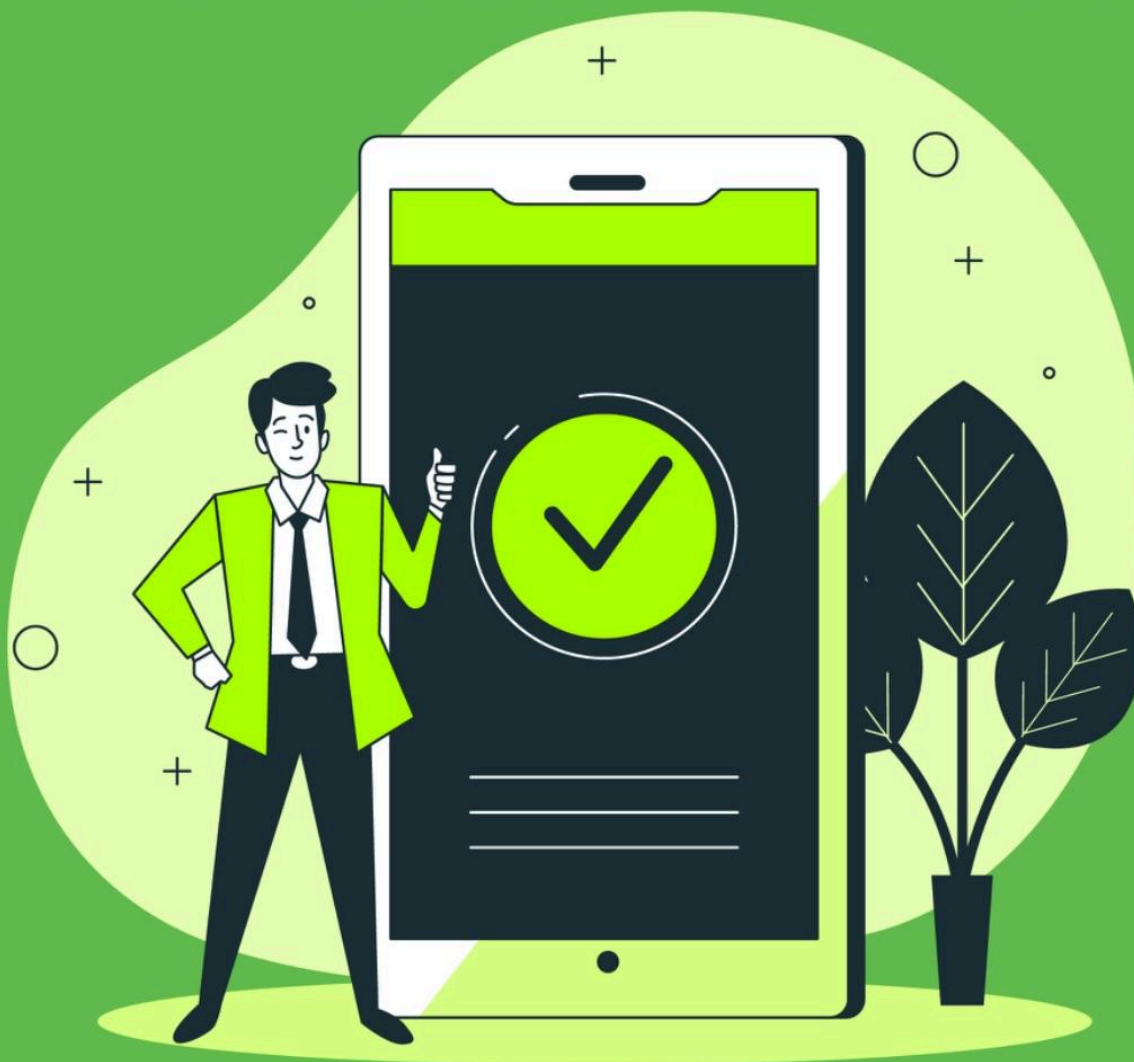




Project Number:
2024-1-LU01-KA210-VET-000243985

Launch and Validation of the Assessment Tool



Co-funded by
the European Union

Launch and Validation of the Assessment Tool

Green Horizons:

Leading the Way in Environmental Service Learning

Erasmus+ Small Scale Partnership

Project Number: 2024-1-LU01-KA210-VET-000243985

Copyright declaration



This document is protected through the Creative Commons Attribution-Non-Commercial-Share-Alike 4.0 International License. You are free to:

- Share — copy and redistribute the material in any medium or format.
- Adapt — remix, transform, and build upon the material under the following terms:
 - Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
 - Non-commercial — You may not use the material for commercial purposes.
 - Share Alike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

Any unauthorized use or reproduction of the contents of this training module will be considered a violation of copyright law and subject to legal action.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Anefore asbl. Neither the European Union nor the granting authority can be held responsible for them.

Document Name	Launch and Validation of the Assessment Tool
Revision	Final
Revision Date	July 2025
Author(s)	Luxembourg Creative Lab and Private profiled secondary school "Educational Technologies" (EduTech)

Table of Content

Introduction	4
Reflection	4
Recommendations for Improvements	5
Next Steps	5

Introduction

This report summarises the classroom pilot of the Green Horizons Assessment Tool, carried out with five secondary-school educators in line with the *Methodology for Launch & Validation* (Activity 3). The aim was to gather real-world feedback, confirm usability, and highlight refinements required before the Tool's full release.

Reflection

Key themes emerging from both quantitative scores and open comments.

At Luxembourg Creative Lab, the five participating teachers highlighted the three-step workflow—collect, align, integrate—as “exactly the scaffold busy teachers need.” After importing survey results, the Framework's visual dashboards pinpointed missing curriculum elements and suggested both indoor project-based tasks and outdoor community-engagement ideas; colleagues noted that these “plug-and-play tips” helped them launch a mini climate-art installation in just two weeks. They also valued the explicit alignment with GreenComp standards, which reassured school leaders that classroom innovation met national quality criteria. Most importantly, teachers saw an immediate jump in student engagement: learners moved from discussing sustainability in theory to co-designing solutions with local partners, a shift staff attributed to the Tool's emphasis on real-world application and long-term impact.

Educators at Bulgaria's High School “Educational Technologies” reported that the Assessment Tool “slots naturally into a 45-minute lesson” and “turns raw student opinion into a crystal-clear action list.” They praised the Google-Form survey for being ready-to-duplicate and fully under their control, which let them gather anonymous feedback in minutes before immediately downloading the Framework for analysis. Because the resulting report is organised around the five GreenComp-aligned categories—relevance to industry practice, feasibility, community impact, creativity, and behaviour change—they felt “confident that every recommendation links to EU sustainability competences our syllabus already targets.” Students, meanwhile, were motivated by seeing how their answers drove the next lesson's tweaks, reinforcing a sense of ownership over class climate projects.

Recommendations for Improvements

Suggestions

The pilot confirmed that educators in Bulgaria and Luxembourg value the Assessment Tool's three-step workflow and the ready-to-duplicate Google Form, yet a handful of small changes would make access and guidance even smoother. Building on teacher feedback and the live walkthrough provided on the project site, the partnership can address a few "convenience gaps" before the next rollout.

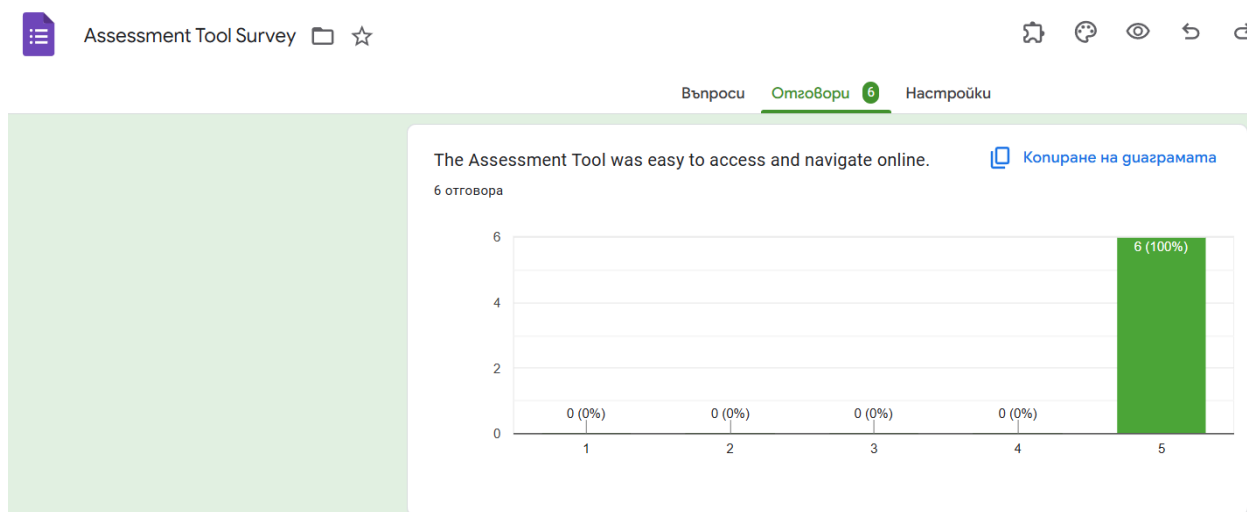
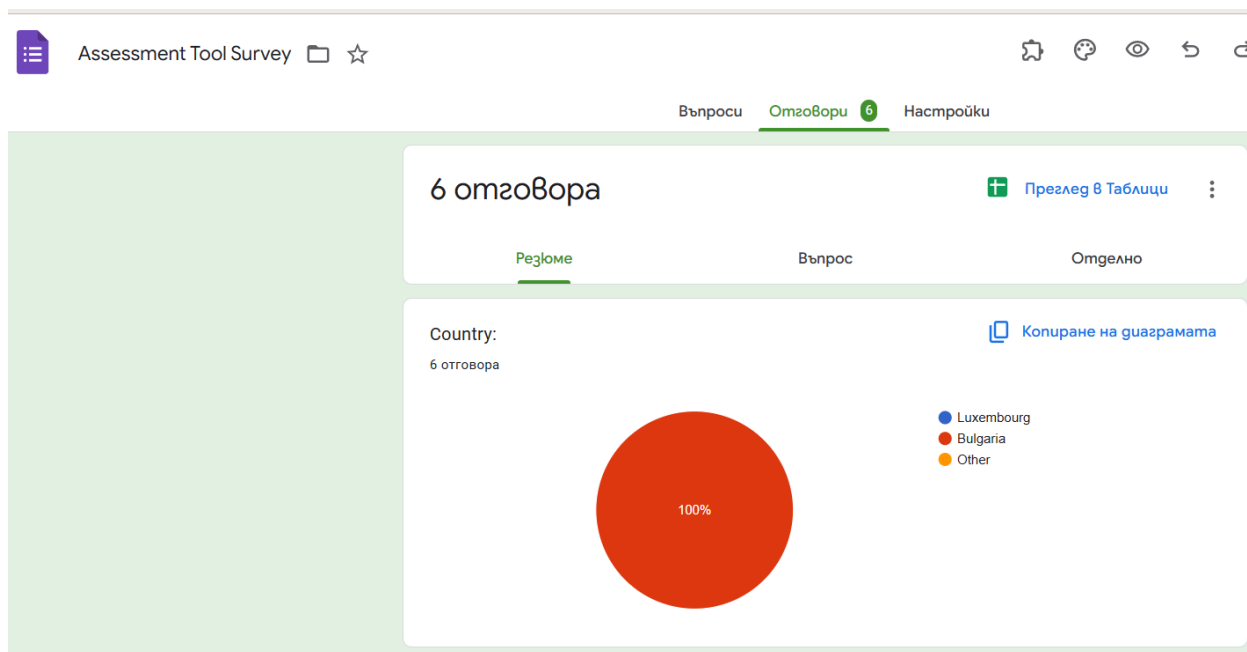
Recommended minor upgrades

1. **Pre-loaded Google Form template** – Host an official, view-only master form in the Green Horizons Drive and offer a one-click "Make a copy" button; this removes the extra step of importing questions manually.
2. **Dedicated "How-to" sub-page** – Add a nested page under *Results* → *Assessment Tool* that features more detailed instructions of how to use the tool.
3. **Embed form preview** – Display the Google Form directly inside the sub-page so visitors grasp question flow before duplicating it.
4. **Mobile-first layout tweak** – Ensure the dashboard's charts responsively scale below 768 px so teachers can review results on phones during corridor duty.

Implementing these four low-effort fixes will streamline first-time set-up, reduce technical friction, and give busy secondary teachers a clearer, faster path from survey launch to actionable feedback—reinforcing the Tool's practical value for classrooms across Bulgaria, Luxembourg and beyond.

Next Steps

Implement high-priority changes





Assessment Tool Survey

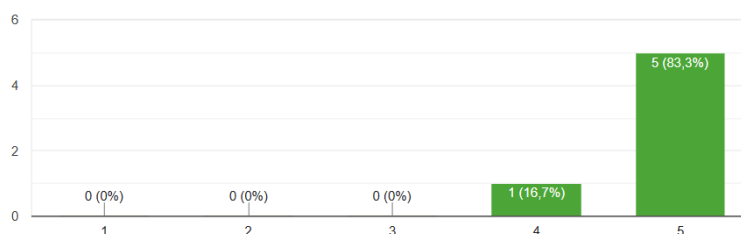


Въпроси **Отговори 6** Настройки

The terminology and item wording were clear and age-appropriate for my learners.

[Копиране на диаграмата](#)

6 отговора



Assessment Tool Survey

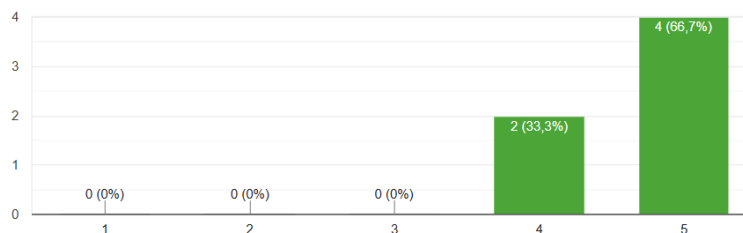


Въпроси **Отговори 6** Настройки

Completing the Assessment Tool required a manageable amount of classroom time.

[Копиране на диаграмата](#)

6 отговора





Assessment Tool Survey

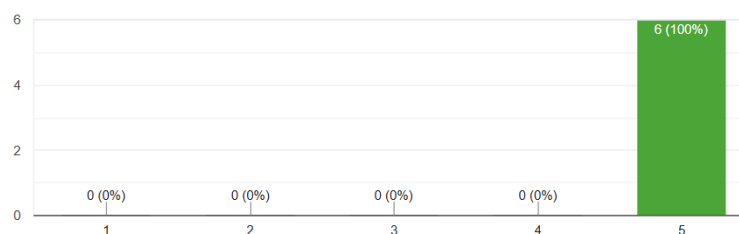


Въпроси **Отговори 6** Настройки

The feedback report helped me identify specific strengths in my sustainability teaching.

[Копиране на диаграмата](#)

6 отговора



Assessment Tool Survey

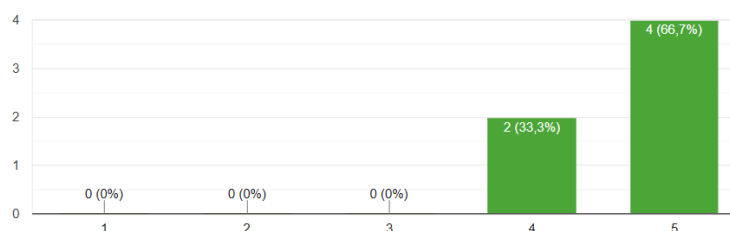


Въпроси **Отговори 6** Настройки

Using the Assessment Tool increased student engagement with SBL content.

[Копиране на диаграмата](#)

6 отговора





Assessment Tool Survey



Въпроси

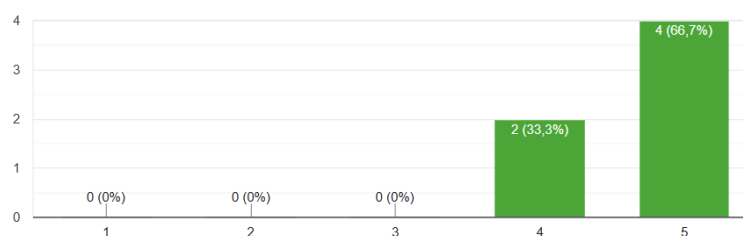
Отговори 6

Настройка

The Tool aligns well with my national curriculum or school syllabus.

[Копиране на диаграмата](#)

6 отговора



Assessment Tool Survey



Въпроси

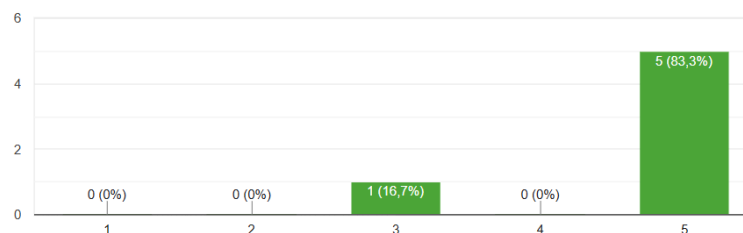
Отговори 6

Настройка

The data visualisations (charts, graphs) were easy to interpret.

[Копиране на диаграмата](#)

6 отговора





Assessment Tool Survey

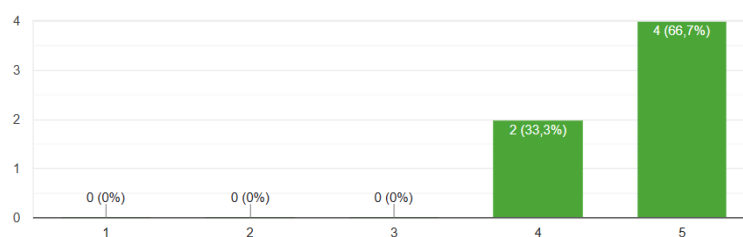


Въпроси **Отговори 6** Настройка

I am likely to reuse the Assessment Tool in future SBL lessons.

[Копиране на диаграмата](#)

6 отговора



Assessment Tool Survey

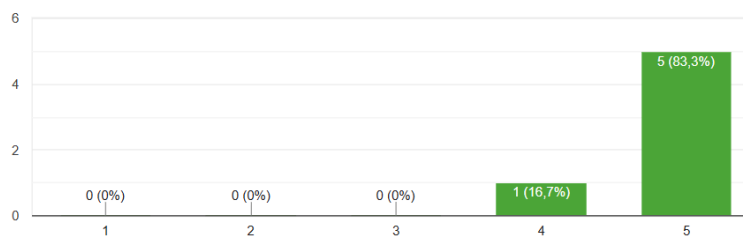


Въпроси **Отговори 6** Настройка

I would recommend the Assessment Tool to a colleague.

[Копиране на диаграмата](#)

6 отговора

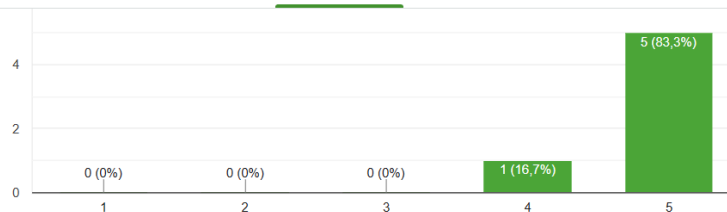




Assessment Tool Survey



Въпроси **Отговоры** 6 Настройки



Do you have any suggestions for improving the Assessment Tool?

3 отговора

no

No

No, I don't