



## General Evaluation of the Eco-Literate Project (2023-1-MT01-KA210-YOU-000154780)

As the **Eco-Literate** project concludes, the partner organizations – **Proutist Universal Malta** (Coordinator), **Creative Youth Academy** (Hungary), and **Düzce İl Milli Eğitim Müdürlüğü** (Turkey) – provide a comprehensive evaluation of the project's outcomes, successes, and challenges.

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### 1. Project Overview and Successes

The **Eco-Literate** project (2023-1-MT01-KA210-YOU-000154780) aimed to promote **ecological literacy** and foster **sustainable behaviors** among young people aged 15-25 across Malta, Hungary, and Turkey. Over the course of several Transnational Project Meetings (TPMs) and numerous activities, the project achieved:

- **Development of comprehensive educational materials** to help youth workers integrate ecological literacy into their teaching practices.
- **Successful implementation of experiential learning activities**, such as field trips and hands-on environmental projects, that enabled students to directly engage with local ecological systems.
- **Launch of public awareness campaigns** that reached a broad audience, effectively promoting sustainable behaviors and raising awareness about local and global environmental issues.

The partners unanimously agree that the project has met its primary objectives, achieving significant results in both content development and public outreach. The **cross-border collaboration** among the partners allowed the project to share best practices and adapt them to the unique needs of each country.

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### 2. Partner-Specific Evaluations

#### Proutist Universal Malta (Coordinator)

**Role:** Overall project coordination, management, and dissemination.

**Evaluation:**

As the coordinating partner, **Proutist Universal Malta** expresses satisfaction with the smooth execution of the project. The organization highlights the **efficient communication** between partners, facilitated by scheduled meetings, the use of Google Drive for document sharing, and WhatsApp for quick updates. The **public awareness campaigns**, which were adapted for each country, were particularly successful in reaching a wide audience. All tasks were completed on time, and the project adhered to its budget.

**Challenges:**

- Coordinating activities across multiple countries required careful logistical planning, but clear communication channels helped overcome these challenges.

**Impact:**

Proutist Universal Malta highlights that the project has greatly enhanced its ability to manage international partnerships and furthered its commitment to ecological education. The success of this



project provides a foundation for future initiatives that focus on environmental literacy and youth development.

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### **Creative Youth Academy (Hungary)**

**Role:** Development of educational materials and interdisciplinary teaching approaches.

**Evaluation:**

**Creative Youth Academy** took the lead in developing the **educational materials** used in the project, ensuring they were interdisciplinary and adaptable to different learning environments. The materials were widely used by youth workers in Hungary, Malta, and Turkey, and received positive feedback for their comprehensive coverage of ecological literacy topics, including sustainability and human-environment interactions.

**Challenges:**

- Translating the materials into multiple languages was time-intensive, but this challenge was effectively managed.

**Impact:**

The project significantly strengthened **Creative Youth Academy's** capacity to develop curriculum content, especially in the area of ecological education. The Academy plans to continue using the educational materials in local schools and youth organizations, ensuring the long-term impact of the project.

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### **Düzce İl Milli Eğitim Müdürlüğü (Turkey)**

**Role:** Leading experiential learning activities and coordinating field trips and practical workshops.

**Evaluation:**

**Düzce İl Milli Eğitim Müdürlüğü** successfully organized several **experiential learning activities**, including field trips to local ecological sites and practical workshops that allowed young people to engage directly with environmental topics. The hands-on nature of these activities helped participants develop a deeper understanding of ecological issues, with many expressing a commitment to more sustainable lifestyles.

**Challenges:**

- Organizing field trips required extensive logistical planning, but strong local partnerships helped ensure the activities ran smoothly.

**Impact:**

The project had a significant impact on the education system in Düzce, where experiential learning has now been integrated into the curriculum. **Düzce İl Milli Eğitim Müdürlüğü** plans to expand these methods to other schools in the region, reinforcing the project's long-term sustainability.

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## **3. Key Achievements**

Across all three partner countries, the **Eco-Literate project** achieved the following:



- **Increased Ecological Awareness:** The project successfully increased awareness of ecological issues among young people. Surveys conducted at the end of the project revealed a significant increase in participants' understanding of sustainability and the importance of environmental stewardship.
  - **Behavioral Change:** Data collected from youth participants indicated a positive shift in behaviors related to sustainability, including recycling, energy conservation, and increased participation in environmental activities.
  - **Strong Transnational Collaboration:** The project fostered a productive partnership between Malta, Hungary, and Turkey. This collaboration allowed for the sharing of resources and expertise, enriching the quality of the project's outputs and extending its reach.
  - **Effective Public Awareness Campaigns:** The campaigns successfully reached a wide audience through social media, local media, and community events, encouraging sustainable behaviors and raising ecological awareness across all three countries.
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#### 4. Lessons Learned

- **Adaptability in Approach:** The project demonstrated the importance of flexibility when implementing activities across different countries. Tailoring educational materials and public awareness campaigns to reflect local ecological issues helped ensure their relevance and effectiveness.
  - **Value of Local Partnerships:** Building strong partnerships with local NGOs, schools, and media organizations proved essential for the success of the public awareness campaigns. These partnerships extended the reach of the project's message and facilitated deeper community engagement.
  - **Ongoing Engagement:** Sustaining engagement with participants after the conclusion of the project will be important to ensure long-term impact. Each partner plans to continue promoting the educational materials and maintaining partnerships to support ongoing ecological literacy initiatives.
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#### 5. Long-Term Impact and Sustainability

The **Eco-Literate project** has generated lasting value for all involved partners:

- **Educational Materials:** Developed by **Creative Youth Academy**, these materials will continue to be used in schools and youth organizations across all three countries. The materials will be updated as necessary to ensure their relevance for future ecological education efforts.
- **Experiential Learning:** **Düzce İl Milli Eğitim Müdürlüğü** plans to continue incorporating experiential learning activities into the local education system, using field trips and outdoor education to reinforce ecological topics.
- **Public Awareness Campaigns:** The campaigns initiated through the project laid the foundation for ongoing efforts to raise ecological awareness. Partners plan to continue collaborating with local media and NGOs to further promote sustainability education in their regions.



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All partners agree that the project has had a profound impact on their organizations and local communities, creating momentum that will continue to drive ecological literacy initiatives in the future.

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## 6. Conclusion

The **Eco-Literate project** (2023-1-MT01-KA210-YOU-000154780) successfully met its objectives, creating a robust framework for promoting **ecological literacy** and **sustainable behaviors** among young people. Through the development of educational materials, experiential learning activities, and public awareness campaigns, the project empowered youth in Malta, Hungary, and Turkey to engage with environmental issues and adopt sustainable practices.

The collaboration between **Proutist Universal Malta**, **Creative Youth Academy**, and **Düzce İl Milli Eğitim Müdürlüğü** has been highly productive, enabling the project to have a broad and lasting impact. As the project concludes, all partners are committed to continuing their work in promoting ecological awareness and sustainability, building on the strong foundation laid by **Eco-Literate**.

The positive feedback from participants, youth workers, and the broader community highlights the success of the **Eco-Literate project**, and all partners are optimistic about the continued promotion of ecological literacy in their regions.



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