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GREENER GREEN

A.11: Impact Analysis

Developed by IDEC

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Contents

1. Introduction	3
2. Methodology	4
2.1 What was evaluated	4
2.2 When was evaluated?	4
2.3 How was evaluated?.....	4
3. Impact	6
3.1 Internal Evaluation.....	6
3.1.1 Semester evaluations.....	6
3.1.2 Evaluation of the Learning activity.....	9
3.2 External Evaluation	10
3.2.1 Pilot testing.....	10
3.2.2 Multiplier events.....	15
3.2.3 Dissemination activities.....	18
4. Conclusion	22



1. Introduction

The Greener Green project stands as a beacon of sustainable education, transcending borders and uniting participants across Italy, Greece, Luxembourg, Belgium, and Spain. This innovative initiative, funded under Erasmus+, has sparked transformative changes on personal, institutional, and societal levels. Through a comprehensive exploration of the project's impact in each country, this report sheds light on the diverse ways in which Greener Green has cultivated a deeper understanding of sustainability, empowered individuals, and contributed to the collective endeavour for a greener and environmentally conscious future. This report is meant to assess the impact of the project during its entire duration, together with the activities and outputs developed by the partner organisations.



2. Methodology

The goal of the impact evaluation framework was to define the criteria for assessing "what, when, and how" to evaluate the tasks, activities, and outputs of the project. This framework encompassed the tools that would be employed for evaluation.

2.1 What was evaluated

We assessed the impact, both internally (partners' evaluation) and externally (target groups' and stakeholders' evaluation), to measure the extent of changes resulting from the project's tasks, activities, and outputs. This was done through questionnaires that they covered:

- Semester evaluations
- Evaluation of the Learning activity
- Evaluation of the Pilot testing
- Evaluation of the Multiplier events
- Evaluation of dissemination activities

2.2 When was evaluated?

- The impact of the project on partner staff and partner organisations were evaluated throughout the project lifetime.
- The impact of the Learning Activity was evaluated at the end of it.
- The impact of the pilot testing was evaluated at the end of it.
- The impact of the Multiplier events was evaluated at the end of each event.
- The impact of the dissemination activities was evaluated when they occurred and at the end of the project.

2.3 How was evaluated?

The project's impact was assessed through various activities. Partners completed semester-based evaluation questionnaires, gauging the influence on staff, organisations, target groups, and stakeholders. This data, along with feedback from the learning activity and the webinars, was analysed to produce individual and overall impact reports.

Additionally, the piloting phase involved evaluation questionnaires for participating organisations and e-learning users. Multiplier events measured stakeholders' impact through similar questionnaires, addressing aspects like the planned use of project results and willingness to contribute to dissemination. Key indicators included the number of people reached through dissemination, website/social media engagement, webinar participation, schools interested in applying results, and stakeholders willing to do the same. At the EU/International level, indicators included transnational



dissemination reach, EU-level articles, downloads of English project results, webpage visits, and the formation of new initiatives, collaborations, synergies, and contacts.

The Quality Assurance leader of the project initiated the process by crafting and presenting a comprehensive Quality and Evaluation plan. This plan served as a guide for partners, outlining the project's planning, responsibilities, and criteria for ensuring quality implementation and outputs. It encompassed various elements such as quality indicators, procedures, monitoring processes, improvement protocols, and evaluation tools.

The execution of the evaluation activities, involving tasks like questionnaire completion, performance indicator assessment, and report evaluation were also overseen. Project indicators, implementing necessary corrections or actions were actively monitored. Periodically, evaluation questionnaires to partners, facilitating the compilation of a comprehensive evaluation report were distributed. This report assessed tasks, activities, outputs, partner involvement, associated partners, and the overall impact of the project at local, regional, national, and European levels.

Additionally, an evaluation questionnaire targeted at participants in multiplier events was developed. This survey gathered opinions on event organisation, satisfaction with project results, and the applicability and user-friendliness of the project outcomes. Dissemination activities underwent continuous monitoring throughout the project, collecting and verifying proofs for impact and efficiency. A Dissemination Strategy document at the project's onset, providing guidelines for partners to follow was also drafted, along with the Dissemination semester report and the final report.

The project's success was measured through a set of indicators, including the elaboration of a project plan, interim and final reports, development of a dissemination strategy, organisation of partner meetings and training activities, and active collaboration and motivation of partners and stakeholders. Key dissemination indicators, such as webinars, stakeholder databases, website visits, newsletters, presentations, and social media engagement, were closely tracked. Activities indicators encompassed surveys, focus groups, best practices, pilot deliveries, and e-learning modules.

Quality indicators, aiming for an 80% benchmark, have assessed the satisfaction of partners' staff and participants in project activities and official meetings, as well as the learning activity and multiplier events. Quantitative indicators included the number of registered users in e-learning training and the assessment tool, new schools deciding to implement project results, and the creation of new collaborations as a direct outcome of the project.



3. Impact

3.1 Internal Evaluation

3.1.1 Semester evaluations

We asked partners, through a questionnaire, to summarise, as detailed as possible, the impact the project had for them on both a personal and professional level, as well as on target groups and relevant stakeholders.

The Greener Green project has been a transformative journey for individuals in **Italy**, cultivating a deeper understanding of sustainability. Participants reported heightened knowledge and awareness, impacting their personal and professional lives. The project's influence extended to the school, where sustainability became a focal point, driving substantial improvements. Erasmus+ funding played a pivotal role in sustaining this momentum, enabling the school to persevere in its commitment to sustainability.

In **Greece**, the impact of the Greener Green project is substantial. Educational materials and good practices have informed and raised awareness among a diverse audience. Specifically, more than 50 teachers, 180 parents, and 200 stakeholders benefited from the project. Individually and institutionally, participants enhanced their skills and expanded their network, fostering a positive environment for sustainability.

Luxembourg witnesses the Greener Green project aligning seamlessly with ongoing green initiatives in schools. The transition is evident in changes to school architecture, displaying a commitment to a greener environment. Stakeholders and ecological players are already actively engaged, providing an optimal setting for the project's evolution.

In **Belgium**, there may be limited personal impact, but there is hope for a broader societal shift in attitudes towards climate and environmental issues across Europe. The project serves as a catalyst for change, aiming to influence perceptions on a larger scale.

The Greener Green project has made a notable impact in **Spain**, contributing to individual skill enhancement and institutional growth. Those involved in the project have experienced increased self-confidence, stepping out of their comfort zones to face new challenges. The project has effectively informed and engaged target groups and stakeholders, leaving a positive imprint on the community.

In conclusion, the Greener Green project has not only met but exceeded its goals, leaving a lasting impact on individuals, organisations, and the community. The success stories and positive transformations witnessed demonstrate the project's efficacy in promoting sustainability and promoting a green mindset. The majority are already taking steps towards a greener environment, providing an optimal foundation for the project's continued evolution.

Regarding the **impact of the project across various geographical levels**, ranging from local to international, we asked partner organisations to provide detailed overview based on their experience.



In **Spain**, the Greener Green project has had a notable impact at the local level. The multiplier event in Girona successfully engaged over 80 participants, including parents and teachers from Bell-Lloc School, and neighbouring educational institutions. The initiative garnered interest from local entities such as the "Escoles Verdes" and "Joan Robots" programs, capturing the attention of the Girona City Council. The positive response from teachers during the pilot phase indicates a potential for ongoing collaboration and impact at the local level. Moreover, Blue Room Innovation, the partner organisation, has strengthened its local ties with collaborating schools, such as Les Alzines and Escola Domeny, along with active participation in the Green Schools Network of Catalonia. At the international level, the project has paved the way for further collaborations and participation in events like the EUCYS.

In **Italy**, the project's impact has been primarily local but influential. The positive influence has fostered closer collaboration with local sustainability groups, notably Green School. Additionally, the project's reach extended beyond the local sphere, as it was shared regionally, nationally, and internationally, leading to increased connections within an international school network.

Greece experienced a multi-level impact, strengthening links at the local, regional, and national levels. The project successfully engaged with over 20 schools in Greece through various activities such as webinars, pilots, and multiplier events. Participants included school staff, teachers, education authorities, parents, and parent associations. The project's international visibility is evident through the significant number of unique visits to the project website from over 107 countries worldwide. Locally, the community received information through press interviews, and workshops organised as part of the project provided valuable training to teachers and parents.

Luxembourg recognised the Greener Green project as part of the growing green transition locally. The project's impact extends beyond the country, integrating more localities and countries, taking on both a European and international dimension. The project aligns with various aspects, including mental and physical health, economics, and sustainability, positioning it prominently in local, national, European, and international impacts.

In **Belgium**, the anticipated impact is on a broader level towards climate and environmental changes for many people in Europe. While the direct impact might be limited to the personal and organisational levels, the project holds the potential to contribute significantly to changing perspectives and attitudes on a larger scale.

Global Awareness and Attitude Change:

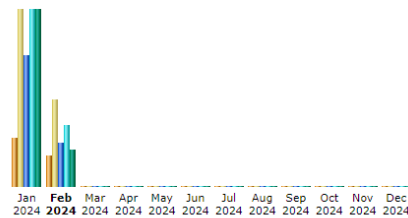
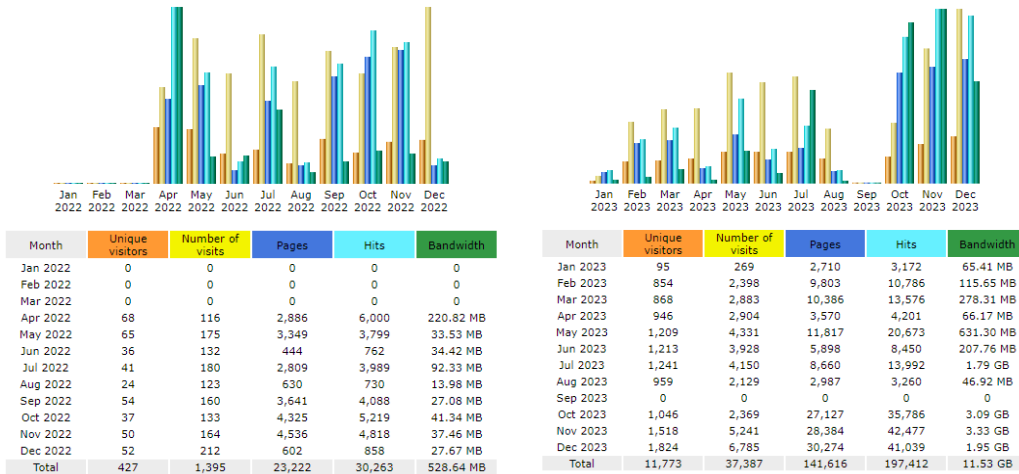
While some participants expressed limited personal and organisational impact, there is a hopeful expectation that the project will contribute to changing attitudes toward climate and the environment across Europe.

Acknowledging the snowball effect of the green transition, participants emphasised the interconnectedness of local, national, European, and international impacts.



Quantitative Impact:

Quantitative data, such as the project website's 15.463 unique visits from more than 107 countries in the period April 2022 until January 2024, demonstrates the global reach and visibility achieved by the project at an international level.



In summary, the project has demonstrated a multi-dimensional impact, fostering collaboration, awareness, and positive changes across different geographical scales.

2022

2023

Locales (Top 25) - Full list				
Locales		Pages	Hits	Bandwidth
Belgium	be	13,630	13,657	6.80 MB
Greece	gr	4,881	10,163	323.76 MB
Great Britain	gb	1,857	1,895	4.32 MB
China	cn	1,224	1,321	5.94 MB
Spain	es	701	1,313	65.62 MB
United States	us	426	957	54.56 MB
Australia	au	134	145	375.04 KB
Italy	it	55	167	35.27 MB
Russian Federation	ru	48	69	783.79 KB
Canada	ca	47	58	2.57 MB
Austria	at	32	117	2.47 MB
Israel	il	32	97	10.95 MB
Ukraine	ua	30	31	249.00 KB
Sweden	se	27	31	350.90 KB
Japan	jp	17	17	4.94 KB
Bulgaria	bg	13	41	1.10 MB
Ireland	ie	13	39	3.72 MB
Qatar	qa	12	28	3.51 MB
France	fr	11	43	978.40 KB
Luxembourg	lu	8	30	2.10 MB
Iraq	iq	4	8	144.87 KB
Iran	ir	4	9	130.94 KB
India	in	3	4	109.81 KB
Unknown	zz	2	5	108.20 KB
Poland	pl	2	2	49.45 KB
Others		9	16	2.75 MB

Locales (Top 25) - Full list				
Locales		Pages	Hits	Bandwidth
United States	us	29,064	34,954	708.81 MB
Japan	jp	26,951	26,951	6.26 MB
Great Britain	gb	26,424	26,840	260.25 MB
China	cn	10,837	11,071	16.14 MB
Spain	es	10,234	30,662	4.76 GB
Greece	gr	9,127	24,283	2.07 GB
Czech Republic	cz	5,062	5,062	2.15 MB
Belgium	be	3,861	8,471	859.94 MB
Russian Federation	ru	2,296	2,539	94.15 MB
Germany	de	2,294	2,745	178.68 MB
India	in	2,177	2,276	14.09 MB
Romania	ro	1,646	3,867	988.66 MB
Italy	it	1,389	4,850	1.11 GB
France	fr	1,234	1,463	28.73 MB
Vietnam	vn	1,122	1,122	1.28 MB
Canada	ca	1,004	1,027	4.55 MB
Netherlands	nl	806	865	8.08 MB
Australia	au	472	493	859.69 KB
Brazil	br	402	422	609.15 KB
Turkey	tr	377	491	11.51 MB
Malaysia	my	354	354	288.99 KB
Sweden	se	351	426	6.57 MB
Chile	cl	267	267	233.81 KB
Saudi Arabia	sa	264	264	237.93 KB
Iran	ir	214	214	413.22 KB
Others		3387	5433	493.25 MB



2024

Locales (Top 25) - Full list				
Locales		Pages	Hits	Bandwidth
Great Britain	gb	14,855	15,199	27.19 MB
China	cn	10,178	10,393	7.45 MB
Japan	jp	8,670	8,670	2.26 MB
United States	us	6,448	8,312	128.25 MB
South Africa	za	2,841	2,841	20.27 MB
Germany	de	888	951	11.84 MB
Belgium	be	831	7,309	1.00 GB
Russian Federation	ru	814	863	2.00 MB
India	in	570	672	6.23 MB
Spain	es	406	3,321	217.90 MB
Netherlands	nl	384	520	7.04 MB
Vietnam	vn	327	327	449.05 KB
France	fr	325	723	22.23 MB
Greece	gr	297	2,298	155.92 MB
Italy	it	261	1,890	149.46 MB
Canada	ca	228	228	1.29 MB
Sweden	se	134	142	891.58 KB
Australia	au	128	128	307.17 KB
Iran	ir	107	107	381.61 KB
Austria	at	99	99	197.66 KB
Luxembourg	lu	97	773	90.66 MB
Brazil	br	97	174	12.43 MB
Romania	ro	83	367	12.66 MB
Poland	pl	82	218	8.66 MB
Bulgaria	bg	78	78	110.47 KB
Others		876	1503	33.82 MB

The local, regional, national, and international levels reflect the diverse and extensive reach of the project's influence.

3.1.2 Evaluation of the Learning activity

The overall learning experience of the LTTA was highly positive, with participants assigning the highest scores. Most participants found the program exceptionally useful for their professions, highlighting a strong alignment between the training content and its practical applicability. In assessing their competence after completing the course, most participants expressed a good understanding of Green School principals and their ability to implement and transfer this knowledge to others. Notably, six participants indicated possessing a comprehensive understanding of Green School concepts. Regarding the practical application of acquired knowledge, a significant majority (9 out of 11) expressed a definite intention to utilize the information, techniques, and tools in their professional lives.

This enthusiasm underscores the practical relevance and effectiveness of the training. Participants identified the visit to the school as the most interesting part of the training, emphasizing the value of experiential learning. However, some expressed a desire for more time with teachers to share additional exercises and best practices applicable in their schools.

The quality of the course, including its theoretical components, practical exercises, and facilitation techniques, received positive evaluations. The venue was deemed suitable for the training program, contributing to the overall positive experience. Suggestions for improvement included a desire for more concrete examples, better schedule management, increased interactivity, and sharing of best practices. These recommendations underscore the participants' interest in a more hands-on and collaborative learning approach. The evaluation of each training day revealed consistently positive ratings for the theoretical parts, practical exercises, and facilitation techniques.

Participants expressed satisfaction with both content and delivery, highlighting the effectiveness of the training structure. In conclusion, the Greener Green LTTA in Liege was successful in meeting participants' expectations and motivating them to apply



Green School transformations in their respective organisations. The positive impact and commitment of the participants highlight the training's effectiveness in promoting environmentally sustainable practices within educational institutions.

3.2 External Evaluation

3.2.1 Pilot testing

European School of Varese

The Greener Green Assessment Tool and e-Learning Platform underwent pilot testing at the European School of Varese in Italy, with the participation of 12 individuals. This evaluation aimed to scrutinise the functionality, user-friendliness, and overall impact of the tools developed under the Greener Green project.

During the pilot testing session, participants engaged with the Assessment Tool and explored the e-Learning Platform, providing valuable feedback through a Google Form survey. This hands-on approach was designed to refine and enhance the tools, aligning them more closely with project objectives and ensuring effective usability.

The in-person pilot testing at the European School of Varese involved twelve Primary Teachers from diverse language sections. Each participant had individual access to PCs, allowing for a comprehensive exploration of the tools. While introducing the project, participants faced initial challenges with website loading issues and language functionalities, with some Dutch teachers expressing disappointment over the absence of their language.

Verbal feedback from participants unveiled a positive sentiment, with excitement about the project's potential. However, initial frustrations were encountered, primarily related to website loading and language functionality issues. These challenges notwithstanding, the Assessment Tool received 11 responses, indicating a visually appealing interface. Despite loading difficulties affecting language selection and paragraph completeness, participants praised its ease of navigation. Feedback on the tool's motivational aspect varied, prompting suggestions for a nuanced response scale.

Participants found the Environmental and Organisational sections of the Assessment Tool most interesting, while the management sections received mixed reviews. Applicability in teaching generated diverse responses, with concerns raised about suitability for children's evaluation.

The e-Learning Platform, assessed by 12 participants, faced initial access challenges. Participants, however, positively perceived navigation through the platform. Mixed responses were recorded for functionality, user-friendliness, and visual appeal. Concerns were expressed about the volume of reading and time required to navigate the platform, with feedback emphasising the need for more interactive elements suitable for student involvement.

Recommendations from participants focused on refining the Assessment Tool, suggesting alternative answers, removing automatic comments, and improving tips. For



the e-Learning Platform, participants appreciated the information provided but desired conciseness, enhanced visual appeal, and elements applicable in classrooms.

In conclusion, the pilot testing yielded valuable insights into the strengths and areas of improvement for both the Greener Green Assessment Tool and e-Learning Platform. These recommendations will serve as a guide for further refinement, ensuring that the tools effectively contribute to the project's overarching objectives.

IDEC S.A.

The Greener Green Assessment Tool and e-learning platform underwent pilot testing in Greece, conducted by the partner organisation IDEC S.A. Thirteen participants evaluated the tools, emphasising user experience, functionality, and content relevance.

The primary objective was to assess the Greener Green Assessment Tool and e-learning platform. Participants attended an informative webinar on November 17, 2023, introducing them to the tools and their educational goals. Subsequently, participants tested the tools at their own pace, providing feedback through Google Forms surveys. The aim was to gather insights for refining and improving the tools, ensuring they meet project objectives effectively.

Assessment Tool:

Functional Evaluation: The majority found the Assessment Tool easy to navigate (in a scale from 1 to 5, 12 participants rated 4 or 5), with 53.8% finding the interface very friendly. Additionally, 69.2% rated it exceptionally visually appealing, and 69.2% reported no technical difficulties.

Motivation: Participants experienced an overwhelmingly motivating effect, with 84.6% finding the tool overly motivating.

Content Evaluation: Positive feedback was received regarding the curriculum, quizzes, and awareness-raising elements. However, some participants found the large number of questions less interesting. Overall, 46.2% rated the content a 5, and 53.8% a 4. Furthermore, 69.2% expressed a willingness to use it for teaching.

Overall Evaluation: In terms of relevance, 61.5% found the tool relevant to its target group. The overall rating was positive, with 46.2% rating it a 5 and 53.8% a 4. Additionally, the majority found it useful (46.2% rated 5), and 69.2% would recommend it.

E-Learning Platform:

All participants found the e-learning platform easy to navigate, with positive feedback on visuals and the overall user experience. However, 23.1% reported technical difficulties. The e-learning platform achieved a unanimous agreement on being motivating. One participant suggested including more educational units. Reviews on the relevance and applicability of content in some units were mixed. However, units like "Our School is Leading Change" and "Healthy Ways of Life" received high praise.



All participants found the content relevant to the target group, and the overall rating was highly positive with no division of opinions. Additionally, all participants were satisfied with the training material, and 92.3% would recommend the course.

Overall, both the Assessment Tool and the e-learning platform received positive feedback. The Assessment Tool's user-friendliness and motivational impact were highlighted, with recommendations for minor technical improvements. The e-learning platform's success in navigation and motivation suggests it as a valuable teaching resource, with minor suggestions for additional educational units. These insights provide a solid foundation for refining the tools further and ensuring their effective integration into educational practices.

FAPEL

FAPEL orchestrated a comprehensive initiative involving a conference, webinar, and large-scale pilot testing, engaging 150 participants, including teachers and students from various age groups.

The pilot testing conducted resulted in a 37% satisfaction level among students and teachers. Their observations are valuable inputs for potential improvements. Topics with satisfaction scores below 40% were earmarked for reconsideration, demonstrating a commitment to refining the tools.

The project effectively disseminated knowledge through a comprehensive campaign across the education system. Conferences, webinars, workshops, and pilot testing facilitated the sharing of accumulated knowledge, raising awareness and active participation in the green transition. The event at ARNO exemplified the project's impact, demonstrating an education system committed to nurturing environmentally responsible future generations. The exchange of insights, advice, and recommendations underscores the project's role in guiding schools toward a greener environment. The initiative's success lies in imparting knowledge and in promoting active engagement and support for the green transition among students and educators.

University of Liege

The pilot testing took place in Belgium, with 13 participants from various Eco-Schools. The participants received access to both the Greener Green tools and online surveys. The primary objective of the pilot testing was to assess the developed tools – the Greener Green Assessment Tool and e-learning platform. Participants were tasked with evaluating the Assessment Tool and e-learning platform using Google Forms and providing feedback. The session aimed to collect valuable insights to refine and improve the tools, ensuring they align with the project's objectives and serve their intended purposes effectively.

Participants acknowledged the tool's comprehensiveness and immediate remediation aspect, showcasing its potential impact on environmental education. Potential usability issues or participant engagement challenges that need addressing for effective feedback collection were indicated. Additionally, some translation errors were spotted for revision.



The recommendation to customise solutions for specific countries emphasizes the importance of tailoring resources to address diverse environmental challenges.

The pilot testing in Belgium provided valuable insights into the strengths and areas of improvement for the Greener Green Assessment Tool and e-learning platform. Customising solutions for local contexts are key to maximizing the impact and effectiveness of these tools in promoting environmental education. Further refinement based on participant feedback is essential for ensuring the success of the Greener Green project.

BELL-LLOC & Blue Room Innovation

The pilot testing of the Greener Green Assessment Tool and E-Learning Platform took place in Spain at Bell-lloc School, organised collaboratively by Blue Room Innovation and Bell-lloc School.

The pilot testing's main objective was to assess the effectiveness and usability of the Assessment Tool and E-Learning Platform. The testing involved individual evaluations of the Assessment Tool and exploration of the E-Learning Platform by the participants. Valuable insights and feedback were sought to refine and improve these tools further, ensuring alignment with the project's objectives.

The Assessment Tool received feedback from 22 participants, with 24 responses due to some participants providing feedback twice. Most participants found the tool easy to navigate (33.3% scored 5) and visually appealing. Seventy-five percent of participants considered the tool user-friendly (rated 4-5) and 58.3% agreed that it had an attractive design. Technical issues were reported by 16.7% of participants, related to computer problems rather than website glitches. The “Environmental” and “My School Leads the Change” sections were highlighted as the most interesting, while the curriculum parts were considered less engaging. Overall, 87.5% of participants expressed interest in the Assessment Tool, and recommendations were high (79.2%).

The E-Learning Platform was evaluated by the same 22 participants. Initial access posed challenges, and technical issues were reported, particularly in Chrome and Mozilla browsers. Seventy-seven-point three percent found the platform easy to navigate (rated 4-5). Evaluation of functionality, user-friendliness, and visual appearance produced diverse opinions. Modules received mixed feedback, with participants agreeing that the content was clear, understandable, relevant to their needs, and useful for their lives. Overall, the final evaluations leaned towards a rating of 4 out of 5, with 81.8% recommending the E-Learning Platform.

For the Assessment Tool, recommendations included enhancing specificity for each school, incorporating other types of answers, and providing clearer tips for wrong answers. For the E-Learning Platform, participants suggested improving coverage, particularly in small and daily actions, and enhancing the platform's attractiveness.

The pilot testing in Spain successfully gathered valuable insights and feedback, contributing to the ongoing refinement and improvement of the Greener Green Assessment Tool and E-Learning Platform. The positive responses and



recommendations highlight the potential of these tools to effectively contribute to the project's objectives and raising environmental awareness and sustainability in educational settings.

Primary School of Vareia

Assessment Tool:

As outlined in the project proposal, the teachers of the Primary School of Vareia conducted the pilot testing of the educational assessment tool. The evaluation, conducted after attending the 17-11-2023 webinar, aimed to identify and report the tool's shortcomings. The goal was to transform it into an educational tool beneficial for the entire educational community, particularly for schools aspiring to implement green and experiential programs.

The primary objective was to assess the Assessment Tool comprehensively, prompting teachers to express positive or negative opinions with remarks. Questions covered a broad context, from tool utilization to attractiveness and user-friendliness. Teachers with substantial teaching experience and knowledge participated, bringing valuable insights for an experiential green school.

Teachers expressed great satisfaction with the Assessment Tool. Responses indicated the chosen modules were useful and of interest. The tool received high ratings across all aspects, and teachers affirmed they would use it in the educational process without encountering any technical issues. Graphs illustrated positive evaluations on ease of navigation, visual appeal, motivation, and content relevance.

E-Learning Platform:

The teachers of the Primary School of Vareia conducted the pilot testing of the educational platform created within the project. This platform aimed to provide valuable material for creating green schools and raising ecological consciousness. After attending the 17-11-2023 webinar, teachers explored the e-learning platform, engaging with quizzes to test their acquired knowledge.

The evaluation aimed to identify both positive aspects and disadvantages of the educational platform. Feedback from respondents, primarily teachers, would aid in improving the platform for broader dissemination as an educational tool.

Teachers highly rated the educational platform, finding it corresponding to daily life data. All sections were engaging, rich, and met their needs. Graphs demonstrated positive evaluations on simplicity, relevance, varied presentation means, and applicability to everyday life. The platform was considered ready for presentation to the educational community, contributing to the transformation of schools into sustainable, green, and environmentally friendly entities.



3.2.2 Multiplier events

Luxemburg

a. The biennial LuxDidac fair: In Luxembourg, the biennial LuxDidac fair organised by the teachers' union stands out as a unique platform for educators. Over three days, teachers gather to explore the latest teaching materials and educational advancements. This event provides a crucial opportunity for teachers to enhance their teaching methods by purchasing the newest resources highlighted during the fair.

The Greener Green project strategically leveraged LuxDidac as a mass audience disseminator. The fair, attended by education professionals and teachers from across Luxembourg, became an ideal space for spreading awareness about the Greener Green initiative. FAPEL, taking a central booth for three days, played a pivotal role in engaging with educators and promoting the project.

FAPEL's presence at LuxDidac was marked by a central booth that served as a hub for information and engagement. The organisation provided reliable information about the Greener Green project, presenting details about creating environmentally friendly schools. FAPEL offered valuable advice and methodologies for schools to transition towards a more sustainable and respectful green attitude. Special emphasis was placed on adapting learning methods for primary school-aged pupils.

Teachers at LuxDidac responded enthusiastically to FAPEL's presentations and information about the Greener Green project. The engagement was not just informational but interactive, with positive responses to FAPEL's inquiries. The fair's diverse participants, coming from various regions of Luxembourg, provided a unique opportunity to spread the message of green practices and encourage participation in the project.

FAPEL's execution of the "Greener Green Multiplier" event at LuxDidac was a success. The engagement and positive feedback from teachers indicated the event's impact. The hope is that this initiative will transcend the biennial occurrence and become an annual event, ensuring continuous advocacy for greener educational practices.

While the project gained significant visibility at the fair, the reflection revealed a potential enhancement. FAPEL suggests that future iterations of the project should include a teaching aid to present a more meaningful concept aligned with the fair's principles. Despite this, the project's visibility among schools and organisations active in the ecological field was well-assured, contributing to the broader goal of promoting green initiatives in the country.

b. Small group multiplier event: FAPEL organised a creative and element-focused small-scale multiplier event to delve deeper into the principles of ReUse-ReDuce-ReCycle. Limited intentionally to 4 participants the event aimed to explore the green objective more concentratedly.

The event led to a surprising outcome, emphasizing the effectiveness of a small and focused approach. A core idea emerged, centered around partnering with sorting centres, which play a crucial role in waste management. These centres have innovatively



transformed waste sorting by introducing exchange corners, free distribution days, and repair sessions for various products.

The sorting centres demonstrated a commitment to environmental sustainability, attracting more participants to the cause. FAPEL plans to disseminate this innovative green approach through its networks, offering visibility to sorting centres during future events.

The success of the small-scale multiplier event underscores the value of creative problem-solving. FAPEL is now strategising visits and negotiations with Luxembourg's recycling centres, aiming to integrate the Greener Green project with these centres throughout the country. This proactive approach aligns with the broader mission of promoting sustainability through inventive solutions.

Italy

The Varese Multiplier Event, held on January 22, 2024, combined in-person and online participation to connect with the local community, parents, and schools, promoting collaboration for sustainability initiatives. The event, hosted at the European School of Varese, included an Aperitivo Networking session and a separate presentation.

54 registrations and 48 attendees were recorded, with 30 participants at the in-person Aperitivo and 18 online attendees. The diverse group included teachers, local associations, parents, and representatives from the European School of Varese.

The event was a success, promoting networking and initiating relationships for future sustainability projects. The Aperitivo and sustainable gifts, including plantable pencils with Greener Green platform information, were well-received. Papers were presented, sparking discussions and ideas for collaborative projects among schools.

Attendees provided overwhelmingly positive feedback, actively engaging throughout the event. Despite the challenges of the cold, dark January period, participants remained attentive. The online presentation, while facing some technical difficulties, received positive feedback, showcasing the motivation and inspiration to address shared challenges.

The well-organised and well-received Multiplier Event highlighted the community's enthusiasm for collaborative initiatives. The demonstrated need for more events like this underscores the commitment to future collaborations, indicating a positive direction for sustainability projects in the region.

Greece

The GREENER GREEN project concluded with a collaborative event hosted by the Primary School of Vareia and IDEC on December 9, 2023, in Lesvos Island. The event, attended by 131 participants, featured workshops, program updates, and exhibitions of students creations. This report provides an in-depth analysis of the event's success, highlighting key factors such as strategic partnerships, attendee engagement, effective planning, and the enduring impact on schools embracing an eco-friendly identity.



The diverse participant pool included primary school staff, teachers, education authorities, parents, and associations, contributing to the event's success in promoting sustainability and environmental education.

Effective dissemination strategies, including targeted emails, newsletters, and strategically placed posters, generated excitement, and active involvement. Thoughtful gifts, such as themed agendas, added a sustainable touch to the event. Speeches by esteemed guests, efficient time management, and visual documentation through photos and videos contributed to the overall success.

Attendees expressed enthusiastic feedback, actively participating in discussions, and engaging in longer conversations after the event. Survey responses indicated positive expectations for the GREENER GREEN project's impact on schools, the local community, students, and families. While some suggested improvements were noted, the overall sentiment was highly favourable, emphasizing the positive impact on ecological consciousness and environmentally friendly school environments.

The GREENER GREEN Multiplier Event celebrated the project's success and laid the foundation for positive transformations in education and environmental consciousness. Attendees' overwhelming engagement, positive feedback, and expectations for future impacts underscored the event's success. Beyond introducing tools and platforms, the event fostered a vibrant community and showcased the project's potential to support sustainable initiatives. The occasion was not just an endpoint but a catalyst for ongoing positive change.

Spain

On November 24, 2023, the Greener Green project marked a significant milestone by hosting a Multiplier Event at Bell-lloc School in Girona. The event, conducted in-person, drew over 80 participants, and displayed a collaborative effort between Blue Room Innovation and Bell-lloc.

The event's resounding success was driven by the active involvement of diverse organisations dedicated to sustainability and environmental education. With over 80 attendees, participants included members of Bell-lloc School's Parents' Association (AMPA), representatives from other schools and universities, the County Council of La Selva, the Green Schools Program of Catalonia, the Catalonia Waste Agency, and local authorities. The robust collaboration between educational institutions, teachers, students, and political and associative actors displayed a unified commitment to promoting sustainable practices.

Dissemination Strategy: Early dissemination through various channels, including Instagram stories, emails, newsletters, and posters within the school, created an atmosphere of anticipation and active participation. Positive responses from key entities highlighted the effectiveness of this strategy.

Sustainable Gifts for Attendees: Participants received sustainable gifts, including a reusable sandwich wrap, a pen, and an informational leaflet from Greener Green. This



thoughtful gesture not only had symbolic significance but also encouraged reflection on the project's goals.

Effective Time Management: Precise execution of a well-structured agenda and adherence to schedules were crucial for a worry-free event. This ensured active participation and captivated the attention of attendees.

Continuous Visual Capture: Visual documentation through photos and videos facilitated post-event materials and subsequent promotional content, amplifying the event's visibility on social networks.

Involvement of 1st Grade Students: The presence of 1st-grade students intensified parental involvement, emphasizing the importance of the first cycle after the infant cycle.

Integration of Sustainable School Projects: Collaboration with the Joan Robots project displayed how sustainable projects could excite students, generate parental participation, and connect with the goals of Greener Green.

Involvement of High School Students: Collaboration with high school students enhanced the event's organisation and contributed to explaining sustainable robots.

Presentation of Tools: Screens and computers displaying the assessment tool and platform facilitated parental participation, simplifying access, and providing a thorough understanding of the project.

The combination of pre-event promotion, sustainable gifts, efficient time management, meaningful student participation, and the integration of sustainable projects contributed to the Multiplier Event's success in Girona. This approach created a vibrant and participatory experience that engaged the entire educational community and established an emotional connection to sustainability.

The Greener Green Multiplier Event in Girona exemplifies the positive outcomes achievable through collaboration, effective communication, and a commitment to sustainability. By seamlessly integrating various elements, the event not only celebrated the achievements of the Greener Green project but also inspired lasting changes in environmental awareness and practices within schools. This collaborative effort serves as an inspiring example for future projects seeking to make a meaningful impact on sustainability and education.

3.2.3 Dissemination activities

We have achieved the dissemination indicators for our project, reflecting our commitment to reach and engage stakeholders effectively. Here is a brief overview of our accomplishments:

When it comes to webinars, we delivered a series of three webinars, each attended by over 20 teachers, totalling more than 60 participants. These sessions provided valuable insights and knowledge exchange opportunities.

Stakeholders database: The project foresees significant impacts on diverse stakeholders. Partner organisations, including schools and training centers, anticipate



transformative effects on green practices and digital skills through tools like the Assessment Tool and e-learning programs. IDEC plans to integrate project outcomes into teacher training, benefiting hundreds yearly, and disseminate results via the European School Education Platform.

School partners expect curricular updates and teaching reforms, while Fapel aims to transfer project knowledge to all Luxembourg schools. The Laboratory of Climatology from ULiège plans dedicated lectures for university students, and Blue Room Innovation anticipates another online tool for its recycling initiatives.

Staff across project partners will undergo innovative green and digital training, improving internal practices. All partners aim to create connections, exchange ideas, and disseminate project concepts within their local communities.

Teachers will enhance digital skills and subject knowledge, fostering international collaboration and resilience post-lockdown. Schools foresee green transformations, becoming active supporters of the Green Deal, setting examples, and connecting with other institutions.

Students will engage with Climate Change concepts, participate in innovative learning experiences, and implement positive changes, fostering active citizenship and team spirit through collaboration.

Stakeholders, including parents and local communities, will gain awareness, adopting changes at home. NGOs receive valuable tools for educational purposes, and municipalities may develop more active environmental policies.

Our project [website](#) has experienced remarkable growth, surpassing 1000 visits. In 2023, we reached over 11,000 unique visitors, and in the first two months of 2024, we've already recorded over 3000 visits. This underscores the increasing interest and engagement in our project's objectives. Notably, our website has become an international hotspot, drawing significant attention from countries like the United Kingdom, China, Japan, and the United States. This global outreach emphasizes the project's impact on an international scale.

Newsletters: The project has a total of 5 newsletters.

Newsletter I explains the project commitment to instilling eco-friendly values in primary schools, targeting children, teachers, and families.

In the conceptualization phase, the consortium noticed a gap in EU projects addressing digital evaluation tools, teacher training, and ongoing communication for "green" schools. The project's impact is multifaceted, addressing varying knowledge levels and needs in European primary schools.

In **Newsletter II** was presented the Synthesis Report which summarizes the project objectives and the synthesis of national reports, revealing diverse levels of knowledge and practices related to sustainability. Digital devices in schools present varying challenges, with teachers seeking additional digital skills training, while students express concern about the climate but lack environmental knowledge.

The focus on school environments and recycling emphasizes a need for tangible actions, including green projects and sustainability measures. The project aims to empower teachers and students, fostering sustainability and environmental responsibility.



Newsletter III introduces the Greener Green Assessment Tool and E-Learning Platform, offering a comprehensive evaluation of schools' green initiatives and a course on sustainable practices. Pilot testing involving teachers demonstrates positive feedback, highlighting the user-friendly nature of the tools.

Newsletter IV details the E-Learning Platform, emphasizing its theoretical and practical components, designed to enhance teachers' and parents' knowledge of sustainability. Pilot testing showcases the platform's effectiveness in various countries.

Newsletter V discusses the Assessment Tool's pilot testing, with teachers providing feedback on its usability and offering suggestions for improvement. Participants find the tool user-friendly but suggest enhancements for better specificity and clarity.

The project newsletters were widely promoted through partners' dissemination channels.

Presentations: Greener Green Conferences and Workshops

The conferences and workshops orchestrated by Greener Green, developed by Blue Room Innovation, embody more than just events; they are transformative experiences encapsulating the essence of environmental commitment and sustainable education. These global forums bring together experts, educators, and communities, emphasizing the integration of sustainable practices in primary education.

Whether conducted in person or virtually, these events serve as catalysts for dialogue, exploring visionary ideas and strategies for cultivating ecological habits from an early age. Visionary experts share insights that inspire, contextualize, and shape the direction of sustainable education.

In parallel, workshops, designed for practical learning and experiential exchange, trigger an immersive educational process. These in-person sessions provide educators, families, and community members with the opportunity to actively participate, absorb essential knowledge, and explore sustainable practices hands-on. The emphasis goes beyond just imparting information; participants empower themselves to implement tangible changes in their everyday environments.

The dynamic interplay between conferences and workshops creates a comprehensive and enriching educational ecosystem. Conferences inspire and contextualize, setting the stage for workshops to translate that inspiration into concrete actions and applicable solutions in the field of sustainable education.

Partners such as the Primary School of Vareia and Bell-lloc have actively engaged in disseminating Greener Green initiatives through various workshops and conferences. From art exhibitions to educational conferences on nature diversity, these events have left a lasting impact on students, educators, and communities. Plastic-free initiatives, teacher meetings, and family gatherings further demonstrate the diverse and meaningful connections forged through Greener Green.

Blue Room Innovation, in collaboration with the Catalan Network of Green Schools, has played a pivotal role in presenting Greener Green to wider audiences. The assessment tool and e-learning platform, discussed in workshops, represent crucial steps towards evaluating and disseminating sustainable practices.



In summary, the Greener Green conferences and workshops have successfully fostered a paradigm shift in education towards sustainability. By inspiring, educating, and empowering participants, these events contribute significantly to the broader vision of a greener and more sustainable future. Greener Green, through its diverse and impactful activities, consolidates its position as a visionary leader in promoting sustainable education.

The project's multiplier events witnessed active participation, with more than 280 engaged participants. These events served as platforms for in-depth discussions, networking, and the dissemination of project outcomes.

Social Media: We maintain an active Facebook presence with at least two posts per month, ensuring continuous interaction and updates. The efficacy of our social media strategy becomes apparent when examining the metrics on our Facebook page, visually represented through impactful screenshots.

These statistics serve as a tangible testament to the project's substantial influence and underscore the triumph of our communication strategy in heightening public awareness. Through a meticulous analysis of these indicators, it is evident that our approach has not only resonated effectively but has also played a crucial role in achieving our overarching goals by fostering widespread recognition and engagement.





4. Conclusion

In conclusion, the Greener Green project has had quite an impact on individuals, organisations, and communities, reaching its goals and laying groundwork for continued evolution. At different geographical levels, the project displayed notable successes and collaborations, contributing to local, regional, national, and European dimensions.

In Spain, the project made a notable impact at the local level, engaging over 80 participants in Girona and fostering collaborations with local entities.

In Italy, the project's influence has been primarily local but influential, fostering collaboration with local sustainability groups and extending to regional, national, and international connections.

Greece experienced a multi-level impact, strengthening links at the local, regional, and national levels, engaging over 20 schools, and gaining international visibility.

Luxembourg recognised the project's role in the local green transition, extending its impact to both European and international dimensions.

In Belgium, while the direct impact may be limited at personal and organisational levels, the project holds potential for broader societal shifts in attitudes toward climate and environmental issues across Europe.

Quantitative data, such as 15.463 unique website visits from more than 107 countries, underscores the project's global reach. In summary, the Greener Green project highlighted a multi-dimensional impact, promoting collaboration, awareness, and positive changes across different geographical scales, reflecting the diverse and extensive reach of its influence.

When it comes to the Pilot testing of the Assessment Tool and e-Learning Platform, it yielded valuable insights, receiving unanimous satisfaction and high recommendations from participants. User-friendliness and motivational impact were highlighted, providing a solid foundation for refining, and seamlessly integrating the tools into educational practices.

Finally, regarding the Multiplier events, they demonstrated success, ensuring strong visibility and engagement among schools and ecological organisations. A proactive strategy to integrate the project with recycling centres reflects a commitment to sustainability. The events emphasized creative problem solving, indicating a positive direction for future collaborations. The events had positive transformations in education and environmental consciousness, serving as catalysts for ongoing change.