



This project is funded
by the European Union



INTERMEDIARY REPORT ON IMPACT

Impact was measured through feedback collector where the participants measured the level of satisfaction using the scale from 1 to 6 (poor-excellent). The collector gathers information in 5 dimensions of the project:

1. TRANSNATIONAL MEETING

Attitudes of the school staff during hosting, availability of the project team during hosting, availability of the school staff during hosting, quantity of the project related activities, quality of the project related activities, quality of the team building activities, satisfaction with the project meeting results/decisions were rated as excellent by all participants.

Attitudes of the project teams during hosting, the level of motivation and confidence gained and satisfaction with new skills gained were rated as 5 by 20% and 6 by 80% of the participants.

2. MANAGEMENT AND IMPLEMENTATION

Communication between the project team members and realisation of the project team meetings' plans were rated as excellent by all participants.

Availability and attitude of the project team members, justifiability of the budget spent and realisation of the dissemination plan were rated as 5 by 20% and 6 by 80% of the participants. Satisfaction with new project management skills was rated as 5 by 40% and 6 by 60% of the participants.

Quality of the time management plan, availability and attitude of the other school staff for project related activities, quality of the new networks with stakeholders were rated as 5 by 60% and 6 by 40% of the participants. As for the time management plan there was a remark that May in 2017 was very exhausting because of lot of activities (Learning Session, Eco-Caravan, preparations for Treasure Hunt and workshops with parents) which also interfer with a lot of administrative work related to the end of the school year. There is a

suggestion that the project team should reconsider the time management plan for May 2018 (maybe during the 2nd Transnational Meeting).

Motivation for new projects was rated as 4 by 20%, 5 by 20% and 6 by 60%.

One participant said that although the project boosted his/her skills and brought new great experiences, it has been too demanding and exhausting for him/her, so he/she would think twice before taking up a new one.

3.LEARNING SESSION

Attitude of the host school staff and satisfaction with new skills and knowledge were rated as excellent by all participants.

Availability of the host school staff, visiting students and teachers and satisfaction with the host families were rated as 5 by 17% and as 6 by 83% of the participants.

Availability of the school staff for organising the event, distribution of time and work between project members, attitude of the visiting teachers, quality and sustainability of the learning activities were rated as 5 by one third and as 6 by two thirds of the participants.

Realisation of the learning activities was rated as 4 by 17%, as 5 by 33% and as 6 by 50% of the participants.

4. COMMON EDUCATIONAL ACTIVITIES

Connection between the activities and the project objectives and realisation of the planned results were rated as excellent by all participants.

Realisation of the planned number of students involved, quality of the activities and results were rated as 5 by 20% and as 6 by 80% of the participants.

Justifiability of the number of activities and students' interest in the activities were rated as 5 by 40% and as 6 by 60% of the participants.

Realisation of the planned number of the school staff was rated as 4 by 40% and as 6 by 60% of the participants. One participant said that he/she rated this lower because he/she feels there is space for improvement in the next year.

Realisation of the planned number of community members involved was rated as 4 by 20%, as 5 by 40% and as 6 by 40% of the participants.

5.ACADEMIC DIMENSION

Realisation of the activities and satisfaction with new skills were rated as 5 by 20% and as 6 by 80% of the participants. There is a remark about the realisation of the activities that the instructions were not clear about this activity from its start.

Visibility of the results was rated as 5 by 25% and as 6 by 75% of the participants.

Quality of the results was rated as 5 by 40% and as 6 by 60% of the participants.

Availability of the school staff for the related activities was rated as 5 by 60% and as 6 by 40% of the participants.

These data show that during the first year of the project the impact reached the participants on following levels:

1. Individual: improved level of the competences such are critical thinking, intercultural communication, knowledge of interdependence between nature and society, argumentation on ethics, sustainable development knowledge, solidarity with life, self-esteem and respect, tolerance, responsible environmental behaviour, research skills, management and implementation of educational projects, time and risk management, organisational and planning skills, team work.
2. Organisational: networking and cooperation between schools and community as well as non-governmental organisations, fostering non formal methods, better visibility, development of new projects and partnerships.
3. Local: networking with organisations with similar activities, teachers' motivation and interest in life long learning programmes, intercultural skills for host families, better dissemination of school activities.
4. Regional: networking with different stakeholders who share the same interests, promoting organisations with non formal educations.
5. National: promoting local and regional institutions who participate in projects, promoting non formal and outdoor education, promoting national cultural heritage.
6. European/international: better knowledge about each country's biodiversity, promoting good practices in education and sustainable development goals.

The Impact Report was made by
Marijana Mikulandra (CROATIA)
September, 2017