

**Pannonhalmi Főapátság Máriaremete-Hidegkúti Ökumenikus Általános Iskolája**  
**Be the Guardian of the Galaxy Yourself!**Quality of the project design and implementation 13/20

The proposal contains a clear timetable, the activities are well-suited to the objectives and fit the horizontal priority and the priority of developing key competences. The work plan is logical, but the proposal is not coherent in all its parts. Much emphasis is put on what students do, which is a positive feature, yet there is some contradiction between the willingness to let students take initiative and the amount of activities pre-defined by the teachers.

A proposal requires advance planning to support the funding request, still it would be recommended to explain more how partners will create room for student's ideas and why they pre-selected these exact activities for them. An explanation of how project activities relate to students' regular curriculum and to teachers' regular tasks, workload, compensation and professional development is missing. Little information is provided on student participants. Their profile and age would be relevant for preparation (esp. for safety and intercultural awareness) which the proposal does not discuss. Student age is also important for selecting participants, since the project would necessarily involve both elementary and secondary school students, possibly at various stages of psychosocial development (and foreign language skills) expected to collaborate for years.

The LTTAs involve 4 students per school, without specifying if the groups would be the same in all meetings, during the whole project, the number of people in the school community involved in project activities (not only LTTAs), and method to select students for the role play/LTTAs. The proposal is slightly inconsistent regarding the involvement of participants with fewer opportunities. Students with impairments do not figure in the description of these participants, but they are mentioned in parts of LTTAs, without explaining how the partners address their needs. Many new nonformal learning activities and various exciting formal educational activities are planned for all participants and online collaboration are planned for the project period beyond the LTTAs which can be expected to be motivating for participants. There is a responsible partner for each product but all work on them. The partners plan effective coordination and communication mechanisms. During the preparation, they have built up their common online channels and platforms, eTwinning was already used then. They involved highly valuable associate partners which is at once an important measure of quality assurance. Since environmental protection is the theme of the project, it would be suitable to use green modes of travel (buses, trains), at least between 500 and 2,000 km, possibly also as a form of risk management under the threat of a new COVID-19 outburst.

Quality of the partnership and cooperation arrangements 15/20

The partnership is diverse in terms of geographical and cultural background. At the same time, they all have some previous experience and interest in working on topics related to environmental awareness and/or social responsibility. Three partners including the coordinator are newcomers, while two partners are experienced in running partnership projects of this kind and can support less experienced partners with their knowledge. The participation of associated organisations from different sectors (experts, universities, and associations) is suited to the objectives and contributes to the quality of implementation. The proposal concretely identifies the experiences, expertise, and management support that each organisation will make available during project delivery. When preparing the application, the partners put efforts into mapping their common points of interest, respective strengths and weaknesses in the wider topic of their possible cooperation, gathering information by a questionnaire for students, teachers and parents. Each partner school is running similar activities in parallel all along the project period, and each takes up some additional task, while LTTA hosts also take charge of organizing the event at their

place. The description of student and teacher tasks in between LTTAs is not very detailed, though. The age group of students to be involved is not mentioned. There is little information provided on how many students and teachers would be involved in the activities in each school (beyond the LTTAs) and how partners would make participation in the project in some form accessible for their school communities. All members of school-level Erasmus+ teams have not been chosen yet and their selection would take into account students' interests and goals for the project. With that in mind, it would still be possible for the partners to set basic requirements and describe in their application what competences teachers should have in order to be involved (foreign language skills, experience, attitudes or other). The emphasis put on reaching out to and actively involve local communities and stakeholders on the location of LTTAs and while the project is still running (not only for final dissemination) is among the strengths of the proposal.

#### Relevance of the proposal 24/30

The project addresses objectives of the funding horizontal priority, the environmental and climate goals and in the field of school education priority, the "Supporting teachers, school leaders and other teaching professions". The project is a response to lessons learned from the COVID pandemic and aims to increase social responsibility and ecological awareness in young generations. Careful and comprehensive preparatory work was carried out. A questionnaire for students, parents and teachers had been used to map local needs for the project design. This provided some insight into how children and adults in each school approach the same issues, and that is important input for a common project, especially for local participants who develop their own communities 'for real'. Yet it would have been reasonable to directly ask for students' opinion and suggestions regarding the project theme in the preparation phase if the partners aim to build on their initiative to such a high degree later on. Also, as the program is for students aged 13-15, inviting only them – and their parents – to answer may have given results that are more representative and relevant for the project. Telling more about teachers' needs in particular schools, in relation to the project theme and work plan, would have been recommended. There is a clear added value in working on this topic in international context, in a geographically and culturally diverse partnership like this one. The project idea is partly inspired by a former local project of a class at the coordinating school who established their own class-level democratic structure with pupils elected for various roles. This basic idea would be transferred to international level and adapted to democratic participation and environmental issues. Adapting the concept of democratic self-government to a fantasy-based role-play to foster environmental and social responsibility in teenagers is innovative for the partners, and it may also become a relevant and adaptable practice for other schools. However, the idea also raises questions, not addressed in the proposal, about the age of student participants. The original idea came from an activity tested by a class of ca. 10 or 11-year-old children in the coordinating school, while this project involves several partners providing secondary education.

#### Impact 24/30

The project is likely to have a positive impact on the participating organisations, its staff and learners, in the project period and beyond. In the overview of the impact on various groups, the proposal provides a list relevant for the project theme, priorities and objectives. Yet most of this is generic and might be difficult to measure in the project period. Adding some more specific and measurable (quantitative and qualitative) indicators would be recommended. The partners plan to design a common measurement tool to monitor and evaluate the impact of the project on students directly participating in it. Based on the explanation given in the proposal, this might be based on areas covered by the questionnaire used in the preparation phase. In such case, the partners are recommended to take into consideration factors that might also influence their students' behavior besides the project, to account for the activities chosen by

the students themselves besides those pre-planned by their teachers, and to ask students' opinion about their goals and possibly involve them in planning an impact measurement tool relevant to them. For questionnaires measuring satisfaction in the larger school community, it is too late to start developing them in the last work phase, at the last TPM. Such measurement should rather be ongoing in the whole implementation period, at the end of work phases and after particular events, so measurement tools would need to be designed in the beginning.

The list of dissemination activities, with a strong focus on online solutions, is fit for purpose. It is suggested for partners to convert this into a plan format with target groups, goals/messages, activities, timing and people responsible for each partner and the project as a whole. (For instance, professional newspapers of various kinds can be interested, including those focusing on education, environmental issues or other, and that may require several formulations of the project's results and relevance, tailored to the target audiences of those papers.) The partners have already used eTwinning to prepare the proposal and plan to use it again to share information on the project and its results. The partners plan to allow open access to materials, documents and media produced within the project.

### Comments for the Applicant

#### Strengths:

- Willingness to foster students' environmental and social responsibility and sense of initiative.
- Geographical and cultural diversity of the partnership which suits the topic very well.
- Active involvement of various local stakeholders in the project activities.

#### Challenges:

- The age, number and selection method and preparation of students directly and indirectly involved not specified.
- Links of students' and teachers' project activities to local curriculum / workload not explained.
- Little information on activities between LTTAs and digital cooperation methods.
- Evaluation plans require further refinement (indicators, methods, timing).