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D5.5 Final Evaluation Report

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Author:

Dr. in Michaela Marterer (STVG)

Dr. Peter Härtel (STVG)

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1 Introduction

1.1 Scope

This deliverable presents the final evaluation report of the GreeNET network. Within the network GreeNET the partner Styrian Association for Education and Economics (STVG) was responsible for work package 5 “Evaluation and Quality Assurance”.

The evaluation of the Network was mainly focusing on the 2 implementation phases and the final series of validation activities during the 3 years of the project life cycle. This document verifies the extended development of the GreeNET user communities and describes the methods used to monitor the impact of the GreeNET network on them.

1.2 Evaluation Sample

Table 1 gives an overview of the user communities and the ways they were approached through implementation/validation and promotion activities (conventional and online).

Table 1: Summary table from project implementation and promotion activities.

| Events | No. of participants |
|---|---------------------|
| Workshops | 1.690 |
| International Events | 1.668 |
| National Events | 3.083 |
| Exhibition, Fairs, Online communities (e.g. ODS groups, facebook community, facebook groups of specific best cases) | 11.150 |
| Total | 17.591 |

In the sections to follow we present some basic findings derived only from a portion of the above total number of participants (only from persons who responded to the questionnaires spread during the events and activities and persons who provided feedback to the consortium evaluation team). About 25% of the GreeNET users provide feedback (45% if we count only events and not online tools usage). This considered a significant number in order to get valuable inside on the project and its impact to the user communities. As it will be described in the following sections the evaluation team has made significant efforts (with the support of the partners) to cover all the events that were designed during the implementation phase in order to have an integrated view of the GreeNET network activities. Table 2 presents the numbers of the users involved in the implementation and the users who provided feedback. The findings of the evaluation work should be considered in parallel with the findings of the WP4 work as these WPs were realised in parallel supporting the implementation work and the provision of valuable feedback.

Table 2: Implementation and Evaluation samples. 25% of the total users involved provided feedback. As the feedback was provided during the events organised by the project through questionnaires the response rate is 45% of the users who were involved in the workshops.

| Tool/event | Users Involved in Implementation | Users Involved in Evaluation | % |
|--|----------------------------------|------------------------------|-----|
| Implementation activities (phase A and phase B and validation phase) – Online Users and Workshops Participants | 3.100 | 761 | 25% |
| Implementation activities (phase A and phase B and validation phase) – Workshop Participants | 1690 | 761 | 45% |

1.3 Audience

This report is addressed to the project partners and the European Commission.

1.4 Structure

This report covers all categories of evaluation and their main results undertaken during the lifetime of the network activities of GreenNET. The report contains the summary of the results of implementation phase A and B and can be seen as complementary to Deliverable 5.3 and 5.4 which shows all details the implementation phases and best practices.

Also the report contains an overview and an analysis of the Webinar, the use of the Moodle platform that contains that Best Practices and Google Analytics of the GreenNET Inventory. Finally it presents the evaluation of the final conference, one of the main dissemination activities of the project.

In total 761 people provided feedback in the framework of the project. This feedback comes from different categories of users (event participants, summer school participants, and conference participants) and provides an overview of the project's impact to the user communities. The behaviour of the online users is monitored through the analysis of the web analytics of the GreenNET inventory and the moodle platform that was used to host the GreenNET best practices.

The report starts with the evaluation of the Best Practices proposed, then the analysis of the users feedback from the different events is discussed and it concludes with the overview of the web analytics data. The overall impact of the project is discussed in the conclusion chapter.

1 Chapter: Evaluation of Best Practices and the Implementation Phases

1.1 Practices of Environmental Education: The Evaluation Approach

Within two phases of implementation (phase A and B) the practices for “GreenNET - Environmental Education through Enquiry and Technology” were disseminated to teachers and teachers trainers. Within the network activities of GreenNET best practices were collected during the first phase of activities in the partner countries. They are summarized within the deliverable D2.5 “Best Practices of Enquiry-based Environmental Education and Training Methods” collected by Mona Schönfelder and Prof. Franz X. Bogner both from the University of Bayreuth, Department of Biology Education.

Based on the criteria or the description of the best practices the evaluation questionnaire for teachers and trainers was developed with 4 main sections. Table 3 gives an overview about the sections, topics, items and sub-indicators as well as the number of questions concerning the topics and indicators.

Table 3 Overview about the composition of the questionnaire for the evaluation of best practices in phase A and B

| Section | Topic / Item | Questions |
|-----------|--|--|
| Section 1 | Organization, effectiveness of content and delivery | 3 questions |
| Section 2 | “Voice of user” | |
| 1 | Relation to a green topic and to the National Curriculum | 1 question |
| 2 | Being interdisciplinary: Drawing upon many academic disciplines and teaching methods | 2 questions: 1 question concerning 8 different academic disciplines 1 question concerning 4 different teaching methods |
| 3 | Relevance to the daily life of students | 1 questions concerning this item with 5 sub-indicators to answer with yes or no |
| 4 | Based on accurate and factual professional expertise | 1 question to answer on 3 levels |
| 5 | Connection to professions in the green labour market | 1 question to answer on 3 levels |
| 6 | Learning by research and enquiry | 1 question about general rating on 3 levels 1 questions concerning this item with 5 sub-indicators to answer with yes or no |
| 7 | Activation of the students by hands-on | 1 question to answer on 3 levels |

| | | |
|-----------|--|--|
| 8 | Enhancement of students' ICT skills | 1 question to answer on 3 levels |
| 9 | The learning activity supports the development of following social skills... | 1 questions concerning with 5 sub-indicators to answer on 3 levels |
| 10 | The programme is easily adaptable for ... | 1 questions concerning this item with 3 sub-indicators to answer on 3 levels |
| Section 3 | The materials of the programme / practice and general feedback | 7 questions to answer on 3 levels |
| Section 4 | Feedback concerning the training | 3 questions to answer on 3levels |

1.2 Quantitative Facts and Data

During the evaluation phases different best practices were evaluated and their impact to the users communities was discussed. In phase A 9 best practices were used for the first phase implementation. The detailed evaluation of the best practices is based on the feedback of users on 9 best practices, out of 6 partners, used in sum 18 times. The number of feedbacks per used best practice differs from 2 to 76. In phase B the detailed evaluation of the best practices is based on the feedback of users on 9 best practices (3 common with Phase A), out of 7 partners, used in sum 13 times. The number of feedbacks per evaluated best practice differs from 7 to 52.

In sum in both phases 444 participants in 142 schools in 5 countries gave a qualitative insight in relevant aspects of implementation following the common evaluation questionnaire. In total this means: 15 best practices 12 out of 29 (26 of phase A and 3 additional ones of the second circle)

| Practises in total | Evaluated | Schools | Participants | Times | Feedback |
|--------------------|-----------|---------|--------------|-------|----------|
| 26 | 9 | 80 | 228 | 18 | 2-76 |
| 29 | 9 | 62 | 216 | 13 | 7-52 |
| 29 | 15 | 142 | 444 | 31 | |

1.3 Users Feedback on the GreenNET Best Practices

This analysis presents the users insight GreenNET best practices. We are using the following colour coding to represent the users views:

1st level - purple – is an indication, that concerning this item potential for improvement in relation to other programmes and practices exists.

2nd level - blue – shows a positioning within the GreenNET implementation process – concerning this item – in the average, for excellence additional effort is needed.

3rd level - green - is the top performance – out of the view of the evaluating participants – concerning this special item.

Table 4 gives for the overview about explanations per item of the 10 items asked for each practice. Blue and Green dominates the characterization of the practices and this demonstrates the potential of the selected cases to act as demonstrators for the project needs.

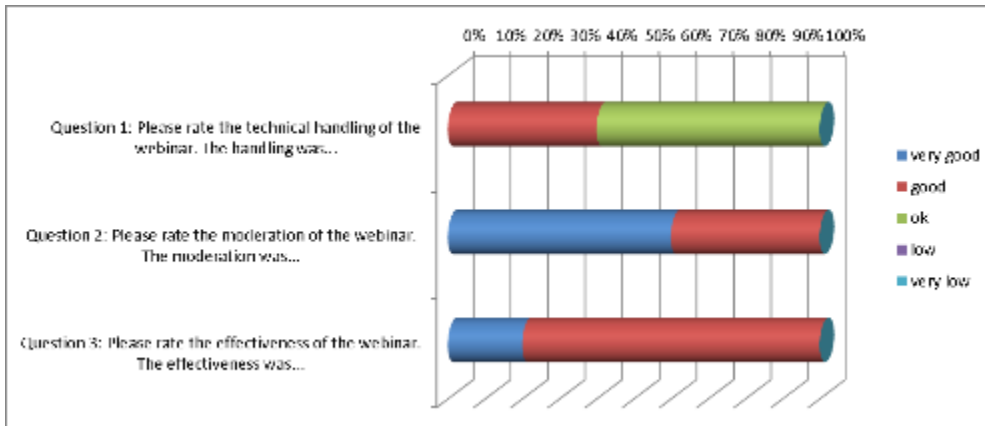
Table 4 *Explanation regarding the 10 items*

| | |
|---------|---|
| Item 1 | <p>Relation to a green topic and to the National Curriculum</p> <p>This item expresses the connection of a programme with relevant contents of national curricula – and how it performs to make that visible and understandable</p> |
| Item 2 | <p>Being interdisciplinary: Drawing upon many academic disciplines and teaching methods</p> <p>This item shows the multi-dimensional approach of a programme, combining elements of various disciplines, and how participants could perceive this approach</p> |
| Item 3 | <p>Relevance to the daily life of students</p> <p>This item reflects the connection of a pedagogic environmental programme with the real life of students, out of the point of view of the participants of the evaluated programme, in various aspects</p> |
| Item 4 | <p>Based on accurate and factual professional expertise</p> <p>This item gives evidence about the professional expertise that is the base of the implemented and evaluated best practice programme</p> |
| Item 5 | <p>Connection to professions in the green labour market</p> <p>This item addresses the aspect to give students concrete insight in „green careers“ in professions within sustainable economy</p> |
| Item 6 | <p>Learning by research and enquiry</p> <p>This item is focused on the approach of research and inquiry-based learning, differentiated into sub-items, that addresses special aspects of this learning and pedagogic method</p> |
| Item 7 | <p>Activation of the students by hands-on</p> <p>This item gives feedback from participants and evaluators concerning interaction in programmes with materials and hands-on activities used in the programme</p> |
| Item 8 | <p>Enhancement of students' ICT skills</p> <p>This item is relevant for the insight into effects of programmes to strengthen ICT skills of students by using best practice programmes</p> |
| Item 9 | <p>The learning activity supports the development of following social skills...</p> <p>This item expresses possible effects of programmes on different aspects of social skills, out of the point of view of participants and evaluators</p> |
| Item 10 | <p>The programme is easily adaptable for ...</p> <p>This item ask for the estimation for possible adaptation and transfer, concerning specific educational needs, students interests and educational aims of a programme</p> |

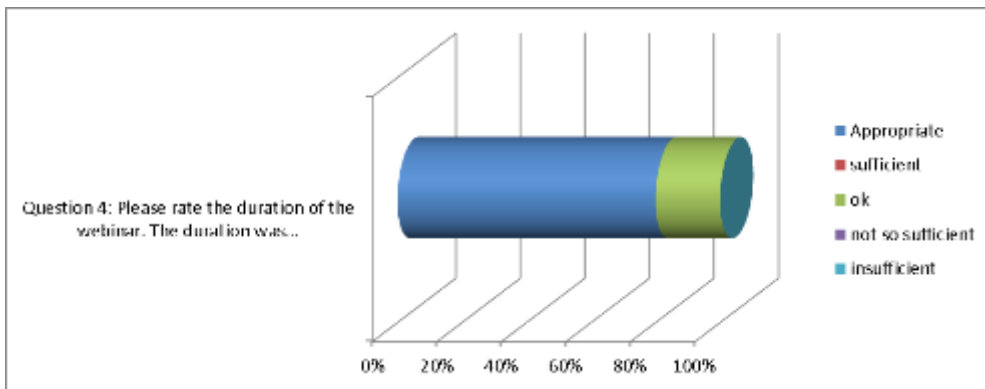
| No. | Country | Practise / Programme | Number of Persons where the practises were evaluated | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6a | Item 6b | Item 7 | Item 8 | Item 9 | Item 10 |
|-----|---------|----------------------------------|--|--------|--------|--------|--------|--------|---------|---------|--------|--------|--------|---------|
| 1 | EL | School Garden | 98 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 2 | DE,ES | "HOBOS - To bee or not to bee" | 85 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 3 | AT | Rio 92 + | 37 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 4 | DE | Energy tomorrow | 35 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 5 | EL | Green labs for schools' projects | 35 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 6 | ES | Dikketruendag | 22 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 7 | ES | Germination Rate | 22 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 8 | ES | Green Ideas | 22 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 9 | ES | Konsumatiatic | 22 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 10 | EL | The ecosystem of lake Pamvotis | 15 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 11 | ES | Hidroponic Garden | 12 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 12 | AT | School of Eating | 12 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 13 | ES | AgroWeb | 10 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 14 | DE | Rainforest | 10 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 15 | DE | Waete | 7 | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| | | Total | 444 | | | | | | | | | | | |

Figure 1 Overview about the results of evaluation by users of practices in GreenNET

The results of Question 1- 3:



The results of question 4:



Summary of the evaluation results:

- The duration of the webinar with 1 hour was fine for the participants.
- The moderation was evaluated very well as well as the effectiveness of the webinar.

General comment by the evaluator regarding the webinar

- The results of the webinar-evaluation show that this method in the applied way is an adequate method for virtual communication, possibly the technical handling could be improved.

3 Chapter Evaluation of the European Transnational Workshop

The European Transnational Workshop on 13th of November 2014 “Design and create innovative Environmental Education ideas to face the current challenges of the Environmental Education” was combined with the consortium meeting of the network GreenNET. All in all over 27 persons attended the workshop.

The results for the feedback were given by 19 persons (paper and pencil) after the event with the English Questionnaire. 11 persons additionally gave feedback with the Spanish version for general events (Table 5)

Concerning Table 5 of the evaluation plan within the GreenNET network the format for general events was used for the evaluation including some specific questions concerning the methodology of the workshop, because it was implemented as innovative and new methodology with specific focus on the 4 stages (each 45 minutes) and accordingly following sub-steps:

1 stage: Harvest Requirements

- Interviews
- Share Notes
- Cluster Notes

2 stage: Plant Seeds

- Identify Problem
- Brainstorm on Solutions
- Grow Ideas

3 stage: Cultivate Ideas

- Outline Idea
- Develop Idea
- Present Idea

4 stage: Blossom & Thrive

- Refine Idea
- Incubate Idea
- Pitch Idea

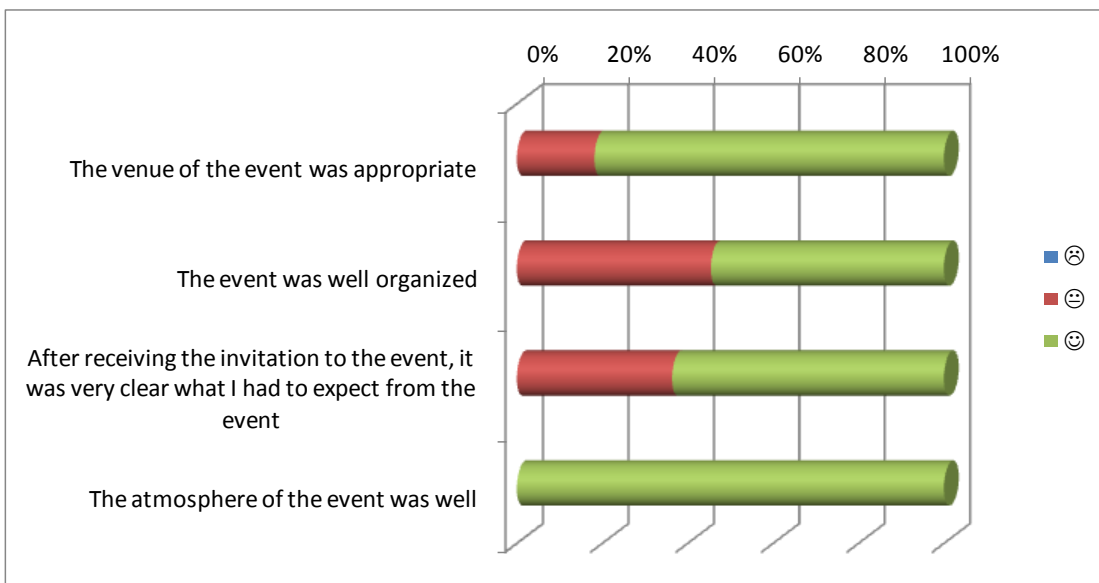
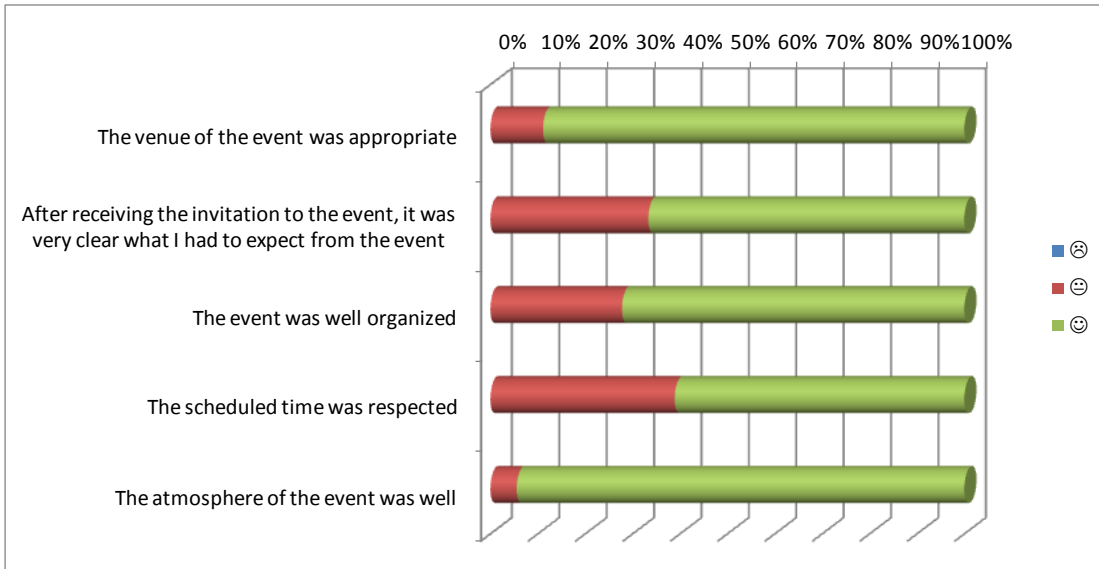
This 4 stage methodology includes a very high level of competences to the facilitator an addition to the very strict timetable of 45 minutes of each stage.

Table 5 of the evaluation for general events is using “smileys” for the feedback on 3 levels because it can be used by each target group and age group in each language:



Part 1: Organisation

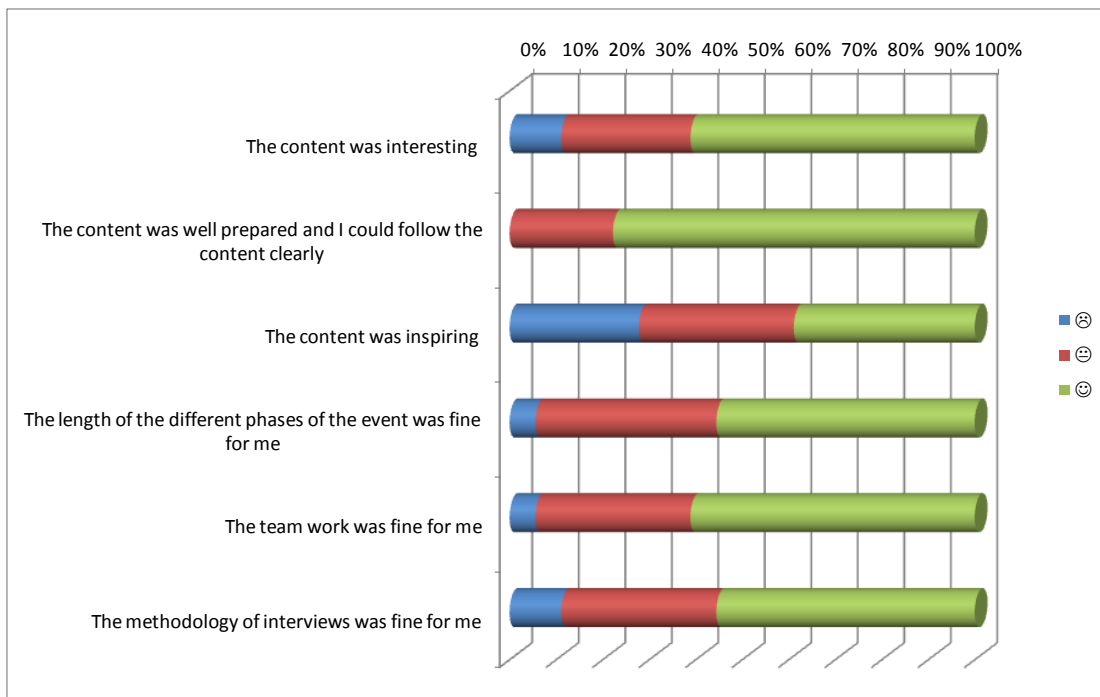
Results of English questionnaire:



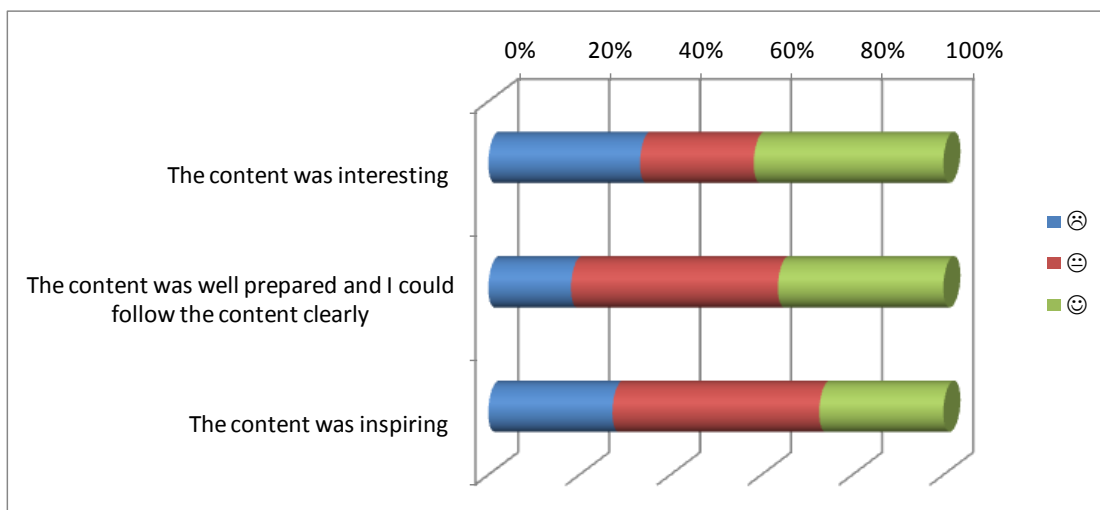
For part 1 concerning the organization nobody of the participants was using for the feedback the “sad and / or not satisfied” smiley.

Part 2: Content

Results of English questionnaire:



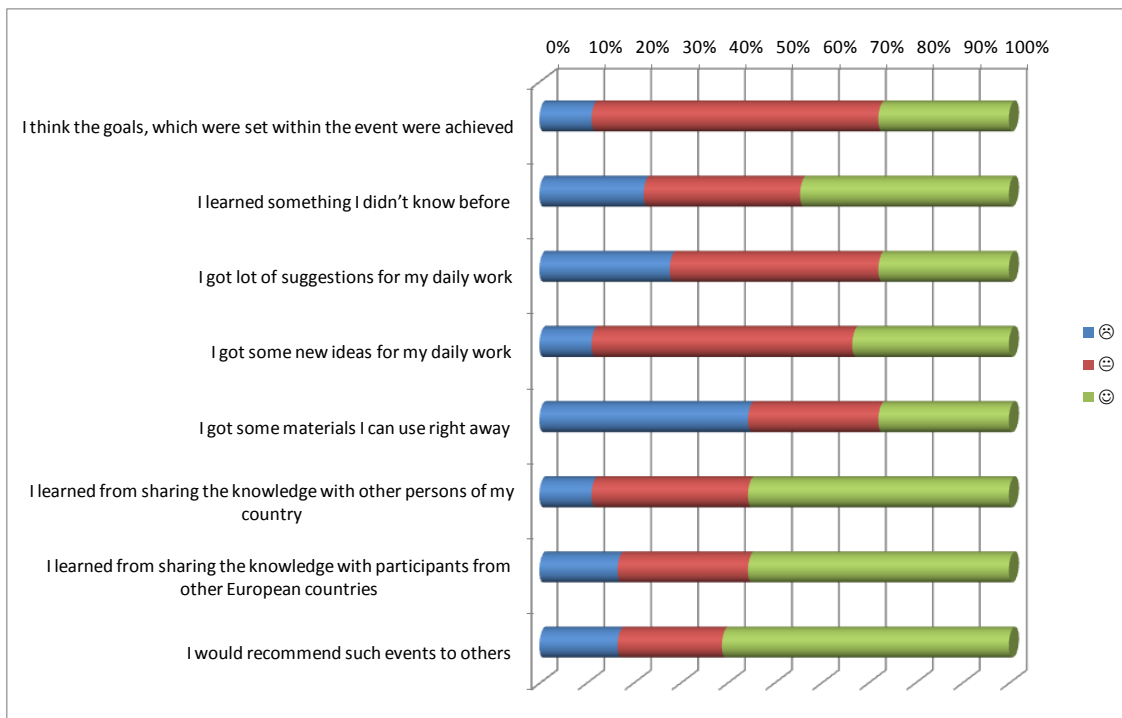
Results of Spanish Questionnaire:



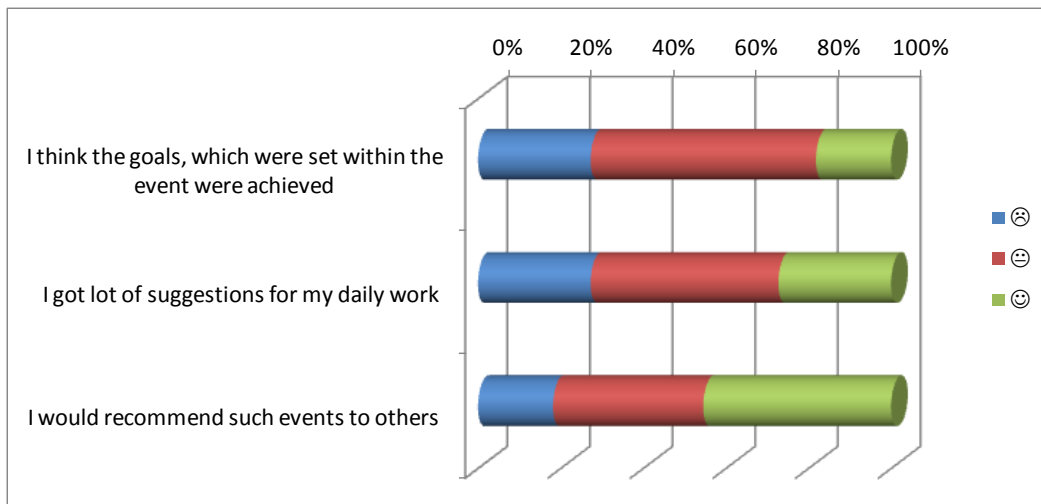
For the content the feedback of the participants have to have a closer look concerning the length of such workshops and about the content.

Part 3: Results

Results of English questionnaire:



Results of Spanish Questionnaire:



Part 4: General comments

The participants gave very useful feedback within general comments:

What did you like best?

- Sharing time and ideas with teachers, pupils involved
- Seeing that workshop in so well designed, organized and supported by the people who work there
- Participants
- The environment with the participants
- Sharing methodologies and ways of working environment problems in English
- Meet different teacher of other countries
- New ideas that came up
- Approach – common work
- The method of “Green Ideas” was great and it was got to getting introduced to the method to use it for other green challenges
- The participation of the students
- The way the workshop was organized
- Participants
- The possibility to share experiences with others
- Group work, presentations, discussion
- Very enriching the participation of the students!
- They are teachers of physics, biology, technology, English and others
- To share knowledge with other environmental workers

What did you like least?

- Moderation
- The duration
- That the other participants also had ideas and tried to implement over mine
- The method was great but I was not happy about the outcome anymore. It was not correct enough for me. The teachers were sometimes too fixed on their experiences
- I would like people to be more participative
- Duration, Content
- I missed a short introduction in each phase. The final part could be much better.

What recommendations do you have for improving future events?

- Make sure of the English level and open minded “teachers”
- I’d like to have more time to share the work with other group
- To avoid the problem mentioned before a better/stronger guidance could help support
- To invite students to enrich the ideas
- To create, somehow more participative activities

4 Validation Phase

4.1 Consultation with Stakeholders within the Validation Phase (Type 1A)

Based on the recommendations of the internal evaluation within the implementation phases there was a focus on activities to involve stakeholders as well as companies for more results concerning their expectation for practices for environmental education at school.

Each of the GreenNET partners had to organize a set of meetings with stakeholders, in order to present and discuss the findings of the project, and also to investigate the applicability of the project's outcomes in the educational system.

According the guidelines for validation and evaluation each partner country had meetings with stakeholders and made interviews with the stakeholders (cf. Guidelines concerning Type 1A D4.1.1 Validation Plan by partner EA and evaluation instruments by partner STVG).

Based on the detailed plan GreenNET tools were presented and the relevant questions asked to be discussed:

| | |
|---|--|
| Presentation of the Best Practices Inventory (Discussion on the importance of the Best Practices) | The project and the results of the project e.g. best practices were presented in a proper way |
| Presentation of specific Best Practices to be integrated in the school curriculum (e.g. Agroweb, Green Garden) | The outcomes of the project are applicable in the educational system |
| | The harmonization of GreenNET Scenarios with the school curricula |
| | The outcomes are useful to motivate students for the green labour market |
| | The outcomes are useful to prepare students for the green labour market |
| | The outcomes are useful to qualify students for the green labour market |
| Presentation of data from the first and second implementation phase | Are the project outcomes in your opinion possible to transfer in the school system (subject teaching) |
| Presentation of the evaluation data and the web analytics | The presented project outcomes meet the interests of concerned teachers |
| Presentation of Validation data and views of the GreenNET users | The competences addressed by the project outcomes meet the needs and demands of the green labour market |
| Discuss the EU2020 Policy framework. Explain how GreenNET contributes to its aims. | If you are familiar with the aims of EU 2020: The application of the project outcomes in schools will contribute to the aims of objects of EU 2020 |
| | If it is relevant for you: can the initiatives support the cooperation between schools and the world of work and collaboration between them |
| Present the GreenNET moodle enviroment | If you are familiar with moodle: In my opinion the use of moodle is appropriate for teachers |

| | |
|---|--|
| Present the GreeNET Inventory, the search mechanism, the community building methodology and the school portal generator. | If you are familiar with ODS: The ODS platform is a very useful ICT Tool for teachers and interested persons to find out best practises and more |
|---|--|

The answers were possible within this scale:

Totally disagree Disagree Neutral Agree Totally agree

This section of the report gives an overview about the results in total across all partner countries and the detailed graphs of the interviews carried out by each partner.

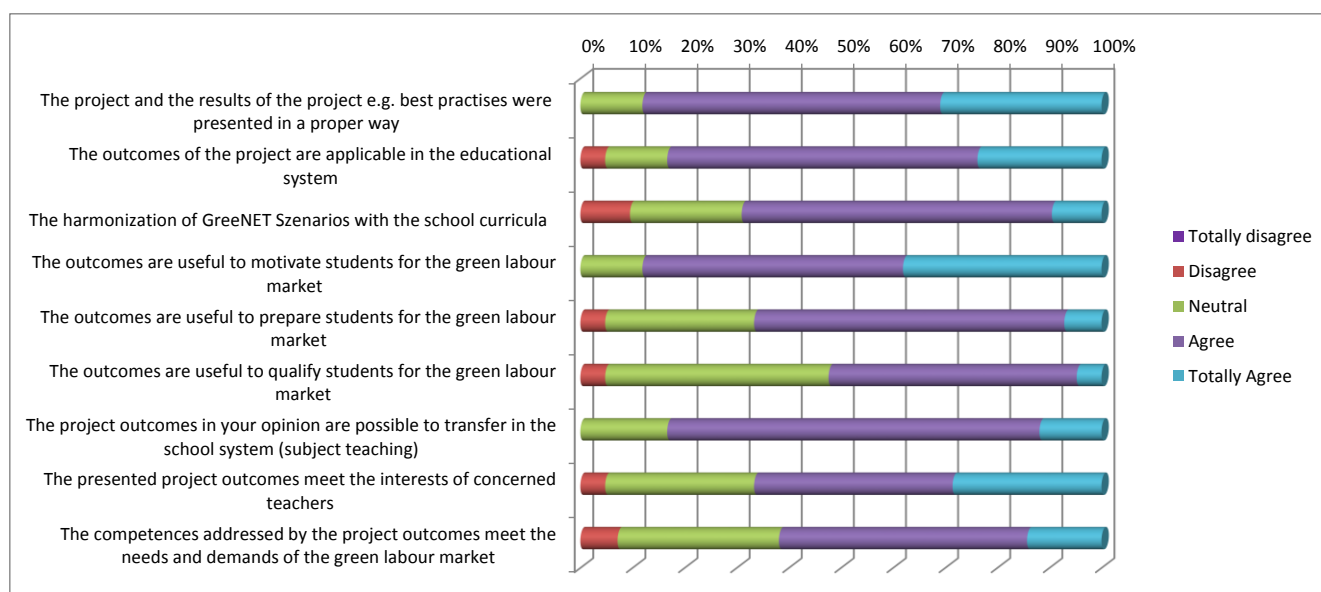
4.1.1 Summary across all partners and across all interviews with stakeholders

All in all 42 stakeholders were contacted for interviews in the partner countries: In Greece by 3 partners, in Austria from 1 partner in agreement with the second partner, in Spain 1 partner as well as in Belgium and in Germany.

| Country | Number of Stakeholders |
|-----------------|------------------------|
| Greece | 22 |
| Austria | 10 |
| Belgium | 1 |
| Spain | 6 |
| Germany | 3 |
| in total | 42 |

The interviews were carried out by face to face interviews or small meeting with the different stakeholders. The stakeholders covers different field of education, training institutions, government and NGO.

When summing up all results from the countries one can see following results on the next pages: The first part of the interview was focusing on the network GreeNET and the results of it:



The highest agreement was given by the stakeholders concerning the presentation of the project and the project results, the usefulness of the outcomes to motivate students for the green labour market as well as the transferability to the school system – in the subject teaching.

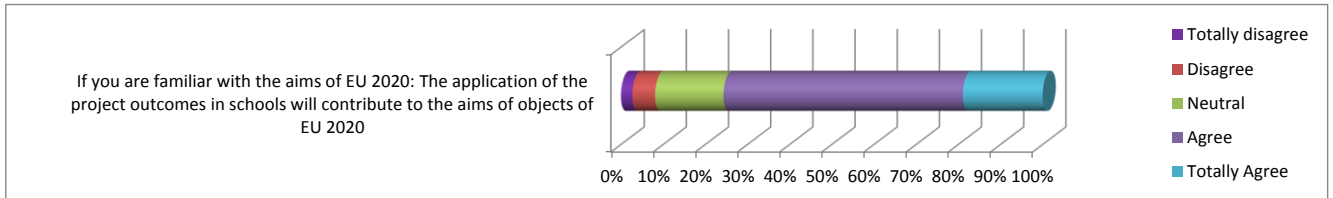
This opinion of the stakeholders underlines the aims of the network for collecting best practices with the focus on the green labour market.

These results gives and reflection for the consortium to show more the possible effects of the GreeNET results also for the labour market.

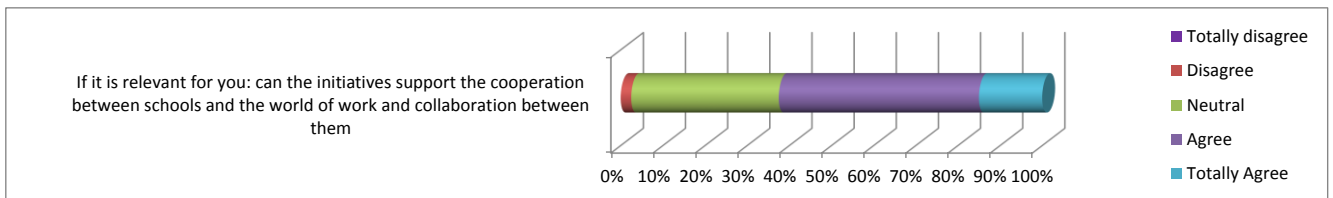
The second part of the interview was focusing on topics of the European Commission and the ICT tools Moodle and ODS.

For this part only persons who are familiar with the topics answered the questions.

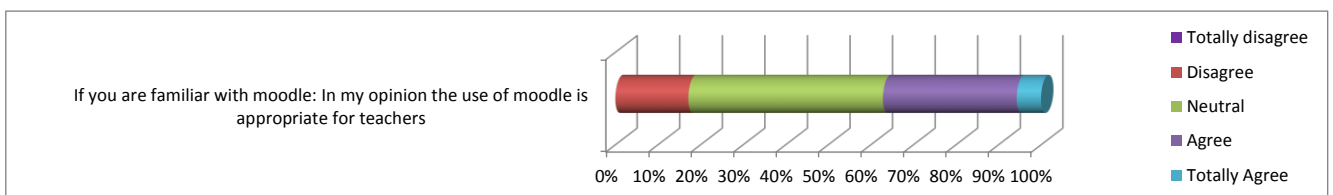
For the first question concerning the aims of EU2020 37 persons said they are familiar with the aims and answered as following with about 70 % “Agree” or “Totally Agree” which underlines the aims of the network activities and the achievement of them.



The second question was “can the initiatives support the cooperation between schools and the world of work and collaboration between them” and 40 persons said it is relevant for them and answered the question. About 60 % have the opinion that the initiatives can support the cooperation.



The 3rd question was if they are familiar with the Moodle tool and if Moodle is the appropriate use for teachers. 35 stakeholders answered this question:



This result can be explained by huge difference when looking closer to the results by partner and therefore the results per country which you can find on the next pages. E.g. for the asked stakeholders in Spain it is not appropriate, also not so fine for Austria, but the stakeholders in Greece “Agree” or “Totally Agree” or are “Neutral”.

4.2 Cross-Check with Companies and Stakeholder (Type 1B)

In GreenNET a set of Criteria for identification of „good/best practices“ regarding „Green Projects“ was developed. An important intention was to compare these criteria with the needs, demands, possible „criteria“ for employees in companies concerning „green attitudes“. Based by the thesis, innovative, future orientated, effective companies are aware, that „green knowledge, skills and attitudes“ could be key assets for success, on the market, in society, and for attractiveness for high qualified job applicants, a specific questionnaire is designed to collect feedback.

Therefore STVG worked out a template for all partners (cf. validation plan) with the focus on following:

The „Cross-Check“ of Principles of Best Practises

Relevance of Best Practice in „Green Projects“ for Enterprises

- In GreenNET a set of Criteria for identification of „good/best practices“ was developed.
- An important intention is to compare these criteria with the needs, demands, possible „criteria“ for employees in companies concerning „green attitudes“
- Based by the thesis, innovative, future orientated, effective companies are aware, that „green knowledge, skills and attitudes“ could be key assets for success, on the market, in society, and for attractiveness for high qualified job applicants, the following questions, addressed to companies, could be asked:

Possible questions, concerning „Green knowledge, skills, and attitudes“

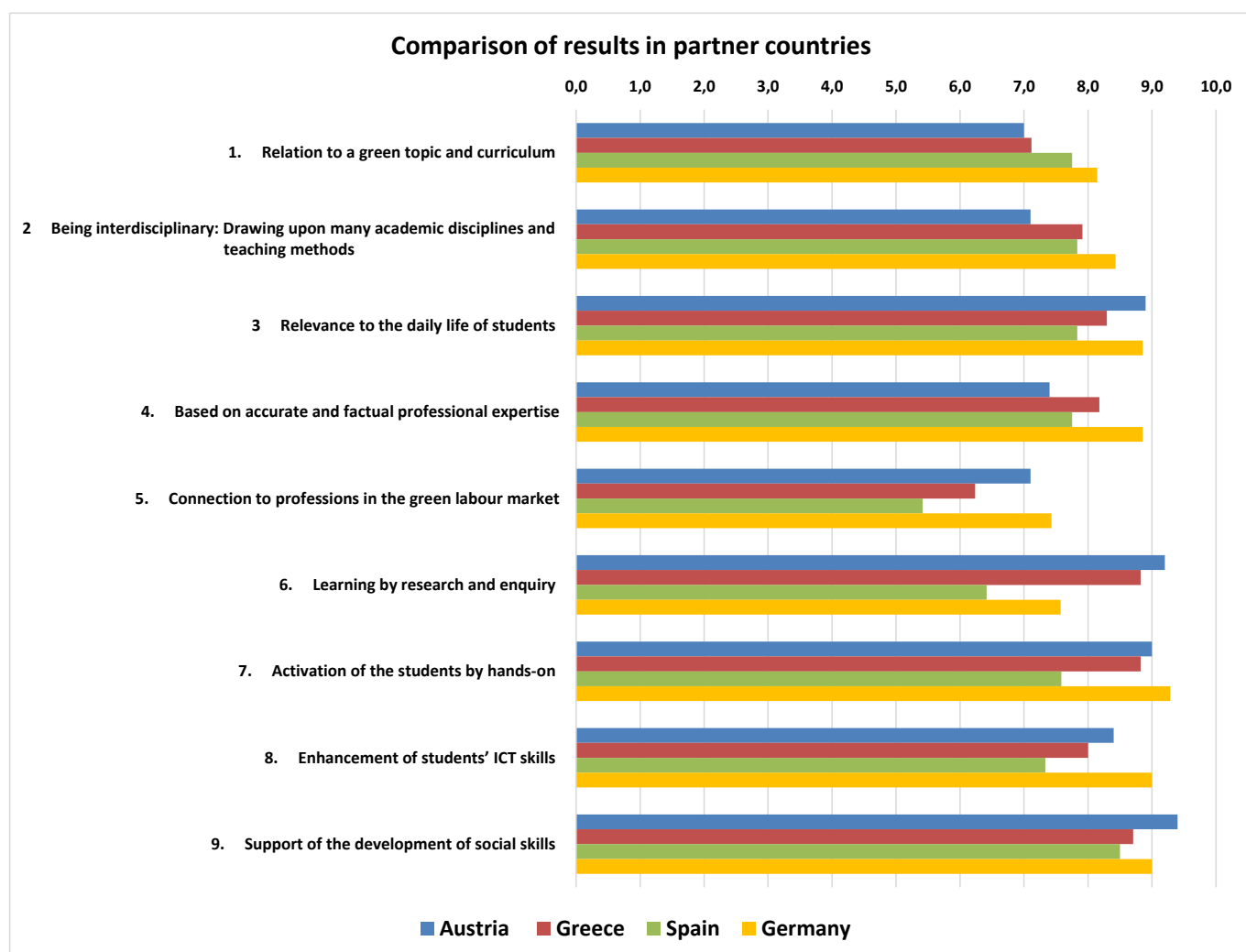
- How is „green attitude“ anchored in basic principles of your company, in mission statements etc.?
- What are concrete consequences of these basic principles in strategies, policies, daily work (examples)?
- Is a „green approach“, based on principles and attitudes, a category in searching, recruiting of employees?
- If Yes, how are the criteria, to assess „green knowledge, skills and attitudes“ in the recruiting process of applicants?
- What is the impact of these criteria „green knowledge, skills and attitudes“ in the process of recruiting and personal development and human resources?
- Are there any requirements, expectations, wishes concerning „green knowledge, skills and attitudes“ to the education systems that are relevant for your company?
- For educational pedagogic, processes and projects in school criteria were developed within the „GreenNET project regarding „green knowledge, skills and attitudes“ – to which extend do you estimate the importance from your point of view?

This section of the report gives an overview about the results in total across all partner countries and the detailed graphs of the interviews carried out by each partner.

4.2.1 Summary across all partners and across all cross-checks with enterprises and institutions

| Country | No. Of Enterprises / Institutions |
|----------|-----------------------------------|
| Greece | 17 |
| Austria | 10 |
| Spain | 12 |
| Germany | 7 |
| in total | 46 |

The figure shows the comparison of results in the partner countries:



The results can be interpreted in following way:

The following interpretation is based on the approach that a differentiation must be indicated of a distinct of difference at least 1 point (in the order of 1 – 10),

Interpretation must consider the relation between numbers of cross-check-responses and dimension of country (e.g. Greece – Germany)

So all interpretations are approximations to possible estimations concerning the requested issues, but serious outcomes concerning the asked terms, serve as a base for further considerations.

The lowest differences in the responses of the countries are notable at the items:

- 3 relevance of the daily life of students
- 9 support of the development of social skills

The most significant differences are visible at:

- 6 Learning by research and inquiry (AT – ES)
- 5 Connection to professions in green Labour market (DE – ES)

Regarding the approach, that the results of the Cross-check do not have the character of a “ranking”, it is interesting which items of the cross-check are in relation more or less developed in the responding countries. So it is visible that:

Germany in 6 of 9 items and Austria in 3 of 9 items are best positioned, and Greece in 3 items Spain in 1 item is at the second position.

This should be considered in further programmes and policies to improve contact and cooperation with companies and stakeholders, especially with following aspects.

In all educational approaches concerning green topics the contact and cooperation with the “green labour market” should be considered.

Contact, communication and cooperation with companies in all relevant branches for “green jobs” should be an essential element of “green education”

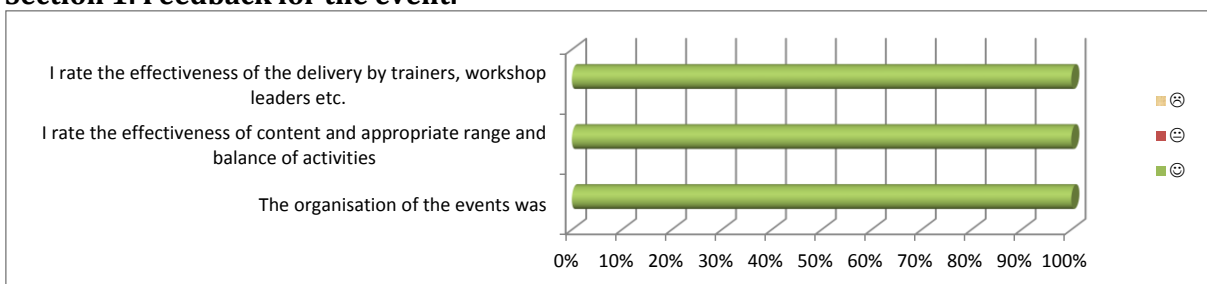
“Green education” is more than education for “green jobs”. Green thinking and acting is needed in all areas of business and companies, in a wider view of green education all demands of enterprises concerning green attitudes should be element of education processes in school and other educational institutions.

4.3 Contests for teachers (Type 2.A)

EA organised according the validation plan a contest for teachers based on the GreeNET best case related with school gardens in the time from January – July 2015. Participating teachers had to prepare an educational scenario with the following core subject: “School gardens and raised beds: production and distribution of agricultural products”. The teachers with the selected educational scenarios presented their work under the framework of the Summer School organized by EA, from the 21st until the 25th of June 2015, in Rethymnon / Crete.

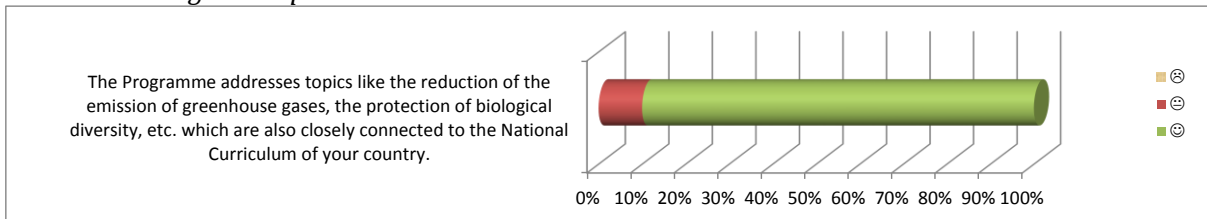
For evaluation EA used the questionnaire for best practises used in the implantation phase and 10 persons evaluated the school garden project and the event with these results:

Section 1: Feedback for the event:



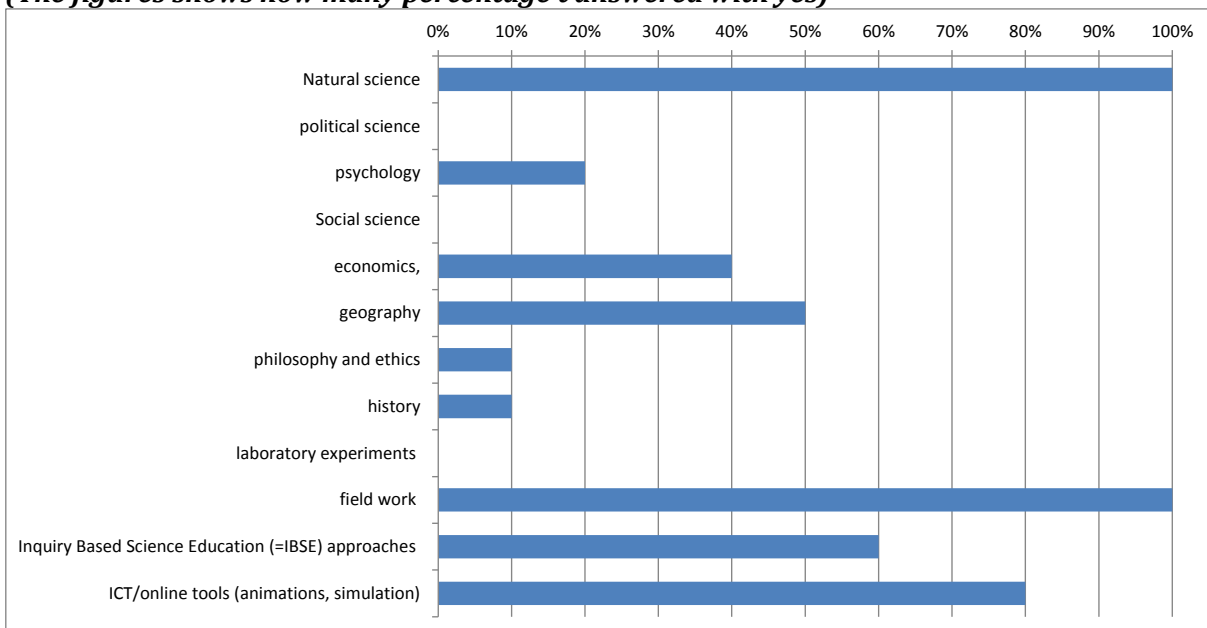
Section 2: “voice of user”:

1 Relation to a green topic and to the National Curriculum

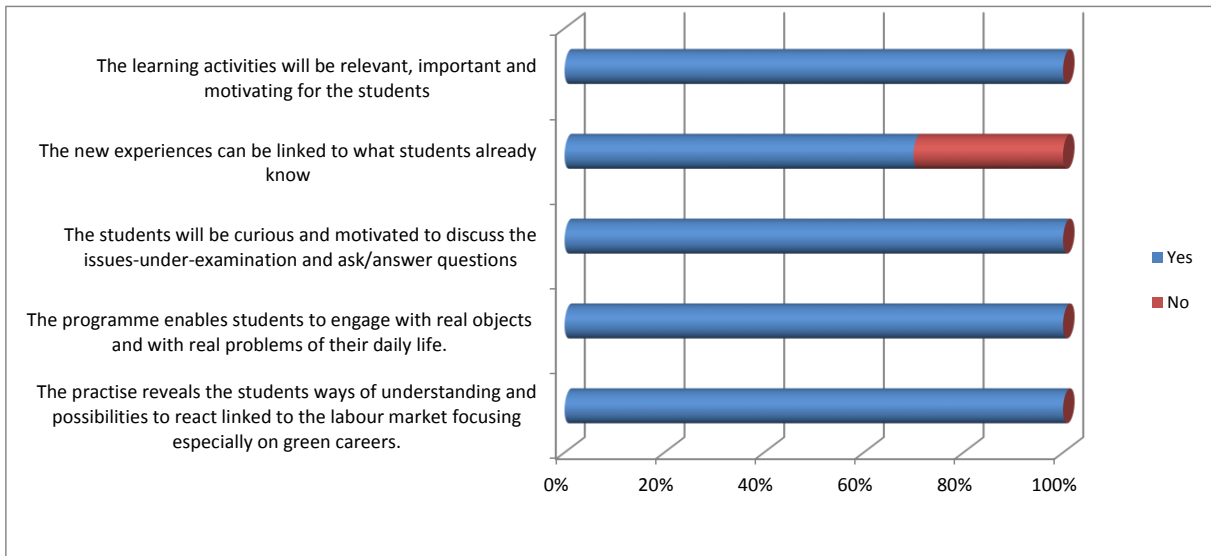


2. Being interdisciplinary: Drawing upon many academic disciplines and teaching methods, does the programme include following elements?

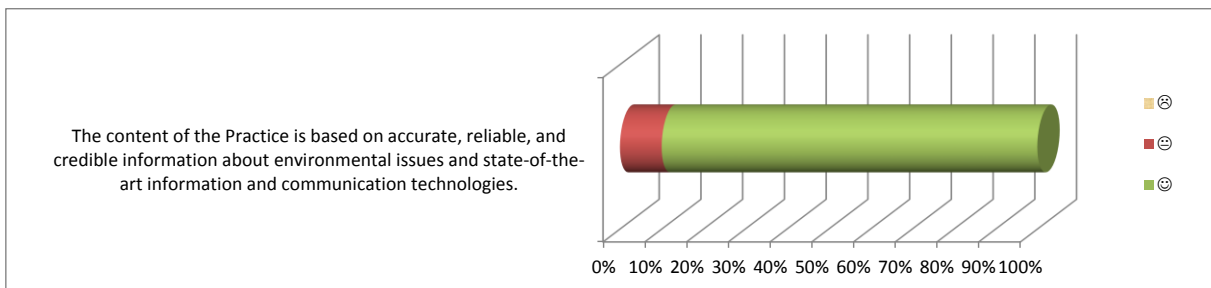
(The figures shows how many percentage t answered with yes)



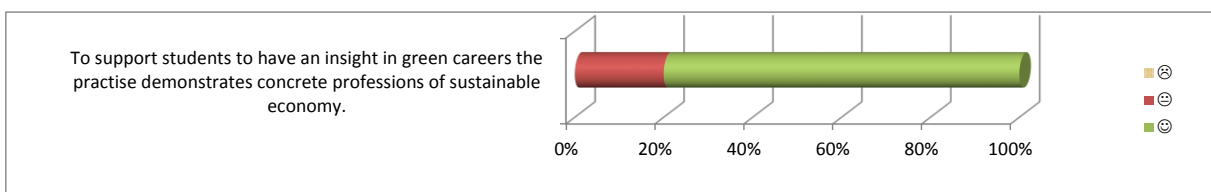
3. Relevance to the daily life of students



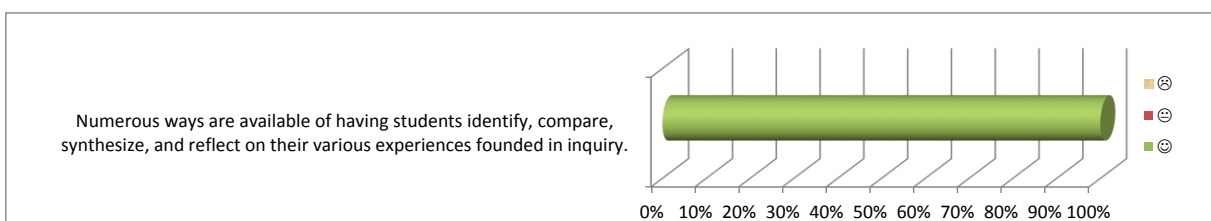
4. Based on accurate and factual professional expertise



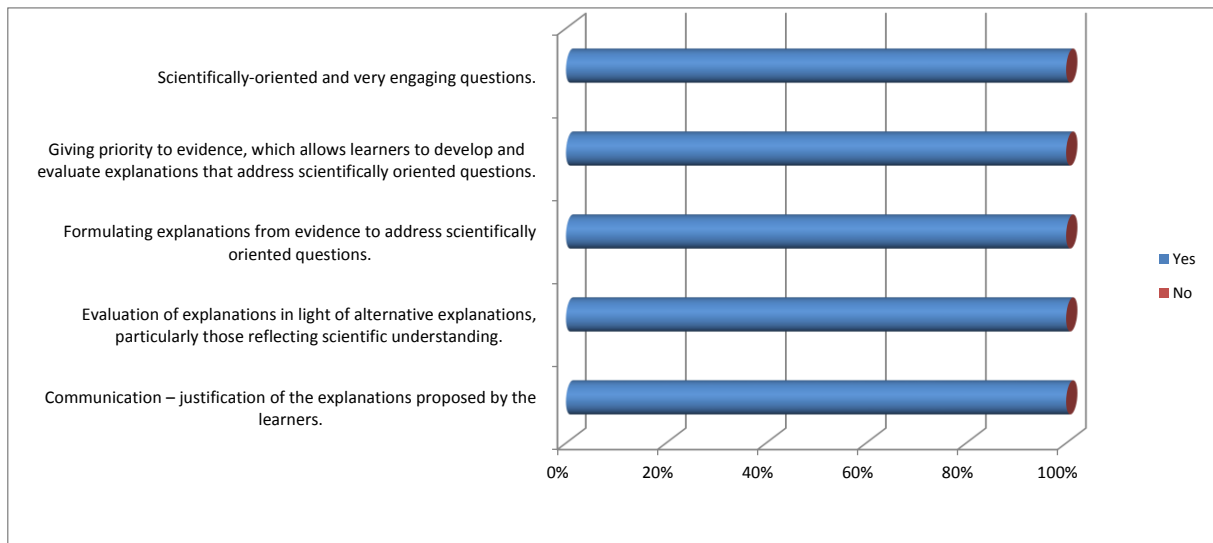
5. Connection to professions in the green labour market



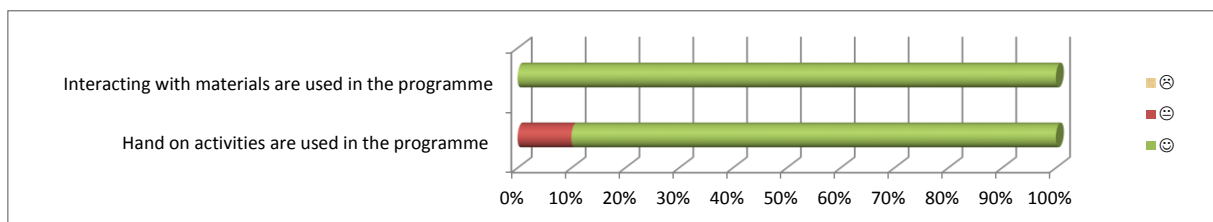
6. Learning by research and inquiry



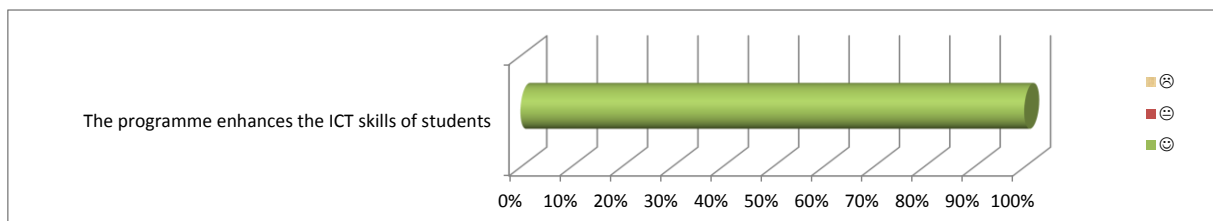
The learning activity supports following features:



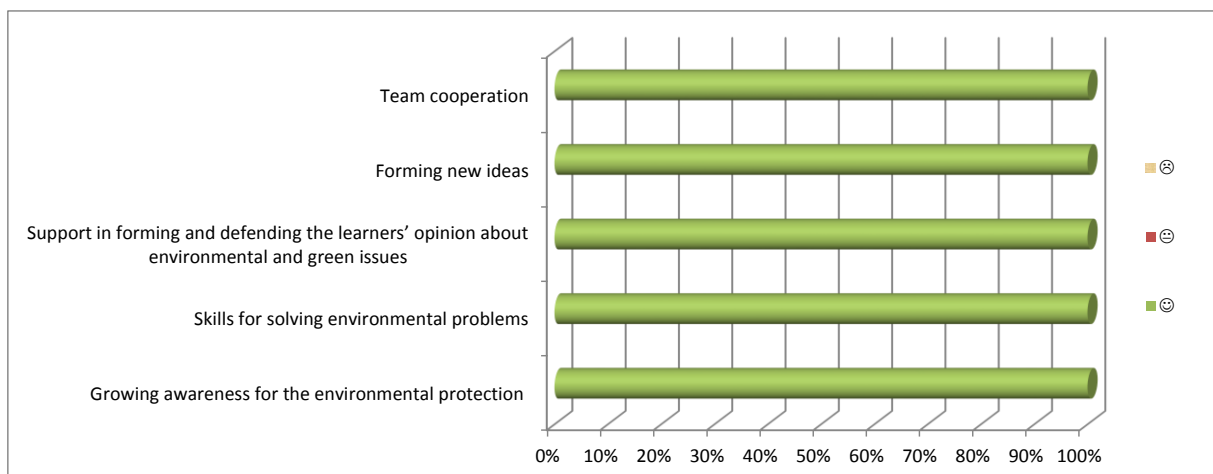
7. Activation of the students by hands-on



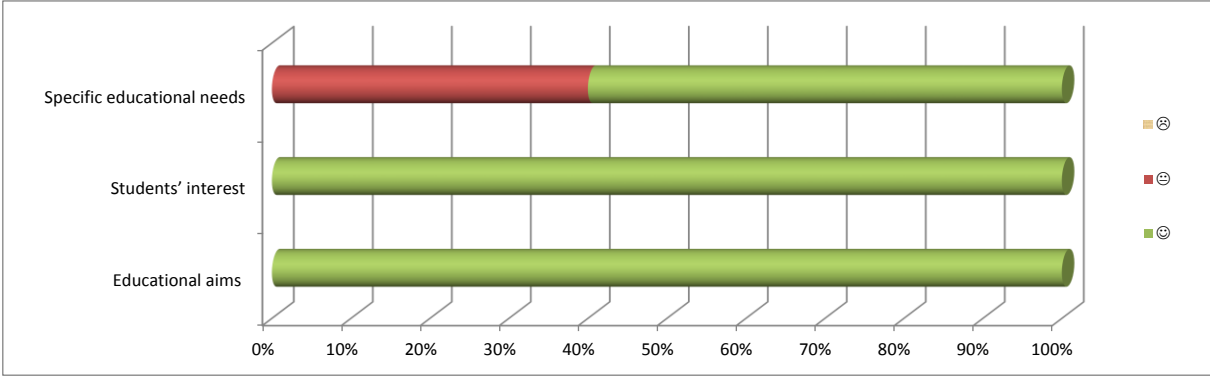
8. Enhancement of students' ICT skills



9. The learning activity supports the development of following social skills



10. The programme is easily adaptably for

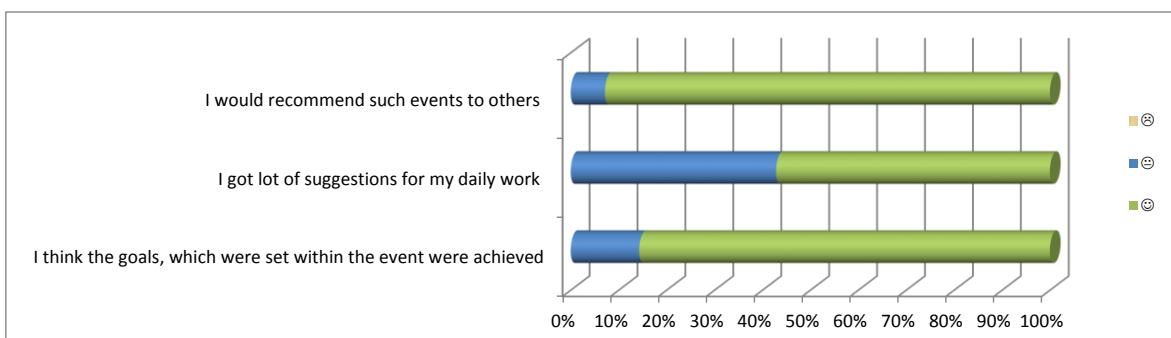
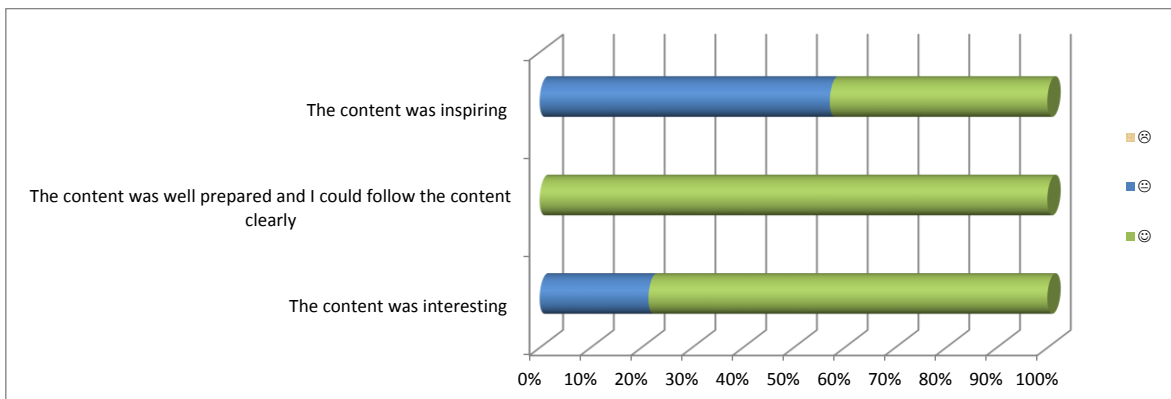
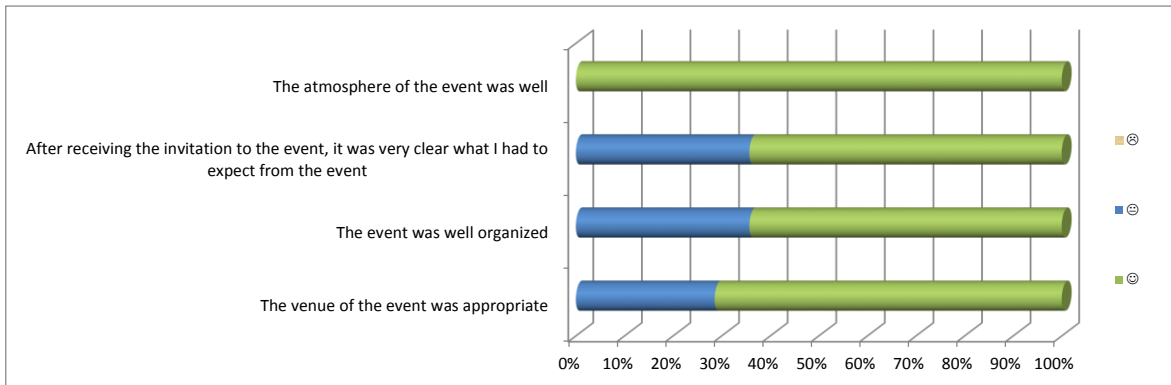


4.4 Thematic events (Type 2.B)

According to the validation plan at least one event per country focusing on actual implementation of best practices from participants of previous organized implementation events. For the evaluation the questionnaire for general events could be used.

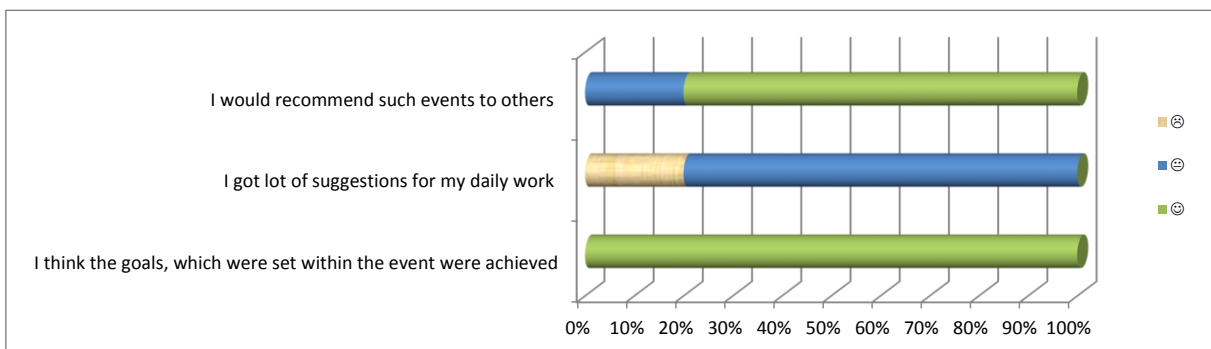
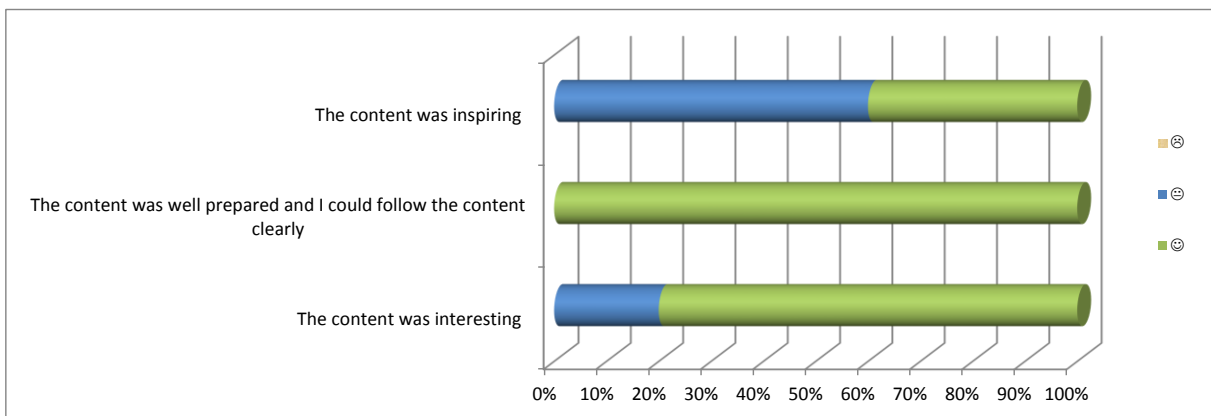
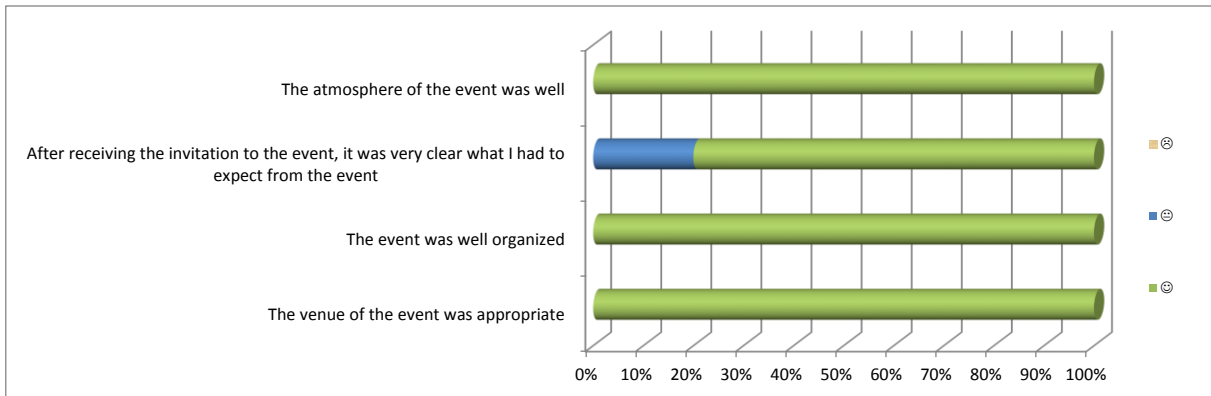
| Country | Participants | Number of feedbacks |
|----------|--------------|---------------------|
| Greece | 21 | 8 |
| Austria | 21 | 15 |
| Spain | 8 | 8 |
| Germany | 5 | 5 |
| in total | 55 | 36 |

Austria: eLearning Conference Eisenstadt 2015, Scientix Symposium, 08/10/2015: 32 participants attended the symposium, 21 participated in the "environmental education" working group, 14 participants filled in the questionnaire with high satisfaction:



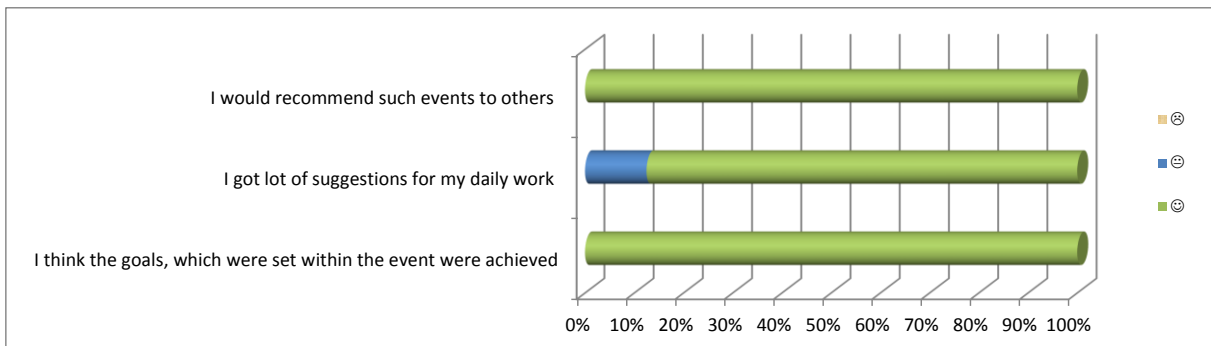
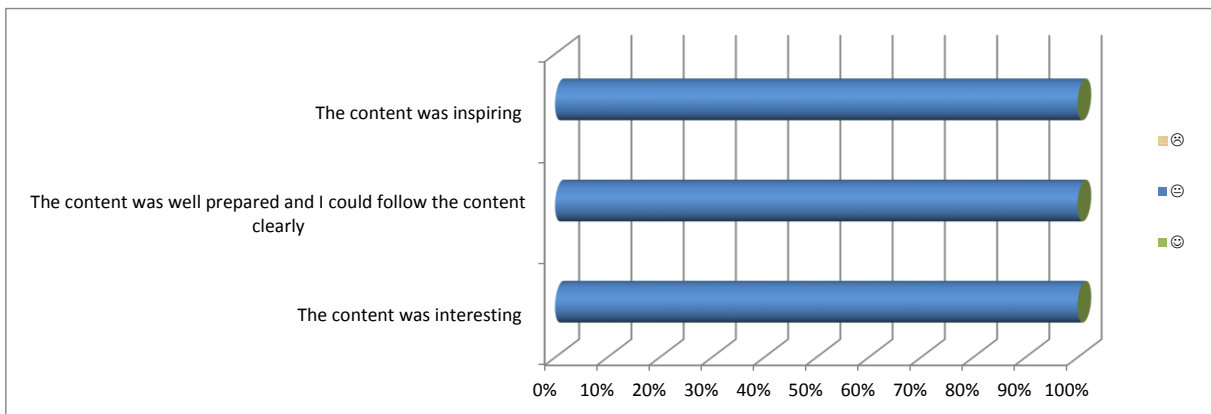
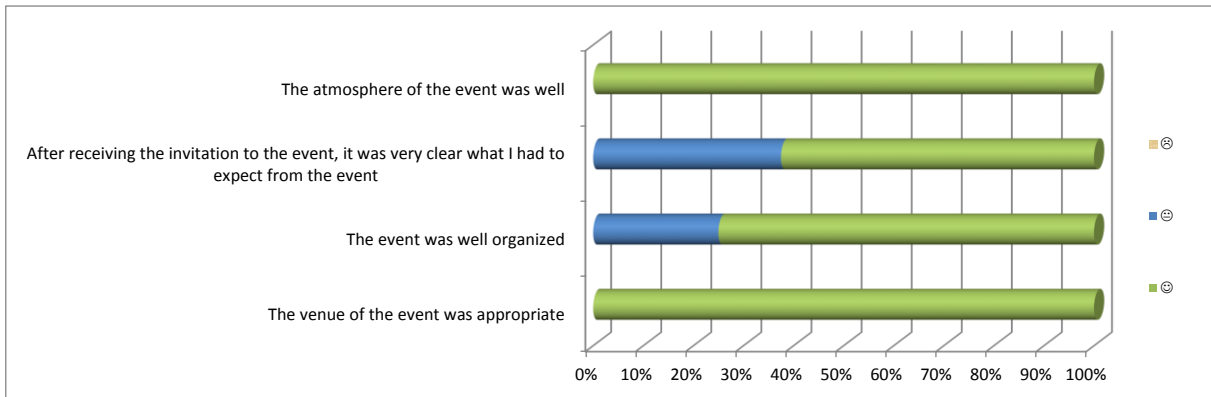
Remark from one participant: useful projects and learning activities, would like to bring "school of eating" to my school; I am happy that I attended this working group

Germany: UBT organized on 09/04/2015 a thematic event with the aim to reflect the implementation of the Best Practices and to evaluate the Best Practices based on different methods. It was an event for teachers/educators who implemented Best Practices according to an internally developed event guide. The 5 participants appreciated the event:



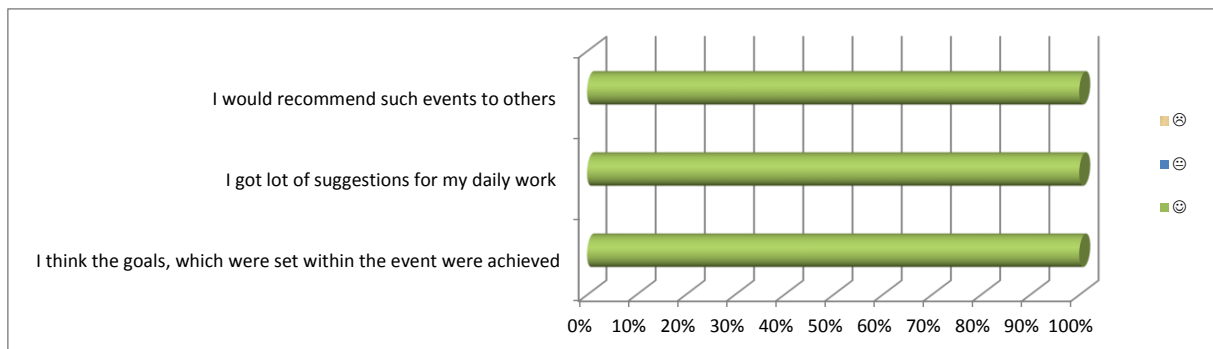
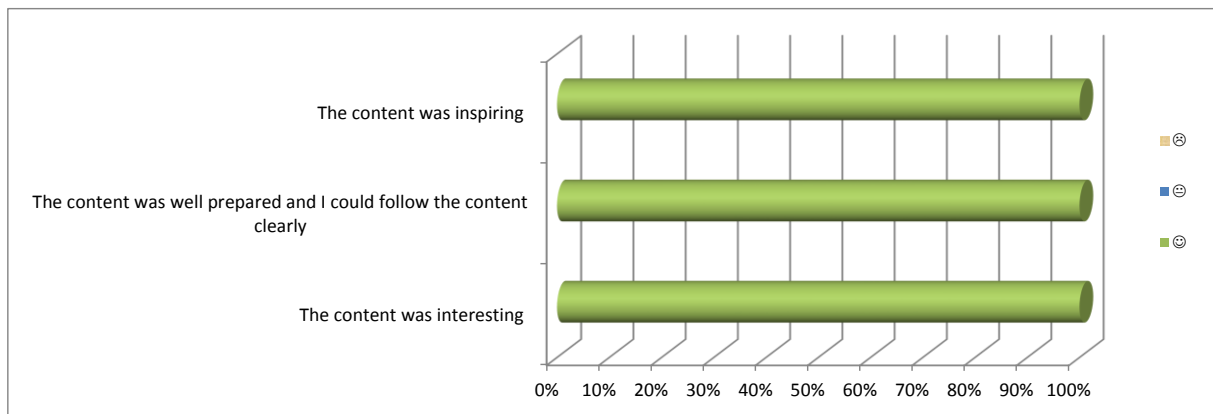
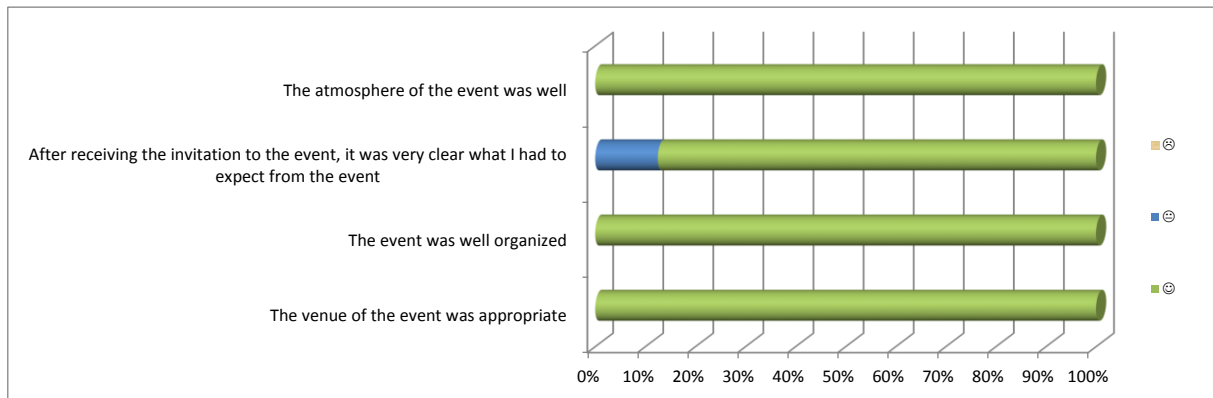
Remark from one participant: Great work of the organizers. Everything was well prepared and clear structured.

Greece: The Thematic event was jointly organised during the final conference, named “Green Ideas 2015” on 19 / 09 / 2015. 21 persons participated, 8 filled in the feedback form and were also fine and satisfied with the event:



Spain: Final meeting: plan of waste reduction in schools, 02.06.2015

All 8 participants answered the questionnaire and very highly satisfied with the event:



4.5 ODS (and other Web 2.0 based) communities (Type 2.C)

Aim of this activity was to enhance the GreenNET validation activities with the building of communities which will facilitate discussion/validation over the good/best practices of GreenNET using the project platform and the WEB 2.0 tools of Open Discovery Space Pan-European teachers' portal.

Steps:

- Each partner setup an ODS sub-community at <http://portal.opendiscoveryspace.eu/community/greenet-sharing-enviromental-educational-resources-822229> or in some case using facebook (e.g. <https://www.facebook.com/groups/1587449181539164/>)
- Aim of each partner's community was to focus on its own practice(s)
- The teachers participating were encouraged to provide their ideas for further enhancement of the cases and to create educational scenarios based on them (utilizing the Greenet tools).

Below we present a Summary table from all ODS based communities.

| TITLE of Community | MODERATOR/country |
|--|---|
| GREENET: Sharing Environmental Educational Resources (the official community of the project) | Sotiriou, Riviou- Greece |
| GreeNET - Environmental Education in the UK | Christopher Leigh- UK |
| my school garden for Ellinogermaniki Agogi - Junior High School | Vassiliki Markaki - Greece |
| MY SCHOOL GARDEN FOR Ε.Ε.Ε.Ε.Κ. ΘΕΣΠΡΩΤΙΑΣ - SECONDARY SPECIAL NEEDS SCHOOL | Paulos Peroulis- Greece |
| My School Garden, Ο Σχολικός μου Κήπος | Sotiriou, Helioti, Cherouvis, Tsagliotis, Riviou - Greece |
| My school garden for EA - Primary School | Vassiliki Markaki - Greece |
| my school garden for Ellinogermaniki Agogi – Kindergarten | Sotiriou, Riviou, Kolovou - Greece |
| Pla de Prevenció de Residus (PPR) als centres escolars | Gemma Salvador, Bettina Schaefer- Spain |
| Projekt Schule des Essens (FIBL - Forschungsinstitut für biologischen Landbau) | Marion Obermüller- Austria |
| GreeNET Best Practice: The Barcelona School Agenda 21 Programme | Gemma Salvador, Bettina Schaefer- Spain |
| GreeNET Deutschland | Michaela Marth- Germany |
| GreeNET - Umweltbildung in Österreich | Marion Obermüller- Austria |


| | |
|--|--------------------------------|
| Exploring the magnificent world of N-fixing bacteria | Kontopoulou Charitini - Greece |
| GreeNET -Καλές περιβαλλοντικές πρακτικές στην Ελλάδα | Kontopoulou Charitini - Greece |
| Δημιουργικά Παιχνίδια με Υλικά της Ανακύκλωσης | Faye Chanis- Greece |
| GreeNET Facebook Contest | Birgit Mülleder-Austria |

Total number of ODS-based communities: 16

Total members (teachers and moderators) in all communities using either ODS or Facebook: 2414

4.6 Facebook contest (Type 2.D)

For the Facebook Contest the reactions to the postings were used for evaluation:

| Posting Nr. | Submitted by | Posting Text | Notes | Reactions to the postings (Evaluation) |
|-------------|--------------------|--|---|---|
| 1 | Junior Farias | Training young for the green economy must be based on awareness of the need to respect the planet. Should also be considered from a practical perspective and professionalizing, developing skills for rapid integration into a career in this field. Training should also incorporate knowledge about economics and its application in this profession for arguments measures that benefit the planet in the long term is seen as a benefit for all. | | <p>Likes: 2 Comments: 1</p> <p>1 Comment by:</p> <ul style="list-style-type: none"> Greenet project Thanks a lot for this good and important thoughts! And also thanks for participating in our contest 😊 |
| 2 | Nikolaos Nerantzis | <p>As a starting point we set citizenship. We constructed a didactic proposal "Environment & STEM Education" [Ref.1] with three ILS (on watersheds, waste & wetlands) aimed at active learning - for formal development students and for students with special educational needs and/or disabilities - "framing" the concept of environment with the knowledge of European and Greek law [Ref.2]. We tend to provide teaching tools and good teaching practices (e.g. posters, video, GoLab/Graasp, metamnemonic questions, "outside the classroom" activities etc.) based on STEM education, while integrating principles of inquiry learning and ICTs.</p> <p>In the three ILS [Ref.3] "infiltrate" science subjects and environmental sciences subjects developing multiple connections and representations between them. Students are being involved with activities on material reuse, recovery, recycling and discussions (especially during the extend phase of inquiry approach on issues such as near space pollution, nuclear wastes, etc.) thus developing an environmental conscience.</p> | <p>Picture was added to the posting:</p>  | <p>Likes: 4 Comments: 1 Share: 1 (by Nikolaos Nerantzis)</p> <p>1 Comment by:</p> <ul style="list-style-type: none"> Greenet project: sounds like a really good concept for this topic!! thanks for participating in our contest 😊 |


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| | | | | |
|---|-------------------------|---|-----------------------------------|--|
| | | <p>This research sets the "pillars" of a broader framework of individual integration through the development of critical thinking, both individually and in collaboration with others, aiming to raise awareness on human rights issues, sustainable development, global peace and safeguard human dignity building, ultimately, a culture of peace [Ref.4].</p> <p>---</p> <p>[Ref.1] Nerantzis N., Mpezergiannidou Aik., Tozakidis A., Mandiliotis S. Environment & STEM. http://wp.me/p3oRiZ-fo (in Greek).</p> <p>[Ref.2] Directives 2008/99/EC & 2008/98/EC and Greek Law N.4042/2012</p> <p>[Ref.3] Waste: http://goo.gl/IIm3z5, Wetlands: http://goo.gl/ZlBm4U, Watershed: http://goo.gl/DCRbgz. (In Greek)</p> <p>[Ref.4] http://www3.unesco.org/iycp/uk/uk_sum_cp.htm & http://en.unesco.org/cultureofpeace/</p> | | |
| 3 | Cisco Regalés | <p>First must educate young people about the importance of respecting and preserving the planet in the best position to have a good quality of life and ensure future generations. Second show the opportunities offered by the professions related to the sector of the environment and its future. We need to make everyone aware of the importance to preserve and care for our world and take advantage of the great things that gives us our world.</p> | | <p>Likes: 1 Comments: 1</p> <p>1 Comment by:</p> <ul style="list-style-type: none"> Greenet project Good thoughts on this topic...thanks for participating in our contest ☺ |
| 4 | Usee Príncipe de Girona | <p>THE FUTURE BELONGS TO THE YOUNG PEOPLE WHO CREATE IT.</p> <p>In order to promote the interest of young people towards the professions related to the environment, environmental education should be based on empathy towards all forms of life, animal and plant, showing them the effects of human behavior on others and on</p> | Picture was added to the posting: | <p>Likes: 2 Comments: 1</p> <p>1 Comment by:</p> <ul style="list-style-type: none"> Greenet project great ideas and great posting...thanks for participating in our contest ☺ |

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| | | | | |
|---|-----------------|--|---|----------|
| | | <p>the environment, and teaching them that nature sustains life, allows creating and nurturing communities and, for this reason, it is essential to take care of and preserve it. We must encourage them to adopt sustainability as a principle of life, promoting the use of renewable energy, sustainable mobility, the consumption from necessity, not for greed, and recycling and reusing in everyday life. At INS Prince of Girona (Barcelona) we study ecological issues (climate change, biodiversity, waste, water, etc.), we keep an agro ecological garden, we have installed a system for collecting rainwater for watering the garden, we are building a pond to promote biodiversity in urban areas and we participate in campaigns related to waste reduction, energy saving and support indigenous peoples' rights to preserve their way of life. We also participate in ornithological projects of citizenship science and pathway signaling. And, in order to encourage our students towards the field of environmental education, we have had a meeting with INS Rubio i Tudurí Higher Degree Training Cycle in Forest and Environment students, who organized educational games to know the ponds of Tres Pins in Barcelona and all the flora and fauna in this ecosystem.</p> |  | |
| 5 | António Lagrifa | Play a game call "scouts" and be god to Nature... This is a project of a life time! | | Likes: 1 |

| | | | | |
|----------|---------------------------|---|--|---|
| <p>6</p> | <p>Funda Akgök</p> | <p>It is a fact that plastic causes an enormous damage to our beautiful world, especially to turtles or birds who can die due to the plastic material in their alimentary system. Nevertheless, there are many approaches to improve this situation, as for example signing petitions, writing a letter of complaint to politicians or to take the streets to protest. But to be honest, these actions are often as effective as eating a big chocolate cake to lose weight. The most productive way to improve this alarming situation is to reduce one's own utilization of plastic and to practice recycling carefully. How about a cool DIY recycling project that is made out of plastic bottles, as for instance a plastic bottle planter? Therefore, you only need an old plastic bottle, potting soil and herb seedlings. Mark a 12cm's line from the bottle's base and cut all the way around the bottle at this mark. Then you can invert the bottle's top portion and insert it into the base. After filling it partway with soil, you can transplant a seedling and add soil again. Afterwards, you have to add water to the planter's base and place it in a sunny spot. That's just one of so many ideas to recycle a plastic bottle in a creative way. It is also an interesting project for pupils at school. What can be more motivating than seeing your own green plant growing up in a self-made planter? „It is the greatest of all mistakes to do nothing because you can only do little. DO WHAT YOU CAN“ - Sydney Smith</p> | <p>Picture was added to the posting:</p>  | <p>Likes: 14 Comments: 2 Share: 1 (by Nikolaos Nerantzis)</p> <p>2 Comments by:</p> <ul style="list-style-type: none"> • Greenet project: <p>Thanks for participating in our contest and sharing this important and very good thoughts with us smile ☺</p> <ul style="list-style-type: none"> • Nikolaos Nerantzis <p>Congratulation !!!!</p> |
| <p>7</p> | <p>Anastasis Pandazis</p> | <p>The educational system of today is focusing on teaching children how to survive on an utmost capitalistic environment and not how to change it to be greener and healthier. What I mean by that is that schools make</p> | | |

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| | | | |
|--|---|---|---|
| | <p>children take the life of how they see it today for granted and not on how drastically this can change if we don't act quickly. As time passes, the world becomes more and more polluted, something that governments seem not to want to put into children's minds, maybe because it can negatively change the world for them. However, in no file, law or governmental system is it stated that schools mustn't teach their children of what's going on around them. As proven by many studies, children tend to memorize things better, when taught in young age and obviously continuously reminding them. Such a project can take advantage of this fact and focus on teaching children of what ecology is in very young age, without having to brainwash them later on. Green posters with Eco-news and photos can be placed on the walls of schools, projects about environmental safety can be suggested and even very convincing videos such as "HOME" can be played, to make them truly realize of how bad the world is right now and that any "utopia" they might be thinking of living into is just an illusion. I'm sure many people out there if not most, haven't realized or don't care about the severity of the problem, until it's too late. In my opinion, that's the main problem right there. Profiteering is among other things, causing people to not care about, ot distracting them from ecological problems through the news and other media. As strange as it might sound, same thing goes with schooling. Children get distracted by many things, amongs them, irrelebant school projects and misdirected teachers and managers. That's why schools must act as fast as possible, to teach new children of what's the problem with this world and what ecology truly is. Making children think green, can also give them green job opportunities, such as, but not limited to, solar panel placement, green infastructure engineering and eco vehicle manufacturing. Such jobs may not sound as appealing as a modern dream that</p> | <p>Posting was submitted via private message to the GreeNET page;</p> | <p>Due to the private posting of this submission, there've been no likes, comments or shares.</p> |
|--|---|---|---|

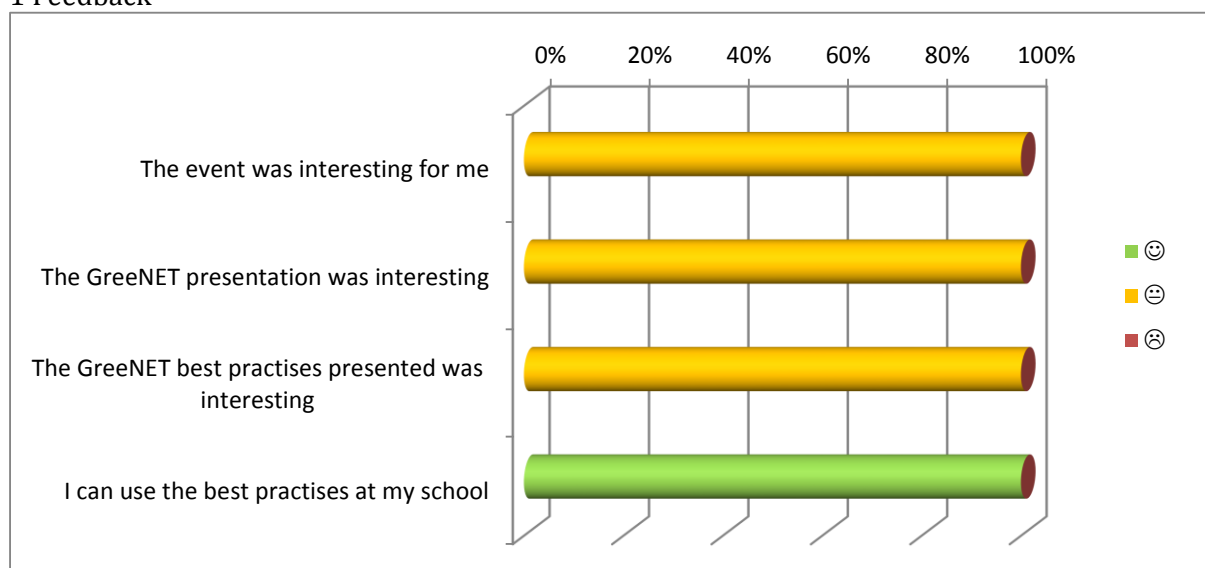
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|---|-------------|--|---|--|
| | | many have in mind, but in poor countries like Greece, such a project can offer job opportunities, thus getting the country back on track. We must act fast at resolving these issues, so that the future of this world will change positively. | | |
| 8 | Juli Gräßel | The mystery method combines practical knowledge with cooperative ways of learning. This can be used to enhance pupils' interest in the environment sector of the economy. At the beginning of each mystery, there is a problem that is to be solved (e.g. „Since Marie's parents moved to another house, fishermen catch less fish“). The problem is supposed to arouse interest so that children are keen on solving the case. A set of cards, each card providing information that can be used to solve the problem, is given to each group of pupils. The information on the cards (e.g. text or diagrams) can be used to invent a possible solution. There are usually many ways of solving the case (e.g. Marie's parents moved to a new city area - for this new city area, the river course had to be changed - a new built company discharged its wastewater in the river - plants in the river grew rapidly - fish grew faster - fish were caught before reaching sexual maturity - fish populaion declined). This method is a holic approach that helps to enhance the interest of young people in the environment sector. | Posted in the form of a comment beneath a GreenNET posting on May 4 th . | <p>Likes: 1 Comments: 1</p> <p>1 Comment by:</p> <ul style="list-style-type: none"> Greenet project Thanks for participating in our contest and sharing this thoughts with us ☺ |

4.7 Special Days (Type 3)

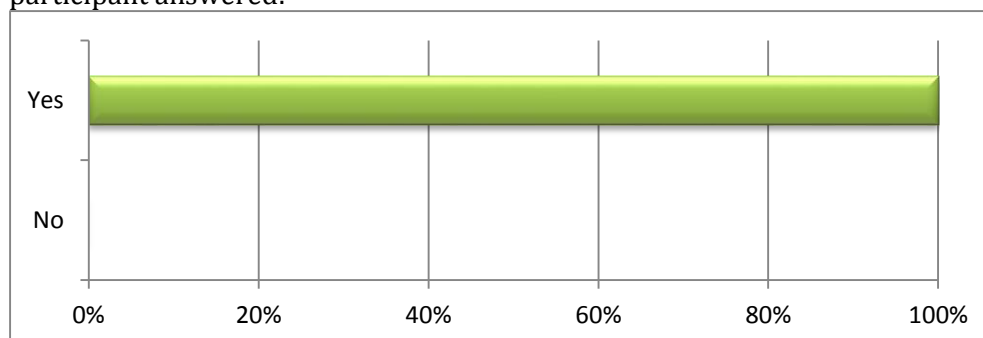
For special days in the countries events was organised:

| Country | Students | Teachers / Stakeholders | number of Feedbacks |
|-----------------|------------|-------------------------|---------------------|
| Greece | | 200 | 40 |
| Austria | | 24 | 1 |
| Spain | 925 | 66 | 0 |
| Germany | | 300 | 40 |
| in total | 925 | 590 | 81 |

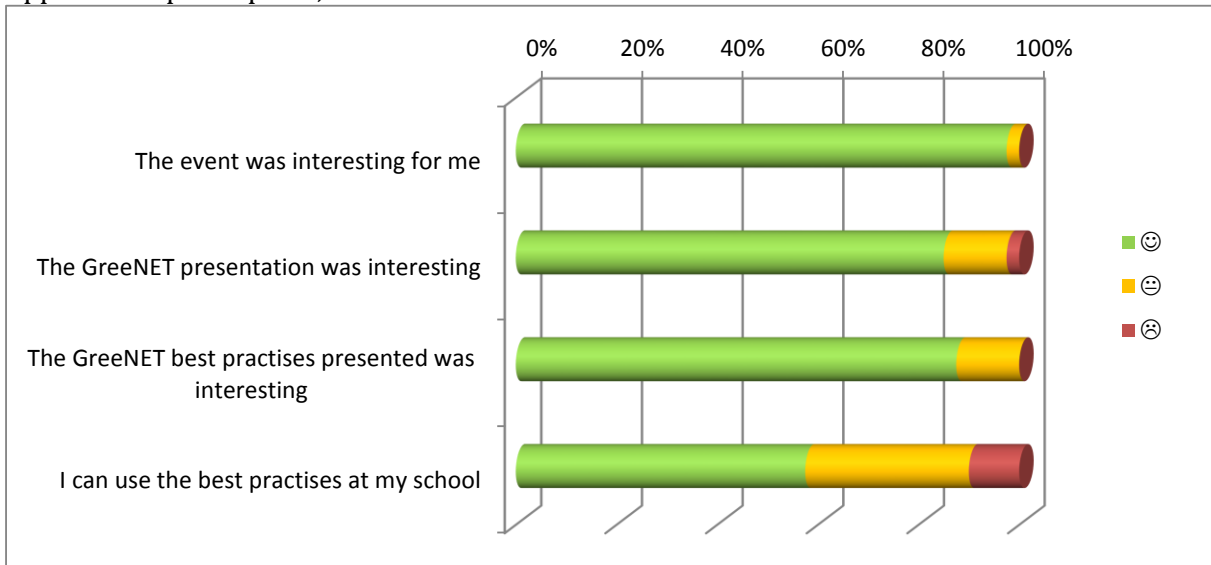
Austria: 25.08.2015, "ÖKOLOG Summer Academy" in Wels (Austria), 24 participants, 1 Feedback



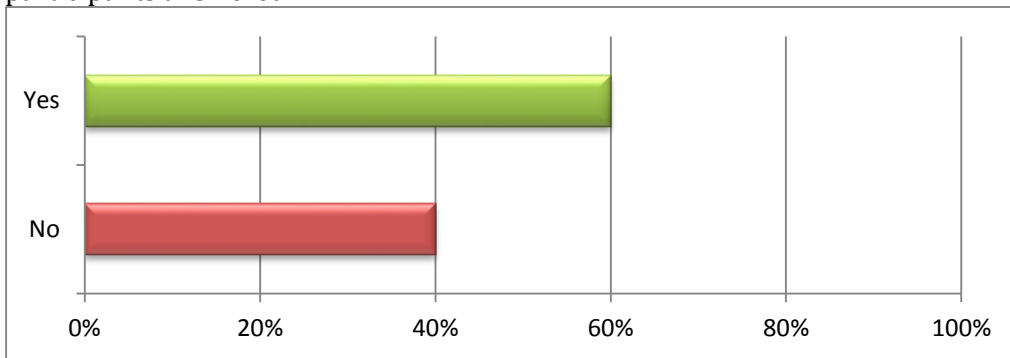
Concerning the question: I want to know more about GreeNET via Email / facebook the participant answered:



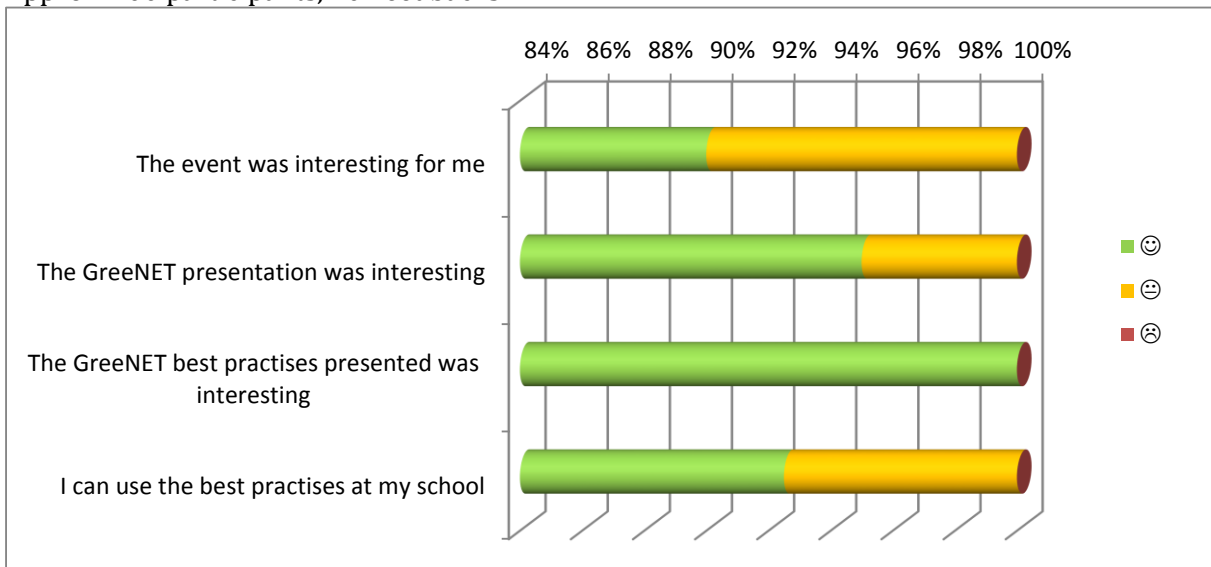
Germany: 18/07/2015, 40th anniversary of the University of Bayreuth, University of Bayreuth
 Approx. 300 participants, 40 Feedbacks with these results:



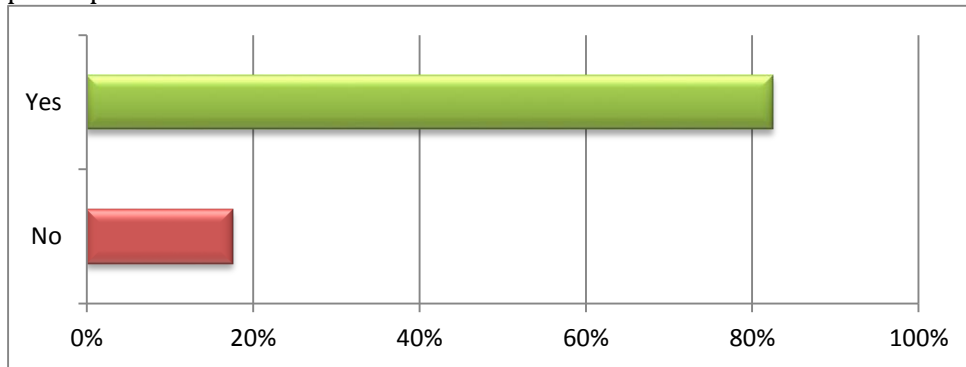
Concerning the question: I want to know more about GreenNET via Email / facebook the participants answered.



Greece: Volos -Central Greece,
 Approx. 200 participants, 40 Feedbacks



Concerning the question: I want to know more about GreeNET via Email / facebook the participants answered.



Spain: 14/05/2015 and 08/06/2015 to 12/06/2015

All in all 925 students and 66 teachers attended the events, it was not possible to get some feedbacks because the groups were too large.

5 Moodle platform

5.1 Evaluation of Moodle Platform

Within the process of development the Moodle platform within WP3 “Inventory and Community Building” the voices of users were asked to evaluate the Moodle platform by using following online questionnaire:

Online questionnaire for Evaluation of GreeNET Moodle:

Dear Teacher, dear Trainer,

Thank you in supporting the evaluation process of the Moodle platform of GreeNET.

Please try to fulfil in parallel the 5 scenarios and give feedback within the questionnaire.

It will takes you about 20 - 30 Minutes to test the scenarios and fill in the evaluation.

Thank you for your support!

The GreeNET Team

Scenario 1: Create a new learning unit (course) (admin users)

Question: How easy was it to create the new learning unit?

| | | | | |
|-----------|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very easy | | | | not easy at all |

Please provide comments for improvement

Scenario 2: Upload a learning resource to a learning unit, from user hd (teacher)

Question: How easy was it to upload a learning resource to a learning unit, from user hd?

| | | | | |
|-----------|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very easy | | | | not easy at all |

Please provide comments for improvement

Scenario 3: Find and Import a learning resource/best practice from Open Discover Space, using the ODS widget (teacher)

Question: How easy was it to find and Import a learning resource/best practice from Open Discover Space, using the ODS widget (teacher)

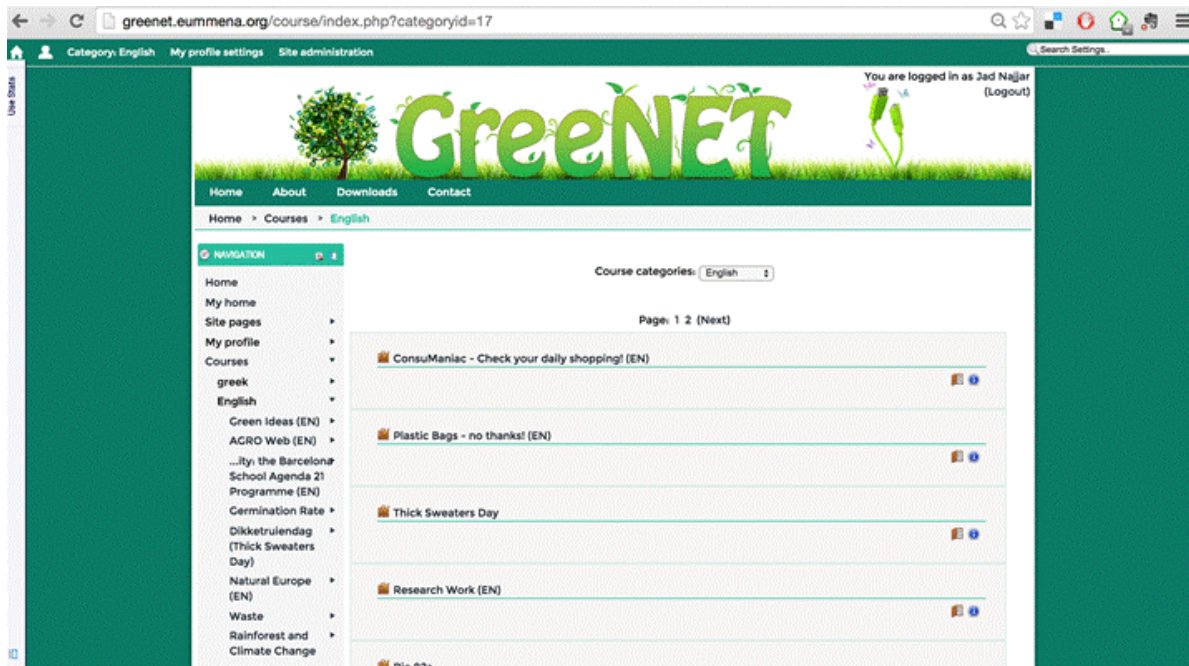
| | | | | |
|-----------|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very easy | | | | not easy at all |

Please provide comments for improvement

Scenario 4: Share your comments on a best practice, using the widget

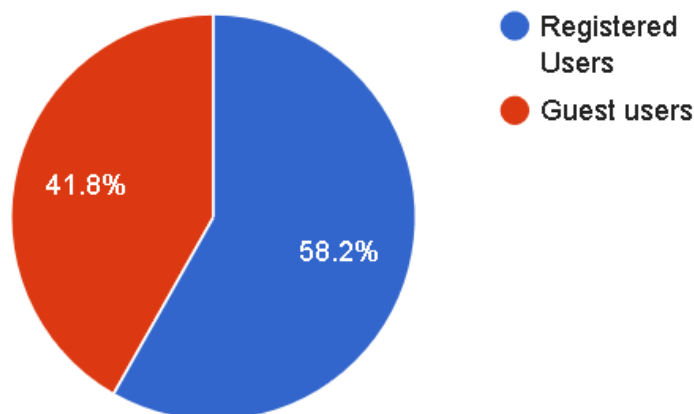
Question: How easy was it to share your comments on a best practice, using the widget

| | | | | |
|-----------|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very easy | | | | not easy at all |



All hits

13.876



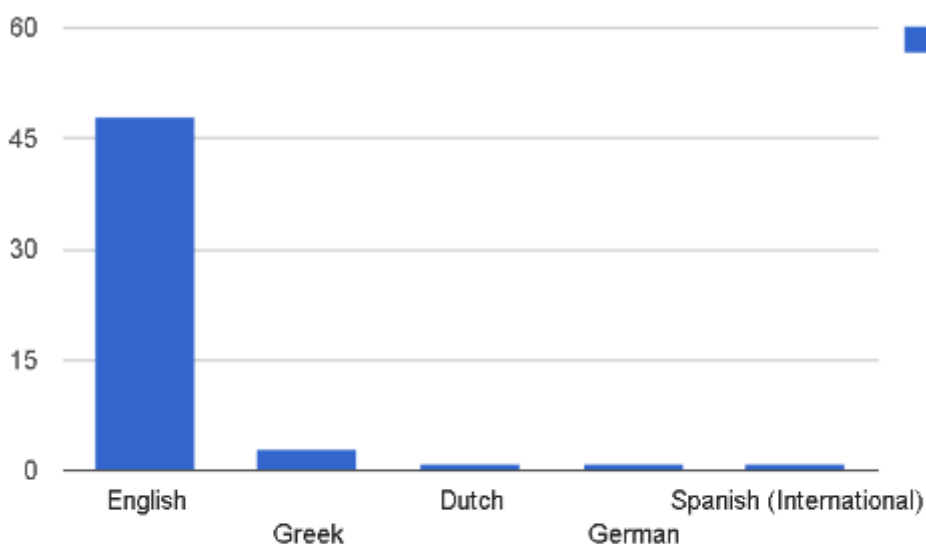
Statistics covered in this graph are based the statistics on 12. December 2015.

The number of total access is higher than before. From the 13.876 hits 58.2 % were registered users and 41.8 % are guest users. This underlines the right decision to allow also guest users the access to the moodle platform and skip the registering process.

Especially by searching for tools, materials and information for teaching and new approaches this can support teachers to get quick and easy information for their teaching in daily work.

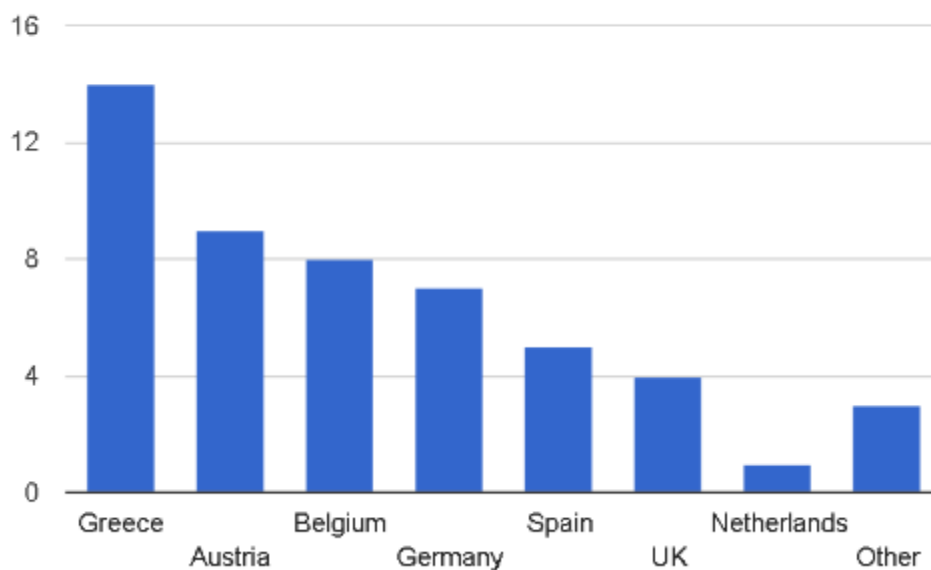
User Per Language

The graph below shows that the English language was preferred by the users, followed by Greek, Dutch, German and Spanish. This underlines the importance of various language versions of the materials and information given by the GreeNET consortium for moodle in the first step even the translated documents were produced also in the next step. Anyway the chosen language reflects the attitude of users searching in European platforms by expecting English as prior language.



User Per Country

The graph below shows the users per county. The most users came from Greece followed by Austria. Also the partner countries of GreeNET Belgium, Germany and Spain as well as UK are next listed. Users from the Netherlands are could be explained by the dissemination activities of Belgium. The effectiveness of the dissemination activities of the whole consortium can be seen in the number of users from other countries reached with transnational activities.



Most Accessed Best Practices

The graph below shows the 10 most accessed best practices via moodle. By having a closer look to the countries where the best practices coming from following can be seen:

Greece:

- Hydroponic,
- AGRO Web,
- Nature Europe
- Green Ideas

Austria:

- Energy Tutors
- Plastiksackerl
- ConsuManiac

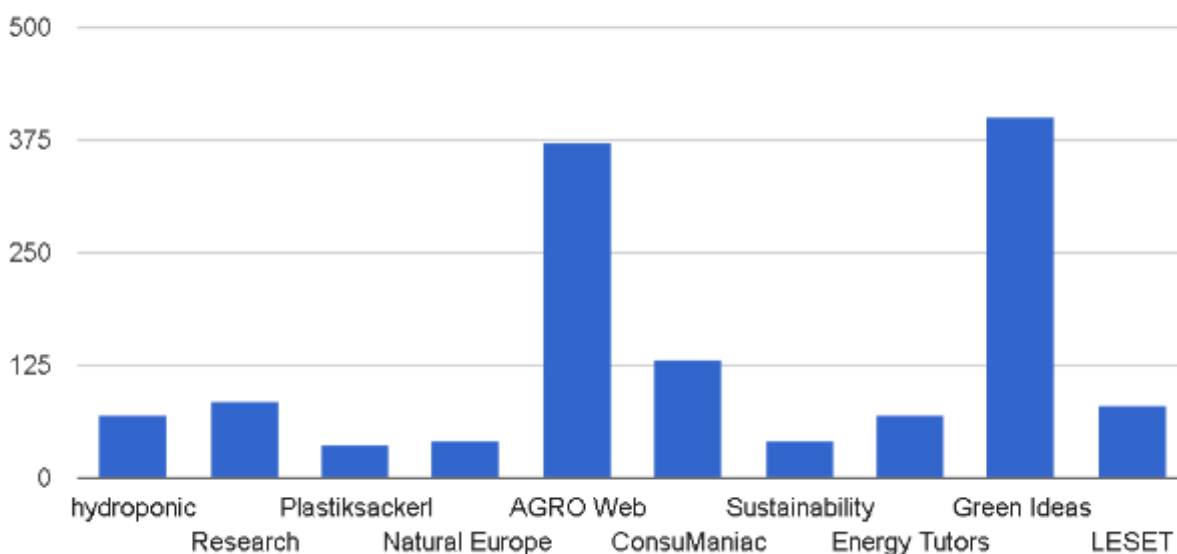
Spain:

- LESET
- Research
- Sustainability

These distribution is coherent to the number of hits of the users per country. As users from Greece entered the moodle portal most of the 4 best practices of Greece were accessed most, Austria was the second highest number of users per country and if counting together the 3 Austrian most accessed best practices it is in the some relation. Even if Spain were not on the third ranking by users of countries the last 3 best practices accessed are Spanish best practices.

There are 2 theses derived from this result:

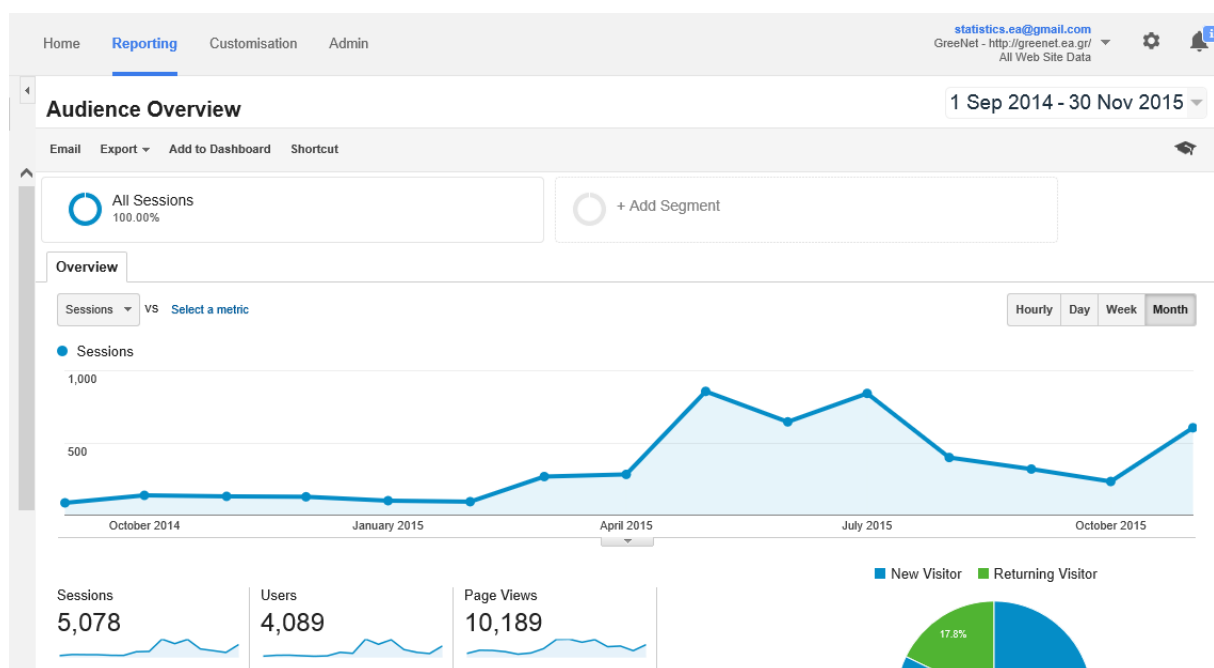
1. Users of a country have a closer look the best practices of the own country. This can be forced by combining information about the best practices and advice the teachers / trainers to have a closer look to the detailed content in the moodle.
2. Open access allows more searching for any best practice independent of the country they are coming from.



6 GreeNET Inventory statistics

The GreeNET tools offered by the GreeNET Inventory have been proven as a successful mean to support project activities and also acted as follow up “gate” for participants in the implementation and validation phases. The numbers reached (at the time of project ending date) were:

- >4.000 users in the web site,
- >10.000 page views in the web site,
- 4 e-tools integrated to the Inventory,
- connection with almost 4.000 green-based educational resources,
- 16 communities established in the ODS Portal through the project’s web site tools (with more than 2000 members).



The graph above represents the users action on the main page of the GreeNET Inventory. More than 4000 unique users visited the GreeNET infrastructure. The numbers indicate that the network activities went beyond the expected numbers. The systematic approach of the project, the selection of effective cases to act as demonstrators and the intensive implementation work had as a result the extended popularity and its tools.

7 Final Conference

From 18th to 21st of September 2015 Ellinogermaniki Agogi hosted the “EDEN Open Classroom 2015” conference with around 160 participants from all over Europe. Within this conference, the GreenNET deliverable D6.4 “Proceedings of European Conference” was embedded and spread. Six papers dealing with GreenNET project and environmental education have been accepted, successfully presented during the conference and were also included in the ISBN-identified Conference Proceedings published in printed and in electronic versions. A free web-based version of the conference proceedings can be found under this link:

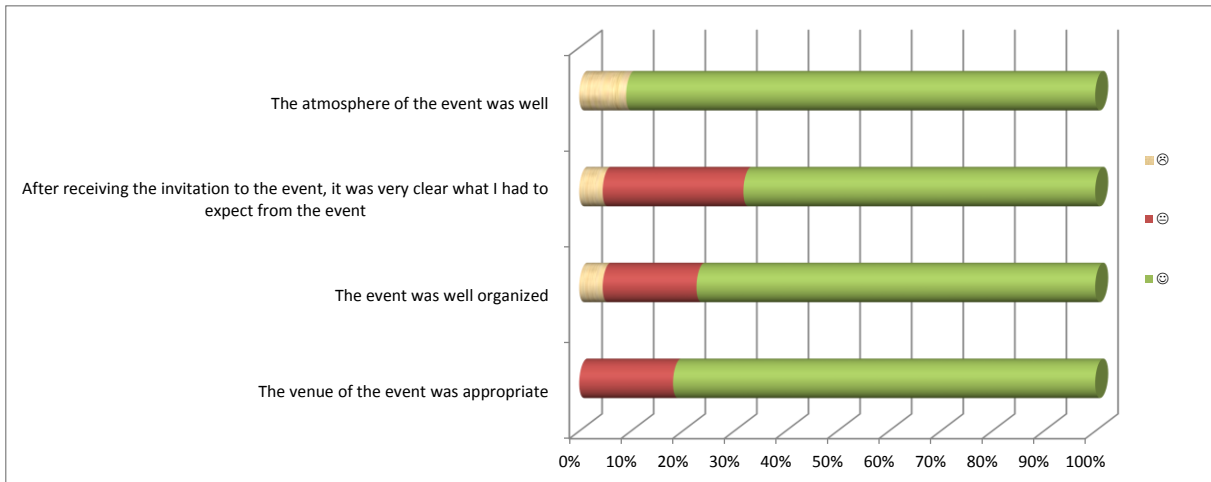
http://issuu.com/edensecretariat/docs/occ_2015_athens_proceedings_web

In the context of this sophisticated conference this year’s “Green Ideas Fest” on 19th of September attracted nearly 30 international stakeholders, most of them headmasters, teachers and other education experts. The School Garden made the appropriate environment for this event. In a fruitful discussion the participants presented the requirements in skills, infrastructure, methods, all kinds of support headmasters and teachers need to offer modern education. On the final day the closing conference took place. The qualitative feedback from the fruitful discussions during the conference was very satisfying. It showed that the presented practices meet the need of teachers in a high level.

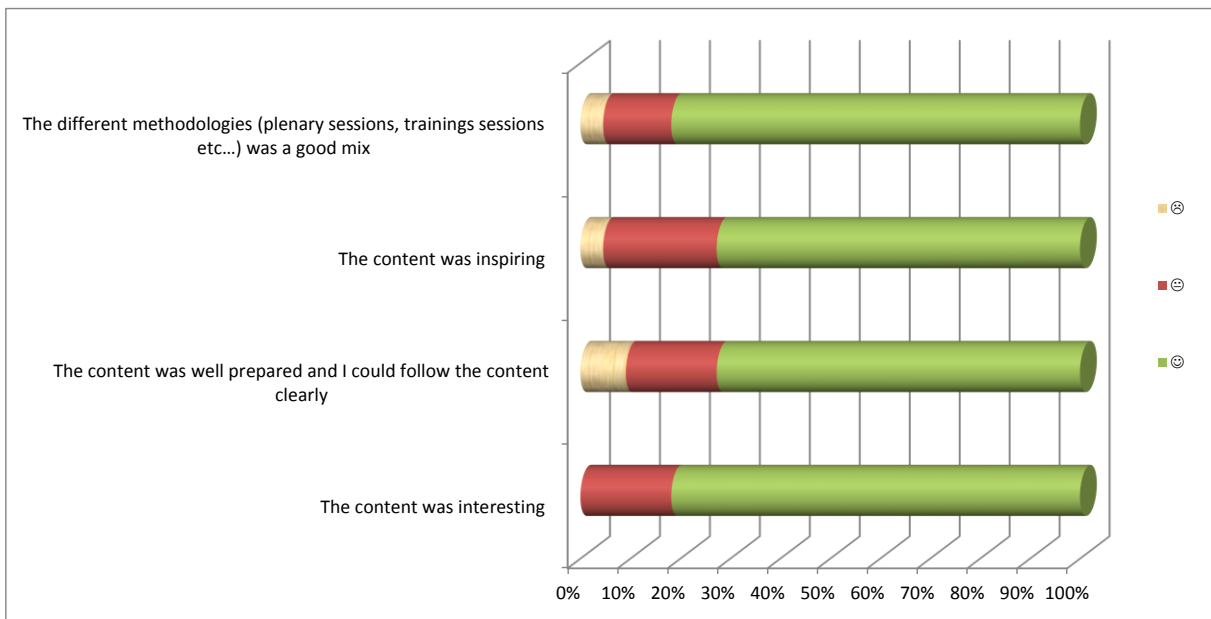


Apart from the above mentioned most important qualitative feedback of the participants during this major European event activities some secondary conclusions are presented below following the collection of a relative small amount of questionnaires (since most of the participants preferred the active discussions with project partners representatives).

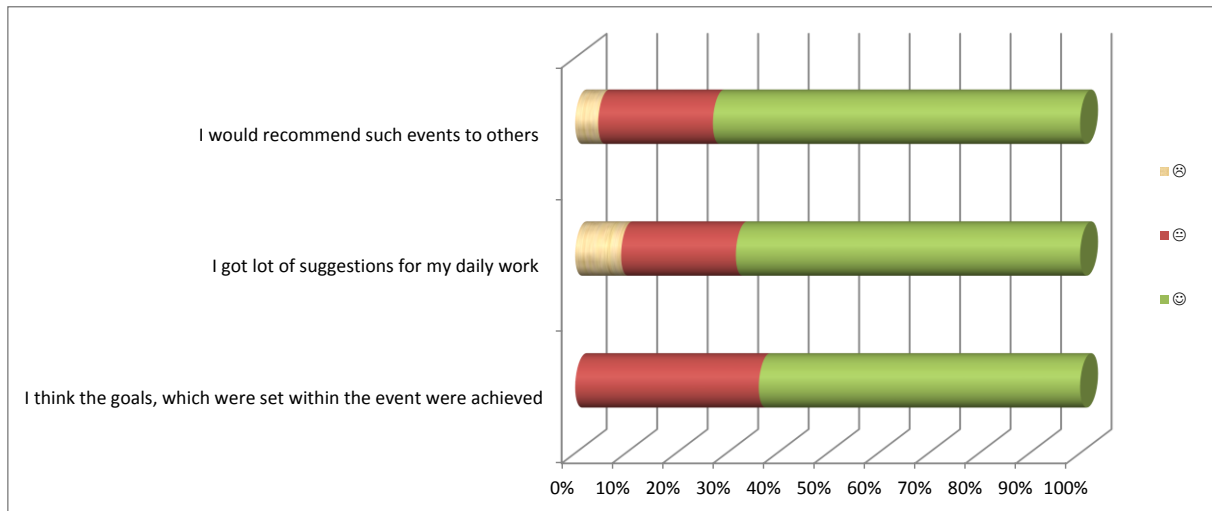
1. Organisation



2. Content



3. Results



General remarks.....

The responders gave also some additional general useful remarks with the questionnaires, regarding what they liked most from the conference:

- Discussions in the context of the training session
- Training session
- The innovative teachers presentations
- Working on big ideas
- The real best cases presentation
- The motivation of the majority of the speakers
- Synergy session on Saturday, Social Media- Training Session, Greenet Session
- Different stories by the teachers

8 Conclusions

About 25% of the GreeNET users provide feedback. This considered a significant number in order to get valuable inside on the project and its impact to the user communities. As it will be described in the following sections the evaluation team has made significant efforts (with the support of the partners) to cover all the events that were designed during the implementation phase in order to have an integrated view of the GreeNET network activities. The findings of the evaluation work should be considered in parallel with the findings of the WP4 work as these WPs were realised in parallel supporting the implementation work and the provision of valuable feedback.

The numbers of online users indicate that the network activities went beyond the expected numbers (1500). The systematic approach of the project, the selection of effective cases to act as demonstrators and the intensive implementation work had as a result the extended popularity and its tools.

By combining the outcomes from the questionnaires collected, with the lessons learnt from the actual engagement of the partners with stakeholders and teachers during the implementation and validation activities, the following main conclusion are derived:

The first “connection” of teachers with the selected best cases through the organization of the implementation and validation events gave the following main conclusions (in an effort to combine feedback from all events –using also the event reports coming from WP4-, and present only the most recurring conclusions):

- It is very important that a best case must include **practical activities** (and these will have to be presented as exemplified during a testing event)
- Apart from practicality, a best case would be much more useful if it is directly **connected to specific lessons** (connection with the school daily activities)
- Getting feedback and providing **motivation to students** is an important element towards the success of a best case usage. Teachers must be provided with practical **training on how to motivate students**.

The additional work done through validation events (connection and getting feedback also from other stakeholders, getting teachers deeper in the GreeNET scope and best cases interconnection and connection with hands on activities) provided further and more specific conclusions which are summarised as follows:

Of course the connection – in a practical way – with specific school based activities is the main element to assure successful application but to make such initiatives more successful in a wider scope several additional considerations are important to be taken into account:

- Connection with **career pathways**. This has to be done in compatibility with Green **market needs**.

D.5.5 Final Evaluation Report

- It is of highly important to organize **interdisciplinary** activities and therefore connect a best case with several lessons and sciences or combine best cases to make a “new” interdisciplinary set.
- The enhancement of **ICT skills and Social skills** of students through the application of such activities is also an important issues to consider.
- **Community engagement** (e.g. parents) can provide an additional “push” for effective Green activities organization at schools.

Overall, the summary of the work done throughout three project years was very satisfying. Data coming from WP4 and WP5 showed that the presented practices met the need of teachers in a high level. Following the various statistics from web site, GreeNET’s facebook pages, communities, moodle and repository it is obvious that all these tools were very often visited and used. This was a very important additional asset on project’s effective implementation and a major lesson learnt (that innovative implementation and validation activities for best cases related with education must always be supported and followed by e-tools and e-communities for teachers and the educational community in general).