



Final Report Form Call: 2021 Erasmus+ Key Action 2 Cooperation Partnerships

Project Identification

Type of action	KA220 - Asociaciones de cooperación
Project Reference Number	2021-1-ES01-KA220-SCH-000032687
Title of the project	Greener Green schools: Developing sustainability practices in primary schools
Full Name of the Coordinating Institution	Blue Room Innovation SL
Contact Person (First Name, Last Name, and Email Address)	Denisa Gibovic info@blueroominnovation.com
Reporting Period	01/02/2022 – 31/01/2024

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Project Management and Execution

The Greener Green Schools project, aimed at Developing Sustainability Practices in Primary Schools, commenced in February 2022 with identification number 2021-1-ES01-KA220-SCH-000032687, concluding on January 31, 2024. It has been successfully executed, accomplishing all project objectives, and delivering the required outcomes outlined in the application.

Spanning over a duration of 24 months, the project's work plan, including a Gantt chart formulated at its inception, meticulously outlines all planned activities. This section will provide a concise summary of the various project activities undertaken.

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 24
LEAD		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*																									
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	Ullège																								
PR1/ A2 Desk Research	Ullège																								
PR1/A3 Survey- Needs Analysis	Ullège																								
PR1/ A4 Focus Group	Ullège																								
PR1/A5 National study report	Ullège																								
PR1/A6 Synthesis Report	Ullège																								
PR1/A7 Training Curriculum & Materials	IDEC																								
PR1/A8 Peer Review	Ullège																								
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	Ullège																								
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	Ullège																								
Joint staff training event for teachers/trainers in Liège	Ullège																								
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																								

1) The Greener Green Training programme (from PR1.A1 to PR1.A12)

Following the kick-off meeting in Girona on February 3rd and 4th, 2022, where the project plan and quality plan were presented, a thorough review of the various tasks required to achieve the project results was conducted.

Download project plan (A1)

https://drive.google.com/file/d/19_wFFtE_etY0GhBpVcObP0Wc46nSAC0g/view?usp=sharing

Download quality plan (A9)

https://drive.google.com/file/d/1QtKDgESwwQjGNZorG_29_2uhDD6NQa7j/view?usp=sharing

Additionally, Uliège presumed the design of the methodology for identifying competencies and digital skills for the "green" teacher, as well as best practices for a green school (PR1.A1). [Download here](#).

This methodology was employed to generate the diverse national reports, each assessing the status of sustainability education across the participating countries: Spain, Italy, Greece, Belgium, and Luxembourg. In addition to comprehensive literature reviews, these national reports incorporated findings from surveys and focus groups conducted with parents, teachers, and students. The following indicators outline the collective goals expected to be achieved by all partners in constructing their respective national reports:

- 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.

In the following table, project activities PR1.A2 (desk research), PR1.A3 (Survey-Needs Analysis), PR1.A4 (Focus Groups), and PR1.A5 (National Reports) are grouped together. This arrangement is designed to organize each activity by country; hence we've labelled the documents as PR1.A2-A5. Each link provides access to the comprehensive national report of every country and PR1.A6 (Synthesis report), encompassing all relevant materials.

PR1. A2-A5 National study report Spain	https://drive.google.com/file/d/12Etzon-Q3dAvCAeSj2Sa-Zm_iciVmjXp/view?usp=sharing
PR1. A2-A5 National study report Italy	https://drive.google.com/file/d/159Q_gmtvtlc03TG-fHmyX36JhtC0VpPt/view?usp=sharing
PR1. A2-A5 National study report Greece	https://drive.google.com/file/d/1u-lhfUwleT61kyGCPYRIFdYMCfptY9Aa/view?usp=sharing
PR1. A2-A5 National study report Belgium - Luxembourg	https://drive.google.com/file/d/1zJr9H5uWx2eYfbj3Oa6GxKNZIUJU1MrV/view?usp=sharing
PR1. A6 Synthesis report Greener Green	https://drive.google.com/file/d/1yswFDKhnKo-7qDhKvSUElViU54vgN6uh/view?usp=sharing

Upon receiving the findings from the synthesis report, we obtained a clear insight into the situation within our countries, allowing us to kickstart preparations for establishing the e-learning platform tailored for teachers, students, and families. Our initial endeavour

involved conducting research on the curriculum and necessary materials to be incorporated. This effort is emphasized in the deliverable associated with **PR1.A7** (training curriculum and materials). Here, various content areas to be covered are outlined, alongside a structured content framework for all partners to adhere to during development. Furthermore, content creation responsibilities are allocated among partners as follows:

Digital skills for the “Greener Green” school and principles of Project Management	IDEC
Saving resources and environmental conservation	VARESE
My environment, my land	VAREIA
My country, my planet	U-LIEGE
My school leads the change	BELL-LLOC
Healthy lifestyle for a greener planet	FAPEL
A European green dimension	BLUE ROOM

IDEC has taken the lead in developing the platform, as documented in deliverable **PR1.A9** (technical development of the English version). Subsequently, with the collaborative effort of all partners, the platform has been translated into other languages, as outlined in deliverable **PR1.A10-A11** (translation and development of the national versions). Access to the finalized platform is provided below:

ACCÉS TO GREENER GREEN E-LEARNING PLATFORM

<https://e-trainingcentre.gr/course/view.php?id=252>



Download **PR1.A7** Training Curriculum & Materials

<https://drive.google.com/file/d/1eHWfn-WgKmu2U1bNJKejDDqxrQdouBu/view?usp=sharing>

Download **PR1.A9** Technical development of the English version of the e-learning course

https://drive.google.com/file/d/1ONKfjtANxITrM5_Y5ztOnj9XhDU6LBy_/view?usp=sharing

Download **PR1.A10** Translations & **PR1.A11** Development of national versions of e-

learning course

https://drive.google.com/file/d/1gUKg9FcE8Ju2vixab6Gyj77D-Vrk_Z4r/view?usp=sharing

Prior to obtaining the definitive version of the e-learning platform, a series of internal tests were conducted, accompanied by evaluations from the partners, as outlined in deliverable **PR1.A8** (Peer review). Utilizing a template, all partners assessed the platform's content and flagged any technical issues observed. Following the completion of internal testing among partners, the platform was ready for assessment by teachers. Pilot tests of the platform were then carried out in schools, with details of the results and progress documented in the piloting deliverable, **PR1.A12**. Both internal and pilot testing phases were successfully executed within agreed-upon time frames by the partners, with the peer review conducted in the first semester of 2024 and the pilots completed in the final three months of 2024. **In the results section, we will delineate the outcomes of the school pilots and the participation indicators obtained.**

In conclusion, all the feedback collected was compiled and used to fine-tune details in the tool. Programming and typing errors were also addressed during this process. These refinements are thoroughly documented in **PR1.A13** (Improvements and finalization of e-learning course).

Download **PR1.A8** Peer Review.

<https://drive.google.com/file/d/1Fjn6qhyHbwkP-FwzFAwvZU1tztDOCH47/view?usp=sharing>

Download **PR1.A12** Pilot delivery of e-learning in all countries.

<https://drive.google.com/file/d/1SSK3v9PDI9B0YZ3nWvcQATowbaO-AOu3/view?usp=sharing>

Download **PR1.A13** Improvements and finalisation of e-learning course.

<https://drive.google.com/file/d/1c68-7VNNwLDwaMZq6koTG8lhZ8-lxeww/view?usp=sharing>

2) The Greener Green Assessment Tool (from **PR2.A1** to **PR2.A8**)

The development of the assessment tool has progressed almost concurrently with that of the e-learning platform. Blue Room Innovation has spearheaded its development. Initially, preliminary research was conducted, followed by the tool's development and translation. Subsequently, internal testing was conducted, followed by testing with teachers.

In August 2022, we commenced the activities related to the development of the Assessment Tool. Over the initial two months, we focused on two key tasks: **PR1.A1**, the Development of Specifications, and **PR2.A3**, the Development of Assessment Questions and Positive Reinforcement Reward Systems.

These outputs were crafted through extensive collaboration with participating school partners and their staff. We sought feedback internally to refine all questions and planned reward systems. Additionally, we conducted a thorough review of existing best practices



in Europe, identifying excellent synergies with the [Network of Green Schools in Catalonia](#), comprising over 800 educational centers. Consequently, our assessment tool incorporates officially proven practices and opens doors for collaboration with more educational centers within the project than initially anticipated.

We also made the decision to create a more cohesive connection between the assessment tool and the learning courses by integrating them into a single platform linked to our website. This approach aims to simplify the process for future users to assess and evaluate their school's current situation. Depending on their status, users can then receive recommendations regarding relevant learning courses. Consequently, the **PR2.A2** Development of the online tool was done synchronized with the e-learning development.

After finalizing the content of the tool, all partners translated it into their respective languages. Blue Room Innovation then integrated these translations into the assessment tool. This process is detailed in deliverables **PR2.A5** (translations) and **PR2.A6** (technical integration of the content).

Download PR2.A1 Development of the specifications.

https://drive.google.com/file/d/1HIGOiZiF90PXniJUCxvBa_iMzAOCoaF/view?usp=sharing

Download PR2.A2 Development of the online tool.

<https://drive.google.com/file/d/1kIMyIWXytlhJqw3PmP9QYC3iNk3VL6j/view?usp=sharing>

Download PR2.A3 Development of the assessment questions and positive reinforcement rewards system.

https://drive.google.com/file/d/1BicIxogg9m4axxlQu_OqStUzwC2wloZp/view?usp=sharing

Download PR2.A5 Translations

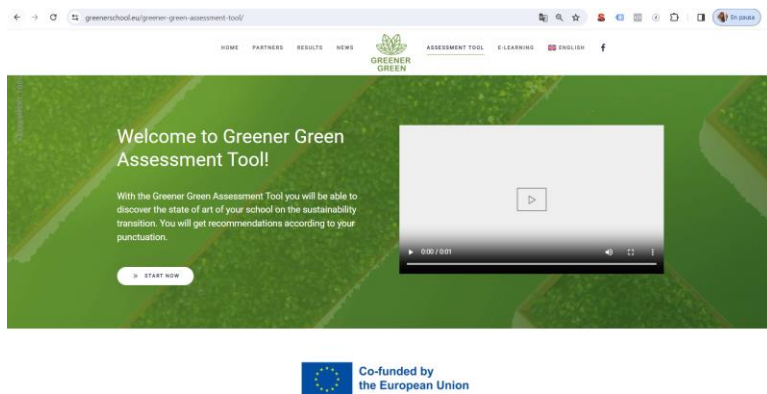
https://drive.google.com/file/d/1C8TcsICfLLVtaRUYzqLna_46iQImCRKa/view?usp=sharing

Download PR2/A6 Technical integration of content

<https://drive.google.com/file/d/1r9WM1DPSIHNWuSghzmMYh9kKgA8oNu0p/view?usp=sharing>

ACCÉS TO GREENER GREEN ASSESSMENT TOOL:

<https://greenerschool.eu/greener-green-assessment-tool/>



Finally, access to the outcome is available through the provided link. It can be accessed via the Greener Green website, ensuring global accessibility. The language settings can also be adjusted within the tool itself. To reach this outcome, as previously mentioned, preliminary testing was conducted. We conducted a peer review of the content (PR2.4) and assessed the English usability. Concurrently with the piloting of the e-learning platform (PR2.A7), a pilot of the assessment tool was also conducted. The results of these pilots are detailed in the results section of this report. With the feedback received, the tool underwent a thorough review, leading to the implementation of necessary changes. These modifications are documented in deliverable PR2.A8 Improvements and Finalization.

Download PR2.A4 Peer review.

<https://drive.google.com/file/d/1kimrZD6MbY9owu1N4ENMzrny3cM7704/view?usp=sharing>

Download PR2.A7 Pilot Testing.

<https://drive.google.com/file/d/1MHJLEyGE3upwcH2Jm9nzYmS4TpZkHJJ5/view?usp=sharing>

Download PR2.A8 Improvements and finalization.

https://drive.google.com/file/d/1i3IIdvr_YfwEcyJdFnUB6kXeIMNMP1sR/view?usp=sharing

3) Project management. Meetings, organization and communication between partners

Over the course of the two-year project, several project management milestones were accomplished. It all commenced with a kick-off meeting in February 2024 in Girona. Participants (11 people) from all partners attended both digitally and in person, and we collectively embarked on an engaging day where we laid the project's foundational stones. Using the project's Gantt chart, we organized our tasks and discussed various deliverables and their respective deadlines. A comprehensive agenda, along with a summary, attendance list, and assessment of the day, can be accessed in the explanatory document titled "[M1 Kick-off meeting in Girona](#)" (click to download).



Two crucial points discussed during this **kickoff meeting** included our approach to organizing biweekly/monthly meetings, which we agreed would be conducted via Zoom. Additionally, we established the [Nir-vana](#) platform as the designated space for sharing project deliverables, and we formed the initial national working groups along with the steering committee. These decisions are pivotal for project organization and were executed successfully. We have documented each of these tasks in separate deliverables, outlining the meetings held, Nirvana platform usage, working group activities, and steering committee meetings related to the kick-off event, Uliège' s learning and training event, and the recent final event held in Varese.

Download [A2](#) Contract with partners.

<https://drive.google.com/file/d/1MwaQlfiMC5N2-bpCC7gCutO1gG8rX2f3/view?usp=sharing>

Download [A3](#) Set up steering committee.

<https://drive.google.com/file/d/1Yaz3EIDFsEOIHBTYgj2bSAxGNIWqWuIJ/view?usp=sharing>

Download [A4](#) Set up of national working groups.

https://drive.google.com/file/d/1XEwkKYcGVDt5DnzZdp89nl15B-6JM_jI/view?usp=sharing

Download [A5](#) Set up of a project management space.

<https://drive.google.com/file/d/18eLygD73SCcPDDmgSAtalHn3XKO8Mg-i/view?usp=sharing>

Download [A6](#) Online coordination meeting.

<https://drive.google.com/file/d/1AvhpRrJBYbYK8g6LDUy976zkivWHWEow/view?usp=sharing>

The **learning and training activity** for the Greener Green project took place at Uliège during the summer of 2024. Fifteen team members from all participating countries attended the event. Over the span of two days, we reviewed the module contents and the assessment tool, assessed the project's status, quality, and dissemination efforts, and enjoyed a presentation by the Coren entity. Additionally, we had the opportunity to visit Collège Sainte-Véronique in the city of Liege, which was an enriching experience. A detailed report of the entire project can be found in deliverable D3: [Joint staff training event for teachers/trainers in Liège \(click here to download the report\)](#).



To conclude the project, we gathered once again in Italy for a closing event led by the European School of Varese. A total of nine individuals travelled to Italy for this occasion, representing the schools of Varese, IDEC, Bell-Lloc, Blue Room Innovation, and Varese. During the event, the leaders of each area presented the results. Discussions also covered topics related to quality, led by Uliège, project management, led by Blue Room Innovation, and dissemination, also led by Blue Room Innovation. The Varese School organized a successful visit to the Joint Research Centre (JRC), an experience that was greatly appreciated by all participants. The entire event is explained in the deliverable: [M2 Final Meeting in Italy \(download here\)](#).



To provide justification for the project's progress, we also submitted the Intermediate Report halfway through the year. You can [download deliverable A7 here](#).

4) Conflict management during project execution

Communication with our partners has **generally been fluid** over the two-year project duration. Nevertheless, it's important to highlight that several challenges have arisen. We have worked diligently and with a strong sense of awareness to resolve these issues.

In terms of project management and quality, two closely linked components, the communication between Blue Room Innovation and IDEC has been fluid, aiding each other in every aspect necessary to meet all deadlines and objectives. Together, they have provided clear instructions to the rest of the partners regarding tasks and creation timelines. Moreover, multiple templates have been supplied to ensure uniformity in information collection among all partners, thereby guaranteeing accurate reporting thereafter.

It's important to highlight that while **templates were largely adhered to, the quality of content varied among partners**. When we mention quality, we're referring to instances

where the specific requirements weren't fully addressed in certain sections, or where the provided evidence lacked clarity in explaining activities, attendance lists, or photographs. The management team has emphasized communicating with partners about any issues to improve whenever possible.

In terms of project outcome development, **the e-learning platform (PR1) and the assessment tool (PR2) have seen successful completion of all activities requiring collaboration among all partners.** Everyone has actively engaged in peer reviews and pilot testing, offering valuable feedback using the provided templates.

In regard to the different **dissemination activities**, the leadership in these tasks is deemed to **have not been executed in the most effective manner**, requiring constant mobilization from the project coordinators to meet deadlines and objectives. Continuous support has been extended to the dissemination leader, FAPEL, in an effort to provide clear instructions on how to fulfil all the necessary requirements for the Greener Green project.

The communication hasn't been consistently fluid throughout the project, often resulting in **documentation being provided last minute**, sometimes only after repeated requests. Additionally, there have been instances where **responses to messages were significantly delayed**, leading coordinators to intervene to ensure compliance with established deadlines.

Throughout the final phase of the project, the Blue Room Innovation team has been persistent in stressing the importance of gathering evidence in a coordinated and clear manner. Blue Room Innovation has provided templates and clear instructions on any missing elements, maintaining regular communication through almost weekly emails between December 2023 and February 2024, all while focusing on delivering the final outcomes. For instance, there has been a strong emphasis on the importance of reporting all conducted conferences and workshops, with a provided template. Similarly, there was a focus on creating the stakeholder list, aided by a spreadsheet, as well as the necessity to report any dissemination actions in the Admin Project. In the final stages of the project (last 15 days), access to Admin Project disappeared for all partners, necessitating a reapplication for access. However, as of March 19, 2024, no response has been received from the creator of the space (dissemination leader).

In case of conflict, Blue Room Innovation can provide screenshots of the conversations and insistence to deliver all documentation on time.

5) Quality assurance Greener Green project

The quality review of the project has been overseen by IDEC. They initiated by drafting the [quality plan](#), as mentioned earlier in this document, and then proceeded to implement it. Their execution included assessing the different events organized by the partners and creating forms for evaluating peer reviews, pilots, webinars, or multiplier events.

To illustrate this, two reports are provided as semester evaluations, covering the second and third semesters respectively. These evaluations are included in deliverables **A10**, Semester Project Evaluations.

2nd semester project evaluation ([download here](#)):

To evaluate the second semester, a review was conducted at the end of 2022, posing questions such as: Are the project results developed thus far aligned with the project objectives? Do you have a clear understanding of the Greener Green work-plan, deadlines, and milestones? Do you grasp the project management structure, roles, and responsibilities? What factors contribute to the successful execution of the work program? These questions, among others, totalled 19, and were answered by 8 individuals. The conclusion drawn was that, like many partnerships with diverse stakeholders, challenges arise that need to be addressed. Nevertheless, the partnership has identified solutions and is prepared to make further decisions to ensure its success.

3rd semester project evaluation ([download here](#)):

We assessed the third semester in the summer of 2023. To do so, we utilized a questionnaire featuring a variety of questions, answered by 7 team members. In this instance, the questions were more open-ended, addressing factors contributing to the successful execution of the work program, factors hindering its execution, and suggestions for improving management and coordination, among others.

As previously stated, events, pilots, webinars, and other project elements have undergone evaluation. We will present all of these findings in the results section of this document, as can be observed in the downloadable **Final Quality Report** [available here](#).



Results and impact

In the preceding project section, we detailed the actions undertaken to deliver the **synthesis report, the e-learning platform, and the assessment tool**, along with the primary project outcome indicators. Consequently, we consider these tasks to have been completed and adequately explained in the preceding pages and their corresponding deliverables, which also include annexes.

ACCÉS TO GREENER GREEN E-LEARNING PLATFORM

<https://e-trainingcentre.gr/course/view.php?id=252>

ACCÉS TO GREENER GREEN ASSESSMENT TOOL:

<https://greenerschool.eu/greener-green-assessment-tool/>

Following this, our focus shifts to demonstrating the project's impact and outlining the efforts undertaken to achieve it. Many of these actions fall under dissemination tasks, so we provide detailed explanations along with their corresponding deliverables.

1) Dissemination report

The aim of dissemination is to highlight the dissemination activities undertaken by the different partners. This process begins with the creation of a dissemination and exploitation plan, along with the exploitation strategy of each partner. The project plan, as well as the proposal for adaptation to the various partners, has been developed by FAPEL.

All partners have played a crucial role in attaining the project's outcomes through the implementation of diverse actions within their countries, utilizing both their own channels and those provided by the project. Teamwork has been paramount throughout, facilitating the exchange of best practices during our meetings.

Download here **A12** Dissemination and Exploitation plan.

<https://drive.google.com/file/d/1dGwas4n1dS-McqKN9YeG6oby49CAgA0J/view?usp=sharing>

Download here **A13** Partners Dissemination and exploitation strategy.

https://drive.google.com/file/d/1fr2MjaXxJyHc7RbhZH3ehEJgR_ft_wRX/view?usp=sharing

Here is an example illustrating how we translate the overarching strategy into actionable tasks across all partners. This has been accomplished by creating a calendar.

						DISSEMINATION ACTIVITIES TIMETABLE <small>Kindly keep FAPEL informed about your ongoing dissemination tasks as an update of all dissemination activities wished a very week in order to follow an efficient meeting with FAPEL. The 31</small>											
Project name: GREENER GREEN Project ID: IAG20-SC1-4FICAPEL Work Package: 06 - FAPEL - DISSEMINATION STRATEGY Duration: 02/2022 - 01/2024 Organizations: FAPEL Charles LEHM President & Project Coordinator		Outdated		2023 Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec 2023													
Accomplished		LEAD		Timetable													
Dissemination activities		Monitored by FAPEL		Timetable													
2 posts per month on the Facebook account (TOTAL 500 Followers)		BRU, IDEC, PSV, ESV, Bell, ULG, FAPEL		Social Media Posts: 100%													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		Blue Room		2 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		IDEC		1 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		FAPEL		Accomplished 1 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		Primary School of Varese		Accomplished 1 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		Bell-loc		2 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		European School of Varese		1 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		FAPEL		2 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		Blue Room		Accomplished 1 (4)													
Min 2 posts per 15 days please (otherwise we won't reach 500 Followers?)		Blue Room		2 (4)													
Stakeholders database: 200 contacts per partner (total 1.400 Stakeholders)		BRU, IDEC, PSV, ESV, Bell, ULG, FAPEL		Stakeholders: 100%													
200 Stakeholders per partner		Blue Room		200													
200 Stakeholders per partner		IDEC		200													
200 Stakeholders per partner		FAPEL		100 Accomplished													
200 Stakeholders per partner		Primary School of Varese		200													
200 Stakeholders per partner		Bell-loc		200													
200 Stakeholders per partner		European School of Varese		200													
200 Stakeholders per partner		FAPEL		200													
200 Stakeholders per partner		Blue Room		200													
Delivery of 3 webinars with 20 participating teachers each (TOTAL 60 teachers)		BRU, IDEC, PSV, ESV, Bell, ULG, FAPEL		1 2 3													
20 teachers per country* (per partner)		Blue Room		7x 7x 7x													
20 teachers per country* (per partner)		IDEC		7x 7x 7x													
20 teachers per country* (per partner)		FAPEL		7x 7x 7x													
20 teachers per country* (per partner)		Primary School of Varese		7x 7x 7x													
20 teachers per country* (per partner)		Bell-loc		7x 7x 7x													
20 teachers per country* (per partner)		European School of Varese		7x 7x 7x													
20 teachers per country* (per partner)		FAPEL		7x 7x 7x													
5 newsletters with 1400 recipients (TOTAL 7.000 recipients)		ULG		Accomplished 1 2 3 4 5													
Newsletters disseminated to 1400 recipient per edition		ULG		1400 1400 1400 1400 1400													
4 presentations per partner in workshops meetings (TOTAL 70 persons)		BRU, IDEC, PSV, ESV, Bell, ULG, FAPEL		1 2 3 4													
10 persons in TOTAL		Blue Room		Min 2x Min 2x Min 2x Min 2x													
10 persons in TOTAL		IDEC		Min 2x Min 2x Min 2x Min 2x													
10 persons in TOTAL		FAPEL		Min 2x Min 2x Min 2x Min 2x													
10 persons in TOTAL		Primary School of Varese		Min 2x Min 2x Min 2x Min 2x													
10 persons in TOTAL		Bell-loc		Min 2x Min 2x Min 2x Min 2x													
10 persons in TOTAL		European School of Varese		Min 2x Min 2x Min 2x Min 2x													
10 persons in TOTAL		FAPEL		Min 2x Min 2x Min 2x Min 2x													
100 minutes in the video's embelishment (TOTAL 100 persons)		BRU, IDEC, PSV, ESV, Bell, ULG, FAPEL		persons in TOTAL													
E1 Multiple Events		Blue Room		10													
E2 Multiple Events		IDEC		10													
E3 Multiple Events		FAPEL		10													
E4 Multiple Events		Primary School of Varese		10													
E5 Multiple Events		Bell-loc		10													
E6 Multiple Events		European School of Varese		10													
Followers in Facebook account 500 (TOTAL 500 Followers)		BRU & FAPEL		Followers: 100%													
1000 visits to the project website (TOTAL 1000 visits)		BRU & IDEC		Visits: 100%													
Website blog publication sharing related to FB		BRU, IDEC, PSV, ESV, Bell, ULG, FAPEL		One to one publications													
Please refer to IDRC-IL for the content to be published on Greener Green Website		IDEC		All publications on FB (or others), should be reported to GG website													
Kindly report ALL dissemination activities to AdminProject Tool																	

A) Objectives

Promoting green lifestyle habits among primary school-aged youth is increasingly recognized as a public health imperative, particularly considering the alarming global increase in health issues over recent decades. Factors such as global warming, floods, pollution, extreme weather conditions, melting icebergs, and rising sea levels underscore the urgent need for swift and concrete action to address climate change.

Our project takes a positive approach by emphasizing the importance of adopting greener habits and rectifying those that have already proven harmful. Recent studies on the effectiveness of green lifestyle measures support the implementation of a comprehensive school-based green concept to improve young people's habits, aligning with recommendations from international environmental organizations.

Dissemination efforts will adhere to a replicability principle, ensuring that we better understand what strategies are feasible and effective in various contexts. The Consortium will investigate factors that promote or hinder the dissemination and adoption of a Greener school concept, involving key



stakeholders in the process. Our approach seeks to inspire a conceptual framework for social innovation within the Greener Green initiative.

Dissemination activities will focus on assessing the level of knowledge and green awareness in schools, identifying key factors that facilitate or impede dissemination and adoption, and evaluating the current use of resources and processes to promote awareness.

B) Target group

Our aim is to engage and involve all these stakeholders in our efforts to establish a concept that promotes a sustainable way of life. Through collaboration and cooperation, we strive to achieve our objectives effectively. The project currently aims to tackle a global challenge by promoting the values of a greener world.

Its main targets encompass:

- Primary school students (aged 6-12),
- Teachers
- Families, and the local community.

Other interesting targets are:

- City educational & social administrations
- Education stakeholders
- Training centers
- Policy makers
- NGOs

C) Communication strategy

The tailored communications activities are proportionate to the scale of the project, and in Communication and Dissemination activities:

- Raise awareness of the project activities and its outcomes within and outside the participating organizations
- Engage stakeholders & target groups into the project activities.
- Maximize the impact of the project after its finalization.
- Boost the exploitation of the project results beyond the project.

Fulfilling the objectives, the following key activities have been developed in order to achieve the project objectives:

- Elaborate a dissemination plan including the partners local plans.
- Develop diffusion materials: brochures, newsletters, press releases, etc.
- Create the project website and its updates.
- Implement dissemination activities to inform about the project through social.
- Networks, emailing, press, etc

D) Dissemination results summary

A compilation of the dissemination activities conducted throughout the project has been completed. Initially, the various actions were assessed, with their successes and recommendations discussed. Following this, a document was compiled containing evidence shared by all partners through the project management tool (Admin Project). Lastly, an updated explanation of the outcomes was provided. All these materials are available for reference here:

Dissemination synthesis report:

https://drive.google.com/file/d/1FzOE7GEH5IIQWK42TBA0Uukc8WTLHRla/view?usp=drive_link

Dissemination evidence, partner exploitation strategies:

https://drive.google.com/file/d/1jNdte0tLINt7k864O-WT2iADbZynn3ov/view?usp=drive_link

Dissemination synthesis report update:

https://drive.google.com/file/d/1Ft5p6WdM0dBVD5zIH_Kp-Z3ZHeLmsR_2/view?usp=drive_link

D.1) Project identity

Maintaining a coordinated brand identity in an Erasmus+ project is essential for visibility, professionalism, and effective communication. It fosters unity among diverse participants, enhances credibility, and ensures compliance with program guidelines. A cohesive brand identity contributes to the project's recognition, long-term impact, and overall success. The following activities have been developed:

The design and development of the Greener Green project's logo (including the image type and isotype) was undertaken by IDEC. This style guideline was established by IDEC before the project commenced and was introduced during the kick-off meeting in Girona.

The entire document, including the Word and PowerPoint templates, is summarized in deliverable A14 "Development Project Identity," [downloadable here](#).



D.2) Dissemination channels

D.2.1) Project website

In order to disseminate the project and the different phases of it, we have developed a website with all the useful information and details to communicate the most important progress achieved.

The website has been managed and updated continuously throughout the project and consisted of basic information about the project's objectives, targets and expected results, several news of the project and access to Greener Green e-learning course and assessment tool.

To administer the website to update it, administrator access has been created. This website <https://greenerschool.eu/> provides a first access point for end-users, community members and other relevant parties. We have created a community of interested parties around Greener Green, to accelerate their engagement, and to create awareness of the project results.

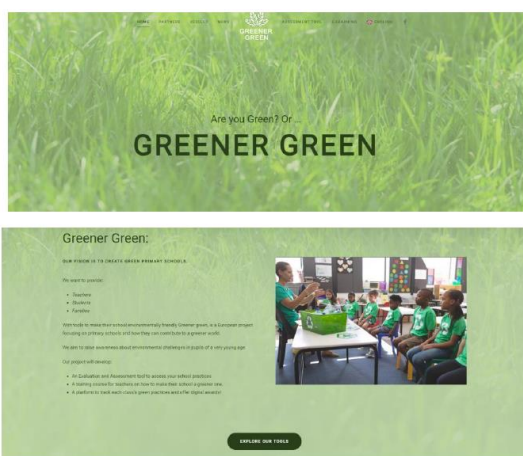
The website is the key means communicating project results and manages and updated continuously throughout the project.

The website consists of basic information about project's objectives, targets and impact, a brief description about the implementation methodology, contact persons and information about the project partners and their host organization.

All other information has been provided through the website's blog and newsletters that has been posted on a regular basis to disseminate project results and information about key outputs.


In deliverable **A15**, "Development of Project Website," the document provides a clear breakdown of how the website was created, the rationale behind each section, and includes some technical details. You can [download the deliverable](#) for more information.

Home



Partners section

Our Partners



BLUE ROOM INNOVATION SL

[f](#) [w](#)


COUNTRY: SPAIN

Description: Blue Room Innovation is a high-tech company with strong focus on business goals to develop of existing cutting edge IT technologies, and a perfect fit with the proper consultancy to leverage that growth by public and private funding.

We are an innovative company with a prepared, versatile, and multifaceted team with experience in the implementation of innovative projects that respond to current social challenges. At the same time, we work with companies across Europe and understand that challenge to create, implement innovation project such as startups.

Our strategic objective is to join the platform economy and connect relevant actors with circular economy processes, promoting sustainable consumption. We view technology as a fundamental enabler to achieve the sustainability goals of the Green Deal.

[Site: http://www.blueinnovation.com/en](http://www.blueinnovation.com/en)




IDEC SA

[f](#) [in](#) [w](#)

COUNTRY: GREECE

Description: IDEC is a leading consulting company located in Athens, Greece. Its activities consist of building, management consulting and participation in European projects.

[Site: https://www.idec.gr/](https://www.idec.gr/)




FEDERATION DES ASSOCIATION DE PARENTS BELGES DU LUXEMBOURG

[f](#) [w](#)

COUNTRY: LUXEMBOURG

Description: FAPEL (Fédération des Associations de Parents' Association) was born on 07/05/1974 under the name of RAPEPPL.

FAPEL groups and represents Basic and secondary education. Parents' Committees of its schools.



Instituto Agrario Bell-lloc del Pla SA


[f](#) [w](#)

COUNTRY: SPAIN

Description: Bell-Lloc is a pre-primary, primary, secondary and Baccalureate school in Girona. Its educational proposal blends the best of its tradition with validated innovation to respond to the educational challenges of the 21st century.

The core of the educational project is personalised education, a culture of thought, multilingualism, and careful technological and robotic education, as well as educational and curriculum ingredients that are promoted in a pro-academic climate of rigour and freedom and respect for the environment.

[Site: https://www.bell-loc.org/](https://www.bell-loc.org/)



Scuola Europea di Varese

[f](#) [w](#)

COUNTRY: ITALY

Description: The European School of Varese (1880 students) has joined the Green school project. A green school is a school that promises to reduce its negative impact on the environment and educates its pupils on the active attitude towards the whole ecosystem. In past years, thanks to some teachers, our school has been following the good model in terms of energy saving, rubbish management and didactical activities leading to higher environmental awareness. The time has come to include our students, teachers, colleagues, parents and management in a long term project which leads to a respectful attitude towards the environment. Through this project we want to focus on the primary school (500 pupils) with the goal to educate for the future.

[Site: https://www.esvarese.eu/](https://www.esvarese.eu/)

Results page



Greener Green E-learning course

The Greener Green project has successfully developed a highly valuable e-learning platform aimed at training primary school teachers. This platform, a collaborative effort involving all project partners, comprises the following sections:

- Digital skills for the "Greener Green" school and principles of Project Management
- Saving resources and environmental conservation
- My environment, my land
- My country, my planet
- My school leads the change
- Ready! Ready! for a greener planet
- A greener green dimension

Ultimately, these contents address the objective of providing students with quality materials that educate young learners on the small actions they can take to contribute to a better planet. As teachers engage with the platform's content, they will acquire valuable insights. They will learn how to:

- To implement changes for a greener school;
- To adopt everyday environmentally conscious practices;
- To inspire and share these practices with their students in the classroom;
- To use the Digital Assessment tool to evaluate how green are their everyday practices, and to implement changes if necessary;

Would you like to discover the platform and engage in learning?

[ACCESS THE COURSE](#)

Greener Green Evaluation and assessment tool

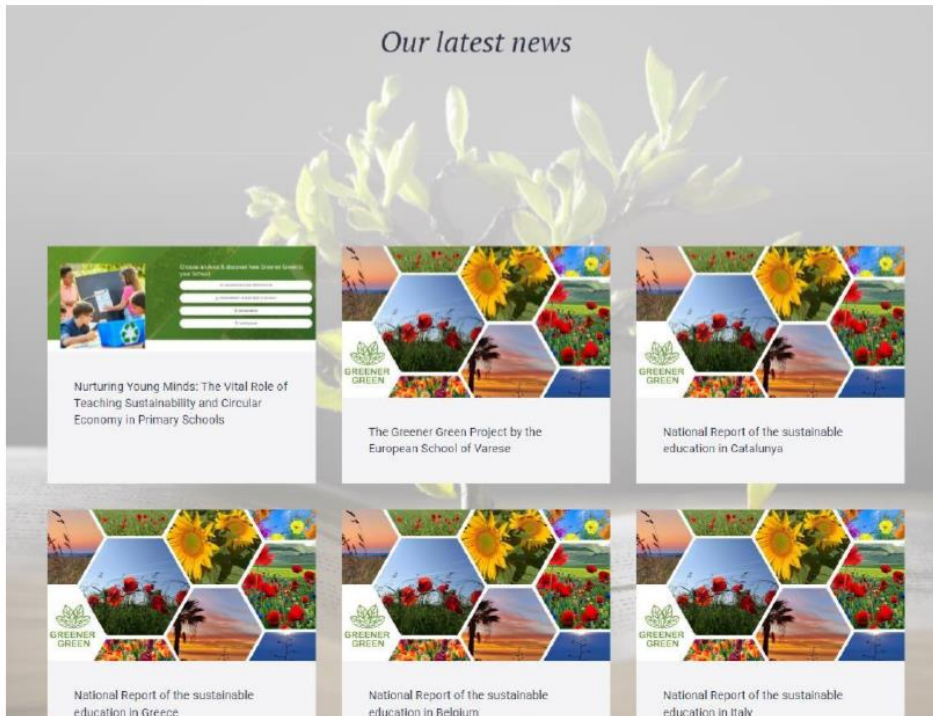
The assessment tool developed by Greener Green enables users to gauge the sustainability practices implemented by their schools.

Through a series of multiple-choice questions, educators receive a score.

Moreover, based on their responses, the tool suggests relevant modules from the e-learning



News page



D.2.2) Leaflets

To provide an informative space during events about the project, a leaflet has been designed and translated into multiple languages. Varese opted for the English version in their school, given their preference for English as a European institution. You can find the leaflets in deliverable **A16** "[Leaflets](#)."



D.2.3) Workshops and conferences

Teams from different countries have organized various types of conferences and workshops. It is worth highlighting some of them. Furthermore, a summary of all these activities can be found in deliverable A17, "[Workshops and Conferences](#)."

School of Vareia (Greece) – 4

Name	Date	Description
Art Exhibition "Footprints"	June 2022	The 6th-grade students, along with their class head teacher Stefanou Efstratios and school art teacher Pavlidou Katerina, organized an exhibition event titled "Footprints" at the Foyer of the Municipal Theater Mytilene. This event was part of the Erasmus program Greener Green, for which they were responsible.
Educational Conference on the diversity of nature as a tool for education and art	June 2023	At the conference, attended by Primary Education teachers, interesting sections and topics related to the environment, nature, sea protection, and other significant issues were presented. All of this was contextualized within the Greener Green project, which is particularly beneficial within the educational process.
Educational conference: The diversity of nature as a creative force in education and art.	June 2023	The Greener Green project and its results to date were presented, explaining, and inviting participation in the pilot.
Plastic free Lesvos	During 2023 course	By actively participating in environmental education programs, students are given the opportunity to develop crucial skills and abilities. These include gathering materials and information, observing using their senses, experimenting and testing hypotheses, taking notes, organizing, and classifying. This is closely related to Greener Green initiatives.





Bell-Lloc School (Spain) - 8

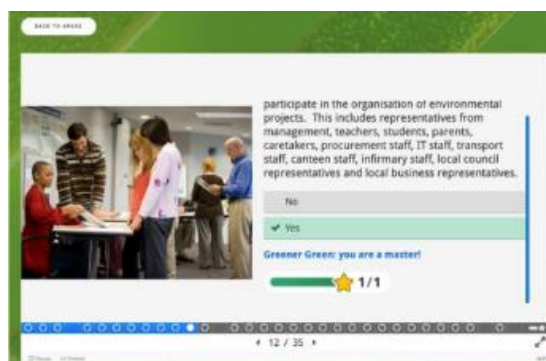
Name	Date	Description
Presentation Greener Green project to Bell-lloc community.	January 2023	Bell-Lloc organized a meeting with families, teachers, and students to establish the aims and objectives. It was incredibly useful and helpful as it provided an opportunity for mutual learning and sharing. The exchange of different perspectives helped the school start the project on the right track.
Setting the starting point for the membership into Escoles Verdes Network.	January 2023	In a collaborative effort with other schools in Catalonia, an event was organized by Bell-Lloc, attracting 25 participants. Throughout the gathering, our team shared insights into our sustainability initiatives and introduced the Greener Green project. This collaborative exchange proved to be invaluable, offering us guidance and essential materials for the development of our assessment tool and training course modules, aligning with our dedication to the green schools' network.
Family meeting	January 2023	Bell-Lloc organized its annual family meeting in January, welcoming 23 participants. During the event, we highlighted the Greener Green project, emphasizing its integration across all curricular areas. Sustainability has been a top priority at Bell-Lloc for the past four years, and this initiative was a key focus of our discussions with school families.
Joan Robots and Greener Green project	November 2023	At an event attended by 85 participants, encompassing families, teachers, students, and local government representatives, the "Joan Robots" project was unveiled by Bell-Lloc. This initiative emphasized the creation of functional robots from recycled materials and highlighted the Greener Green project, emphasizing shared sustainability goals. Families actively engaged with the assessment tool, fostering a meaningful connection between the two projects.
Presentation of Greener Green project to students and teachers participating in the K1 project Mediterranean Sea is Sendig Out an SOS.	March 2023	At an event attended by 36 participants, Joan Enric Taló presented the achievements of the Greener Green project within the framework of the EU project "Mediterranean Sea is Sending Out an SOS."
Volunteers from School students mobility	October 2023	Bell-Lloc organized an event with 36 participants as part of the Volunteers from School EU project. During the students' mobility, the Greener Green project was presented to all participants, and practical application of acquired knowledge took place

		through a bird ringing activity in the ponds of Sils.
Presentation of Greener Green in the course: The New Erasmus Program 2021-2027: Writing a Successful Project for your School	December 2022	In a training course hosted by Bell-Lloc, teacher Josep Maria Simon shared insights into the Erasmus+ projects conducted at the school. Focusing on the Greener Green project, he detailed the project's outcomes to the participating teachers.
Including Sustainability Education in Everyday Classes with PBL	November 2023	Bell-Lloc organized a training course where teacher Mariangels Arbusé shared information about sustainability activities at the school. Specifically, she explained the outcomes of the Greener Green project to participating teachers.



Blue Room Innovation (Spain) - 4

Name	Date	Description
Presenting Greener Green to the Catalan Network of Green Schools	January 2022	The Catalan Network of Green Schools had its first meeting, where Blue Room Innovation introduced the Greener Green project and national report. Discussions focused on the assessment tool, including potential questions, and the seven modules for the e-learning platform. The participants agreed the project is interesting and planned to continue discussions after the tool and platform launch.
Presentation of Greener Green to Stimuli to create synergies with EcoDigital Project	September 2023	Blue Room Innovation presented the Greener Green Project to Stimuli, currently overseeing the EcoDigital project on Green Schools. The meeting involved exchanging project details, anticipated outcomes, and identifying synergies for mutual promotion of both initiatives.
Second Meeting Greener Green with the Catalan Network of Green Schools	March 2023	After developing the first draft of the assessment and e-learning components, Blue Room Innovation held a second meeting with the Catalan Network of Green Schools. They presented the visual identity and functionality of the tools. Although participants found the tools interesting, they requested more time to assess whether to include them in their network's training and evaluation. Blue Room remains in contact to explore potential future synergies.
Presentation of GG Assessment tool to Re-fashionable Consortium	December 2023	During the Kick of meeting of the Re-fashionable project held in Girona on December 2023, Blue Room presented the GG Assessment Tool the project consortium as a good practice of engagement and gamification for sustainable projects.



IDEC (Greece) - 4

Name	Date	Description
Training of trainers on ICT tools for school teachers	June 2023	IDEC organized a training of trainers at the 3rd Gymnasium of Nikaia in Greece with 16 participants. The training focused on ICT tools for school teachers, providing an opportunity for IDEC to introduce the Greener Green project, its objectives, and anticipated outcomes. Additionally, the announcement of the impending pilot testing and registration collection was made during the session.
Training of trainers on Inclusive education	July 2023	On July 27, 2023, IDEC showcased the Greener Green project during a course on Inclusive Education in Piraeus, attended by 4 school teachers from EU countries (2 from Lithuania, 1 from Spain, and 1 from Poland). The presentation covered the project's objectives, outcomes, and the impending pilot testing, with an invitation for participant registrations.
Visit to the 5th Primary School of Kifissia	October 2023	IDEC arranged a visit to the 5th Primary School of Kifissia in Greece as part of the Inclusive Education course provided to 14 primary school teachers from Belgium. During the visit, IDEC presented the Greener Green project, outlining its objectives and results to the teachers at the school. Additionally, information about the imminent pilot testing was shared, with an invitation for teachers to register for participation.
Training of trainers on Inclusive education	October 2023	IDEC introduced the Greener Green project during an Inclusive Education course in Piraeus, attended by 14 primary school teachers from Belgium. Within the training framework, IDEC presented the project's objectives and outcomes, along with the announcement of the imminent pilot testing delivery.



Uliège (Belgium) - 2

Name	Date	Description
Changement climatique et des échanges de bonnes pratiques écologiques au cœur des projets Erasmus+	November 2023	Uliège spearheaded the first workshop titled "Climate Change and the Exchange of Ecological Best Practices at the Heart of Erasmus+ Projects" on November 30, 2023. This offline event, attended by 250 participants, delved into crucial topics related to climate change and the sharing of ecological best practices within the context of Erasmus+ projects. The workshop provided a significant platform for discussion and collaboration on sustainability and ecology, showcasing Liege's active commitment to addressing these critical challenges.
Athénée Royal Nestor Outer	January 2024	The conference attended by Uliège took place at Athénée Royal Nestor Outer, located in Fbg d'Arival, Virton, Belgium. This prominent event brought together a total of 200 participants, becoming a significant forum for interaction and knowledge exchange. The selection of Athénée Royal Nestor Outer as the conference venue provided a conducive environment for discussion and collaboration among the attendees.



European School of Varese (Italy) - 4

Name	Date	Description
Teacher Training Event at the European School of Varese	October 2022	The European School of Varese held its Annual Teacher Pedagogical Day, featuring a Greener Green Team presentation and training session with 47 participants from Primary and Materna staff. The event included a project introduction and a brainstorming workshop, effectively inspiring ongoing staff engagement in sustainability initiatives that contribute to the school's overall sustainability improvement.
Europe Day Greener Green Dissemination Day	May 2023	The European School of Varese hosted a community event showcasing achievements through art displays, performances, and environmental projects. Highlights included the unveiling of a new wildflower garden, the Upcycled Clothing Fashion Show, Buzzing Bee Environmental Pledges, and the launch of the Greener Green School Website featuring 20+ student-led environmental projects.
Greener Green Pedagogical Day to 150+ Teachers of Materna, Primary and Secondary	October 2023	Over 150 participants attended an event focused on climate change, featuring a presentation by Climate Scientist Joel Guiot highlighting the urgency of the issue. Additional sessions were led by Jo Rivers-Scott and Alison Micklem, addressing climate change issues, the Greener Green project, and school initiatives. The event spanned the entire day, engaging staff from Materna, Primary, and Secondary levels.
Community Parent-School Bulb Planting Parties	October/November 2023	Throughout four Monday afternoons in October and November 2023, the school collaborated with parents to organize Daffodil planting parties. Each session, attended by 70-80 children and 10-15 parents, resulted in the planting of nearly 2000 bulbs across the school grounds.



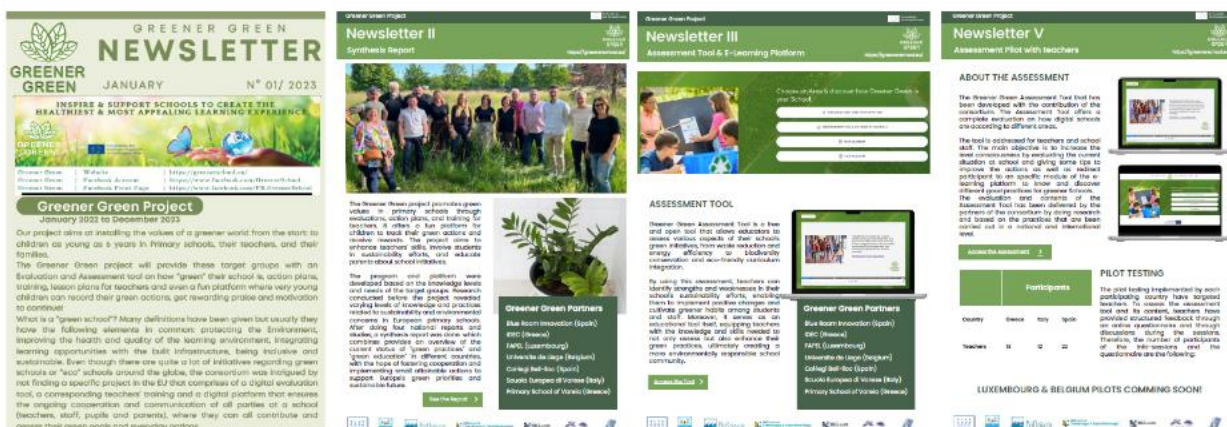
FAPEL (LUXEMBOURG) - 1

Name	Date	Description
Presenting Greener Green to the Catalan Network of Green Schools	November 2023	The Green Day event, set in a unique train museum, explored themes of time, environmental impact, and industrial evolution. Participants from educational backgrounds engaged in workshops and a treasure hunt, with the Greener Green project aligning well with their interest in European projects. The workshops covered project development, partners, and content, fostering lively exchanges on green transition. Positive feedback highlighted the project's reception and potential contribution to ecological awareness. The experience was deemed pleasant and constructive, encouraging Erasmus+ partners to participate in similar activities for ongoing collaborations. Participants expressed a clear desire to be part of European exchanges for personal and organizational growth.



D.2.4) Newsletters

Multiple newsletters for the project have been crafted, containing pertinent information regarding project outputs, activities, and events. These newsletters were disseminated among target groups and stakeholders. Below, we detail some of them as examples. All newsletters can be viewed in deliverable [A18 "Publication of Articles and Newsletters."](#)



D.2.5) Social Media

The social media communication for the Greener Green project has primarily been conducted on the project's own Facebook page, as well as on the social media platforms of various partners, including Instagram in this case. The content has been very diverse, covering results, events organized by the entities, or advice. In the document [A19, "Creation and Animation of Social Media,"](#) many definitions have been given but usually they have the following elements in common: protecting the environment, improving the health and quality of the learning environment, integrating learning opportunities with the built infrastructure, being inclusive and sustainable. Even though there are quite a lot of initiatives regarding green schools or "eco" schools around the globe, the consortium was intrigued by not finding a specific project in the EU that comprises of a digital evaluation tool, a corresponding teachers' training and a digital platform that enables the ongoing cooperation and communication of all parties at a school (teachers, staff, pupils and parents), where they can all contribute and assess their green goals and everyday actions.

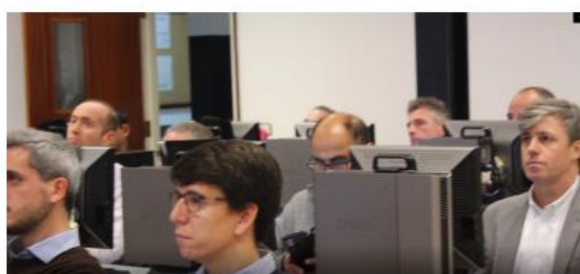
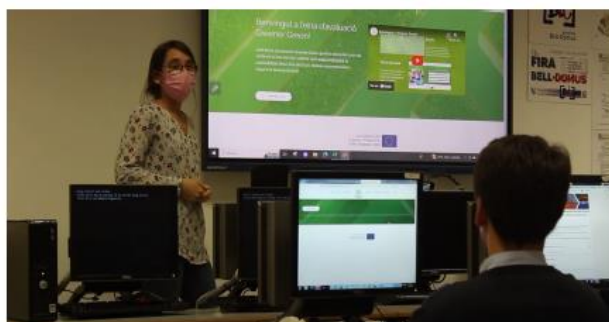
The partners have been organized to ensure that the Greener Green Facebook page had consistent activity, aiming to make posts bi-weekly. As explained in Deliverable A13, a calendar was developed for this purpose. All evidence, dates, and the reach of the posts can be viewed in detail by [clicking here](#).

D.2.6) Webinars

The consortium's various partners came together by country and organized webinars in each of them. Below, we provide a summary of each webinar. Additionally, more detailed information on all these webinars can be found in Deliverable [A20, "Webinar Organization."](#) Each webinar has its own document, and the link can be found in the following tables summarizing the webinars.

- SPAIN

Organizations	Blue Room Innovation and Instituto Agrario Bell-lloc del Pla
Date	7th Novembre 2023
Number of attendees	22 attended the webinar offline
Webinar Link	https://youtu.be/Jd2n3YRUNx4
Conclusions	The participants expressed satisfaction with the webinar, highlighting its clear content and structure. The information presented, along with the provided products, proved useful for all attendees. Despite encountering minor technical issues towards the end, limiting time for platform testing and questions, the overall consensus is that the webinar was beneficial for teachers seeking insights into the Greener Green Project and its outcomes.



[Deliverable Link \(including attendance list\):](https://drive.google.com/file/d/1YtKDMKyzPjsQ2WDEwnRiv8ueof_o001A/view?usp=sharing)

https://drive.google.com/file/d/1YtKDMKyzPjsQ2WDEwnRiv8ueof_o001A/view?usp=sharing

- ITALY

Organizations	EUROPEAN SCHOOL OF VARESE
Date	13th December 2023
Number of attendees	37
Webinar Link	LINK
Conclusions	The webinar was very received, and some individual feedback showed that the webinar was useful and informative (see below). The webinar served to open a dialogue between all the European Schools about how we can use the Greener Green tool in our schools to help us all become more sustainable.



Deliverable Link (including number of attendees):

<https://drive.google.com/file/d/1pRYAyVzC7FoASDjzODkmveVGq6EUalc-/view?usp=sharing>

- Luxembourg and Belgium

Organizations	FAPEL and Uliège
Date	15th of January 2024
Number of attendees	147
Webinar Link	https://youtu.be/Iv-3WvLKLwY
Conclusions	Teachers and students enthusiastically participated in the webinar, expressing keen interest in their school's green activities. Despite acknowledging limitations, the youth are eager to contribute to a greener Europe, demonstrating a strong commitment to a sustainable future.

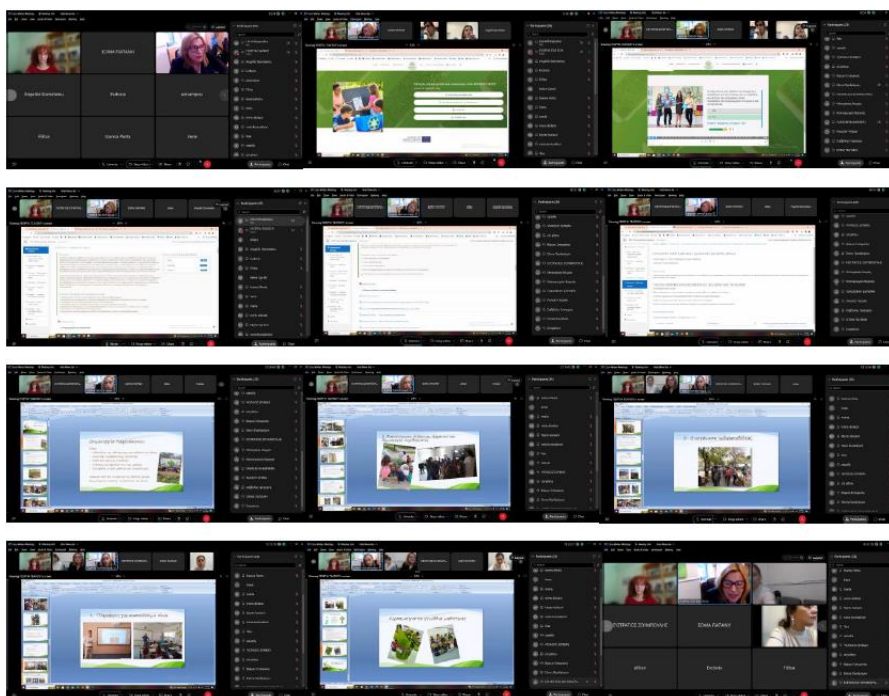


[Deliverable Link \(including number of attendees and justification\):](https://drive.google.com/file/d/1_BXXDNyCJ0R56bUj9yHDoH-0jTQFZO/view?usp=sharing)

https://drive.google.com/file/d/1_BXXDNyCJ0R56bUj9yHDoH-0jTQFZO/view?usp=sharing

- **GREECE**

Organizations	Primary School of Vareia and IDEC S.A.
Date	17th of November 2023
Number of attendees	26
Webinar Link	https://youtu.be/ZFHfwQZ3M7o
Conclusions	The participants expressed satisfaction with the webinar, highlighting its usefulness in enhancing the educational process. Additionally, they acknowledged the platform's positive contribution to fostering environmental awareness and culture. Overall, the feedback indicates a successful and impactful engagement, with attendees finding value in the content and recognizing its broader impact on educational and environmental perspectives.




Deliverable Link (including list of attendees and more screenshots):
<https://drive.google.com/file/d/1PyGWODOJcb0O2ZFsiN0xkCJfSeHOVvBj/view?usp=sharing>

D.2.7) Education platform

To raise awareness of the project within the educational community and attract potential new partners, we've leveraged platforms such as Epale and eTwinning. Bell-Lloc has curated content for the latter, while Blue Room Innovation, led by its director, has contributed to Epale.

Updates Add new update


Josep Maria Simon
Last updated Today at 4:20 PM



Greener Green is a part of the Greener Green Project, which provides tools to improve sustainability education in schools.

To do so, we have partnered with different European countries and together we have developed an [e-learning platform](#) with content for teachers to incorporate sustainability education into their classrooms and integrate it into subjects. The course consists of 8 content modules and is translated into Spanish, Greek, Italian, French, English, and Catalan.

Additionally, it was also identified that there was a lack of tools to help schools assess the extent to which they were implementing sustainable practices and applying sustainability education. For this reason, we decided to incorporate an [assessment tool](#) into the course, which allows teachers to assess these aspects with simple questions.



Co-funded by the European Union

Greener Green Project Results

 Denisa GIBOVIC

The Erasmus+ Greener Green Project has successfully concluded, delivering impactful results towards promoting sustainability in education!

As we mark the successful culmination of the Greener Green project, it's a moment to reflect on our journey towards incorporating sustainability in the heart of education. This initiative, supported by a consortium of European partners, has forged new pathways for schools to embrace environmental education and sustainability practices.

Here's a brief look at the results we've achieved together:

1. Greener Green Project Website: [Home - Greener Green \(greenerschool.eu\)](#)
Dive into the heart of our mission with the Greener Green Project. This website has served as the foundation for our initiative, guiding educators, students, and families on their journey to sustainability.
2. The Greener Green e-Learning Course on Sustainability: [Course: Greener Green - Developing sustainability practices in primary schools \(e-trainingcentre.gr\)](#)
The Greener Green digital e-learning course, designed for teachers, students, and families, is brimming with tools, resources, and inspiration to transform schools into bastions of environmental friendliness. From lesson plans to sustainability assessments, it's a one-stop-shop for green education.
3. The Greener Green Assessment Tool: [Welcome to GG Assessment Tool - Greener Green \(greenerschool.eu\)](#)
The Greener Green Assessment Tool has been instrumental in evaluating and enhancing sustainability practices within schools. It offers tailored recommendations, helping institutions navigate their green transformation journey effectively.
4. The Greener Green Synthesis Report: [Synthesis Report, education for sustainability Greener Green.pdf - Google Drive](#)
Dive into our comprehensive report, which outlines the strides we've made, the challenges we've overcome, and the impact we've had on communities, educators, and students alike. A testament to collaborative effort and innovative thinking, it's a blueprint for future endeavors in sustainability.

Explore these resources to learn more about the project's achievements and how you can contribute to a greener future.

The conclusion of the Greener Green project isn't an end but a beacon for ongoing commitment to sustainability in education. We extend our heartfelt gratitude to everyone who joined us on this journey, contributed their expertise, and shared our vision for a greener future. As we move forward, let's carry the torch of sustainability higher, fueled by the knowledge and networks we've built together.

D.3) Multiplier Events

Consortium partners were organized by countries to conduct Multiplier Events, detailed in the following tables. Here, we provide a summary of each of these events. Additionally, more detailed information about each Multiplier Event can be accessed through the respective deliverables for each event; links to these documents are available in each of the tables below.

- **SPAIN**

Organizations	Blue Room Innovation and Instituto Agrario Bell-lloc del Pla
Venue	Bell-Lloc School, Girona
Date	24/11/2023
Number of attendees	+80
Collaborating Entities and Associations	The Parents' Association (AMPA) Other Schools and University County Council of La Selva Green Schools Program of Catalonia Catalonia Waste Agency Active Participation of Faculty and Students Deputy Mayor for Resource Management and Citizen Care of Gir Joan Robots Project
Project Results presented during the Webinar	All of them
Dissemination Materials & Evidence	Agenda Photos and Videos Poster Brochure of the project Sustainable Gifts Presentation of Tools Attendance List





Deliverable link full report (including attendance list) :

<https://drive.google.com/file/d/14IVjUpMr-OeXeHVipfzZnO-kXBDexDTn/view?usp=sharing>

- **LUXEMBOURG**

Multiplier 1:

Organizations	FAPEL
Venue	LuxDidac
Date	06/06/2023 - 08/06/2023
Number of attendees	26
Collaborating Entities and Associations	Not specified
Project Results presented during the Webinar	All of them
Dissemination Materials & Evidences	Photos Attendance List





Deliverable link full report (including attendance list) :

<https://drive.google.com/file/d/1EzodRqlcVIRfGE3nvGjUcpsDImaBUct3/view?usp=sharing>

Multiplier 2:

Organizations	FAPEL
Venue	FAPEL office
Date	25/01/2024
Number of attendees	3
Collaborating Entities and Associations	Not specified
Project Results presented during the Webinar	All of them
Dissemination Materials & Evidences	Photos Attendance List



Deliverable link full report (including attendance list) :

<https://drive.google.com/file/d/1EzodRqlcVIRfGE3nvGjUcpsDImaBUct3/view?usp=sharing>

- ITALY

Organizations	EUROPEAN SCHOOL OF VARESE
Venue	European School of Varese in the Montessori Building
Date	22/01/2024
Number of attendees	48
Collaborating Entities and Associations	Carlisle Infant School, Hampton, UK Parents Association The European School of Frankfurt Istituto Comprensivo Falcone - Volla Napoli Istituto "Tomaso Catullo" – Belluno Scuola primaria “Manzoni” Morosolo – local Green School Scuola primaria Pascoli - local school Dante Alighieri di Gemonio – local school Agenzia Formativa Tradate – local education and Training Centre Scuola dell'Infanzia e Primaria Piccola England – local school Liceo Manzoni – local school in Varese Primary F. Morandi – local school in Varese San Giovanni Bosco – local school in Varese
Project Results presented during the Webinar	All of them
Dissemination Materials & Evidence	Agenda Photos and Videos Poster Brochure of the project Sustainable Gifts Presentation of Tools Attendance List



Deliverable link full report (including attendance list) :

https://drive.google.com/file/d/1Iku_3Y_YiCG5C6BO6Dsh8E9CkBFU2FK/view?usp=drive_link

- GREECE

Organizations	Vareia Primary School and IDEC
Venue	Lesvos island
Date	09/12/2023
Number of attendees	Total 131 – 61 from the target group
Collaborating Entities and Associations	University of the Aegean and Europe Direct The Parents' Association others
Project Results presented during the Webinar	All of them
Dissemination Materials & Evidence	Agenda Photos Poster Brochure of the project Agenda Gift Attendance List



Deliverable link full report (including attendance list):

https://drive.google.com/file/d/1zivTnOORazjP8Z73BY2HE5yUjiKqmMgI/view?usp=drive_link

2) Impact evaluation

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. The impact report (A11) has been analysed by IDEC, and you can view it in its entirety [by clicking here](#).

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 – internal feedback
- Evaluation of the Learning activity – internal feedback
- Evaluation of the Pilot testing – external feedback
- Evaluation of the Multiplier events – external feedback
- Evaluation of dissemination activities – external feedback

A) Semester evaluations

We asked partners, through a questionnaire, to summarize, 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. They answer that 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. The responses across countries were highly diverse.

Referring to **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.

B) Evaluation of the Learning activity

The LTTA provided an overwhelmingly positive learning experience, with participants giving it top marks. Many found it extremely beneficial for their professional growth, noting a strong connection between the training content and its practical relevance. After completing the course, most participants felt confident in their understanding of Green School principals and their ability to apply and share this knowledge.

Notably, six participants demonstrated a deep understanding of Green School concepts. In terms of applying what they learned, a large majority (9 out of 11) expressed a clear intention to integrate the information, techniques, and tools into their professional lives. Participants were pleased with both the content and delivery, highlighting the effectiveness of the training structure. Overall, the Greener Green LTTA in Liege successfully met participants' expectations, inspiring them to implement Green School initiatives in their organizations. The enthusiastic response and dedication of the participants underscore the training's effectiveness in fostering environmentally sustainable practices within educational settings.

C) Evaluations of pilot testing

All participants in the pilot provided evaluations of their experience testing the e-learning platform and the assessment tool. These external feedback were instrumental in informing subsequent adjustments to both outcomes.

European School of Varese

The evaluation of the e-Learning Platform by **12 participants** revealed initial challenges with access. However, participants generally found the platform's navigation to be positive. Feedback on functionality, user-friendliness, and visual appeal varied. Some concerns were raised about the amount of reading and time required to navigate, with suggestions for incorporating more interactive elements to engage students.

Participants recommended improvements to the Assessment Tool, including providing alternative answers, removing automatic comments, and enhancing tips. Regarding the e-Learning Platform, participants appreciated the content but suggested improvements in terms of conciseness, visual appeal, and classroom applicability.



All the feedback, attendance lists and the report from de piloting is compiled in the following deliverables corresponding to PR1.A12 and PR2.A7 for Varese:

PR1A12 Varese:

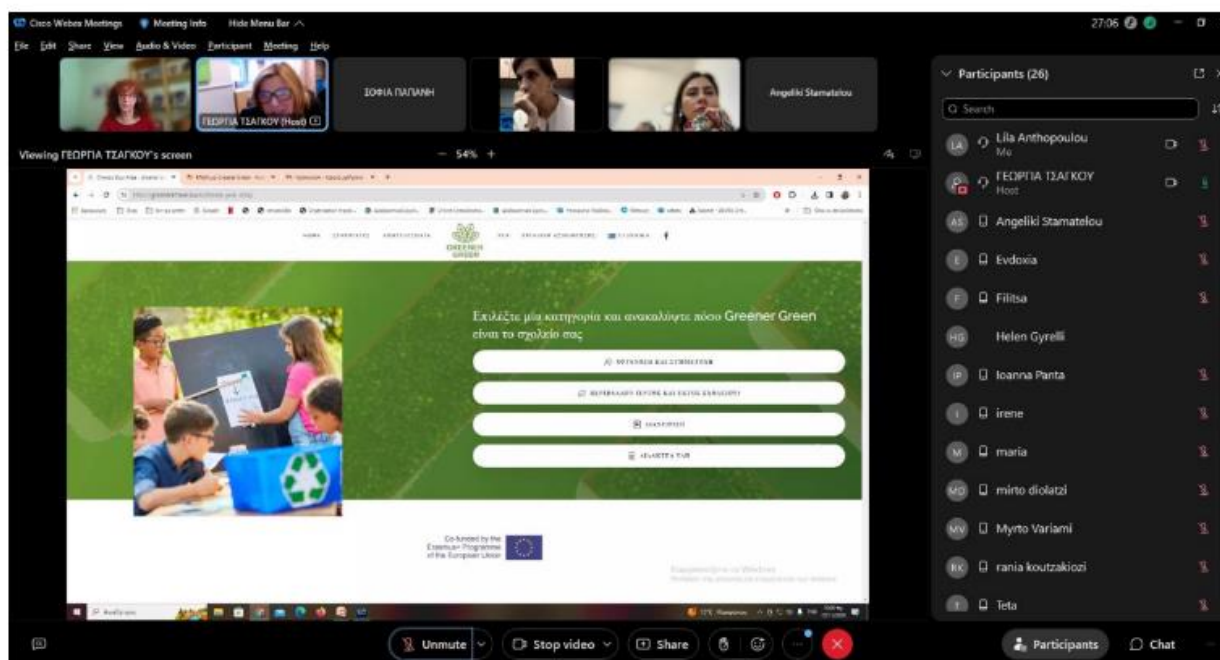
<https://drive.google.com/file/d/192AeUrkjstwCIA8USwxwsoTj14apW0aF/view?usp=sharing>

PR2.A7 Varese:

<https://drive.google.com/file/d/1YTOdN0uWpNoqTUK3YgIzC9qhlvpwEZEG/view?usp=sharing>

IDEC SA

IDEA S.A., the partner organization in Greece, conducted pilot testing of the Greener Green Assessment Tool and e-learning platform. **Thirteen** participants assessed these tools, focusing on user experience, functionality, and relevance of content. Overall, feedback for both the Assessment Tool and e-learning platform was positive. Participants praised the user-friendliness and motivational impact of the Assessment Tool, with suggestions for minor technical enhancements. The e-learning platform received acclaim for its ease of navigation and motivational aspects, suggesting it as a valuable educational resource, along with suggestions for additional educational modules. These insights lay a strong groundwork for further refinement of the tools, ensuring their effective incorporation into educational settings.



All the feedback, attendance lists and the report from de piloting is compiled in the following deliverables corresponding to **PR1.A12** and **PR2.A7** for IDEC:

PR1A12 IDEC:

<https://drive.google.com/file/d/14Rr8HzPWRZz9LC0vus5QbGDDGtLsgEMB/view?usp=sharing>

PR2.A7 IDEC:

<https://drive.google.com/file/d/1JeGvw7zRa6uOVgQtcx4Bv4ZE0aFECTKW/view?usp=sharing>

FAPEL

FAPEL coordinated a multifaceted initiative comprising a conference, webinar, and extensive pilot testing involving **150 participants**, including teachers and students across different age groups. The pilot testing yielded a satisfaction level of 37% among students and teachers, providing valuable insights for potential enhancements. Areas receiving satisfaction scores below 40% were identified for further evaluation, illustrating a dedication to enhancing the tools through refinement.

GREENER GREEN

A. Plateforme d'évaluation en ligne
<https://greenerschool.eu>

B. Plateforme d'apprentissage en ligne
<https://trainingcentre.sp/course/view.php?id=255§ion=4>

FAPEL Emails: fapel@education.lu | charles.krim@fapel.lu
Facebook: <https://facebook.com/ef6.greenerschool.eu> | <https://facebook.com/greenergreen.lu>

Questionnaire

Question	A. Plateforme D'évaluation	B. Plateforme d'apprentissage	Pas du tout d'accord 1 2 3 4 5 6 Tout à fait d'accord					
			1	2	3	4	5	6
1. Appréziez-vous le design générale des sites et estimez-vous qu'ils incitent à visiter les diverses sujets	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Trouvez-vous que la conception des sites a été planifiée pour pour un usage facile et une utilisation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Estimez-vous que les sujets traités par les outils sont bien répertoriés et qu'ils sont faciles à trouver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Est-ce que la recherche d'information est aisée et qu'elle soit en relation avec le thème écologique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Estimez-vous que les sites proposent de façon évidente les liens entre l'écologie, les écoles et les élèves/enseignants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Feriez-vous usage de la plateforme d'évalutaion pour évaluer le statut vert de votre école	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

All the feedback, attendance lists and the report from de piloting is compiled in the following deliverables corresponding to PR1.A12 and PR2.A7 for FAPEL & Uliège:

PR1A12 Fapel/Uliège:

https://drive.google.com/file/d/1dpIodjYod5CAa8oit_j1QIAFLxaEDy4L/view?usp=sharing

PR2.A7 Fapel /Uliège:

https://drive.google.com/file/d/1b0wRH9Ltp_zoqBm-rW-IM0F23mceRrZm/view?usp=sharing

University of Uliège

The pilot testing conducted in Belgium offered valuable insights into both the strengths and areas needing improvement for the Greener Green Assessment Tool and e-learning platform. Tailoring solutions to fit local contexts is crucial for maximizing the impact and effectiveness of these tools in advancing environmental education. Continued refinement based on participant feedback is vital to guaranteeing the success of the Greener Green project.

All the feedback, attendance lists and the report from de piloting is compiled in the following deliverables corresponding to PR1.A12 and PR2.A7 for FAPEL & Uliège:

PR1A12 Fapel/Uliège:

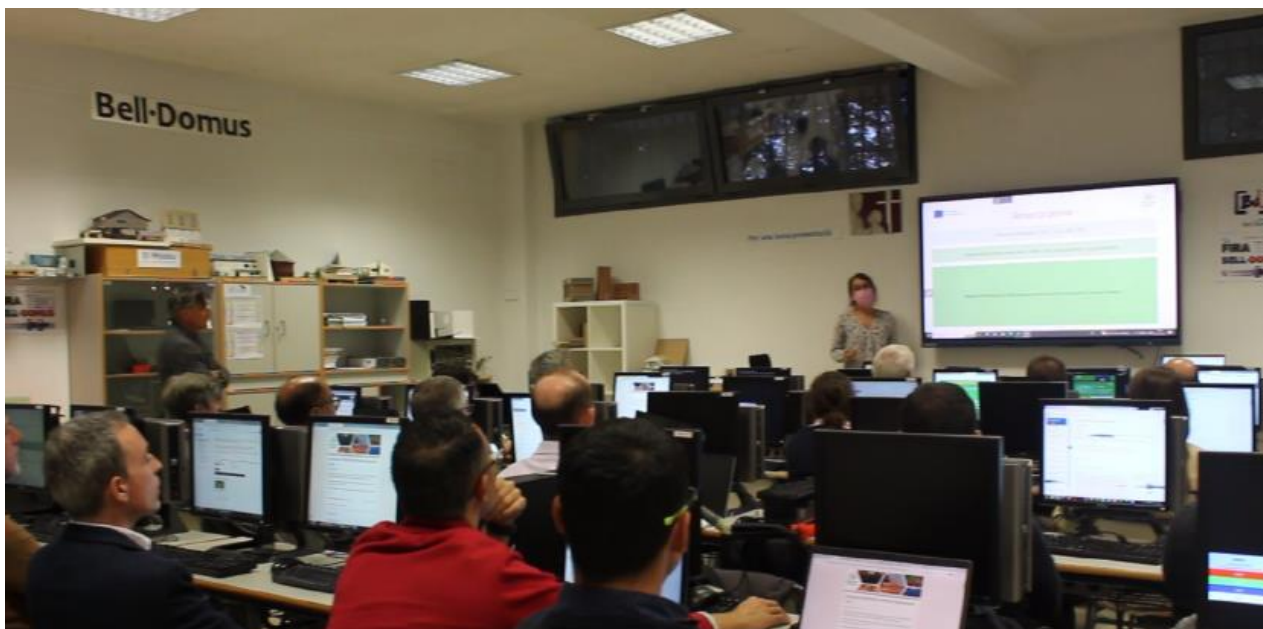
https://drive.google.com/file/d/1dpIodjYod5CAa8oit_j1QIAFLxaEDy4L/view?usp=sharing

PR2.A7 Fapel /Uliège:

https://drive.google.com/file/d/1b0wRH9Ltp_zoqBm-rW-IM0F23mceRrZm/view?usp=sharing

Bell-Lloc & Blue Room Innovation

Feedback for the Assessment Tool was collected from 22 participants, resulting in 24 responses as some participants provided feedback multiple times. The pilot testing conducted in Spain effectively gathered valuable insights and feedback, which are instrumental in continuously refining and enhancing the Greener Green Assessment Tool and E-Learning Platform. The favourable responses and recommendations underscore the potential of these tools to significantly contribute to the project's goals of promoting environmental awareness and sustainability within educational environments.



All the feedback, attendance lists and the report from de piloting is compiled in the following deliverables corresponding to **PR1.A12** and **PR2.A7** for **Blue Room Innovation & Bell-Lloc**:

PR1A12 Blue Room Innovation & Bell-Lloc:

<https://drive.google.com/file/d/1hyvDc5clMQMTjplf-cu1Nuh7FNf1x6vC/view?usp=sharing>

PR2.A7 Blue Room Innovation & Bell-Lloc:

<https://drive.google.com/file/d/1UIFhMWmudc-rnckXHhRcEB-SqHoeEZwv/view?usp=sharing>

Primary School of Vareia

Teachers expressed high satisfaction with the Assessment Tool, indicating that the selected modules were both useful and interesting. The tool received top ratings across all aspects, with teachers confirming their intention to integrate it seamlessly into the educational process, noting no technical difficulties. Graphs depicted positive feedback regarding ease of use, visual appeal, motivation, and relevance of content. Similarly, teachers rated the educational platform highly, noting its alignment with real-life scenarios. All sections were deemed engaging, comprehensive, and aligned with their requirements. Graphs displayed positive assessments regarding simplicity, relevance, diverse presentation methods, and practicality in daily life. The platform was deemed ready for introduction to the educational community, contributing significantly to the transition of schools towards sustainability and environmental friendliness.

All the feedback, attendance lists and the report from de piloting is compiled in the following deliverables corresponding to **PR1.A12** and **PR2.A7** for **Vareia**:

PR1A12 Vareia

<https://drive.google.com/file/d/10I0spUFn66TSW5Ssgd-Ca22nfMjwWqff/view?usp=sharing>

PR2.A7 Vareia:

<https://drive.google.com/file/d/1hwm5kqjNWUqPGvQNJTQOVSHCt1edr6hW/view?usp=sharing>

D) Evaluations of multiplier events

FAPEL

FAPEL prepare two multiplier events. The first one was at a fair. 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.

The second event was a small event to delve deeper into the principles of ReUse-ReDuce-ReCycle. The success of the small-scale multiplier event underscores the value of creative problem-solving. FAPEL is now strategizing 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.

European School of Varese

The Varese Multiplier Event, conducted on January 22, 2024, integrated both in-person and online engagement to foster connections with the local community, parents, and schools, aiming to advance collaborative efforts for sustainability initiatives. Hosted at the European School of Varese, the event featured an Aperitivo Networking session alongside a separate presentation. The meticulously planned and positively received Multiplier Event showcased the community's eagerness for collaborative endeavours. The evident demand for similar events emphasizes the dedication to future partnerships, signalling a promising trajectory for sustainability initiatives in the area.

Greece (IDEC & Primary School of Vareia)

The GREENER GREEN project concluded with a collaborative event held on December 9, 2023, at the Primary School of Vareia and IDEC on Lesbos Island. Attended by 131 participants, the event featured workshops, program updates, and exhibitions showcasing students' creations. This report offers a detailed analysis of the event's success, highlighting key factors such as strategic partnerships, attendee engagement, effective planning, and the lasting impact on schools adopting an eco-friendly ethos.

Attendees expressed enthusiastic feedback, actively participating in discussions and engaging in extended conversations post-event. Survey responses indicated optimistic expectations for the GREENER GREEN project's influence on schools, the local community, students, and families. While some areas for improvement were identified, overall sentiment was highly positive, underlining the project's beneficial impact on environmental awareness and the creation of eco-friendly school environments.

Spain (Bell-Lloc & Blue Room Innovation)

The Greener Green project achieved a significant milestone on November 24, 2023, with the organization of a Multiplier Event at Bell-Lloc School in Girona. This in-person event attracted more than 80 participants and showcased a collaborative partnership between Blue Room Innovation and Bell-Lloc. The event's success in Girona was attributed to a combination of factors including effective pre-event promotion, distribution of sustainable gifts, well-managed timing, active student involvement, and the inclusion of sustainable projects. This comprehensive approach facilitated an engaging and interactive experience that effectively involved the entire educational community and fostered a strong emotional connection to sustainability.

E) Dissemination activities

We have successfully met the dissemination targets set for our Greener Green project, demonstrating our dedication to effectively reaching and engaging stakeholders. Below is a summary of the main achievements:

- When it comes to **webinars**, we delivered a series of four webinars (Italy, Spain, Greece and Bel-Lux), **each attended by over 20 teachers**, totalling more than 60 participants. These sessions provided valuable insights and knowledge exchange opportunities.
- The project expects to have considerable impacts on various stakeholders. Partner organizations, such as schools and training centers, foresee transformative outcomes concerning green practices and digital skills through the utilization of tools such as the Assessment Tool and e-learning programs. **All partners reached a list of 200 stakeholders**, and their positions and entities can be consulted here. Although FAPEL did not share data on this. Here [the final list](#) of reached stakeholders.
- Throughout the two years of the project, **5 newsletters** have been created and disseminated through both the project's own channels and those of the various partners. The 5 newsletters can be viewed in Deliverable [A18](#).
- The Greener Green conferences and workshops have effectively catalysed a transformation in educational approaches, emphasizing sustainability. Through inspiration, education, and empowerment, these events play a crucial role in advancing the overarching goal of a more environmentally friendly and sustainable future. With its array of impactful activities, Greener Green solidifies its role as a pioneering force in advocating for sustainable education. All the conferences and workshops are explained in detail in deliverable [A17](#). **Nearly all partners surpassed the 4 conferences/workshops during the project.**
- We consistently engage on **Facebook with a minimum of two posts monthly**, ensuring ongoing interaction and updates. The effectiveness of our social media approach is evident when reviewing the metrics on our Facebook page, which are visually depicted through impactful screenshots. These figures provide concrete evidence of the project's significant impact and highlight the success

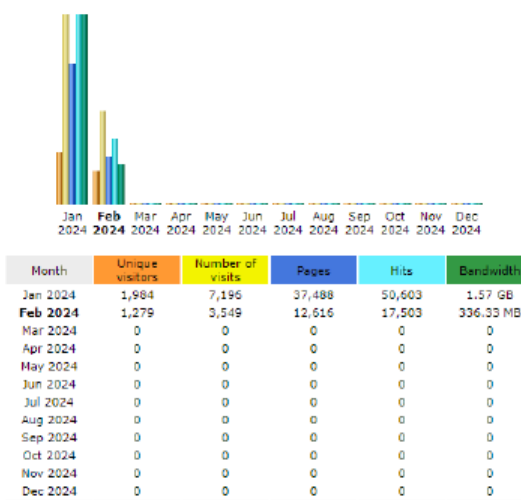
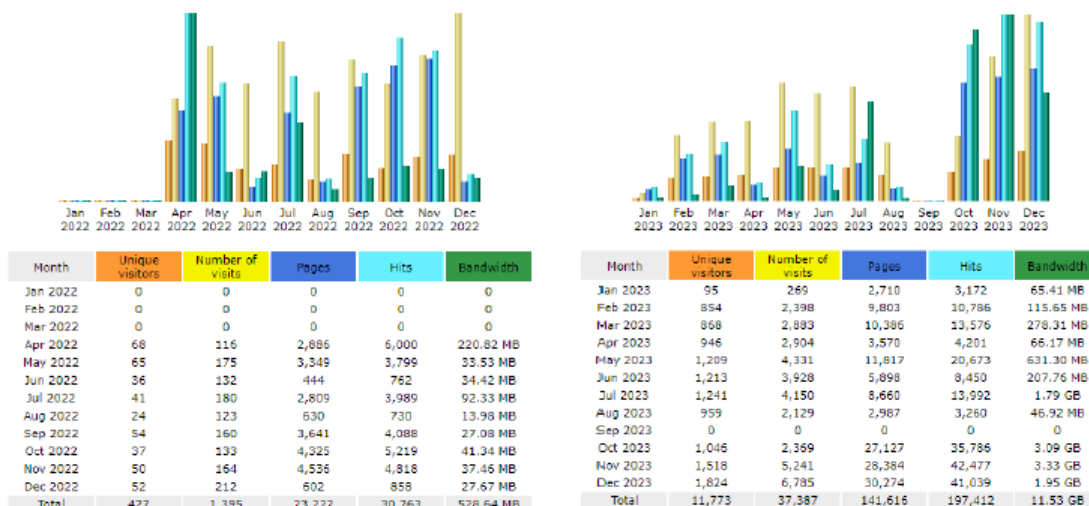


of our communication strategy in increasing public awareness. Through a thorough examination of these metrics, it is clear that our approach has not only resonated effectively but has also been instrumental in accomplishing our main objectives by promoting widespread recognition and involvement. The page has garnered a total of 110 followers, but the reach has been the most significant aspect.

- The **e-learning platform has garnered 124 registrations** during the pilots, as observed in the following screenshot separated by language.

Full name	Greener Green - Desenvolupament de pràctiques de sostenibilitat a les escoles primàries
Short name	Greener Green - Catalan
ID number	
Category	Greener Green
Groupings	0
Groups	0
Role assignments	Teacher: 2 Student: 16
Full name	Greener Green - Ανάπτυξη πρακτικών βιωσιμότητας στα δημοτικά σχολεία
Short name	Greener Green - Ελληνικά
ID number	
Category	Greener Green
Groupings	0
Groups	0
Role assignments	Teacher: 2 Student: 41
Full name	Greener Green - Développer des pratiques durables dans les écoles primaires
Short name	Greener Green - Français
ID number	
Category	Greener Green
Groupings	0
Groups	0
Role assignments	Teacher: 2 Student: 16
Full name	Greener Green - Desarrollo de prácticas de sostenibilidad en las escuelas primarias
Short name	Greener Green - Español
ID number	
Category	Greener Green
Groupings	0
Groups	0
Role assignments	Teacher: 2 Student: 16
Full name	Greener Green - Sviluppare pratiche di sostenibilità nella scuola primaria
Short name	Greener Green - Italiano
ID number	
Category	Greener Green
Groupings	0
Groups	0
Role assignments	Teacher: 2 Student: 16
Full name	Greener Green - Developing sustainability practices in primary schools
Short name	Greener Green - EN
ID number	
Category	Greener Green
Groupings	0
Groups	0
Role assignments	Teacher: 2 Student: 19

- Our project website has seen impressive expansion. **Quantitative data, such as the project website's 15.463 unique visitors 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.** This highlights the growing interest and involvement in our project's goals. Particularly noteworthy is the international recognition our website has gained, drawing considerable attention from nations such as the United Kingdom, China, Japan, and the United States. This widespread global interest underscores the project's influence on an international level.



- The project's multiplier events saw robust participation, with over **280 enthusiastic attendees**. All partners have surpassed **30 attendees** thanks to their excellent communication efforts and mobilization of their networks. These gatherings provided opportunities for thorough discussions, networking, and the sharing of project results.

Activity	Lead by	Description	Impact
Website visits – mainly assessment tool visitants	Blue Room Innovation	Visits to the website have been enhanced thanks to visits to the integrated assessment tool.	15.463 unique visitors
Platform registers	IDEC	Participation in the e-learning platform has been incentivized through piloting.	124
Facebook Followers	Fapel	The Facebook page has been energized to achieve the best results.	110 followers
Multiplier Event Spain	Blue Room & Bell-Lloc	Bell-Lloc School in Spain, together with Blue Room Innovation, held a successful multiplier event in Spain.	80
Multiplier Event Greece	IDEC &	Vareia School in Lesbos, together	61

	Vareia	with IDEC, held a successful multiplier event in Greece.	
Multiplier Event Italy	E.S Varese	Varese (Italy) held a successful multiplier event in Italy.	48
Multiplier Event Luxembourg & Belgium	FAPEL	Fapel in Luxembourg, held 2 multiplier events.	29
Piloting Spain	Blue Room & Bell-Lloc	The two schools jointly piloted with the participation of teachers from Bell-Lloc.	22
Piloting Greece Vareia	School of Vareia	In Vareia, a pilot of the results was prepared with teachers from the school.	11
Piloting Greece IDEC	IDEC	IDEC collaborated with various teachers to test the platform and assessment tool.	13
Piloting Italy	E.S Varese	In Varese, a pilot of the results was prepared with teachers from the school.	12
Piloting Lux-Belg	FAPEL & Uliège	The two entities organized a joint pilot with teachers from different schools.	51
Webinar Spain	Blue Room & Bell-Lloc	The two schools jointly prepare a webinar with the participation of teachers from Bell-Lloc.	22
Webinar Greece	IDEC & Vareia	Vareia and IDEC organized a joint webinar.	26
Webinar Italy	E.S Varese	The Varese school organized a successful webinar.	21
Webinar Lux-Belg	FAPEL & Uliège	The two entities organized a joint webinar with participants from different schools.	147
TOTAL IMPACT			16.240



USE OF ECONOMIC RESOURCES

Greener Green coordination team has employed a standard project management approach based on documented timelines, regular communications, active follow up, and formal quality control and risk mitigation processes. To support its project management approach, Greener green team has elected to use NIR-VANA platform and also create its own greener green platform connected to the project website.

Procedures and templates have been created by the team to ensure that regular progress reports are made by deliverable leads, that actual resource consumption is tracked against plan and that any deviations from plan are quickly surfaced and appropriate risk mitigation actions taken. To facilitate on-going reporting activities and project teamwork, email lists have been created and conference calling facilities established. In addition, a project website was developed to provide not only internal communications capabilities for the Greener Green team, but to support the team's dissemination and exploitation activities.

The financial management arrangements were discussed with all partners right at the project start and are part of the partner agreement which regulates the agreed rules duly following all the conditions of the EC grant agreement.

Blue Room Innovation SL coordinated the project it follows EC rules and final external audit from all costs during the project life using services of a professional auditor. Thus, all the claimed costs include the proof of each cost and the consistency of the application with the real costs of all partners. BRI also developed a simplified guide for the financial management to be available anytime for all partners, also relevant to mention is half partners were well experienced in management of EU funds, thus most of them followed the rules without any difficulties, however with one of the newcomers (FAPEL), mid-term report was justified despite some incidences as it was justified in the final period, it makes that some partners carried their work in solidarity.

In the first reporting period we have used about 40% of the total available budget. There were no relevant deviations to be mentioned. We used 88.664,25 € for staff costs, 3.820 € for travels, 3.200€ for exceptional cost which represents the total of 119.684,25 €

Having in mind the quantity and quality of realized activities as well as the currently available project results achieved at the end of the project it is justified in 1.356,13 working days that has represented 212.744,00 € which means 71% of the total budget.

Also 2 consortium meetings and one training meeting were held during project lifetime, which means that 24 total travels took place to an average cost per travel and subsistence of 575 € and just 6% of total costs.

Despite exceptional costs represents 6% in the initial budget, it has been justified 4% of the total cost thus most of the translations were done internally with contracted staff. For exceptional costs was used the following rule of best value for money and mainly related with dissemination activities.

Furthermore, an important investment was done by Blue Room Innovation in terms of dissemination

project campaign and results promoting activities of greener green Facebook.

We correctly received the pre-financing amount of 237.281,60 € and distributed it accordingly to each partner by periods if all technical and financial reports are presented during timelines agreed on the partners agreements.

The consortium partners agreed on two minor changes regarding the budget shifting in order to be able to manage the needed activities successfully:

Need: final event in Luxemburg presents some difficulties to organize thus this trip has more expensive cost than this declared in the budget.

Solution found on the consortium level: Final event held in Varese thus costs in Italy are lower and target group was easily achieved plus interesting field visits offered by Varese School.

Need: some partners were not available to travel

Solution found on the consortium level: part of this budget was transferred to the coordinator who had the need of technical representative and financial representative.

Thus, the total available budgets for all partners changed slightly from the initial one as shown in the following table:



Initial budget

		PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
BRI	Spain	12.000,00 EUR	575,00 EUR	45.683,00 EUR	1.610,00 EUR	3.000,00 EUR	3.200,00 EUR	66.068,00 EUR
IDEC	Greece	6.000,00 EUR	1.150,00 EUR	38.833,00 EUR	1.780,00 EUR	3.000,00 EUR	3.200,00 EUR	53.963,00 EUR
FAPEL	Luxembourg	6.000,00 EUR	575,00 EUR	31.089,00 EUR	1.480,00 EUR	3.000,00 EUR	6.000,00 EUR	48.144,00 EUR
ULiège	Belgium	6.000,00 EUR	575,00 EUR	31.030,00 EUR	0,00 EUR	0,00 EUR	0,00 EUR	37.605,00 EUR
Primary school of Vareia	Greece	6.000,00 EUR	3.040,00 EUR	12.193,00 EUR	2.670,00 EUR	3.000,00 EUR	0,00 EUR	26.903,00 EUR
Bell-Iloc School	Spain	6.000,00 EUR	1.150,00 EUR	12.193,00 EUR	2.415,00 EUR	3.000,00 EUR	3.200,00 EUR	27.958,00 EUR
Scuola Europea di Varese	Italy	6.000,00 EUR	2.300,00 EUR	19.046,00 EUR	2.415,00 EUR	3.000,00 EUR	3.200,00 EUR	35.961,00 EUR
		48.000,00 EUR	9.365,00 EUR	190.067,00 EUR	12.370,00 EUR	18.000,00 EUR	18.800,00 EUR	296.602,00 EUR

Total financial audited

		PMI	M 1 KOM Girona	M 2 Final Lux	PR1 training	PR2 Assessment	Learning activity	Multiplier	Exceptional	Total
BRI	Spain	12.000,00 €	- €	1.150,00 €	10.444,00 €	43.729,00 €	1.610,00 €	4.000,00 €	3.759,71 €	76.692,71 €
IDEC	Greece	6.000,00 €	575,00 €	575,00 €	42.470,00 €	8.220,00 €	1.780,00 €	6.100,00 €	3.200,00 €	68.920,00 €
FAPEL	Luxembourg	6.000,00 €	575,00 €	- €	18.557,00 €	15.906,00 €	710,00 €	2.900,00 €	763,10 €	45.411,10 €
ULiège	Belgium	6.000,00 €	- €	- €	17.334,00 €	9.416,00 €	- €	- €	- €	32.750,00 €
Vareia school	Greece	6.000,00 €	1.520,00 €	1.520,00 €	3.699,00 €	8.083,00 €	1.780,00 €	6.100,00 €	- €	28.702,00 €
Bell-Iloc School	Spain	6.000,00 €	- €	1.150,00 €	3.836,00 €	9.864,00 €	2.415,00 €	4.000,00 €	531,09 €	27.796,09 €
Varese school	Italy	6.000,00 €	1.150,00 €	- €	5.778,00 €	15.408,00 €	1.610,00 €	3.000,00 €	4.505,00 €	37.451,00 €
		48.000,00 €	3.820,00 €	4.395,00 €	102.118,00 €	110.626,00 €	9.905,00 €	26.100,00 €	12.758,90 €	317.722,90 €

Finally, the co-financing of the subcontracting has been supported by all partners, not only with exceptional costs but also with staff cost. This item in the budget is 21.120,90€ which is more than 4.700€ initially estimated.

SUMMARY OF DELIVERABLES

PROJECT MANAGEMENT

A1 Elaboration of a project plan

<https://drive.google.com/file/d/1sA0Ray--w1FUyZuT473hNj4EORXmw3T/view?usp=sharing>

A2 Contracts with partners

<https://drive.google.com/file/d/1MwaQlfiMC5N2-bpCC7gCutO1gG8rX2f3/view?usp=sharing>

A3 Set up steering committee

<https://drive.google.com/file/d/1Yaz3EIDFsEOIHBTYgj2bSAxGNIWqWuIJ/view?usp=sharing>

A4 Set up national working groups

https://drive.google.com/file/d/1XEwkKYcGVDt5DnzZdp89n115B-6JM_jl/view?usp=drive_link

A5 Set up online project management space

https://drive.google.com/file/d/18eLygD73SCcPDDmgSAtalHn3XKO8Mg-i/view?usp=drive_link

A6 Online coordination meetings

https://drive.google.com/file/d/1AvhpRrJBYbYK8g6LDUy976zkivWHWEow/view?usp=drive_link

A7 Interim report

https://drive.google.com/file/d/1SBYf1MmXvqA-yFUcrzLXWae8SGUtx_dg/view?usp=sharing

A8 Final report

The present document

QUALITY AND EVALUATION ACTIVITIES

A9 Develop Quality Assurance and Evaluation plan

https://drive.google.com/file/d/1QtKDgESwwQjGNZorG_29_2uhDD6NQa7j/view?usp=sharing

A10 Semester project evaluations

2ⁿ semester

<https://drive.google.com/file/d/114DB6HezHwKESdO8otRh-aHP11iDOrvv/view?usp=sharing>

3rd semester

<https://drive.google.com/file/d/1t9m5uZHD0SWyW33cON-rCmMXnkB1VAoG/view?usp=sharing>

4th and final

https://drive.google.com/file/d/1mpaqpHHOL64zbH1YbzZ1_SAhyiNxtfYk/view

A11 Impact analysis

https://drive.google.com/file/d/1j7lhMlipAc1ZAueCFzS08UZOlvyQ0_0y/view?usp=sharing

DISSEMINATION AND EXPLOITATION ACTIVITIES

A12 Develop Dissemination and Exploitation plan

<https://drive.google.com/file/d/1dGwas4n1dS-McqKN9YeG6oby49CAgA0J/view?usp=sharing>

A13 Partners Dissemination and exploitation strategy

https://drive.google.com/file/d/1fr2MjaXxJyHc7RbhZH3ehEJgR_ft_wRX/view?usp=sharing

A14 Development of the project identity (logos, social media)

https://drive.google.com/file/d/1WmU9GbSVXA-gWqgs-y_IXklzdINR3Flf/view?usp=sharing

A15 Development of project website

https://drive.google.com/file/d/1qGVRFRPa-N2fo68_4ky_1EqT-QOLI4bt/view?usp=sharing

A16 Development of a leaflet



https://drive.google.com/file/d/1WVSPp_rCQJsm3g5ndLBrfwKa4jeHDRS/view?usp=sharing
A17 Presentation in workshops/conferences
https://drive.google.com/file/d/1PCbBPP_CswiJdv8bnWgQlg5xJt5ozbre/view?usp=sharing
A18 Publication of articles/newsletter
<https://drive.google.com/file/d/1gy7lhfn5-Yobcp6-eA-GWITzGPWnCN8f/view?usp=sharing>
A19 Social media creation and animation
<https://drive.google.com/file/d/1wzkixQELWkLSoBB6UPhbcjpLcO1ygtf8/view?usp=sharing>
A20 Organisation of webinars (20 teachers per country)
Fapel & Uliège
https://drive.google.com/file/d/1_BXXDNyCJ0R56bUj9yHDoH-0jTQFZO/view?usp=sharing
IDEC & Vareia
<https://drive.google.com/file/d/1PyGWQDOJcb002ZFsiN0xkCJfSeHOVvBj/view?usp=sharing>
Bell-Lloc & Blue Room Innovation
https://drive.google.com/file/d/1YtKDMKyzPjsQ2WDEwnRiv8ueof_o001A/view?usp=sharing
Varese
<https://drive.google.com/file/d/1pRYAyVzC7FoASDjzODkmveVGq6EUalc-/view?usp=sharing>

E-LEARNING PLATFORM

PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school

https://drive.google.com/file/d/19_wFFtE_etY0GhBpVcObP0Wc46nSAC0g/view?usp=sharing

PR1/ A2 Desk Research, PR1/A3 Survey- Needs Analysis. PR1/ A4 Focus Group, PR1/A5 National study report

Luxembourg & Belgium

<https://drive.google.com/file/d/1zJr9H5uWx2eYfbj3Oa6GxKNZIUJU1MrV/view?usp=sharing>

Greece

<https://drive.google.com/file/d/1u-lhfUwIeT61kyGCPYRIFdYMCfptY9Aa/view?usp=sharing>

Italy

https://drive.google.com/file/d/159Q_gmtvtlc03TG-fHmyX36JhtC0VpPt/view?usp=sharing

Spain

https://drive.google.com/file/d/12Etzon-Q3dAvCAcSj2Sa-Zm_iciVmJXp/view?usp=sharing

PR1/A6 Synthesis Report

<https://drive.google.com/file/d/1yswFDKhnKo-7qDhKvSUEIViU54vgN6uh/view?usp=sharing>

PR1/A7 Training Curriculum & Materials

<https://drive.google.com/file/d/1eHWfn-WgKmu2UlbnJKejDDqxnRQdouBu/view?usp=sharing>

PR1/A8 Peer Review

<https://drive.google.com/file/d/1Fjn6qhyHbwpP-FwzFAwvZU1tztDOCH47/view?usp=sharing>

PR1/A9 Technical development of the English version of the e-learning course

https://drive.google.com/file/d/1ONKfjtANxITrM5_Y5ztOnj9XhDU6LBy_/view?usp=sharing

PR1/A10 Translations, PR1/A11 Development of national versions of e-learning course

https://drive.google.com/file/d/1gUKg9FcE8Ju2vixab6Gyj77D-Vrk_Z4r/view?usp=sharing

PR1/A12 Pilot delivery of e-learning in all countries

All summary

<https://drive.google.com/file/d/1SSK3v9PDI9B0YZ3nWvcQATowbaO-AOu3/view?usp=sharing>

IDEC

<https://drive.google.com/file/d/14Rr8HzPWRZz9LC0vus5QbGDDGtlSgEMB/view?usp=sharing>

Bell-Lloc & Blue Room Innovation

<https://drive.google.com/file/d/1hyvDc5clMQMTjplf-cu1Nuh7FNf1x6vC/view?usp=sharing>

Varese

<https://drive.google.com/file/d/192AeUrkjstwCIA8USwxwsoTj14apW0aF/view?usp=sharing>



Vareia

<https://drive.google.com/file/d/10I0spUFn66TSW5Ssgd-Ca22nfMjwWqff/view?usp=sharing>
FAPEL & Uliège

https://drive.google.com/file/d/1dpIodjYod5CAa8oit_j1QIAFLxaEDy4L/view?usp=sharing

PR1/A13 Improvements and finalisation of e-learning course

<https://drive.google.com/file/d/1c68-7VNNwLDwaMZq6koTG8lhZ8-lxeww/view?usp=sharing>

ASSESSMENT TOOL

PR2/A1 Development of the specifications

https://drive.google.com/file/d/1HIGOiZifF90PXniJUCxvBa_iMzAOCoaF/view?usp=sharing

PR2/A2 Development of the online tool

https://drive.google.com/file/d/1HIGOiZifF90PXniJUCxvBa_iMzAOCoaF/view?usp=sharing

PR2/A3 Development of the assessment questions and positive reinforcement rewards system

https://drive.google.com/file/d/1BicIxogg9m4axxlQu_OqStUzwC2wloZp/view?usp=sharing

PR2/A4 Peer review

<https://drive.google.com/file/d/1kimrZD6MbY9owu1N4ENMzrny3cM7704/view?usp=sharing>

PR2/A5 Translations

https://drive.google.com/file/d/1C8TcsICfLLVtaRUYZqLna_46iQImCRKa/view?usp=sharing

PR2/A6 Technical integration of content

<https://drive.google.com/file/d/1r9WM1DPSIHNWuSqhzmMYh9kKgA8oNu0p/view?usp=sharing>

PR2/A7 Pilot Testing

All summary

<https://drive.google.com/file/d/1MHJLEyGE3upwcH2Jm9nzYmS4TpZkHJJ5/view?usp=sharing>

IDEC

<https://drive.google.com/file/d/1JeGvw7zRa6uOVgQtcx4Bv4ZE0aFECKW/view?usp=sharing>

Bell-Lloc & Blue Room Innovation

<https://drive.google.com/file/d/1UIFhMWmudc-rnckXHHrCeb-SqHoeEZwv/view?usp=sharing>

Vareia

<https://drive.google.com/file/d/1hwm5kqjNWUqPGvQNJTQOVSHCt1edr6hW/view?usp=sharing>

Varese

<https://drive.google.com/file/d/1YTOdN0uWpNoqTUK3YgIzC9qhlvpwEZEG/view?usp=sharing>

FAPEL & Uliège

https://drive.google.com/file/d/1b0wRH9Ltp_zoqBm-rW-IM0F23mceRrZm/view?usp=sharing

PR2/A8 Improvements and finalisation

https://drive.google.com/file/d/1i3lIdvr_YfwEcyJdFnUB6kXeIMNMP1sR/view?usp=sharing

TRANSACTIONAL MEETINGS AND TRAINING ACTIVITY

M1 Kick-off meeting in Girona, Spain

https://drive.google.com/file/d/1DaVy9THpx5LSD5jH_Kb9TDzxETsPSgX9/view?usp=sharing

M2 Final Meeting a Italia

<https://drive.google.com/file/d/1Ji4oZE3UJzsxv5DmwXFf47CtSonWpb3F/view?usp=sharing>

D3 Joint staff training event for teachers trainers in Liege

<https://drive.google.com/file/d/1JfRjjq19SxjBjx8TJst6Qf4-k4OCjqSW/view?usp=sharing>

MULTIPLIER EVENTS

E1-E5 The Greener Green Event – Girona (Bell-Lloc & Blue Room Innovation)

<https://drive.google.com/file/d/14IVjUpMr-OeXeHVipfzZnO-kXBDexDTn/view?usp=sharing>



E3 The Greener Green Event - Luxembourg FAPEL (I,II)

<https://drive.google.com/file/d/1EzodRqlcVIRfGE3nvGjUcpsDIImaBUct3/view?usp=sharing>

E2-E4 The Greener Green Event Greece (IDEC&Vareia)

https://drive.google.com/file/d/1zivTnOORazjP8Z73BY2HE5yUjiKqmMgI/view?usp=drive_link

E6 The Greener Green Event - Varese - 30 participants

https://drive.google.com/file/d/1OC0RMjpZ42a492zylNzWe6PIFBVMIqg_/view?usp=sharing