					
83					

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GREENER
Multiplier



GREEN
Report



EUROPEAN SCHOOL OF VARESE

22-01-2023

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1. Introduction.

The Varese Multiplier Event took place on Monday 22nd January 2024 from 17.30-19.00 in presence and with a hybrid online presentation. The aim of the event was to make contact with other people in our community such as parents and other schools locally and in other parts of Italy and abroad, but particularly with local schools and those participating in the Green School initiative to share ideas and make connections for working together in the future.

The event was hosted at the European School of Varese in the Montessori Building where there was a large space for an Aperitivo for networking and a separate area for the presentation.

For the Aperitivo Networking event 32 people registered 30 attended and for the online presentation 22 people registered and 18 attended, giving a total of 54 registrations and 48 attendees.

Date	F2F or Online	Participants
22-01-2024	Both	48

All in-presence participants enjoyed an aperitivo and sustainable gift of a plantable pencil with information about the Greener Green platform.

Event Flyer:



Incontra i colleghi primaria della Scuola Europea di Varese

APERITIVO & NETWORKING

- Scopri come la nuova piattaforma digitale Greener Green può aiutare la tua scuola a essere più sostenibile.
- Incontra i colleghi di Varese per condividere idee e pratica.

📅 Lunedì 22 Gennaio 2024
17.30-19.00 – ingresso Scuola Materna
Edificio Montessori, via Montello
Registrati: <https://forms.office.com/e/qv4PBBcwnv>

GREENER GREEN
green school

Erasmus+ SCHOLA EUROPAEA VARESE

Agenda of the Event:

17.30 - 18.00 - Welcome Aperitivo and Networking

18.00 - 18.30 - Presentation of the Greener Green Platform and Sustainability initiatives and activities at the European School of Varese

18.30 - 19.00 - Aperitivo continuation and discussions for ways use the Greener Green platform and to collaborate together

Agenda of the Presentation:

Agenda:

Greener Green Platform

Green School

What we are doing at ES Varese

How can we work together?



2. Participant Demographics

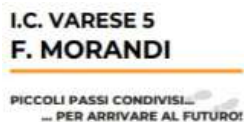
For the Aperitivo Networking event 32 people registered 30 attended and for the online presentation 22 people registered and 18 attended, giving a total of 54 registrations and 48 attendees.

The people who attended the in-person Aperitivo and presentation were mainly teachers from local schools, local associations and parents. The list of schools and associations is below. Directors and Teachers from the European School of Varese also attended to support the event, network and learn more about sustainability initiatives. The people who attended online were teachers from other schools in Italy and other countries with whom our school already has connections and were interested in the event.

Liceo Manzoni – local school in Varese



Primary F. Morandi – local school in Varese



San Giovanni Bosco – local school in Varese



Scuola dell'Infanzia e Primaria Piccola England – local school



Agenzia Formativa Tradate – local education and Training Centre



Dante Alighieri di Gemonio – local school



Istituto Comprensivo Statale "E. Curti"

Scuola primaria Pascoli - local school



Scuola primaria "Manzoni" Morosolo – local Green School



Istituto "Tomaso Catullo" - Belluno



Istituto d'Istruzione Superiore
Tomaso Catullo
Belluno

Istituto Comprensivo Falcone - Volla Napoli



Istituto Comprensivo Statale
Giovanni Falcone
Volla (NA)

The European School of Frankfurt



Carlisle Infant School, Hampton, UK



Parents Association



3. Key Highlights.

The event was highly successful with great networking and relationships formed between schools to develop sustainability projects together in the future. Everyone enjoyed the aperitivo and the sustainable gift. Some papers were presented to share ideas and promote discussion. The presentation of the Greener Green platform was very well received with lots of questions and discussions after. Many ideas of ways we can collaborate between schools were initiated.

Here are some photos:

Aperitivo Networking





Hybrid Presentation



Sustainable Gift



4. Participant Feedback.

The event received very positive feedback. All attendees were fully engaged in the whole event, remaining attentive and participative with nearly all staying for the whole event. This is very significant considering the cold, dark time of year in January when teachers are exceptionally busy writing children's reports.

The presentation was well received online with all participants remaining for the duration of the presentation. Interactive chat was a little difficult online due to the hybrid nature of the event and a little technical difficulties, however some positive feedback was received and participants enjoyed the presentation. The presentation and subsequent discussion demonstrated how everybody is very motivated and inspired to find ways to solve problems for our schools and help each other. Discussions included teachers sharing ideas about dissemination of projects through a website, children visiting nearby schools to look at their sustainability projects such as ponds, community events such as joint school flower and tree planting, or sustainable picnics together. Collaborations of school events such as Science Week to include sustainability and other schools.

5. Conclusion.

In conclusion the Multiplier Event was well organised and well received by in-presence and online participants. The event demonstrated a real need for more collaborative community events such as this, and everyone involved was keen to meet again.

Appendix – Attendance List



GREENER GREEN

GREENER GREEN


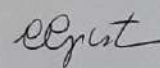
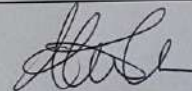
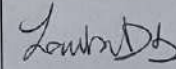
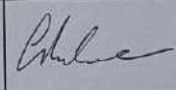
Attendance List

Multiplier Event



European School of Varese

22-01-2024

#	Name	Last Name	Institution and role in the project	Signature	Email
1	Jo	Riverscott	ES, Varese		riversjo@teacher.eurisc.eu
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Co-funded by
the European Union

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21	SARA	VILLA	VARESE GREEN SCHOOL COORDINATOR	<i>Sarah Villa</i>	saravilla@cast-ong.org
22	Annella	Selvaggio	Deputy Director & ES Varese Primary	<i>Ann Selvaggio</i>	var-deputy-director-nursery- and-primary-cycle@eursc.eu
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Co-funded by
the European Union

#	Name	Last Name	Institution and role in the project	Signature	Email
25	Valentine	Pirrot	Varese	V Pirrot	Pirrot.v.a@teacher.eurol.eu
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Multiplier Event I – Report

06-07-08

June 2023



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1. Introduction

Luxembourg Teachers' FAIR

LuxDidac

In Luxembourg, the teachers' union organizes a unique fair for teachers that takes place once each 2 years.

During this fair, new teaching materials and the latest findings in the field of education are on display and made available to teachers, who can then purchase them to improve their teaching methods.

This 3-day fair is interspersed with workshops and meetings, and the Minister of Education honors the fair with a visit and a speech.



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LUXDIDAC

FORUM GEESSEKNÄPPCHEN

📍 40, bd Pierre Dupong | L-1430 LUXEMBOURG



06.-08.
JUN
2023

organisée par :

SNE/CGFP et FÉDUSE/ENSEIGNEMENT-CGFP

- **FOIRE de MATÉRIEL DIDACTIQUE :**
Exposants nationaux et internationaux
- **FORMATIONS CONTINUES**
sous forme de conférences et Workshops

FÉDUSE
Enseignement
CGFP

sne
syndicat
national des
enseignants
cgfp

Heures d'ouverture :

06.06.2023 de 13h30 - 20h00

07.06.2023 de 13h30 - 18h00

08.06.2023 de 13h30 - 18h00



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2. Participants

As a result, LuxDidac is visited by many education people and mainly by teachers, which makes this fair a perfect mass audience disseminator for our project the Greener Green project.

The situation in Luxembourg is complex when it comes to schools, and elementary school depend on the Ministry, communes and local administrations.

But the multiplication of the project remains optimal in this kind of event.

FAPEL enjoyed a central booth at the fair and occupied the space for 3 days.



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3. Key highlights

FAPEL provided teachers with reliable information about Greener Green project & displayed many information & presentations about the Greener school, offering advices and best methods to ensure the switch of their school to a respectful green attitude and to adapt the learning for primary school aged pupils.



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5. Conclusion

The "Greener Green Multiplier" event was successfully carried out by FAPEL at this special event, and we hope that it will become an annual event instead of a bi-annual one.

At the fair, we noted that the project should also have included a teaching aid, in order to present a more meaningful concept better suited to the principle of the exhibition.

The visibility of the project was assured, both for schools and for organizations active in the ecological field in the country.



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6. Presentation



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Partners

Website: www.greenschool.eu

Facebook: www.facebook.com/FB.GreenerSchool



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Multiplier Event



FAPEL
Fédération des Associations de Parents d'Élèves du Luxembourg
eduPôle - MENJE
Route de Diekirch
L-7220 Luxembourg/ Waiferdange

Name & Reference of the project :

GREENER GREEN

2021-1-ES01-KA220-SCH-000032687

Luxembourg, the 8th June 2023 (13h30 - 18h00)

1	AGEN-DA	Introduction to GREENER GREEN project
2		What is Greener Green & what is the project's target?
3		What is your school's status for waste management
4		What is your school status for energy saving
5		What is your school status for water saving
6		Introduction to Greener Green Website
7		How to assess your school Green status
8		How to obtain Greener Green recommendation
9		How Greener Green can assist your school's Green transformation
10		Greener Green Platform's Quiz
11		Greener Green open conversation
12		Closing 3 days Multiplier Event

Hosting Organization

FAPEL

Charles KRIM

President & Project coordinator

eduPôle - MENJE

Route de Diekirch

L-7220 Luxembourg/ Waiferdange



Geesseknäppchen
38, bd Pierre Dupong
L-1430 Luxembourg

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@.....	Signature	Signature

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GREENER GREEN

Multiplier Event

GREENER GREEN

2021-1-ES01-KA220-SCH-000032687
2021-1-ES01-KA220-SCH-000032687

Luxembourg, the 6th June 2023 (13h30 - 20h00)

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Multiplier Events

GREENER GREEN

2021-1-ES01-KA220-SCH-000032687

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8	How to obtain Greener Green recommendation
9	How Greener Green can assist your school's Green transformation
10	Greener Green Platform's Quiz
11	Greener Green open conversation
12	Closing 3 days Multiplier Event

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L-7220 Luxembourg/ Walferdange

FAPEL (Luxembourg) - LEAD PARTNER
ULG - University of Liege (Belgium)
Bell-Iloc School (Spain)
Blue Room Innovation (Spain)
IDEC (Greece)
PSV - Primary School of Vareia (Greece)

Hosting Organization



FAPEL
Charles KRIM
President & Project coordinator

eduPôle - MENJE
Route de Diekirch
L-7220 Luxembourg/ Walferdange

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GREENER GREEN

Multiplier Event

2021-1-ES01-KA220-SCH-000032687
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Luxembourg, the 8th June 2023 (13h30 - 18h00)

Participants' List

Participants' List

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Geeseknäppchen
 88, bd Pierre Dupong
 L-1430 Luxembourg



Multiplier Event II – Report
25 January 2024



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1. Introduction

Small Scale Multiplier Event II

With this small multiplier event, FAPEL tried to approach the event in a slightly more creative and element-focused way, in order to further develop this notion of ReUse-ReDuce-ReCyle and see how far we could get by focusing on this green objective.



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2. Participants

As mentioned, we have intentionally limited ourselves to a small number of participants. 3 people and myself in order to channel the flow of information and focus solely on the ReUse-ReDuce-ReCycle theme.

The result surprised everybody, and the idea is proving very interesting. We'll be adopting a similar approach whenever the multiplier event, when time and resources allow it.





3. Key highlights

A main idea quickly emerged, and we set about pushing this idea further with the help of a small group for this multiplier event.

The sorting centers appealed strongly to us, and we realized that they would represent a serious partner for the environment, as they have begun to sort waste in a different way and give new life to many of the products that arrive at their recycling centers.

They innovate by creating exchange corners and organizing free distribution days and dates for certain products that are still in good working order. They even propose specific dates for repairs on household appliances or by theme and product family.

The concept seems very viable and is attracting more and more participants.

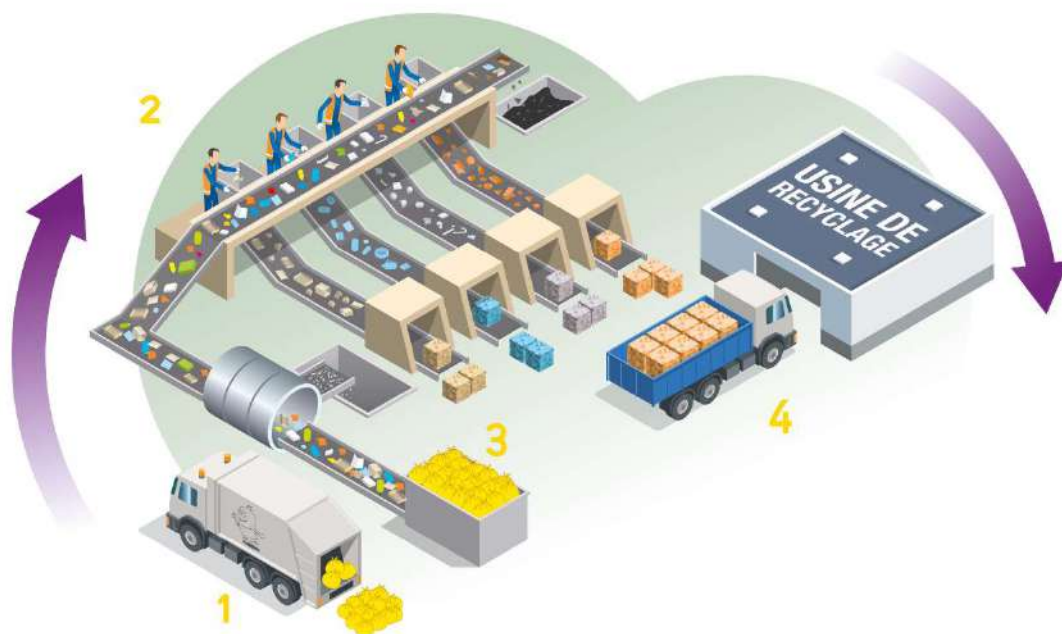
This represents an excellent green approach that we'll be disseminating through our networks or giving visibility to these sorting centers each time an event is published.



4. Conclusion

Taking a creative approach to certain challenges can pay off, and brainstorming on themes in search of innovative solutions can bring something new to the table with a relevant response to needs.

FAPEL has set up a plan to visit and negotiate with Luxembourg's recycling centers, and we'll be trying to make room for the Greener Green project with these recycling centers spread across the country.



5. Presentation & Participants



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