



Formulario de informe intermedio Convocatoria: 2021 Erasmus +Acción clave 2 Asociaciones de cooperación

Identificación del proyecto

Tipo de acción	KA220 - Asociaciones de cooperación
Número de referencia del proyecto	2021-1-ES01-KA220-SCH-000032687
Título del proyecto	Greener Green schools: Developing sustainability practices in primary schools
Nombre completo de la institución coordinadora	Blue Room Innovation SL
Persona de Contacto (nombre, apellido y dirección de correo electrónico)	Denisa Gibovic info@blueroominnovation.com
Periodo del informe (dd/mm/aaaa – dd/mm/aaaa)	01/02/2022 – 31/01/2023

Gestión y ejecución del proyecto

Por favor, resuma las principales novedades del proyecto en esta fase provisional. Describa las actividades ya realizadas, así como las actividades que se encuentran actualmente en ejecución y las actividades que se van a organizar durante el tiempo restante del proyecto.

¿Se han conseguido llevar a cabo, tal y como estaban previstos, los objetivos iniciales, las actividades programadas, y los resultados esperados? Hasta el momento, ¿ha tenido usted dificultades o problemas en la ejecución de los objetivos del proyecto según lo planeado? Si es así, ¿qué desafíos o problemas ha encontrado? ¿Ha sufrido alteraciones el calendario previsto?

Indique cualquier información pertinente que considere necesaria para una visión global del grado de ejecución del proyecto.

Greener Green schools: Developing sustainability practices in primary schools project with the identification number 2021-1-ES01-KA220-SCH-000032687 started officially in February 2022. In the moment of this writing, we are in the M13 of the project implementation. The total project duration is foreseen for 24 months.

We are following and executing the initially planned work plan presented below without any changes so far in the last 12 months.

Name of the project:		Greener Green																							
		PROJECT TIMETABLE																							
		Feb 2022	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan 2023	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan 23
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
Project activity*	LEAD																								
PR1 The Greener Green training program (e-learning)	IDEC																								
PR1/A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school	Uilège																								
PR1/A2 Desk Research	Uilège																								
PR1/A3 Survey- Needs Analysis	Uilège																								
PR1/A4 Focus Group	Uilège																								
PR1/A5 National study report	Uilège																								
PR1/A6 Synthesis Report	Uilège																								
PR1/A7 Training Curriculum & Materials	IDEC																								
PR1/A8 Peer Review	Uilège																								
PR1/A9 Technical development of the English version of the e-learning course	IDEC																								
PR1/A9 Translations	IDEC																								
PR1/A10 Development of national versions of e-learning course	IDEC																								
PR1/A11 Pilot delivery of e-learning in all countries	IDEC																								
PR1/A12 Improvements and finalisation of e-learning course	IDEC																								
PR2 The Greener Green Assessment Tool	Blue Room																								
PR2/A1 Development of the specifications	Blue Room																								
PR2/A2 Development of the online tool	Blue Room																								
PR2/A3 Development of the assessment questions and positive reinforcement	Blue Room																								
PR2/A4 Peer review	Uilège																								
PR2/A5 Translations	Blue Room																								
PR2/A6 Technical integration of content	Blue Room																								
PR2/A7 Pilot Testing	Blue Room																								
PR2/A8 Improvements and finalisation	Blue Room																								
Learning Activity	Uilège																								
Joint staff training event for teachers/trainers in Liège	Uilège																								
Project management activities	Blue Room																								
A1 Elaboration of a project plan	Blue Room + ALL																								
A2 Contracts with partners	Blue Room + ALL																								
A3 Set up steering committee	Blue Room + ALL																								
A4 Set up national working groups	All partners																								
A5 Set up online project management space	Blue Room																								
A6 Online coordination meetings	Blue Room + ALL																								
A7 Interim report	Blue Room + ALL																								
A8 Final report	Blue Room + ALL																								
Transnational meetings																									
M1 Kick-off meeting in Girona, Spain	Blue Room																								
M2 Final Meeting in Luxembourg	FAPEL																								

The first year of the project was dedicated to the implementation of the:

1) Stage 1, the preparation, and research stage (M1- M6).

After the kickoff meeting in Girona on the 3rd and 4th of February 2022, during which the responsible partners presented the project management plan, the quality assurance plan, the evaluation methodology and tools and the dissemination plan, we also started with the implementation of the activities foreseen in P1.

Partners already created the graphical identity of the project, the logo and word and



PowerPoint templates and a short leaflet as well as the project webpage and the social media accounts. All these materials are presented withing the Dissemination and Exploitation section of this report.

The dissemination strategy and necessary activities of dissemination were set. Also, the initial version of the exploitation strategy was discussed.

ULiège delivered the Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school.

According to this Methodology, all partners were able to conduct in depth research, which consist of desk research, online surveys and Needs Analysis and Focus Groups over the following months from March to May 2022.

All partners have fulfilled the set quantitative objectives during the development of these activities complying with the following objectives per partner:

20 online surveys completed by equivalent teachers (140 surveys in total),

- one Focus composed by 5 teachers (35 participants in all countries)
- one Focus group composed by 5 pupils 6-12 years old
- one Focus group of their parents (10 participants x 7 partners = 70 participants in all countries).
- 5 best practices per country (35 best practices in total), included in the Desk Research

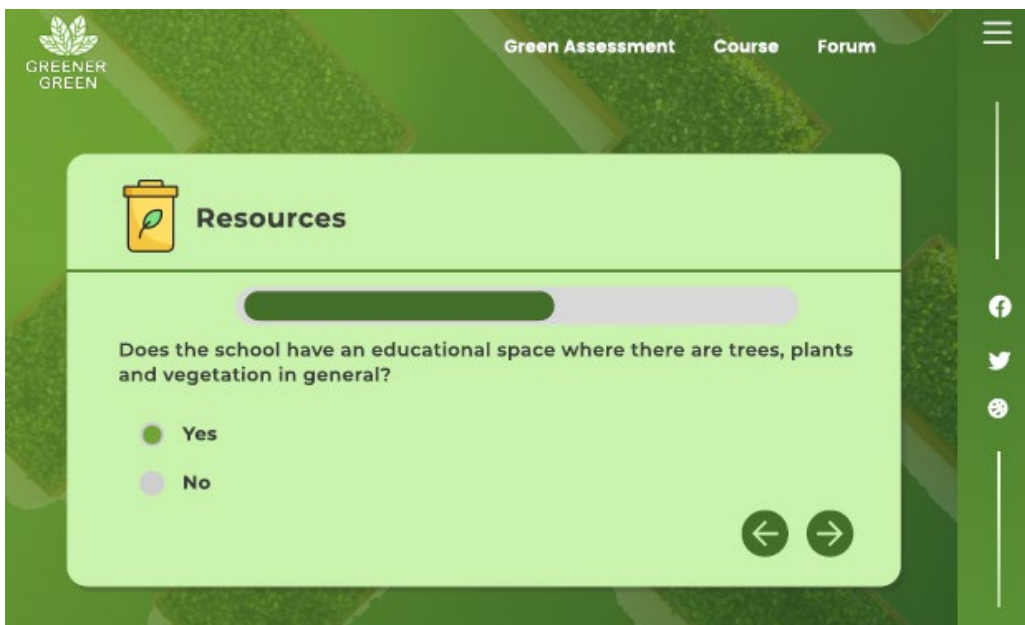
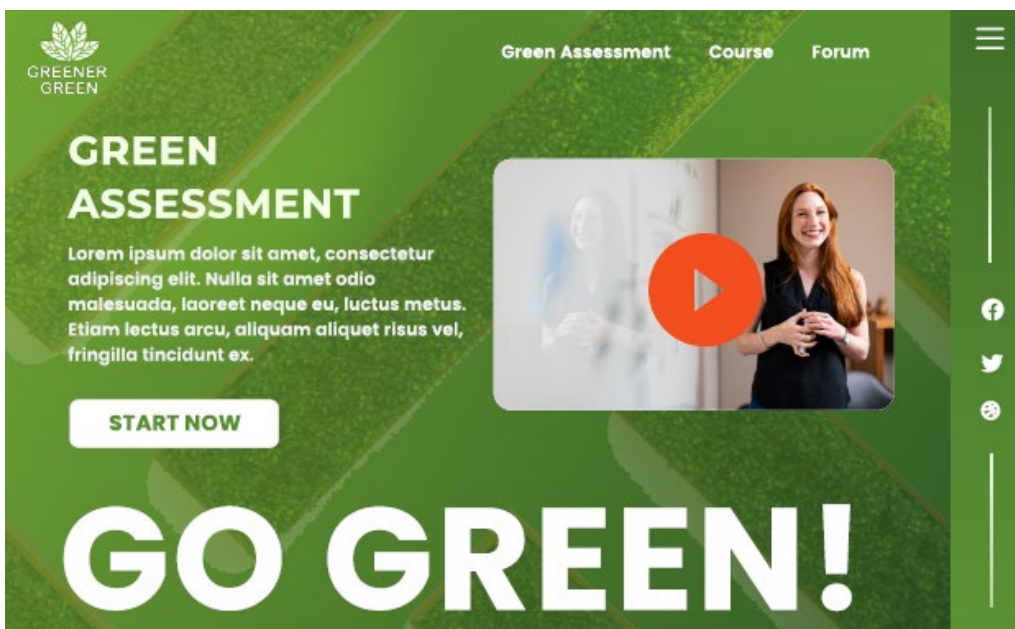
All Partners delivered their national reports, which were combined to one final Synthesis report done by ULiège. All national reports were delivered according to the set deadline end of July 2022 and the synthesis report right after the summer holidays in august 22.

All the above-mentioned deliverables can be downloaded here:

PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school	https://nir-vana.eu/file/file/download?guid=252a0cc0-9d48-46f2-9e7b-10a8b5faca62&download=1
PR1/ A2 Desk Research	https://nir-vana.eu/s/greener-green/cfiles/browse/index?fid=1871
PR1/A3 Survey- Needs Analysis	
PR1/ A4 Focus Group	
PR1/A5 National study report	
PR1/A6 Synthesis Report	https://nir-vana.eu/s/greener-green/cfiles/browse/index?fid=1870
PR1/A7 Training Curriculum & Materials	https://nir-vana.eu/s/greener-green/cfiles/browse/index?fid=1876

Stage 2 is the implementation stage (M7-M23).

From M7 (August 2022) we started to develop the activities related to the development of the Assessment Tool (P2). During the first two months we developed the PR1/A1 Development of the specifications as well as PR2/A3 we developed the assessment questions and positive reinforcement rewards system. These materials can be downloaded here: <https://nir-vana.eu/s/greener-green/cfiles/browse/index?fid=1879>





The creation of these outputs is based on close collaboration with the participating school partners and their staff, which revised and hold feedback internally related to all the questions and the planned rewards systems. Furthermore we have revised the existing good practices in Europe and found excellent synergies with the [Network of Green Schools in Catalonia](#) with more than 800 educational centers. This way our assessment tool follows some of the officially proven practices and open doors of collaboration with more educational centers within the project than initially planned.

We also decided to link more clearly the assessment tool and the learning courses on one unique platform linked to our website and make it easier this way for the future users to assess and evaluate the current situation of their school and depending on their status obtain the recommendations regarding the relevant learning courses for each. Thus the PR2/A2 Development of the online tool goes in hand with the e-learning development and is about to start during the months of march 2023.

Thus all partners are following the prepared templates by IDEC and are preparing the PR1/A7 Training Curriculum & Materials in this moment. The PR1/A8 Peer Review are also ongoing. The Training Curriculum & Materials will have the following contents and are in preparation as follows:

7 partners = 7 modules in the course

Based on the proposal: 7 Modules of e-learning x 4 hours each (28 hours of training)

Covered topics based on the national reports also to be downloaded here: <https://nirvana.eu/file/file/download?guid=e7209b1c-8592-4394-8fd0-2ea4edce4e78&download=1>

1. Digital skills for the “Greener Green” school and principles of Project Management IDEC
2. Saving resources and environmental conservation VARESE
3. My environment, my land VAREIA
4. My country, my planet U-LIEGE

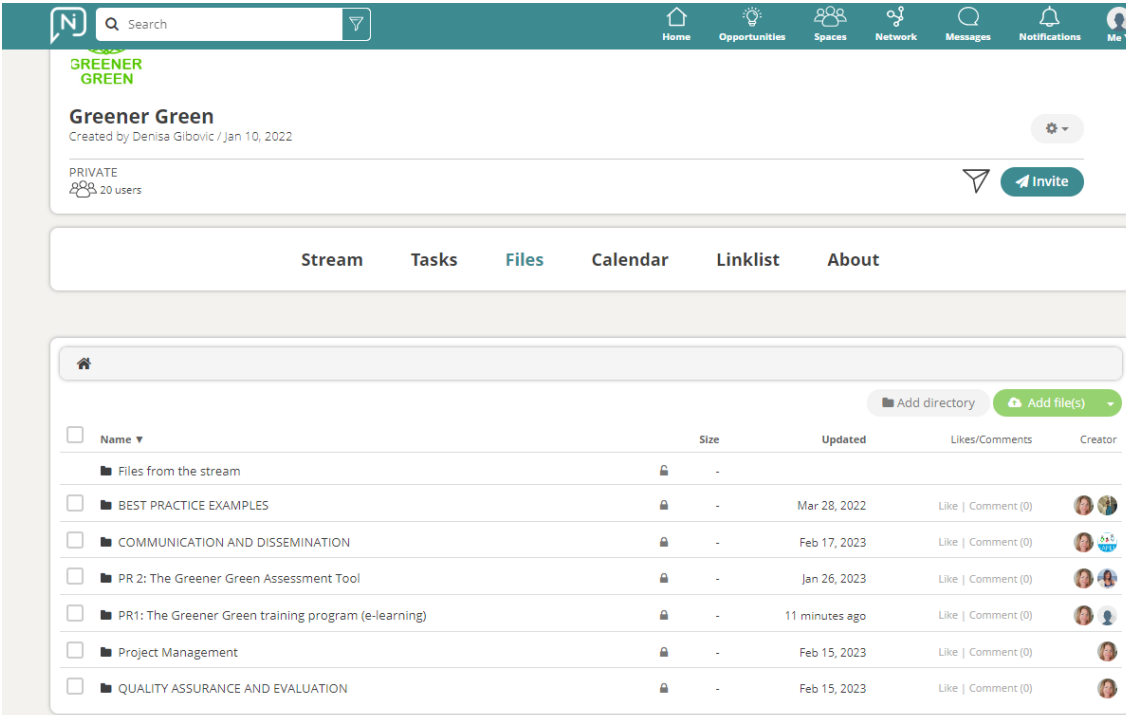
5. My school leads the change BELL-LLOC
6. Healthy lifestyle for a greener planet FAPEL
7. A European green dimension BLUE ROOM

Our plan is to have finished PR1/A9 Technical development of the English version of the e-learning course, PR1/A10 Translations, PR2/A4 Peer review and PR2/A5 Translations for the Joint staff training event for teachers/trainers in Liège planned to be held on the 30th of May for 3 full days. From here on we go over to the final pilot preparation and the piloting itself.

During this period, we also worked on the semester and interim progress reports comprising of the Implementation, Quality Assurance, Dissemination and Exploitation and Financial reports.

Dissemination the project in workshops, meetings and training, project's social media, newsletters and update the exploitation strategy.

All deliverables are deposited in a shared project management platform <https://www.nirvana.eu/s/greener-green/> which is open on the consortium level only and accessible upon an invitation created in January 2022.



Name	Size	Updated	Likes/Comments	Creator
Files from the stream	-			
BEST PRACTICE EXAMPLES	-	Mar 28, 2022	Like Comment (0)	
COMMUNICATION AND DISSEMINATION	-	Feb 17, 2023	Like Comment (0)	
PR 2: The Greener Green Assessment Tool	-	Jan 26, 2023	Like Comment (0)	
PR1: The Greener Green training program (e-learning)	-	11 minutes ago	Like Comment (0)	
Project Management	-	Feb 15, 2023	Like Comment (0)	
QUALITY ASSURANCE AND EVALUATION	-	Feb 15, 2023	Like Comment (0)	

A part of the regular email communication and online meetings we also share a forum within the same platform which enables us to exchange ideas, results and discuss the next steps and the realized outputs.

All the planned project activities are well on the realization way, and we do not foresee any relevant difficulties to implement the second project year accordingly.

Multiplayer events

The multiplayer events have been planned in the following way. All of them will be undertaken during and before the piloting phase (from July to December 2023) in order to reach better our targets.

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant
1	BLUE ROOM INNOVATION SL (E10185524 - Spain)	E1 The Greener Green Event - Girona	2023-12-01	2024-01-31	3000.0
2	AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA (E10199796 - Greece)	E2 The Greener Green Event - Piraeus	2023-12-01	2024-01-31	3000.0
3	FEDERATION DES ASSOCIATION DE PARENTS D'ELEVES DU LUXEMBOURG (E10254045 - Luxembourg)	E3 The Greener Green Event - Luxembourg	2023-12-01	2024-01-31	3000.0
4	PRIMARY SCHOOL OF VAREIA (E10251114 - Greece)	E4 The Greener Green Event - Vareia (Lesvos)	2023-12-01	2024-01-31	3000.0
5	Instituto Agrario Bell-lloc del Pla SA (E10165256 - Spain)	E5 The Greener Green School Event - Girona	2023-12-01	2024-01-31	3000.0
6	Scuola Europea di Varese (E10277407 - Italy)	E6 The Greener Green Event - Varese	2023-12-01	2024-01-31	3000.0
					18000.0

QUALITY ASSURANCE AND EVALUATION

The Quality Assurance and Evaluation plan has been delivered in M1 and M2 and presented in the Kick off meeting.

Impact analysis: In the last months of the project, M23 and M24, IDEC will develop the final impact analysis, based on the results from the piloting phase of the project and the evaluation of the results by participants. The impact analysis will be published and promoted through the webpage of the project.

The Quality Assurance plan



Partners

1. BLUE ROOM INNOVATION - SPAIN
2. IDEC - GREECE
3. FEDERATION DES ASSOCIATION DE PARENTS D'ELEVES DU LUXEMBOURG
4. UNIVERSITE DE LIEGE - BELGIUM
5. PRIMARY SCHDOL OF VAREIA - GREECE
6. Instituto Agrario Bell-lloc del Pla SA - SPAIN
7. Scuola Europea di Varese - ITALY



Quality Assurance Plan - CONTENTS

The quality plan covers all activities of the project life-cycle and includes quality criteria, quality processes and procedures, quality documents, monitoring process and improvements of outputs.

The Contents will follow the structure:

1. EVALUATION OF THE PROJECT PROCESS
2. EVALUATION OF THE PROJECT RESULTS
3. EVALUATION OF DISSEMINATION ACTIVITIES
4. EVALUATION OF PROJECT MEETINGS
5. EVALUATION DELIVERABLES
6. TIMETABLE





EVALUATION OF THE PROJECT PROCESS includes:

- ✓ Semester Evaluation Reports
- ✓ Evaluation of outputs
- ✓ Evaluation of all Transnational Meetings – after their conclusion
- ✓ Evaluation of Training Courses C1 and C2
- ✓ Final Evaluation Report



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EVALUATION OF THE PROJECT PROCESS: semester reports (1)

IDEC will design and distribute questionnaires to partners. The reports examine all project management aspects, during each evaluation period:

- Management,
- Activities implementation,
- Cooperation between partners,
- Resolution of possible conflicts,
- Dissemination (as directed by the Dissemination Plan),
- Sustainability and impact.



6

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- Sustainability and impact.



6

EVALUATION OF THE PROJECT PROCESS: semester reports (2)

Indicators:

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



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EVALUATION OF THE PROJECT PROCESS: Evaluation of Transnational Meetings (1)

Evaluation of all Transnational Project Meetings

Through questionnaires created by IDEC

Aim:

Increase the effectiveness of partners' collaboration,
Improve the face-to-face collaboration between partners,
Identify potential problems and implement corrective actions.



8

EVALUATION OF THE PROJECT PROCESS Evaluation of Transnational Project Meetings (2)

Indicators:

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



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EVALUATION OF THE PROJECT RESULTS

PR1 The Greener Green training program (e-learning)

PR2 The Greener Green Assessment Tool

PR3 The Greener Green platform

Learning Activity in Liege



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Evaluation of the PRs

✓ PR1 Training Course:

IDEC, as a leader of evaluation activities, will draft the questionnaires in English and summarise the feedback from all partners in an overall evaluation report (PR1/A8 Peer Review).

PR1 will be updated/ improved based on the results and recommendations of this report.

✓ PR2 The Greener Green Assessment Tool:

IDEC will draft the questionnaires in English, partners will translate them into their languages and every teachers following the Pilot testing will provide his/her feedback (PR2/A6 Pilot Testing)

IDEC then will create an evaluation report based on which Blue Room Innovation, the leader of this PR, will implement the necessary changes to the Assessment Tool.

✓ PR3 The Greener Green platform

IDEC will provide a questionnaire so that partners will be able to perform PR3/A4 Beta testing and improvements .

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Evaluation of the PRs (2)

Learning Activity in Liege:

IDEC will provide a questionnaire to evaluate the learning process, the skills and knowledge acquired and the competence of participating teachers to use all the PRs. The questionnaire must answer to aspects such as:

Qualitative:

- Quality of training
- Quality of the structure and context of the training
- Overall satisfaction of the participants

Quantitative:

- 2 teachers/trainers per partner organisation (14 participants in total) must participate.
- At least 80% overall satisfaction

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Evaluation of the PRs- Quantitative Indicators

PR1 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

PR2 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.

PR3 The Greener Green platform:

- The platform is required to host both the e-learning course and the assessment tool/

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Evaluation of the PRs- Qualitative Indicators

Quality indicators used (benchmark 80%):

- Satisfaction of partners' staff performing project activities.
- Satisfaction of partners' staff participating in official meetings and the Learning Activity.
- Satisfaction of participants to the multiplier events.
- Quantitative indicators: Number of registered users in the eLearning training and the assessment tool.
- Number of new schools which decide to implement project results.
- Number of new collaborations created as a consequence of the project.

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Dissemination indicators

- ✓ 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
- ✓ 180 participants in the project's multiplier events



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EVALUATION OF dissemination activities: Multiplier Events

Evaluation of Multiplier Events

Aims

Short questionnaire, addressed to local events participants exploring their opinion about the project results, if they will be able to use them and in which ways.

Provide a critical insight on the impact potential & sustainability of the project.

Indicators

Qualitative:

Quality of the event

Participation of targeted stakeholders

Express of interest for exploitation of the project results

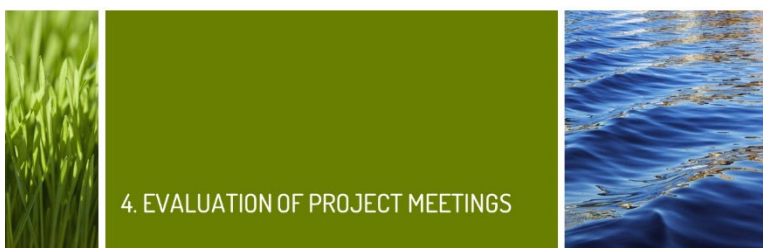
Quantitative

80 % Satisfaction of attendants

180 participants in the project's multiplier events (one event in each partner country with 30 participants each).



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Project Meetings

Project meetings will be evaluated by a questionnaire distributed by IDEC to all participants on the basis of:

- Participation
- Venue
- Organisation of meeting
- Understanding of partners regarding future tasks
- SWOT analysis of work done and future dissemination and exploitation prospects

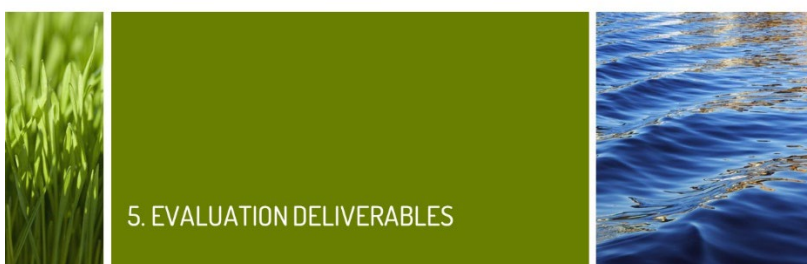
The meetings foreseen by the proposal are:

Kickoff - Girona, SP (Blue Room Innovation organizing)

End of project - Luxembourg (FAPEL organizing)



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Deliverables:

PR Evaluation Reports

Semester Quality Assurance Reports

Final Evaluation Report



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EVALUATION deliverables: Semester Quality Assurance Reports (1)

Semester quality reports

Will summarise the results of:

- ✓ The meetings evaluation
- ✓ The partners semester reports
- ✓ The IOs evaluation results



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EVALUATION deliverables: Semester Quality Assurance Reports (2)

Semester Quality Assurance Reports will focus on:

The vital parts of the project that will be closely monitored, will be:

- ✓ The productivity of the partnership's members
- ✓ The course of the activities according to the Project Plan
- ✓ The efficiency and motivation provision of the project meetings
- ✓ Qualitative and qualitative indicators regarding project activities
- ✓ The reach of the dissemination activities
- ✓ The training of teachers on the implementation of the course and the assessment tool
- ✓ The appeal of the multiplier events



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Evaluation deliverables: Final Evaluation and Impact Report (1)

The final Evaluation report will evaluate project implementation and results according to the evaluation plan. It will include feedback from:

- The pilots.
- The Learning activity
- Multiplier events and dissemination activities.
- Partner semester reports regarding the impact on their organisations.



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Evaluation deliverables: Final Evaluation and Impact Report (2)

The *contents* of the Final Evaluation and Impact Report will focus on:

- Impact on partners' staff that is involved in the project
- Impact on partners' organisations
- Impact at a local level such as schools, students, parents, organisations
- Impact of dissemination and exploitation activities at a national level, as stated by partners
- Impact of dissemination and exploitation activities at a European level



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TIMETABLE

Activity	Partner	Action	When
Quality Assurance Plan	IDEC	Development of the QA Plan - methodology and Tools	Feb 2023
	ALL	Review and approve	Feb 2023
Evaluation of the Kickoff Meeting	IDEC	Development of the Questionnaire	Dec 2022
	ALL	Fill-in the Questionnaire	End of Dec 2022
First Year Report	IDEC	Send out the Questionnaire	Feb 2023
	ALL	Fill-in the Questionnaire	End of Feb 2023
Evaluation of CI	IDEC	Development of the Questionnaire	April 2023
	ALL	Fill-in the Questionnaire	May 2023

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TIMETABLE (2)

Activity	Partner	Action	When
	ALL	Fill-in the Questionnaire	May 2023
Evaluation of 2 nd Meeting	IDEC	Send out the Questionnaire	Sept 2023
	ALL	Fill-in the Questionnaire	End of Oct 2023
Evaluation of Multiplier Events	IDEC	Send out the Questionnaire	Oct 2023
		Fill-in the Questionnaire	End of Oct 2023
Final Report	IDEC		Oct 2023

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COMMUNICATION AND DISSEMINATION

FAPEL is responsible for delivering timely the Dissemination semester report and the final report on the matter.

The following outputs have been created so far and can be downloaded here:

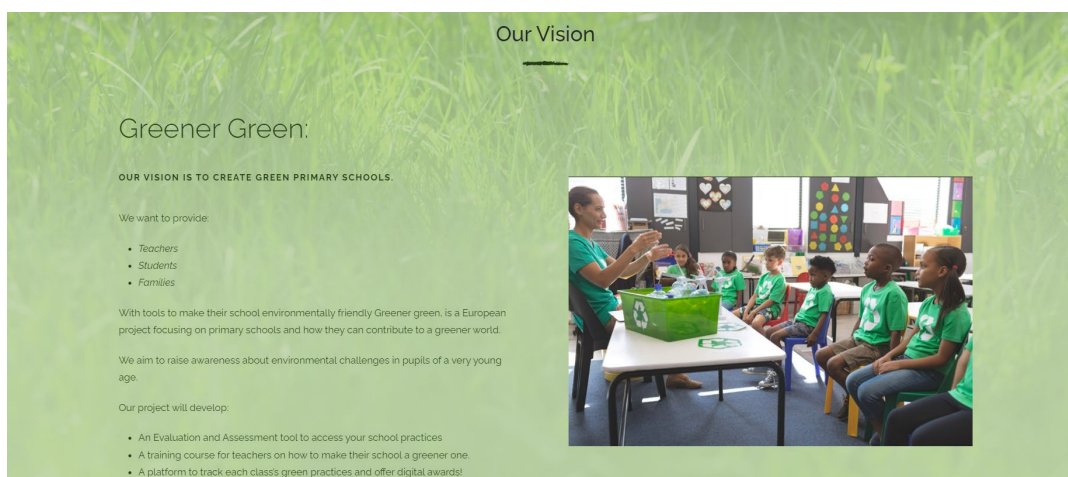
- [Project Logo](#)



- [Word and PowerPoint Templates](#)



- [Website of the Project](#)



- [Facebook of the Project](#)

- [Partners Logos](#)

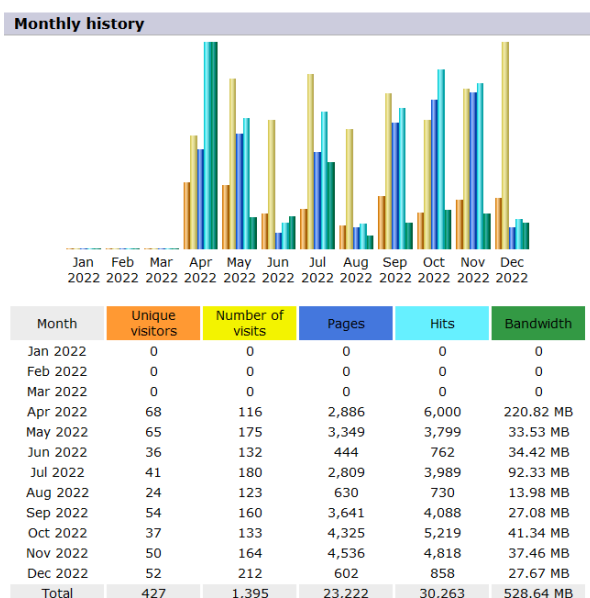


We are working in the line of the following dissemination indicators:

- 1) Development of a project dissemination strategy (M1-M2): done and to be downloaded here: <https://www.nir-vana.eu/file/file/download?guid=25c16da0-4435-4d0c-afa0-f1ddab336b9d&download=1>
- 2) 2 Reports about dissemination activities (M12, M24): the first report can be downloaded here: xxx; the second one will be delivered end of the project M24.
- 3) Delivery of 3 webinars with 20 participating teachers each (60 teachers total). Planned for the 2nd year of the project.
- 4) Stakeholders database: 200 contacts per partner (total 1400)

Ongoing work to be reported on in the 2nd project year.

- 5) 1000 visits to the project website



Ongoing work to be reported on in the 2nd project year in more details, however the current analytics show good results.

- 6) 5 newsletters with 1400 recipients (total 7.000):

- [Newsletter 01/2023](#)

Since the assessment tool, the e-learning platform and all the events will take place in the 2nd year of the project, we decided to dedicate the rest of the newsletters accordingly to assure the reach of the target groups.

- 7) 4 presentations per partner in workshops/meetings (total 28)

Ongoing work to be reported on in the 2nd project year.

- 8) Followers in [Facebook](#) account 500

Ongoing work to be reported on in the 2nd project year.

9) 2 posts per month on the [Facebook](#) account



Presented below.

Dissemination Evidences:

Presentation to 20 European teachers attending the Education for Sustainable Development. IDEC course 13-17/2/23



- [Facebook Post Blue Room 15/02/23](#)

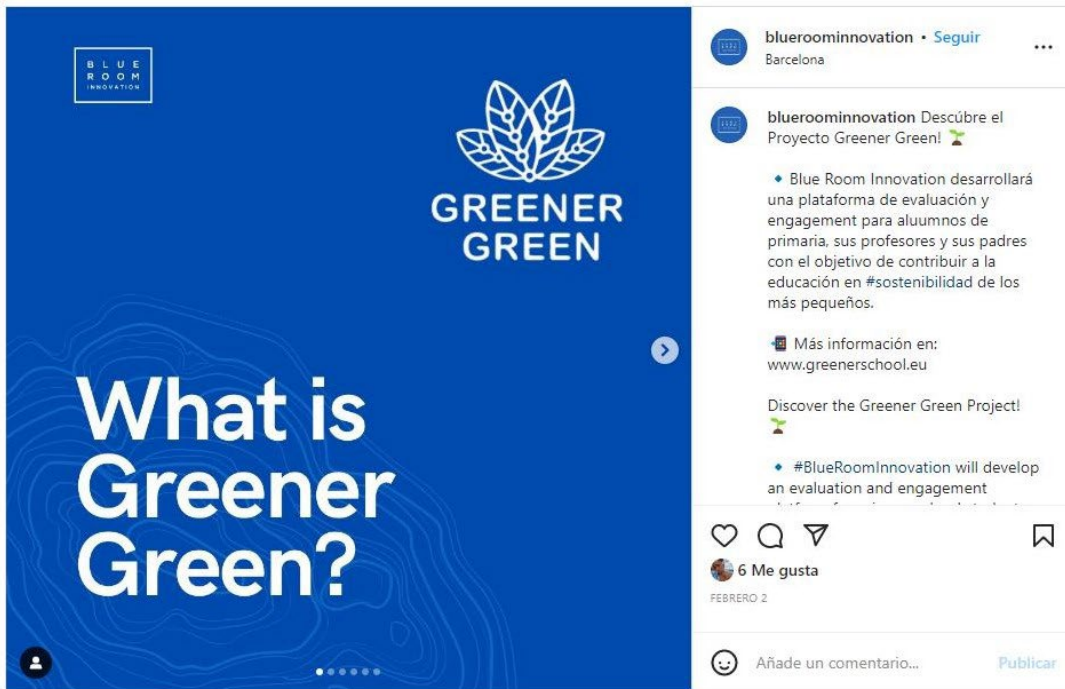
Greener Green is a project that works to achieve more sustainable schools and a high degree of knowledge in sustainability among students. Are you a school and want to know more about the project? Do not hesitate to contact us

- [Instagram Post Blue Room 02/02/2023](#)

Discover the Greener Green Project! 🌱

◆ #BlueRoomInnovation will develop an evaluation and engagement platform for primary school students, their teachers and their parents with the aim of contributing to education in #sustainability for children.

📄 More information at: www.greenergreen.eu



- [Facebook Post Greener Green – 15/02/2023](#)

Greener Green
15 febrer a les 0:58 · 🌐

Erasmus+
GREENER GREEN
NewsLetter 01/2023

Mostra la traducció

GREENER GREEN NEWSLETTER
JANUARY N° 01/ 2023

INSPIRE & SUPPORT SCHOOLS TO CREATE THE HEALTHIEST & MOST APPEALING LEARNING EXPERIENCE

Greener Green | Website | <https://greenerschool.eu/>
Greener Green | Facebook Account | <https://www.facebook.com/GreenerSchool>
Greener Green | Facebook Front Page | <https://www.facebook.com/FB.GreenerSchool>

Greener Green Project
January 2022 to December 2023

Our project aims at installing the values of a greener world from the start: to children as young as 6 years in Primary schools, their teachers, and their families.
The Greener Green project will provide these target groups with an Evaluation and Assessment tool on how "green" their school is, action plans, training, lesson plans for teachers and even a fun platform where very young children can record their green actions, get rewarding praise and motivation to continue!
What is a "green school"? Many definitions have been given but usually they

EDUCATIONAL GREEN SPACE

Greener Green project has a duration of 24 months. So far we have developed the project management plan, the quality assurance plan, the evaluation methodology and tools and the dissemination plan. We also have delivered the Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school. According to this Methodology, all partners have conducted in depth research, which consists of desk research, online surveys and Needs Analysis and Focus Groups presented in National reports per country. Currently we are working on the preparation of the e-learning course and creating the Greener Green Assessment Tool and the complete platform which also includes the green actions recorded by children.

- [Greener Green - NewsLetter 01/2023](#)

Greener Green is a project that works to achieve more sustainable schools and a high degree of knowledge in sustainability among students. Are you a school and want to know more about the project? Do not hesitate to contact Greener Green Consortium!

GREENER GREEN NEWSLETTER
JANUARY N° 01/ 2023

INSPIRE & SUPPORT SCHOOLS TO CREATE THE HEALTHIEST & MOST APPEALING LEARNING EXPERIENCE

Greener Green | Website | <https://greenerschool.eu/>
Greener Green | Facebook Account | <https://www.facebook.com/GreenerSchool>
Greener Green | Facebook Front Page | <https://www.facebook.com/FB.GreenerSchool>

Greener Green Project
January 2022 to December 2023

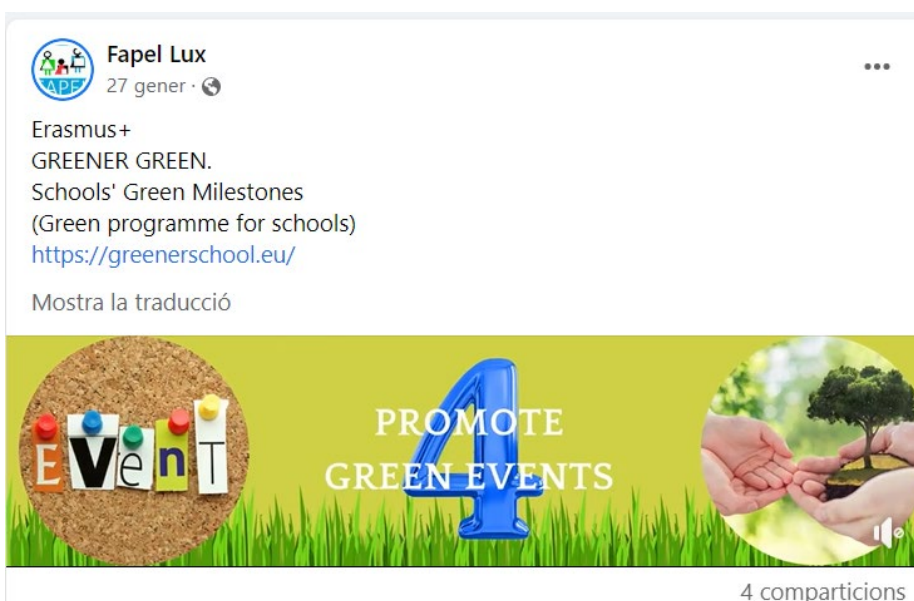
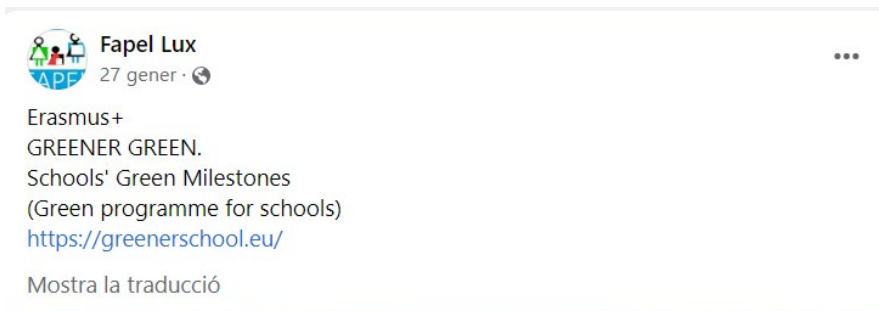
Our project aims at installing the values of a greener world from the start: to children as young as 6 years in Primary schools, their teachers, and their families.
The Greener Green project will provide these target groups with an

- Promoting Green Green by Email Signatures



Greener Green	Website	https://greenerschool.eu/
Greener Green	Facebook Account	https://www.facebook.com/GreenerSchool
Greener Green	Facebook Front Page	https://www.facebook.com/FB.GreenerSchool

- [Facebook Post Fapel: Promoting Green Green – 27/01/2023](#)



4 comparticions

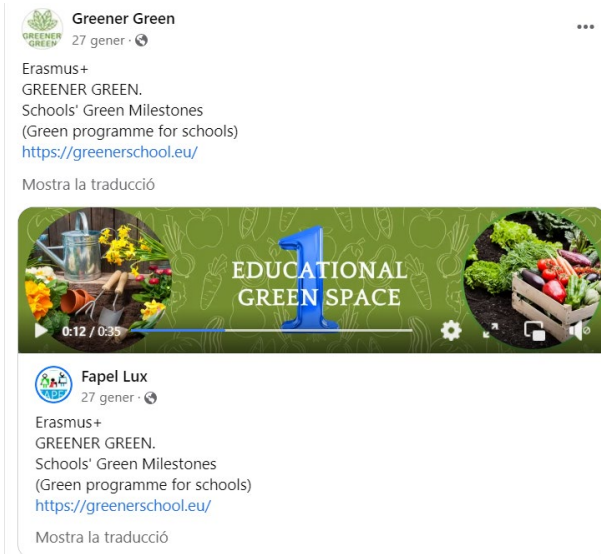
- [Facebook Post Greener Green – 27/01/2023](#)



- [Facebook Post Fapel: Dissemination of Green School Milestones – 27/01/2023](#)



- [Facebook Post Greener Green – 27/01/2023](#)



- [Facebook Post Fapel: Promoting Greener Green Project - Positive Vibes – 23/01/2023](#)



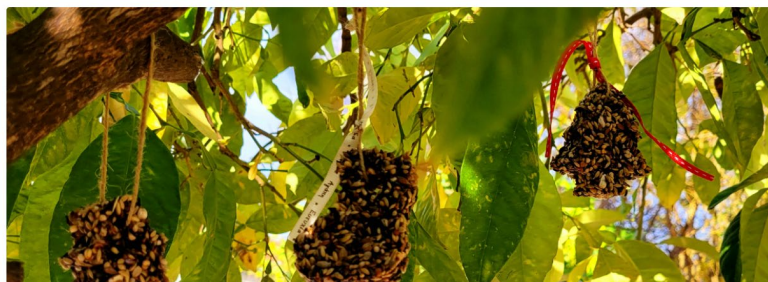
- [Facebook Post Greener Green – 23/01/2023](#)



- [Presentations at local paper of Vareia – 16/06/2022](#)

Christmas decorations made of bird food at Varia Primary School

Newsroom December 10, 2022



After all, they learned that every year many species of birds accomplish a feat of travel and even twice. One from South to North in spring and one in autumn following the reverse course. The route they have to take is not easy and the distances they will travel are long. During such an exhausting journey, a large amount of energy is required.

So what's more wonderful than offering them some food?

Environmental awareness is cultivated in the students of the Varia primary school, within the framework of the Erasmus program 'Greener Green'. Environmental actions are implemented at school throughout the school year and enable students to adopt attitudes, habits and behaviors that they will follow in the future as active citizens.

- [Facebook Post Greener Green – 27/12/2022](#)

Greener Green
27 de diciembre de 2022 · 🌍

Erasmus+
Greener Green
Energy Balance Restoration
Follow us for an effective Greener Schools!
Mostra la traducció

**GREENER SCHOOL ACTIONS
FOR A GREEN ENERGY BALANCE RESTORATION**

WASTE

- Individual Transportation Means
- ENERGY / WATER / PAPER waste
- PLASTIC / GLASS / ALU waste
- Poor GREEN Environment
- STOP Global Warming
- Fossil Resources

GREENER GREEN

SUSTAINABILITY

- Public GREEN Transportation
- Responsible RESOURCES Management
- RECYCLING BINS Management
- Protect Schools' GREEN ENVIRONMENT
- Act Now & Adopt Sustainable habits
- Sustainable Resources

SUSTAINABLE DEVELOPMENT GOALS

- [Landing web Blue Room 06/10/2022](#)

The screenshot shows a landing page for the 'Greener Green' project. At the top, there is a navigation menu with links for 'HOME', 'NOSOTROS', 'BLOG', 'CONTACTO', 'BLOCKCHAIN', 'INNOVACIÓN Y FINANCIACIÓN', and 'PROYECTOS SOSTENIBLES'. The main heading is 'Greener Green' with a sub-heading 'La importancia de la sostenibilidad desde pequeños.' Below this, there is a green graphic of leaves. The page is divided into sections: 'The Project Greener Green' with a description of the project's goals, 'Target', 'Objectives', and 'Impact' sections, and 'European partners' at the bottom. The 'European partners' section lists several organizations and includes the European Union flag and the text 'Co-funded by the Erasmus+ Programme of the European Union'.

Spanish

HOME NOSOTROS BLOG CONTACTO
BLOCKCHAIN INNOVACIÓN Y FINANCIACIÓN PROYECTOS SOSTENIBLES

Greener Green

La importancia de la sostenibilidad desde pequeños.

Blue Room Innovation desarrollará una plataforma de evaluación y engagement para alumnos de primaria, sus profesores y sus padres con el objetivo de contribuir a la educación en sostenibilidad de los más pequeños.

English

The Project Greener Green

The Greener Green project will provide an evaluation and evaluation tool on how "green" a school is, action plans, trainings, curricula for teachers and even a platform where children can record their ecological actions, get rewards and motivation.

Target

The main targets of the Greener Green project are:

- Teachers of primary schools
- Pupils of primary schools (6-12years old)
- Pupils' families and local community.

Objectives

- To make primary schools in Europe greener by embracing, and contributing to the aims of the Green Deal.
- To train teachers on the principles of sustainability, environmentally friendly, innovative practices to prepare learners and school staff to become true agents of change.
- To enhance teachers and pupils' digital skills by training them on how to use and employ an online platform to implement real-life projects, plans and objectives towards a greener school.
- To teach pupils how to identify and adapt the values of a greener, sustainable Europe and how they can track their actions and progress through an innovative digital tool.

Impact

- A training program (e-learning) will be developed for teachers to learn how to use the evaluation tool included in the program itself, how to implement changes and how to make their school greener.
- Training of 70 teachers. It will be explained how to use the evaluation tool and the e-learning platform so that they can use them in their schools.
- Multiple events will be held to reach a total of 180 entities and families from the countries that are part of the project.
- At the end of the e-learning, teachers and students will have acquired the knowledge to carry out sustainable practices at school and at home.

European partners

- Aintek Symvouloi Epicheiriseon Efarmages Ypsilis technologies, Greece.
- Federation Des Association de Parents d'Elevés du Luxembourg, Luxembourg.
- Blue Room Innovation SL, Spain.
- Universite de Liege, Belgium.
- Primary Shool of Varese, Italy.
- Escola Bell-Iloc, Spain.
- Scuola Europea di Varese, Italy.

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

- [Blog Blue Room 14/07/2022](#)



Report on sustainable education in Spain of the project Greener Green

Greener Green is an Erasmus+ project, which aims to create a learning platform. Which contributes and helps improve the sustainable education of primary school children, seeking engagement not only of students, but also of their teachers and parents.

Where the project stands

In order to start preparing the platform and the training, planning, it is essential to first observe how is the sustainable education of the different European countries, in primary schools. In the case of Spain, Blue Room Innovation, with the

- [Linkedin Blue Room 14/07/2022](#)

Have you ever wondered how [#sustainability](#) is addressed in primary schools? Download the report that we have prepared together with teachers, students and families of ColegioBell-lloc.

This national report is part of the European project Erasmus + Greener Green whose purpose is to develop evaluation and training tools for sustainability education in schools.

GREENER GREEN
Educación para la
sostenibilidad
en las escuelas de primaria
de España

DESCARGAR

Informe de la educación sostenible en España, en el marco del proyecto Erasmus + Greener Green, elaborado por Blue Room y Escola Bell-Lloc.

blueroominnovation.com • 2 min de lectura

Paula Vilatje Camarasa y 5 personas más

1 comentario

- [Facebook Post Blue Room 27/06/2022](#)

How can we increase the sustainability knowledge of pupils?

Within the framework of the Erasmus + Greener Green project, Blue Room Innovation, together with other European partners and the Col·legi Bell-lloc, we are preparing a digital platform that allows teachers, students and families to carry out programs for education in sustainability.

This week we've developed the focus groups with Bell-Lloc to find out the opinion and experiences of parents, students and teachers at the school.



- [Promoting Website Launch + GG Dissemination – 20/06/2022](#)

The present Layout is about Promoting the launch of Greener Green Website:



- [Presentations at local paper of Vareia – 16/06/2022](#)



"Αποτυπώματα" από τους μαθητές του Δημοτικού σχολείου Βαρειάς



Aeolos TV
2000 suscriptores

Suscribirse

6



Compartir

Descargar



- [Promoting Online Survey via Facebook - 15/06/2022](#)



Fapel Lux

15 juny de 2022 ·

GREENER GREEN
Erasmus+ project
Enquête en ligne !
Pour les élèves ...

MÉS VERD
Projecte Erasmus+
Enquesta en línia!
Pels alumnes...

Hide Translation · Puntua aquesta traducció

Enquete en ligne pour les eleves ! Projet Greener Green

Chers élèves, le projet Greener Green est une initiative d'organisations et d'écoles européennes visant à rendre les écoles, dont la vôtre, plus attentives et plus protectrices de l'environnement afin que tous les enfants puissent vivre sur une planète verte et saine. Merci de donner votre avis afin de nous aider à décider ce que nous devrions faire pour accomplir ce but. Merci !

Ce questionnaire est anonyme et il vous demandera moins de 5 minutes !

* Required

Email *

Your email

Age: *

DOCS.GOOGLE.COM

Enquête en ligne pour les élèves ! Projet Greener Green

Chers élèves, le projet Greener Green est une initiative d'organisations et d'écoles européenne...



Erasmus+

- [Workshop for ENERGY & Resources @ Uni.lu - 23.05.2022](#)



FAPEL ACADEMIE
Energie & Ressources vertes
Université du Luxembourg
Site du Kirchberg
(Parents & Enfants)
Samedi 21/05/2022
10h00 à 13h00
Inscription,
fapel@education.lu
Mostra la traducció



How much energy do we use?

Does our lifestyle affect the amount of energy that we need?

Could renewable energy technologies provide for all our energy needs?

During this workshop, participants get to research the answers to these questions using a self-assessment process as well as carrying out hands on experiments to discover the potential of solar, wind, biomass or human powered technologies.

- **Facebook Post Fapel: Dissemination of Girona's Greener Green TPM – 18/05/2022**

Greener Green is a project that works to achieve more sustainable schools and a high degree of knowledge in sustainability among students.



Are you a school and want to know more about the project? Do not hesitate to contact Greener Green Consortium!

2 days Activity in Girona/spain for a consortium TPM



- [Linkedin Estel G. \(Blue Room\) Post 01/02/2022](#)

In my thirteens I was a volunteer in the green student association from IES Garrotxa high school. 20 years later I started to work in a project that wants to innovate and motivate #greenschools of Europe with Blue Room Innovation | Blockchain & Innovation for sustainability as coordinator. Coincidences exist?

 Estel Guillaumes Vilarrasa • 1er
PMO Manager, cooperational and international projects specialist and Financ...
1 año • Editado • 

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20 years later I started to work in a project that wants to innovate and motivate #greenschools of Europe with Blue Room Innovation | Blockchain & Innovation for sustainability as coordinator.

Coincidences exist?

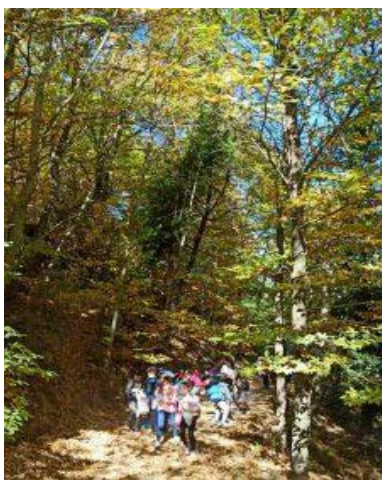
#europeanprojects #erasmus+ #greeninnovation

[Ver traducción](#)



On the paths of the chestnut forest of Lesvos

The students of the Primary School of Vareia got to know the wild beauty of the chestnut tree of Agiasos. In an educational visit organized by KPE Evergetoulas, they walked in two groups on the paths of the chestnut forest, heard very interesting information about chestnut products and picked chestnuts. They also collected leaves from various trees that exist in the area, identified what kind of tree they belong to and took them to school to use in them on arts lesson.



The chestnut forest is a unique natural gem of the Mount Olympus on the island of Lesbos, is a non-native chestnut forest, covering an area of 11,000 hectares. Students, after visiting and learning about its special flora and fauna, were instructed to write an Eco-friendly short story about it.

The main aim was to raise students' awareness of the forest ecosystem and environmental problems associated with it and taking action to protect it. Particular emphasis is placed on the issues of excessive logging in the story. After the story was written the students illustrated it.

Visit to Teriad Museum

The students of the Primary School of Vareia visited the Teriad Museum in order to attend the Multi-Thematic Art Exhibition entitled "The Wise Olive". The professor of Sociology of the University of the Aegean, Mr. Chtouris, talked about the exhibition to the students. The exhibition was realized as an experimental, participatory art action, creating different representations about the idea of experiencing the olive culture. The customs of the local communities and the practices of the family institution, among other things, form the basis of historical narratives and are proposed as the cultural-social background of the dialectical association of contemporary visual forms with utterances of the theoretical discourse. The methodological approach of the works concerns the transformation of aesthetics and theoretical concepts.

This practice, "en-imagining" through art (Chtouris 2020), aims to transfer art to the reference area of the olive tree and present the meanings resulting from the interaction with the place through art, ensuring new ideas and a perspective of socio-cultural capital in the communities in and around the olive groves.



Plastic free Lesvos

The voluntary organization " Plastic free Lesvos" , with Yioula Koutsoubou from the Humade Crafts Workshop visited the Primary School of Vareia. Plastic free Lesvos is a group created by concerned Lesvos citizens about the overwhelming plastic crisis on our beaches, seas and land.

First, there was an update on how the planet and the environment are burdened by the use of plastics. The students then made a small wallet out of paper boxes they had brought from home.

By actively participating in environmental education programs, a student is given the opportunity to develop skills and abilities important in gathering material and information, observing using his senses, experimenting and testing hypotheses, taking notes, organizing, classifying and to better study what interests him. The children asked questions, were concerned, made observations about similarities and differences, drew conclusions using different methods (inductive, productive) and to arrive together at solutions and at the great essence which is the protection of the environment.



Candle holders from used vases

Before Christmas, the students of Primary School of Vareia. brought used jars in order to make crafts. They covered them with a thin layer of glue and sprinkled a layer of fine salt on top, and let them dry and then they were decorated with pine cones and small branches of pine.

The aim of this project was to teach students about reuse. Reuse cuts down on the amount of waste produced and savors the “embodied energy” of a product (the energy that has already been put into producing the item). Reusing items can help us reduce our environmental footprint.



Christmas ornaments with wild bird seeds

Through experiential activities, the students of the first grade of the Primary School of Vareia noticed that when the temperature changes and as the weather gets colder, the birds do not easily find food. They also learned that every year many species of birds accomplish a feat of travel, twice. One from South to North in spring and one in autumn following the reverse course. The route they have to take is not easy and the distances they will travel are long. During such an exhausting journey, a large amount of energy is required.

So they thought, it's a good opportunity to help their feathered friends and also observe nature. They hang the ornaments from the trees in the school yard and observed the birds devour them!

This feeder is simple to make, inexpensive, and leaves no litter.



¿Qué grado de satisfacción se ha alcanzado con el trabajo conjunto de los socios del proyecto?

¿Se ha llevado a cabo una redistribución de tareas tras la solicitud?

¿Se ha considerado necesario algún cambio en la composición de los socios o se pretende llevar a cabo algún cambio?

According to the evaluation report the level of satisfaction related to the achieved results is high.

The QA Plan together with the kick off evaluation report and other relevant QA documents can be downloaded [here](#).

The only change regarding the re-distribution of tasks within the consortium is that IDEC took over the tasks of ULiege related to Quality assurance to adjust the given competences and the related workload accordingly.

There are no changes foreseen nor undertaken related to the consortium composition.

Brevemente, describa qué actividades han realizado hasta ahora en la ejecución del proyecto y cómo se están asegurando de alcanzar sus objetivos. Indique si el porcentaje de subvención solicitado para cada actividad cumple con lo asignado hasta el momento y las posibles dificultades previstas para su cumplimiento.

In the first section of this report we reported about the ongoing and planned activities.

Our project aims at installing the values of a greener world from the start:

- to pupils of primary schools (6-12years old),
- their teachers, and
- their families and local community

The Greener Green project will provide all these target groups with an Evaluation and Assessment tool on how “green” their school is, action plans, training, lesson plans for teachers and even a fun platform where very young children can record their green actions, get rewarding praise and motivation to continue. As reported earlier we are creating the tool in the moment of this writing and have indicated the outputs to me evidenced.

The main goal of this project is to:

- supply teachers and pupils of primary schools and their families with a quality digital assessment process of how “green” their school is and how they can practically implement concrete changes to improve it in that respect,
- support teachers with the necessary training to establish and maintain green practices at their school and
- provide all with a digital platform for cooperation and motivation to embrace



changes at an everyday level.

As reported earlier we are creating the tool in the moment of this writing and have indicated the outputs as evidenced.

The budget seems to be sufficient according to the initial plan, since with the intermediary report the partners were able to justify 119.684,25 EUR of the total amount and 296.602,00 EUR, which is coherent.

Impacto y seguimiento

¿Cuál ha sido el impacto del proyecto hasta ahora en las organizaciones que forman parte del proyecto, los participantes, los grupos destinatarios y otras partes interesadas relevantes?

¿Se están usando todos los medios previstos? ¿Se está usando alguno no previsto?

¿Se está cuantificando el impacto según lo inicialmente previsto? En caso afirmativo, ¿los resultados son los esperados?

One of the main activities within the project is its evaluation aim to measure, control, support, come into conclusions and/or make recommendations for improvement. The methods that will be used will be both quantitative and qualitative, while judgments will be based on criteria and indicators initially set by the partnership, as well as criteria and values set by ERASMUS+ Program.

We have defined the following QUANTITATIVE INDICATORS:

- 3 transnational meetings: 1 realized so far.
- Progress reports (at least 2): 1 realized so far.
- Number of partners' staff and volunteers involved in project planning and implementation: at least 30 persons. Realized and ongoing.
- Number of partners' female staff and trainers involved in project planning and implementation: at least 15 persons. Realized and ongoing.
- Number of dissemination activities at local, regional, and international level (1 project website, EPALE, official project social networks accounts.) Ongoing and reported earlier.

To be realized in the 2nd project year according to the initial planning:

- Number of partners' young staff and trainers involved in project planning and implementation: at least 10 persons.
- Number of intellectual outputs: 12 reports, 1 toolkit, 1 e-learning platform, 1 integrated training program, 7 curricula, training methods, tools, and basic teaching material for a series of training courses -customized to the special characteristics of culinary sectors.
- Number of trainers involved directly in project activities such as multiplier events (at least 150 persons)
- Number of stakeholders involved in project activities (at least 4 per territory 28 in total).

Presupuesto

Cantidad presupuestaria utilizada hasta este informe: 119.684,25

Si procede, ¿solicita el segundo pago de prefinanciación? Sí No