Participants Evaluation Report (23 - 28 February 2025)

 # Evaluation of the Erasmus+ project
 # Project Meeting in Italy

As part of the Erasmus+ project “Climate is Changing, What About Us?”, participants completed one Google survey during the mobility in Bernalda, Italy. The survey was conducted at the end of the meeting to collect and reflect on participants' expectations, their learning, experiences and personal outcomes.
The collected results provide a deep analysis on how participants approached the mobility and what they gained from the experience.

Climate change awareness

At the beginning of the meeting, participants associated climate change mainly with pollution, global warming and temperature, followed by environmental problems such as heat, fires, air and water pollution.

When asked to rate how much they already knew about climate change, the average response was 3 out of 5. The result suggests that participants had some previous knowledge, but also needed to deepen their understanding.

At the end of the meeting, especially thanks to the seminar on climate change held by a local expert of environmental issues, participants rated the improvement in their knowledge about climate change at 4 out of 5. In their open responses, they mentioned learning about air pollution, water pollution, the importance of recycling, endangered animals, climate change, environmental protection and the impact of everyday choices.

These responses demonstrate that the project activities helped participants connect the general topic of climate change with specific environmental problems and possible actions.

Learning through creative activities

One of the main objectives of the Italian mobility was to create and carry out sketches, whose main character was a butterfly (**Questionnaire: Climate Change & Youth Action (Erasmus+ Project)**

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1. On a scale of 1 to 5, how concerned are you about the effects of climate change on the future of our planet?
- 1 – Not at all concerned
- 2 – Slightly concerned
- 3 – Neutral
- 4 – Concerned
- 5 – Very concerned

2. Which of the following environmental issues do you consider the most urgent to address in your local community? (Select one option only)
- Air pollution and traffic
- Waste management and single-use plastics
- Water scarcity and extreme heatwaves
- Loss of green spaces and biodiversity

- Other (please specify): _____

3. How often do you adopt the following eco-friendly habits in your daily life?
(For each line, answer: Always / Often / Rarely / Never)
- I sort my waste correctly for recycling.
- I avoid wasting water (e.g., turning off the tap while brushing my teeth).
- I unplug electronic devices and turn off unnecessary lights.
- I reduce my meat consumption or choose locally sourced food.

4. Which mode of transport do you use most often to get to school or get around in your free time?
- Walking or cycling / using a scooter
- Public transport (bus, train, metro)
- Private car (driven by parents or friends)
- Moped / Petrol scooter

5. If you were to travel for an Erasmus+ cultural exchange in Europe, what would be the main reason for choosing a plane over a train or bus?
- The flight ticket is much cheaper.
- The train or bus journey takes too long.
- Lack of direct train or bus connections.
- I would choose the train or bus anyway to pollute less.

6. Do you think your school is providing you with enough tools and knowledge to understand and tackle climate change?
- Yes, we do many projects and have lessons on the topic.
- Partially; it is discussed, but only in certain subjects.
- No, it is a topic that is almost entirely overlooked.

7. Which type of Erasmus+ activity do you think is most effective for raising awareness among young people about sustainability?
- Practical workshops (e.g., creative recycling, ecology labs).
- Guided debates and presentations of scientific data.
- Social media campaigns created by students.
- Field trips (e.g., nature parks, recycling facilities).

8. How motivated do you feel to change your personal habits after participating in this Erasmus+ project?
- Very motivated: I already have concrete changes in mind.
- Quite motivated: I will try to be more mindful.
- Not very motivated: I think individual actions matter little compared to the actions of large industries.

) for a subsequent creation of a stop-motion animation film focused on the project environmental subject.

The participants were introduced to different roles in the production process, including:

- giving directions;
- script writing;
- drawing backgrounds and designing scenes;
- acting and voice recording;
- directing;
- photography and technical work;
- organising the production process.

At the end of the meeting, participants identified the tasks of introducing the phases of the activity, assigning tasks and titles to each sketch, drawing backgrounds and scenes, working on the stop-motion script, and creating interviews for the project diary among the activities they enjoyed.

This demonstrates that the idea of building a stop-motion activity successfully combined creativity, digital skills, communication, teamwork and environmental education.

International teamwork

Both students and teachers joined the mobility with enthusiasm and curiosity showing a great interest in working as international teams. The average level of excitement about working with students from other countries was 5 out of 5 at the end of the week.

During all the activities, due to the international component of each group, students had to communicate costantly in English. This experience encouraged them to use the language in real-life situations, share ideas and cooperate with peers from different cultural backgrounds, overcoming fears and linguistic barriers.

Learning about Italy

At the beginning, the participants most frequently associated Italy with cuisine, art and landscape, including the sea, friendship, beaches, hospitality and sunshine.

After the mobility, food still remained a strong association, but participants also mentioned friends, hospitality, the beautiful environment and sharing daily experiences.

The opportunity to better understand Italian culture was rated 4 out of 5, showing that the cultural program successfully contributed to intercultural learning.

Finally, the mobility succeeded in giving all the groups the opportunity of connecting cultural knowledge with real personal experiences and getting closer to Italian traditions.

Personal and social outcomes

We agreed upon the idea of not submitting participants to an initial questionnaire for the following reasons:

When students answer an initial questionnaire about climate change, they evaluate their knowledge or behavior based on what they think they know. During the Erasmus project, however, they gain a much deeper understanding of the issue. If they took both initial and final tests, the data could be distorted: a participant might give himself/herself a high grade at the beginning out of overconfidence and a lower grade at the end because he/she realized how complex the topic is. A single final questionnaire allows for a synchronized assessment of change (Elimination of the "Response Shift" effect).
Focus on real impact and critical reflection: Climate change and the ecological transition are not merely theoretical concepts to be measured by a numerical "before" and "after." The primary goal in our project is to achieve a long-term impact on habits and behaviors. A questionnaire administered at the end of the project was meant to encourage participants to reflect critically on the entire experience, evaluating not only the knowledge acquired but also the concrete actions they mean to adopt in their daily lives.
On the contrary, a final questionnaire provides an accurate snapshot of the level of awareness, skills, and "green" knowledge that participants have actually acquired by the end of the entire experience. It allows to focus on long-term change: by responding at the end of the project, participants have had time to internalize the sustainable practices experienced abroad (e.g., recycling in another country, using public transport, eco-workshops) and can assess their real impact on their mindset. Finally, it leads to a reflective self-assessment: a final questionnaire has encouraged participants to look back and reflect on how their environmental awareness has grown since the start of the journey.
In the final questionnaire, participants particularly valued:

new friendships;
memories;
intercultural experiences;
better communication skills;
teamwork;
new perspectives;
better communication in English;
increased self-confidence and self-esteem.

The responses show that the mobility was not only an educational experience but also an important opportunity for personal development and intercultural communication.

From awareness to action

An especially valuable part of the final survey was the question about the participants’ motivation to change their personal habits after participating in this Erasmus+ project.

The answers included:

walking more;
cycling;
car sharing;
using public transport;
adoptingeco-friendly
behaviors;
recycling clothes and other materials;
reducing the use and quantity of
products;
buying more local products;
organizing social media
campaigns.

This indicates that the project encouraged participants to move from simply learning about climate change towards undertaking concrete personal actions.

Overall conclusion

The evaluation of the Italian mobility demonstrates that the meeting successfully combined environmental education, creative production, digital skills, cultural learning and international cooperation.

For many participants, the team building to work and carry out stop-motion film was a completely new experience. Furthermore, working in international teams gave students an opportunity to communicate in English, exchange ideas and develop creative skills.

The evaluation also shows a clear development from existing awareness of climate change towards a more specific understanding of environmental problems and possible solutions. In addition to this, all the participants strengthened friendships, intercultural understanding, mutual support, confidence and teamwork skills.

Finally, the Italian meeting represented a strategic step in the project: it transformed the ideas developed during the earlier stages of the project into the initial creative work for the stop-motion film, which was subsequently continued and developed during the meetings in Greece and Lithuania.

Questionnaire: Climate Change & Youth Action (Erasmus+ Project)

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2. Which of the following environmental issues do you consider the most urgent to address in your local community? (Select one option only)

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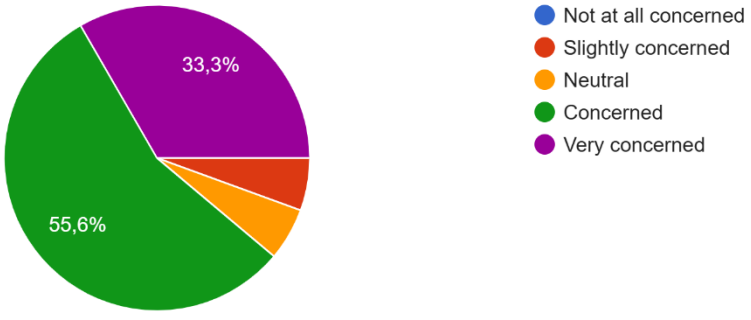
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Climate is Changing. What About Us?

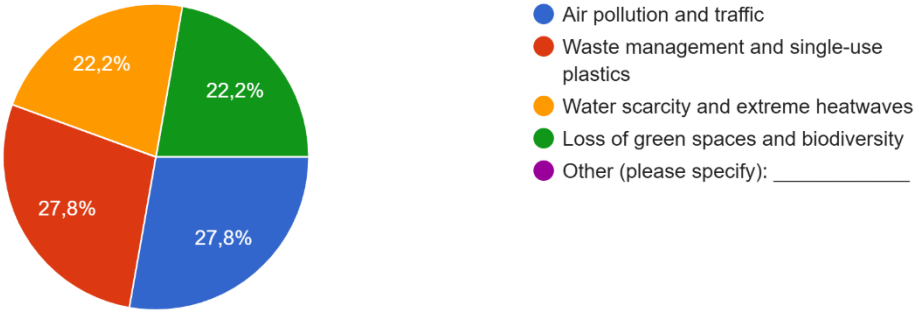
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18 risposte



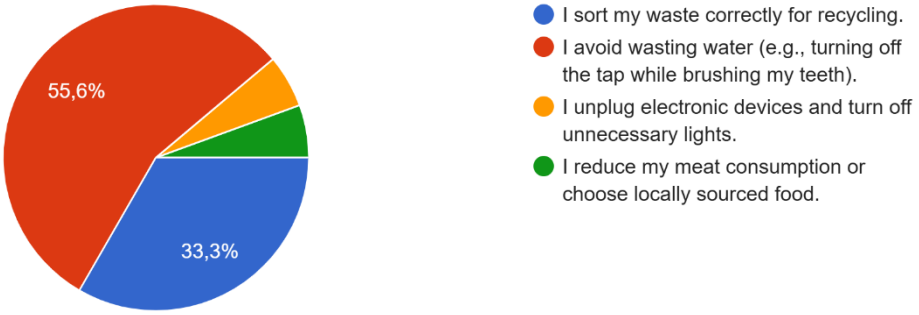
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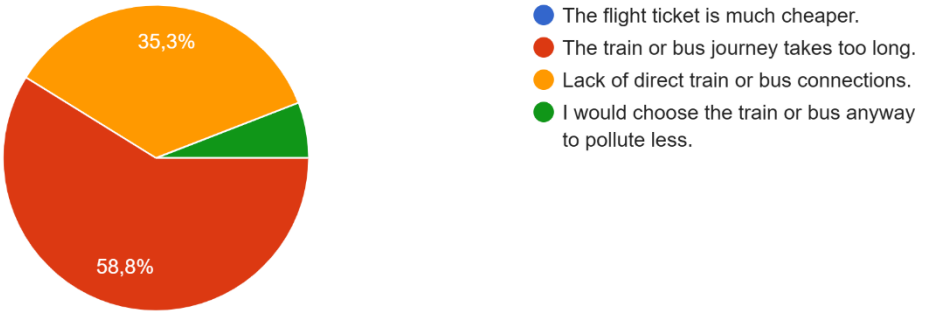
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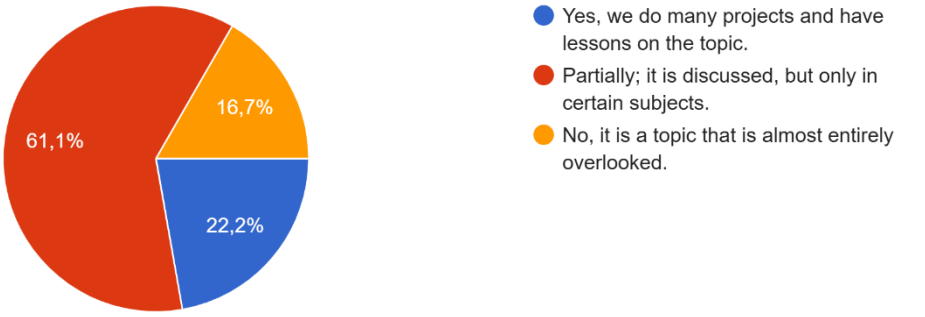
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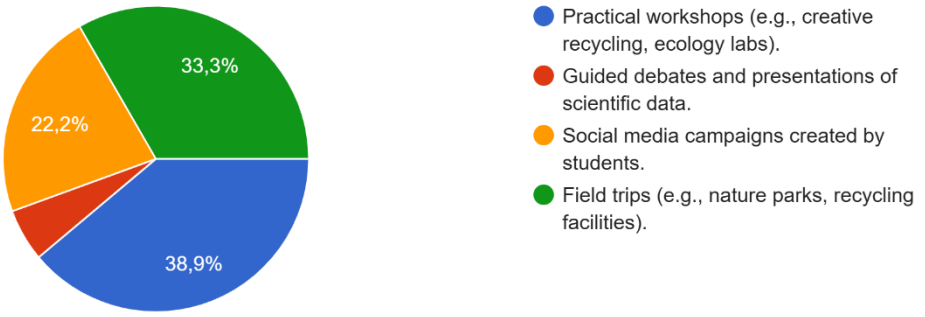
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17 risposte

