Analysis of the Launch and Validation of the Handbook

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Green Horizons:

Leading the Way in Environmental Service Learning

Erasmus+ Small Scale Partnership

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Introduction

This analysis distils the findings of the Green Horizons pilot in which secondary-school teachers implemented two green-focused Service-Based Learning (SBL) initiatives per partner using the handbook *"Sustainable Learning Journeys."* Conducted under Activity 3: Methodology for Launch & Validation, the exercise engaged five educators from each partner organisation, guiding them through the handbook's planning templates, community-partnership check-lists and reflection tools. The objective was to test whether the handbook translates sustainability theory into practical, curriculum-aligned action that motivates learners and benefits local communities.

Data were gathered via the mixed-format survey, lesson artefacts, and short debrief interviews. By triangulating these sources, the report assesses (1) clarity and adaptability of SBL guidance, (2) impact on student engagement and community partners, and (3) feasibility of scaling projects within existing timetables and budgets. The insights that follow will inform a focused revision sprint—ensuring the handbook emerges as a concise, teacher-approved guide for embedding climate-action projects across Europe's secondary classrooms.

Reflection

Key themes emerging from both quantitative scores and open comments.

Luxembourg Creative Lab – Reflection on Handbook Impact
Teachers at Luxembourg Creative Lab reported that *Sustainable Learning Journeys* "reads like a project-manager in five steps." The opening overview of Service-Based Learning (SBL) in climate-change education gave senior leaders the concise rationale they needed to green-light classroom pilots, while the Foundations chapter translated theory into ready-to-use role and timeline templates. Staff particularly valued Chapter 3's cross-curricular guidance, which let science, art and ICT colleagues weave climate themes into existing schemes without rewriting them. When selecting projects, the colour-coded indoor/outdoor matrix in Chapter 4 helped the team match a river-clean-up art walk to local conditions and lesson length. Finally, the

GreenComp-aligned rubrics in Chapter 5 turned learner journals into quantifiable evidence that satisfied the school's quality-assurance board. Collectively, the five chapters enabled teachers to move from concept to community impact within a single term, boosting student engagement and giving leaders measurable proof of progress toward sustainability goals.

High School "Educational Technologies", Bulgaria – Reflection on Handbook Impact
According to the teachers at the Private Profiled High School "Educational Technologies", the handbook is a useful resource in planning and implementing the two school initiatives - "Fighting Local Pollution" and "LEED Building Certificate". Chapter 3, dedicated to the integration of climate topics in teaching, has helped to structure the cross-curricular connections in both initiatives, including subjects such as chemistry, physics, geography, IT and foreign languages. Chapter 4 has provided clear guidelines on how to combine indoor and outdoor activities, with the first project implementing an information campaign and cleaning the area, and the second - a field study and a visit to a LEED certified building. Chapter 5 was particularly valuable for them, as it guided them on how to use tools for self-assessment, reflection and focus groups. They helped them to take into account student engagement and the effect on the community. Working on the templates from the handbook has facilitated coordination within the team and provided a clear structure to the process. The students were motivated to participate and demonstrated a better understanding of sustainability in the local context. In conclusion, the handbook not only inspired ideas, but also provided concrete, applicable tools for action.

Recommendations for Improvements

1. Standardise the front-matter block for all chapters.
2. Adding Key Words to each chapter
3. Chapter 1 currently lists Key Words but lacks an explicit Purpose & Scope paragraph .
4. In Chapter 4 - add several good practices for indoor SBL initiatives
5. Add to Chapter 5: Assessment and Evaluation in SBL According to GreenComp: Clear and measurable criteria for the successful implementation of an SBL project
6. Chapter 6 contains the headings but places them mid-chapter; move them to the top for uniformity .

Next Steps

Implement high-priority changes

Handbook Survey

Въпроси   Отговори **5**   Настройки

SBL Initiative 1 title & short description (focus, student age, community partner, duration)

5 отговора

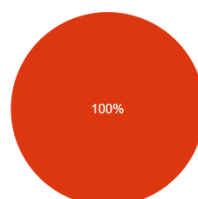| |
| fighting with local pollution issues |
| How to fight local pollution |
| Fighting local pollution. Focus on solving the local pollution problem. Age of students - 15-16, partner - Eco Bulpak, duration - May-June 2025 |
| Local pollution |
| Let's fight local pollution |

Handbook Survey

Въпроси   Отговори **5**   Настройки

Country

5 отговора

Копиране на диаграмата

- Luxembourg
- Bulgaria
- Other

100%

SBL Initiative 2 title & short description (focus, student age, community partner, duration)

5 отговора

| |
| LEED building certificate |
| LEED Building Certificate |
| LEED building certificate.Focus on solving energy-saving problem. Age of students - 15-16, partner - Muzeiko, duration - May-June 2025 |
| LEED CERTIFICATE buildings |

Handbook Survey

Въпроси   Отговори 5   Настройки

Копиране на диаграмата

The Handbook's explanation of SBL principles was clear and comprehensible.
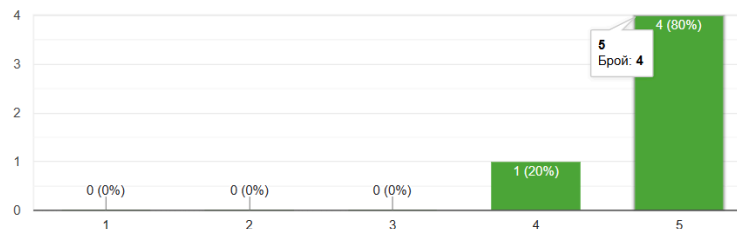
5 отговора

Handbook Survey

Въпроси   Отговори 5   Настройки

Копиране на диаграмата
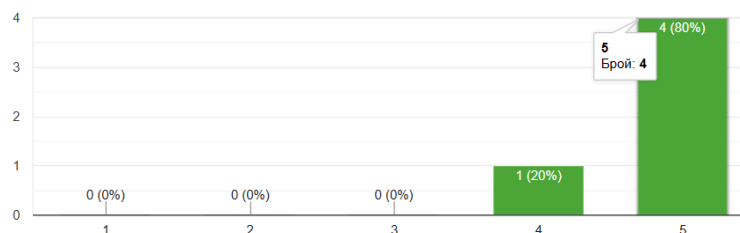
The sample activities provided in the Handbook were adaptable to my subject area.
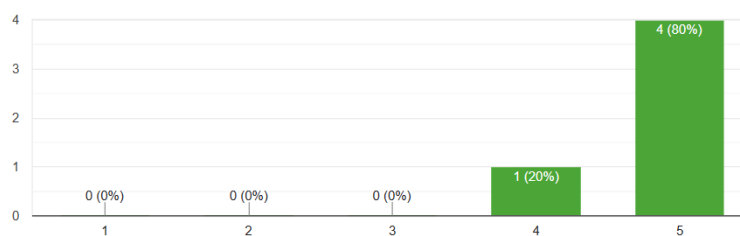
5 отговора

Handbook Survey

Въпроси   Отговори **5**   Настройки

The planning templates helped me organise roles, timeline and resources for both initiatives.
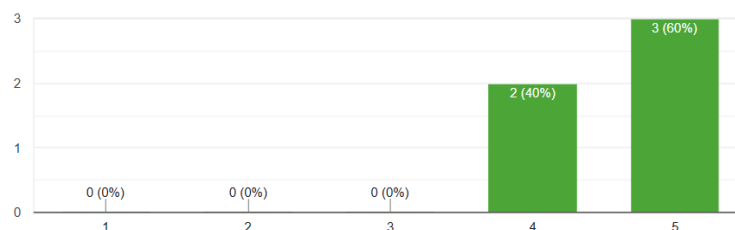
Копиране на диаграмата

5 отговора

Response	Count
1	0 (0%)
2	0 (0%)
3	0 (0%)
4	1 (20%)
5	4 (80%)

Handbook Survey

Въпроси   Отговори **5**   Настройки

Students showed increased motivation and ownership during the initiatives.
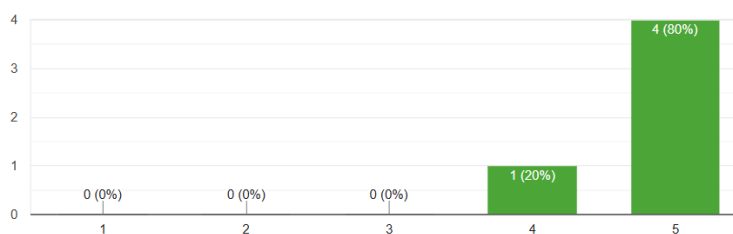
Копиране на диаграмата

5 отговора

Response	Count
1	0 (0%)
2	0 (0%)
3	0 (0%)
4	2 (40%)
5	3 (60%)

Handbook Survey

Въпроси   Отговори 5   Настройки

The initiatives generated measurable positive impact in the local community.

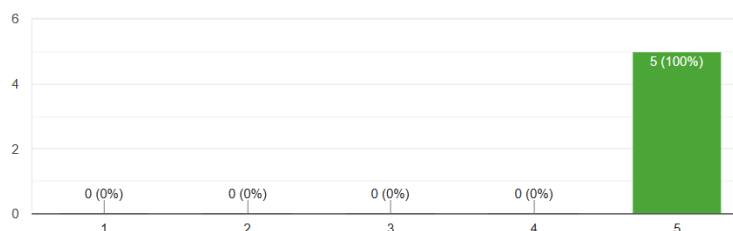Копиране на диаграмата

5 отговора

Handbook Survey

Въпроси   Отговори 5   Настройки

The Handbook supported effective assessment of student learning within the initiatives.

Копиране на диаграмата
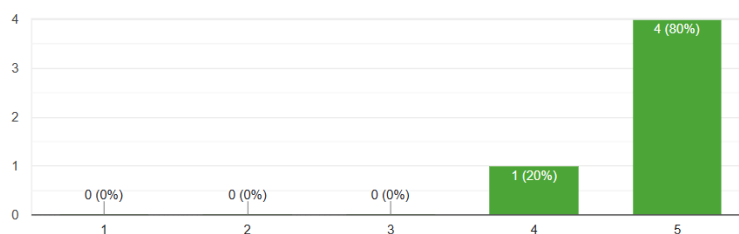
5 отговора

Handbook Survey

Въпроси   Отговори 5   Настройки

I can realistically integrate similar SBL projects into future units without additional funding.

Копиране на диаграмата

5 отговора

Handbook Survey
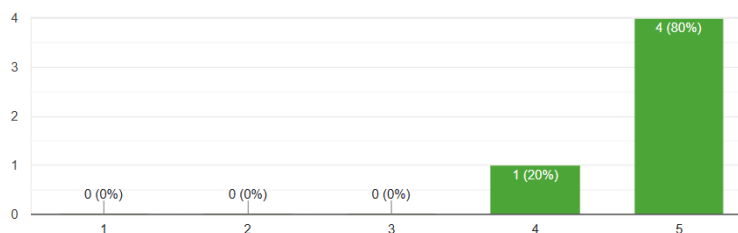
Въпроси   Отговори 5   Настройки

I intend to share the Handbook or my adapted materials with colleagues.

Копиране на диаграмата
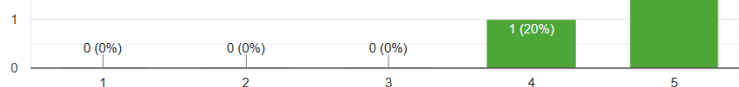
5 отговора

Do you have any suggestions for improving the Handbook?
5 отговора