



Collected short examples from all countries

- Role-play reflections stressed the importance of interpersonal and communication skills to involve others and spark interest early on.
- Participants also stressed that the ability to engage with others through clear communication and inclusive facilitation are essential.
- Participants' experiences showed that without good facilitation, initial engagement faltered.
- Students adopted proactive attitudes toward sustainable resource use, recounting classroom pledges to turn off lights and reduce water waste.
- Some schools reported increased positive awareness and behaviours toward resource saving and environmental responsibility, noting frequent peer reminders about closing taps and collecting litter after breaks.
- Students appreciated belonging to the school's environmental team, providing an opportunity to discuss sensitive environmental issues comfortably. They described lunchtime gatherings where members exchanged personal stories about choosing vegetarian options or cycling to school.
- Interventions provided a replicable model aligned with the school's sustainability goals, outlining how technical staff, teachers and students jointly monitored electricity output and savings.
- Creative promotion of ideas, such as school radio segments and a mascot design, raised visibility and pride, detailing weekly broadcasts featuring interviews with gardeners and jingles about composting.
- An individual's personal passion and example could substitute to some degree for formal knowledge in sparking engagement. One participant with strong personal sustainable habits (but not an expert by training) inspired others by sharing practical examples, thereby expanding the roadmap assumption by showing passion and role-modelling as valuable engagement competences.
- Effective cooperation and detailed planning by the school leaders had helped to rally the community. Such cooperation was essential in driving engagement.
- In some cases, such as those of schools in Finland, Portugal and Romania, a new subject has not been created, but sustainability is discussed as part of teaching under other subjects (for example, in English classes). As a result of our project's interventions, it seems that these topics are being addressed and discussed in classes, albeit sporadically, in an increasing number of teaching subjects. This is the case even though the curricula often have not changed. The ECF4CLIM project's interventions also helped the schools and teachers to translate into practice the theoretical lessons on sustainability that they had been teaching already prior to the project. In this way, ECF4CLIM has helped to reinforce the content already included in the curriculum.
- Teachers sometimes claimed that students were not always willing to spend time learning more about sustainability, because the pressure to do well in final exams outweighs their interest in learning about these topics, especially outside of the classroom.