



Result of the substantive review of the final report

Key action2/Application round 2020

Project number: VG-S2S-K-NI-20-23-077298

Institution: Elementary school Neuenkirchen in Schwanewede

Project title: Nature is a treasure

1) Overall assessment

Score achieved: 84 points out of a maximum of 100 points

The 'Nature is a Treasure' project involved four elementary schools in Bulgaria, Germany, Austria, and Germany. The project aimed to identify regional conditions in each country and possible threats to nature. The pupils identified similar factors that negatively impact natural resources in their respective countries. They then looked at possible solutions and developed advice on how individuals can actively contribute to environmental protection. The prepared mobilities included age-appropriate tasks focused on regional resources and joint leisure activities. Parents were also actively involved in addressing relevant topics. The results were presented in an appealing manner to school communities, highlighting the potential contribution of individuals to climate protection on a daily basis.

2) Evaluation of the individual categories

a) Relevance of the project

Through the 'Nature is a Treasure' project, the four elementary schools learned about the diverse natural phenomena in their region and became more aware of the importance of environmental protection. The project highlighted the fact that climate protection in Europe can only be achieved through collective efforts. Additionally, the participants learned about alternative energy procurement and recycling methods. English was used as the language for the project, allowing the third and fourth-grade students involved to enhance their language skills and gain intercultural experience. The students also developed their digital literacy during the collaborative exchange. Despite the challenges posed by the pandemic, the project goals were achieved by extending the project period.

b) Quality of project concept and implementation

It is worth noting that the partner schools were able to successfully complete their plans despite the Covid restrictions at the beginning of the project period. During the project, pupils from the 3rd and 4th grades formed fixed groups and participated in four practical, thematically different reciprocal mobilities. Through these experiences, the children were able to gain a deeper understanding of different cultures and improve their foreign language skills. The children who returned home, along with their mascots, reported their travel impressions and results at school assemblies. These findings formed the basis for the resulting presentations and brochures. It would have been interesting to determine the extent of contact between the children before or

during the reciprocal visits. Other classes also engaged in action-oriented activities such as tree planting and the use of robotics, resulting in a cross-class effect of the project theme. Each school has established a school garden that can be used in the long term, which is effective across all subjects. The children have also created a foreign-language dictionary on regional flora and fauna, and a four-language compilation titled 'Change starts with us' that provides practical ways to protect the climate. Other project results were presented, including the various impacts of climate change and project impressions.

c) Quality of the composition of the project team and the cooperation agreements

The participating schools were already acquainted with each other prior to the project's commencement. They consolidated their planning and preparations during the initial working meeting. Unfortunately, due to Covid, this meeting could only take place a year after the start of the project and without the Bulgarian school. Despite these adversities, the partners remained in contact during the first year, began project activities, and exchanged information digitally. All institutions possessed prior Erasmus project experience and specific expertise. The German school has also conducted mobilities with elementary school children. The tasks were clearly divided for each area; the German school acted as the coordinator, initiated project activities, and evaluated the project's progress with the partner institutions. Each school took responsibility for preparing the visits to the other institutions and handled contacts outside of school with the administration and the press. The partners exchanged information regularly in digital format. Due to the Covid pandemic, they agreed to extend the project duration despite financial restrictions. This decision was acceptable to all parties involved.

d) Project impact and dissemination

A questionnaire was used to evaluate the children's knowledge at the beginning and end of the project, resulting in a gain in knowledge. The interim results and trip reports were presented to the entire school community through assemblies and Erasmus corners (posters and photo exhibitions). The project results were also disseminated in the regional press. Municipal administration representatives were invited to visit the partner schools. Initially, the etwinning platform was used extensively, but its use was limited due to the changeover. As a result, the project and school homepages were utilized more effectively. These pages showcase the activities of the mobilities through snapshots. It would have been impressive to include references to the numerous and appealing results, such as brochures, learning games, and dictionaries.

The collaboration was successful and had a positive impact on the teachers, pupils, and institution. It would have been valuable to receive concrete advice on the future use of the diverse products created at school to illustrate their sustainable benefits.

Significance of scores for follow-up reports (EU requirements)

Over 75 points	The project is rated as very good to excellent in terms of quantitative and qualitative results. The results deserve further dissemination. Projects with a final report score of 80 points or higher are highlighted as 'good practice' on the project results platform.
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