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# GREENER GREEN

## PR2 /A.7: Pilot Delivery of the Assessment Tool in all countries

Developed by Blue Room Innovation

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## 1. Introduction

The Greener Green Assessment Tool that has been developed with the contribution of the consortium. The Assessment Tool offers a complete evaluation on how digital schools are according to different areas:

- Curriculum
- Management
- Organization & Participation
- Environment (In & Outside of School)

The tool is addressed for teachers and school staff. The main objective is to increase the level consciousness by evaluating the current situation at school and giving some tips to improve the actions as well as redirect participant to an specific module of the e-learning platform to know and discover different good practices for greener Schools.

The evaluation and contents of the Assessment Tool has been delivered by the partners of the consortium by doing research and based on the practices that are been carried out in a national and international level.

## 2. Participants

The pilot testing implemented by each participating country have targeted teachers. To evaluate the Assessment Tool and its content, teachers have provided structured feedback through an online questionnaire and through discussions during the sessions. Therefore, the number of participants of the info-sessions and the questionnaire are the following:

Table 1- Overall participation to the e-learning platform per country

	Info-sessions participants				
Country	Greece	Italy	Luxembourg	Belgium	Spain
<b>Teachers</b>	24	12	51		22



### 3. Pilot Development

Teachers had the opportunity to participate in online or face-to-face. Each partner decided upon the way in which they preferred to deliver this activity. In total, 108 teachers have piloted the e-learning platform and its content.

All partners made a brief introduction to Greener Green Project and made a brief introduction of the 4 areas of the Assessment Tool. Below follows a more detailed description of the sessions taking place in each of the participating countries:

Table 2- Details of the e-learning platform for teachers, per partner

Country	Type of info-session	Duration	Date
<b>Spain</b>	Face-to-face	1 hour	7/11/2023
<b>Greece</b>	Online	1 hour	17/11/2023
<b>Italy</b>	Face-to-face	1 hour	22/11/2023
<b>Luxembourg</b>	Face-to-face	45 minutes	15/01/2024
<b>Belgium</b>			

#### European School of Varese – Italy (12 Participants)

Teachers from Italy have participated in a face-to-face session for the piloting. First, they were engaged with an introduction of the project and its main objectives. After that participants had time to explore the tool and assess their schools. After the testing, participants were asked to fulfil a questionnaire evaluating the assessment tool. As a conclusion, most participants found it simple to use and visually appealing, but many would prefer to be able to have alternative answers to just yes/no, to remove the automatic comments when a yes/no answer is given (You are on the right track), and to improve the tips so they can give more advice for what to do.

#### Primary School of Vareia – Greece (11 Participants)

Teachers of Primary School of Vareia took part in an online session to pilot the project. Initially, they were introduced to the project and its primary goals. Following this, they received guidance on utilizing the Assessment Tool and were acquainted with all the areas. Participants were given the opportunity to independently explore the tool and review the content through a questionnaire. Teachers expressed great satisfaction with the assessment tool. The responses also show that the modules chosen by the project partners were useful and of interest to them. It is also important that they rated it highly in all



questions and that they said they would use it in the educational process. The assessment tool can be used in the educational community and especially in schools aiming to become greener and more experiential. In addition, it should be noted that in terms of the technical part, they did not report any problems.

### **IDEC – Greece (13 participants)**

IDEC held their pilot for teachers through an online session. The concept was introduced to the audience and the participants thoroughly explored the assessment tool during the pilot testing. After the participants fully interacted with the tool, they proceeded to complete a Google Forms Surveys to evaluate the assessment tool and the content developed. The participants agreed on that the Assessment Tool was easy to use and very user friendly which made for a pleasant experience, despite a few technical issues concerning matters of display.

### **Blue Room Innovation & Bell-Lloc – Spain (22 participants)**

The Spanish partners Blue Room Innovation and Bell-Lloc decided to carry out the pilot testing together in a face-to-face session. The session started with a presentation of the Greener Green project, its objectives and how Bell-Lloc school is working on in Green Initiatives to improve sustainability at school. After that the assessment tool was presented as well as an overview of the different areas included in the assessment tool. Participants had time to explore and use the platform before answering an evaluation form where they had to assess the tool and its contents. Most participants found it simple to use and visually appealing. However, we could enhance its specificity for each school by including other types of answers. Additionally, some tips for the wrong answer were not clear enough.

### **Fapel & Liège Université– Luxembourg & Belgium (51 participants)**

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

Xavier Fettweis followed with an in-depth presentation on ecological research and a detailed look at climate change and its harmful effects.

Xavier detailed the effects of climate change with elaborate diagrams and graphs. A projection of the movements and adaptations of vegetation and crops as a function of





changing temperatures, highlighting the astonishingly rapid climatic shift in Europe that exceeds even the most pessimistic forecasts.

#### 4. Effective Method for Collecting the Feedback

The method employed to gather feedback from the teachers was the same for all partners. Teachers who participated in the piloting were engaged in conversation during the pilot testing which they were encouraged to provide their honest opinion. Moreover, they were given an online evaluation questionnaire to share their constructive opinions about the assessment tool functionality, design, user experience and its contents and resources.

#### 5. Conclusions

In conclusion, the pilot testing of the Assessment Tool across various European schools provided valuable feedback on its usability and effectiveness. Participants found the tool simple to use and visually appealing. However, they suggested improvements such as providing alternative answers to yes/no, removing automatic comments for binary responses, and enhancing tips for more actionable advice. Recommendations included enhancing specificity for each school by incorporating different types of answers and providing clearer tips for incorrect responses. The comprehensive pilot testing feedback will contribute to refining the Assessment Tool for broader implementation across educational institutions.



# Presentation Assessment Tool to explain functionalities to the teachers during de piloting