

Consolidated Report

Eco-Civic Awareness Project

*Analysis: Feedback from the piloting and validation of the
“Civic and Environmental Education” (CEE) training course*





1. Introduction

The analysis is part of the activities of the Eco-Civic Awareness (ECA) Erasmus+ project (2023-1-BG01-KA220-SCH-000160813). It presents the results of a study of teachers' feedback after the piloting and validation activities carried out by the Bulgarian, Latvian, Portuguese and Turkish teachers who implemented the topics from the *Civic and Environmental Education* (CEE) training course with their students during school years 2024/25 and 2025/26. The aim of the report is to analyze the responses of the teachers as collected in 40 feedback forms comprising identical questions from the perspective of the practical implementation of the suggested lesson plans and supplementary resources for the 40 topics in classroom environment. The study is meant to establish the extent to which the indicators previously set for the project have been achieved.

A total of 320 responses were submitted during the 2 years. The distribution of the number of responses by country is visible in the table below.

SCOPE	VALUE
Number of responses	320
Topics	40
Countries	Bulgaria, Latvia, Portugal and Türkiye
Primary unit of analysis	One teacher response for a specific topic

2. Procedure for collecting data for the analysis

The data were collected through a specially developed questionnaire researching teachers' feedback after delivering training sessions to their students, and consistent with the project's goals and indicators.

The teachers who participated in the piloting and validation stages were assigned specific topics from the CEE training course to be used in training sessions with their students throughout the 2 school years. After delivering a training session each teacher filled in the online questionnaire in which he/she evaluated the designed materials for the topic from different perspectives. The questionnaires for the different topics comprise identical questions, but are available in 40 separate google forms. Teachers could provide their feedback in the open-ended questions in their mother tongue, so that they could freely express their opinion.



Section 1 of 4

C.A3 The Right to freedom of expression

B **I** **U** **↔** **✂**

Dear teacher,

You have delivered a training session making use of the suggested activities in topic **C.A3 The Right to freedom of expression** of the Eco-Civic Awareness project.

Your feedback is really valuable to us. The authors of the training resources will be glad to know your and your students' opinion about the described activities, and make the suggested edits, if needed.

Answering the questions will take you no more than 15 minutes.

Thank you for delivering the training and taking time to answer the questions in this form.

Introductory section in the questionnaire (example: topic C.A3)

3. Respondent Profile

Country	Number of responses
Bulgaria	85
Latvia	77
Portugal	78
Türkiye	80



4. Summary of results

97.8% of survey participants rated the materials and resources from the CEE training course as effective or very effective, while students' average interest was 4.57 out of 5. Teachers gave very high ratings to the educational value, relevance and practical applicability of the materials and resources.

Key indicators

Indicator	Positive share
Effectiveness — “very effective” + “effective”	313 of 320 (97.8%)
Engagement — “very engaging” + “engaging”	300 of 320 (93.8%)
Opportunities to practice and apply learning – „fully agree” + „agree”	315 of 320 (98.4%)
Relevance — “very relevant” + “relevant”	308 of 320 (96.3%)
Connection to real life — “frequently” + “sometimes”	313 of 320 (97.8%)
Contribution to critical thinking — positive – „great extent” + „extent”	313 of 320 (97.8%)



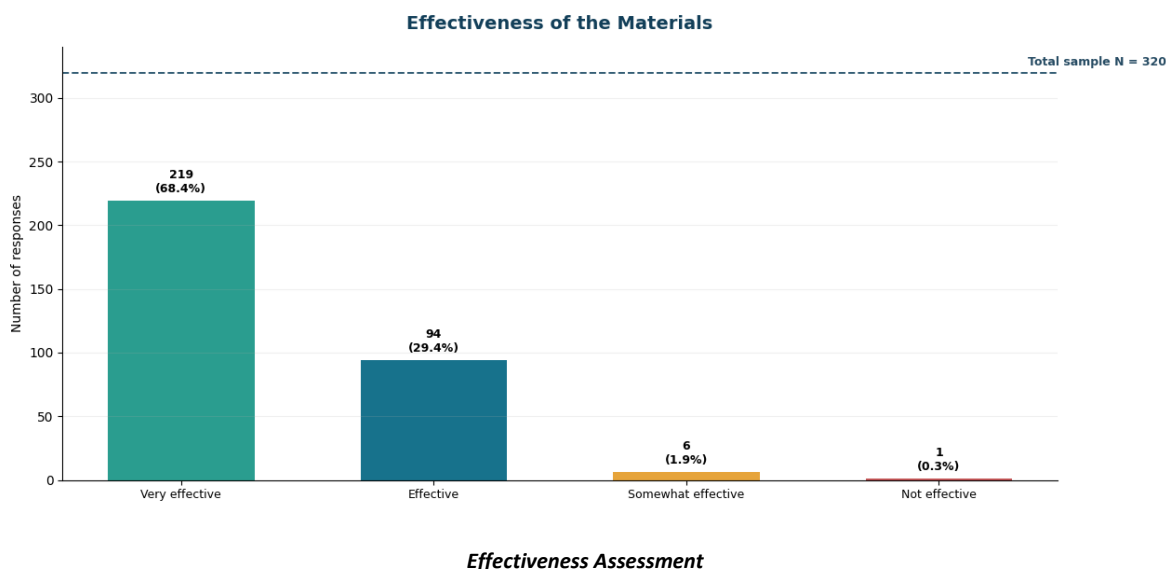
5. Analysis of Responses

Effectiveness of Materials and Resources (CEE training course — 40 topics)

Learning resources (teacher's manual, students book, web-page)

How effective was the materials in teachers manual in supporting the learning objectives of this topic? *

- ☐ Very effective: The materials in the teacher manual provided clear guidance and resources that fully supported the learning objectives of the topic.
- ☐ Effective: The materials were generally helpful, but there were a few areas where they could have been more detailed or specific.
- ☐ Somewhat effective: The materials provided some support for the learning objectives, but there were significant gaps.
- ☐ Not effective: The materials in the teacher manual did not effectively support the learning objectives.
- ☐ I'm unsure: I need more information to assess the effectiveness of the materials.



Teachers' feedback indicates a very high degree of alignment between the materials and resources in the Civic and Environmental Education training course and the stated learning objectives. 68.4% of respondents rated them as "very effective" and a further 29.4% as "effective", bringing the overall positive share to 97.8%. This result suggests that the Teachers' Manual, Students' Book and the webpage provide reliable

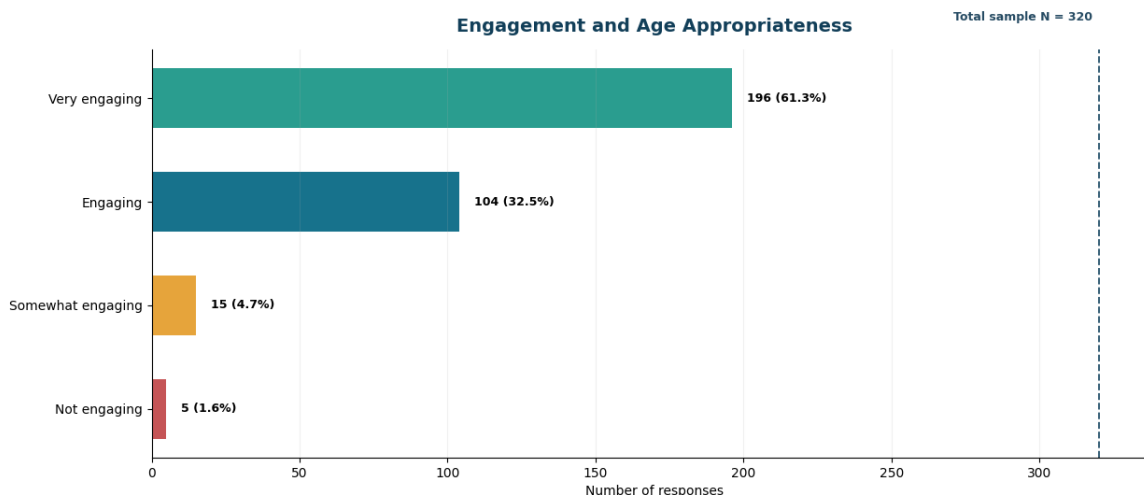


support for lesson planning and delivery and facilitate the translation of objectives into concrete learning activities. Clear navigation, modular resources, differentiated task options and easily accessible extra online and offline materials support course implementation in classes with differing needs, technical conditions and organisational constraints.

Engagement and Age Appropriateness

Were the materials engaging and appropriate for the age and level of your students? *

- ☐ Very engaging: The materials were visually appealing, interactive, and appropriate for my students' age and level.
- ☐ Engaging: The materials were generally engaging, but there were a few areas where they could have been more interactive or visually appealing.
- ☐ Somewhat engaging: The materials were not particularly engaging, but they were still appropriate for my students' age and level.
- ☐ Not engaging: The materials were not engaging or appropriate for my students' age and level.
- ☐ I'm unsure: I need more information to assess the engagement level of the materials.



Engagement and Alignment with Students' Age and Level

Teachers' ratings indicate a strongly positive perception of the CEE training course in terms of students' engagement and alignment with students' age and level with an overall positive share of 93.8%. The data show that the topics, visual resources and interactive activities successfully attract the attention of children

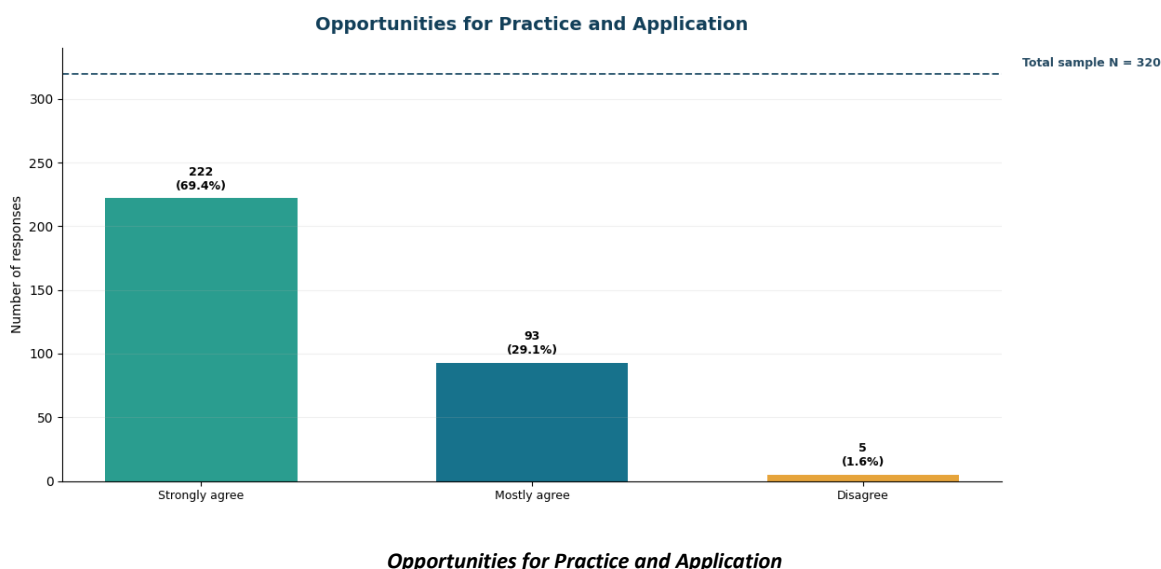


aged 6–11 and create conditions for active participation. At the same time, 4.7% of teachers reported only partial alignment and 1.6% reported a lack of alignment. The reasons could be the great differences in students' development between ages 6 and 11 and the different learning paces and styles which the teacher is advised to take into account individually considering their classes and make use of the *Adaptations* section. This differentiation is not included in the Teachers' Manual providing opportunities for better alignment of the activities to the specific class environment.

Practical Application and Relevance

Did the materials provide sufficient opportunities for students to practice and apply the concepts learned in this topic? *

- ☐ Strongly agree: The materials provided a variety of activities and exercises that allowed students to practice and apply the concepts.
- ☐ Mostly agree: The materials provided some opportunities for practice, but there could have been more.
- ☐ Disagree: The materials did not provide sufficient opportunities for students to practice and apply the concepts.
- ☐ I'm unsure: I need more information to assess the opportunities for practice provided by the materials.



Teachers' feedback demonstrates the course's exceptionally strong practical orientation. The overall positive rating reaches 98.4%. This indicates that the experiments, discussions, simulations, inquiries in the local community, tasks with a visible final outcome completed through collaborative activities facilitate the



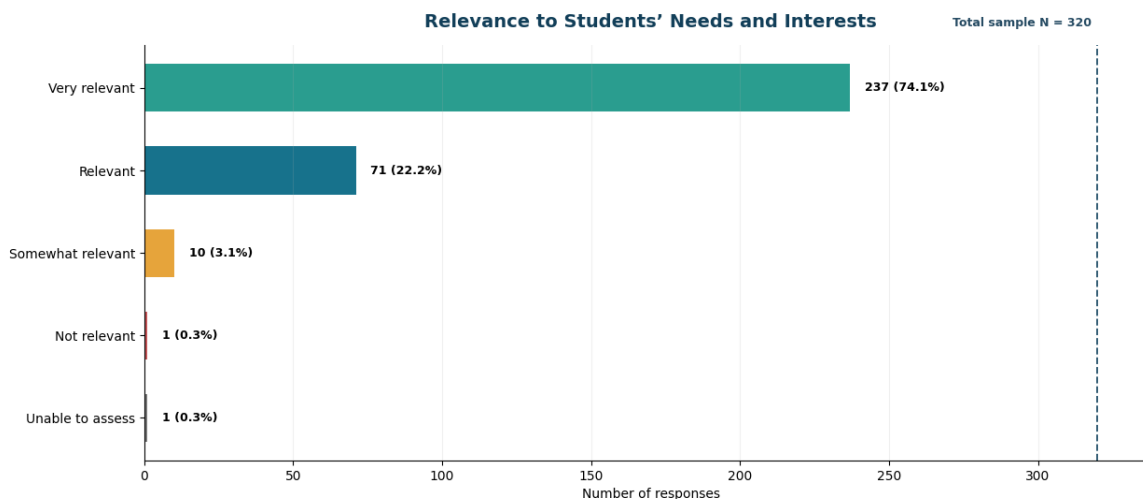
transition from acquiring knowledge to applying it in specific situations, and students not only practice what they have learned, but also track the consequences of their own decisions and actions. The low share of negative ratings (1.6%) further confirms the strength of the practical approach.

Relevance of the Topic to Students' Needs and Interests

Impact on students

Was the topic relevant to your students' needs and interests? *

- ☐ Very relevant: The topic was highly relevant to my students' lives and experiences.
- ☐ Relevant: The topic was generally relevant to my students, but there were some areas where it could have been more connected.
- ☐ Somewhat relevant: The topic was partially relevant to my students, but there were significant gaps.
- ☐ Not relevant: The topic was not relevant to my students' lives or interests.
- ☐ I'm unsure: I need more information to assess the topic's relevance.



Relevance to Students' Needs and Interests

The results indicate a very high perceived relevance of the topics to students' needs and interests with 74.1% of respondents rating the content as *very relevant* and a further 22.2% as *relevant*, producing an overall positive share of 96.3%. This confirms that the topics are presented in a way that connects with children's experience, curiosity and everyday choices and supports their personal engagement in learning through situations from the immediate school environment, strengthening the sense that the topics have direct

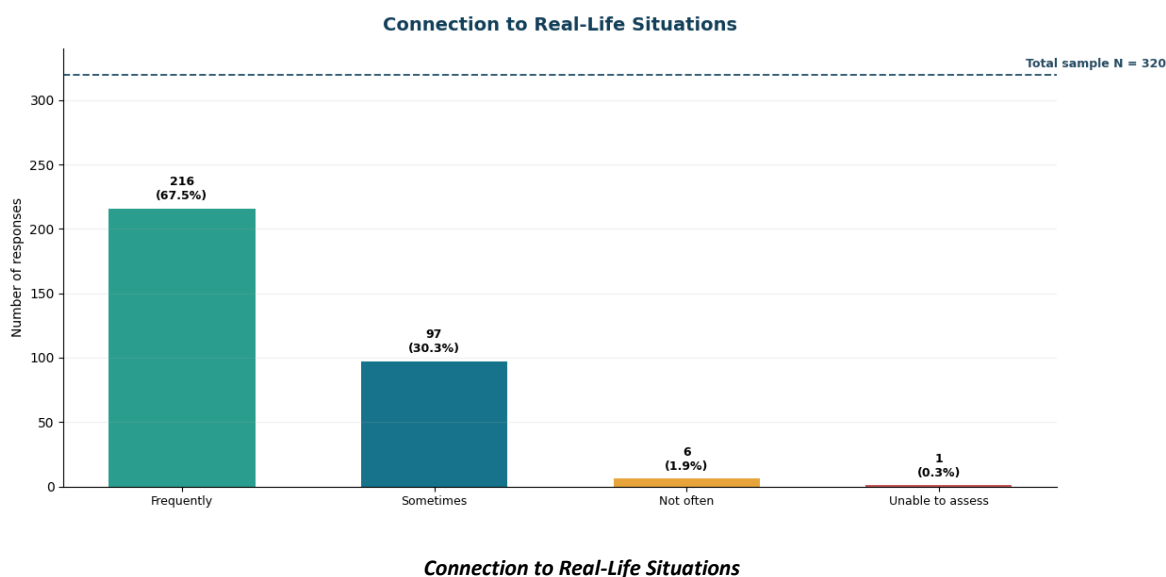


significance for the life and community of every child. In 3.1% of feedback forms this aspect of the evaluated topics received low rating (*somewhat relevant*) which is a rather small share, considering the diverse local contexts the CEE training course topics were used in, both regarding national context, urban/rural environments, students' age (6-11) and learning pathways.

Real Life and Critical Thinking

Were this topic relevant to real-world situations? *

- ☐ Yes, frequently: concept recalls to real-world scenarios and students have opportunity to demonstrate a deep understanding of the material.
- ☐ Yes, sometimes: students need some guidance to link this topic to real-world situations.
- ☐ No, not often: Students struggled to connect the concepts to real-world applications.
- ☐ No, not at all: Students were unable to apply the concepts to real-world situations.
- ☐ I'm unsure.



Teachers' ratings indicate a very strong connection between the course content and real-world situations with 67.5% of respondents reporting that students frequently recognize the practical application of the concepts and having the opportunity to demonstrate a deeper understanding of the specific topics, while a further 30.3% indicating this happens sometimes; in total, 97.8% confirm the resources are closely linked to real-life situations. This result suggests that the CEE course successfully supports the transfer of knowledge beyond the learning task and encourages children to consider civic and environmental issues through their own



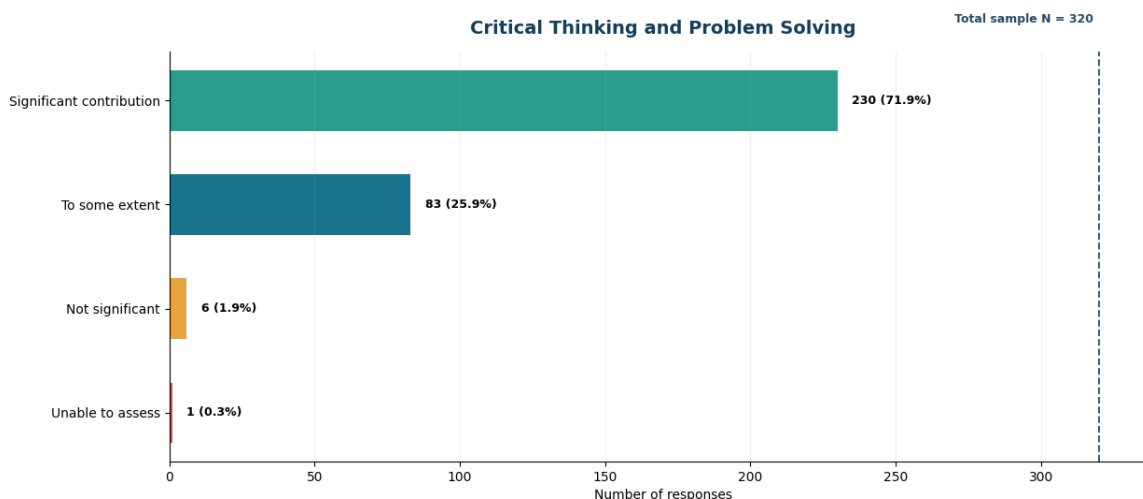
experience. Students are encouraged to make connections independently through authentic cases, observation and data collection at school, at home and in their close community through small initiatives with measurable results.

The share of *sometimes* responses indicates that, for some topics, students may need more guidance to make the connection on their own which is expected to be provided by the teacher as explained further in section *Teaching skills*. As a whole, applicability develops from isolated recognition into a lasting capacity for responsible action.

Critical Thinking and Problem Solving

Did the topic contribute to the development of students' critical thinking and problem-solving skills in this topic? *

- ☐ Yes, significantly: The topic provided ample opportunities for students to develop critical thinking and problem-solving skills.
- ☐ Yes, to some extent: The topic contributed to the development of critical thinking and problem-solving skills, but there were areas where it could have been more challenging.
- ☐ No, not significantly: The topic did not significantly contribute to the development of critical thinking and problem-solving skills.
- ☐ I'm unsure: I need more information to assess the impact of the topic on students' critical thinking and problem-solving skills.



Contribution to Critical Thinking and Problem Solving



Teachers' feedback indicates a very strong perceived alignment between the Eco-Civic Awareness (ECA) training course and the development of higher-order thinking skills. With 71.9% of teachers reporting that the topics provide ample opportunities for critical thinking and problem solving, and a further 25.9% acknowledging a positive contribution while identifying scope for greater challenge, an overall 97.8% expressed a favourable assessment. This suggests that the Civic and Environmental Education curriculum successfully promotes inquiry-based learning, reflective discussion, and the analysis of complex environmental and civic issues. At the same time, the responses highlight an opportunity to further strengthen the course by incorporating more demanding, authentic learning tasks—such as real-life case studies, collaborative problem-solving scenarios, and community-based projects—that require students to evaluate evidence, weigh alternative perspectives, and design sustainable solutions, thereby enhancing the depth of critical engagement.

Student Interest

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Evaluate interest or enthusiasm of students for the topic?

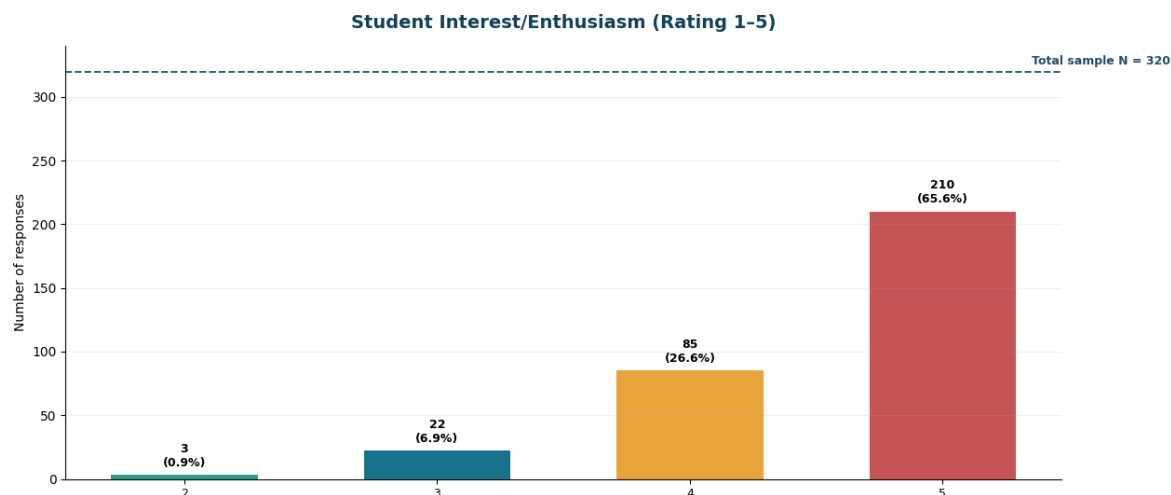
🖼️ Linear scale ▾

1 ▾ to 5 ▾

1 Very low

5 Very high

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Distribution of Ratings for Interest and Enthusiasm

Teachers' ratings show consistently high levels of student interest and enthusiasm. The maximum rating of 5 accounts for 65.6% of observations, while a further 26.6% received a rating of 4, resulting in 92.2% of responses falling within the two highest categories. The mean score of 4.57 out of 5 confirms that the variety of practical, discussion-based and creative activities, the elements of inquiry and play, tasks of varying difficulty and visible outcomes that students can present to their class, successfully stimulate curiosity and active participation. At the same time, 6.9% of ratings are 3 and 0.9% are 2, indicating that the motivational effect was weaker for a limited number of topics or student groups.

As a whole, the provided feedback suggests that the initial enthusiasm was high and it developed into a lasting intrinsic motivation and an active attitude towards learning.

Thematic Analysis of Open-Ended Responses

Teachers' open-ended responses in the questionnaire confirm the high ratings across the different indicators. In them, teachers comment in detail (having the opportunity to write both in English and their mother tongues) on the achieved results, the effect of the lessons delivered and their impact on students. The questionnaire also comprises a number of questions which are meant to provide recommendations for further improvement of the CEE training course topics, which were taken into account after the project's piloting stage and reflected in the updated Teachers' Manual and Student Workbook. All questions raised by teachers in the feedback questionnaire during the piloting phase were clarified at the teacher training event held in Santarém, Portugal, before the validation phase (2025/2026 school year).

Representative teacher comments on what they liked about the presented topic:

- Учениците станаха по-осъзнати за това как човешките дейности влияят върху природата и здравето. (Students became more aware of how human activities affect nature and health)
- Учениците се почувстваха по-уверени да изразяват мнение и да работят с различни съученици. (Students felt more confident expressing their opinions and working with different classmates.)
- Учениците започнаха да виждат правата и отговорностите като свързани. (Students began to see that rights and responsibilities as interconnected.)



- Практическите дейности превърнаха теоретичните знания във видими резултати. (The practical activities transformed theoretical knowledge into visible outcomes.)
- Повишен интерес към темата, активност, емоционална и социална ангажираност. (Increased interest in the topic, active involvement and emotional and social engagement.)
- Skolēniem ļoti patika stāstīt, ko patīk darīt skolā. (The students really enjoyed talking about what they like to do at school.)
- The students were very interested in the subject. They loved the methods and techniques.
- They had chance to speak and act, and also speaking together.
- A identificação de diversas brincadeiras e jogos tradicionais; a reflexão sobre a importância de não magoar os outros no decorrer de brincadeiras, quer fisicamente, quer psicologicamente. (Identifying various traditional games and forms of play; reflecting on the importance of not hurting others during play, either physically or psychologically.)
- Students became more confident in expressing their emotions. They improved their skills in listening to others.
- Bērni minēja, ka vēlas vairāk rotaļu kopā ar vecākiem. (The children said that they would like to play in the same way more often with their parents.)
- Teaching this topic led to noticeable improvements in students' awareness of their right to education and its importance in their daily lives. Students became more engaged in discussions, expressed their ideas more confidently, and showed increased empathy toward peers who may face barriers to learning. Additionally, their critical thinking skills improved as they were able to relate the concept to real-life situations and propose possible solutions. Overall, students developed a more positive attitude toward learning and demonstrated a stronger sense of responsibility about their own education.
- They were very active participants and are more careful when communicating to each other.
- They learned and had fun together.
- Темата предостави доста възможности на учениците да развият критично мислене и умение за решаване на проблеми. (The topic provided quite a lot of opportunities for students to develop critical thinking and problem-solving skills.)
- Учениците се научиха да трансформират абстрактни понятия в разбираеми правила, като разбирането за "границы". Развиваха "емпатия", като съзнателно се поставиха на мястото на другия. (Students managed to turn abstract concepts into understandable rules, such as the idea of "boundaries". They *empathy* through putting themselves consciously in the shoes of somebody else.)
- Темата ги накара да се замислят върху идеята за екологични подаръци, която беше нова за повечето от децата. Имаха възможност сами да изработят нещо за човек, когото ценят. (The topic encouraged them to consider the idea of environmentally friendly gifts, which was new to most of the children. They had the opportunity to make something themselves for a person they value.)
- Não alteraria nada, os materiais estão simples, coerentes e fornecem a informação necessária à exploração do tema por alunos destas idades. (I would not change anything in the topic; the materials are simple, coherent and provide the information needed to explore the topic with students of this age.)
- С темата се тренират практически умения за социално общуване – саморефлексия, емпатия и толерантност. Намаляване на агресията и тормозът породени от различията. (The topic develops practical social communication skills—self-reflection, empathy and tolerance. It helps reduce aggression and bullying arising from differences.)
- Осъзнавайки колко са уникални, децата се чувстваха по-свързани с класа. (By recognising how unique they are, the children felt more connected to the class.)
- They made different friends.
- Çok eğlendiler ve çok sevdiler. (They had a lot of fun and enjoyed it very much.)
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- Информация за някои празници, които не познаваха (Холи, Ханука, Рамазан и др.), беше интересна за децата. Изгради се толерантно отношение към култури, които слабо познават; научиха се да откриват сходни елементи в различните празници. (Information about celebrations unfamiliar to them (Holi, Hanukkah, Ramadan and others) was interesting to the children. They developed a tolerant attitude towards cultures they knew little about and learned to identify similar elements across different celebrations.)
- При запознаването с основните религии, учениците придобиха конкретни знания, символи и празнични цикли. Работата в малки групи и последвалите дискусии подобриха уменията за общуване, представяне на идеи и задаване на въпроси. (While learning about the main religions, students acquired specific knowledge about symbols and cycles of celebrations. Small-group work and the subsequent discussions improved their communication, presentation and questioning skills.)
- Учениците научиха много нови неща: основни понятия свързани с видовете растения и животни, кои са характерните растителни и животински видове в заобикалящата ги среда. (Students learned many new things: basic concepts related to plant and animal species and which species are characteristic of their surrounding environment.)
- Учениците развиха уменията си за наблюдение и анализ. Груповата дейност, свързана с биокубовете, насърчава комуникативността между учениците. (Students developed their observation and analytical skills. The group activity involving biocubes encouraged communication among students.)
- Os alunos conseguiram aplicar os conhecimentos adquiridos e compreenderam a dança das abelhas através da utilização do Bee-Bot. (Students were able to apply the knowledge they had acquired and understand the bee dance through the use of Bee-Bot.)
- Students liked the theme and they were interestd in it.They now understand how meaningful is to save planet and all inhabitant are important, even a small snail. And they were surprised that in the world there are so many different snails.
- They now know how important natural life is to us and they protect it. They are all more knowledgeable about environmental pollution.
- Arı etkinliği çok etkiliydi çok sevdiler. (The bee activity was very effective; they enjoyed it very much.)
- They are interested with wildlife especially wild animals.
- Os alunos passaram a estar mais conscientes de que também eles podem contribuir para proteger a vida selvagem. (Students became more aware that they too can contribute to protecting wildlife.)
- Учениците научиха значенията на термините “климат”, “глобално затопляне” и “климатични промени”. Развиха чувство за отговорност към околната среда. Осъзнаха важността на личния пример и своя принос за опазването на природата. (Students learned the meanings of the terms “climate”, “global warming” and “climate change”. They developed a sense of environmental responsibility and recognised the importance of personal example and their own contribution to protecting nature.)
- They now have more knowledge about the environment and air pollution. It's also important for them to discuss this with their families at home.
- Students demonstrated better understanding of the topic, greater confidence in applying the concepts, and higher engagement during lessons. Many of them showed a positive attitude toward the lesson topic, as well as greater willingness to participate and ask questions.
- They found out what renewable means.
- Skolēni attīsta kritisko domāšanu, rada interesi par globālām tēmām (Students developed critical thinking and an interest in global topics.)
- Teaching this topic led to positive changes in students, as they developed a clear understanding of renewable energy sources, improved their research and collaboration skills, and demonstrated greater awareness and responsibility toward environmental sustainability.



Most Common Challenges

Area	Typical problem	Measures taken
Time and organisation	Too many activities for a single lesson.	At the teacher training held at the beginning of Year 3 (before the validation phase), it was clarified that teachers should assess their students' capacities before the session and, where appropriate, plan to teach the topic over more than one lesson.
Age-related complexity	Abstract concepts and the need for continuous teacher support.	An <i>Adaptations</i> section was added to each topic. It provides ideas for modifying the steps described in the lesson plan when children experience difficulties, or suggests alternative activities with a lower level of difficulty.
Access to technology	Internet access, devices and digital tools are not always available.	A Preparation section is available and has been expanded. It describes what must be provided when teaching the relevant topic, including whether an internet connection is needed during the lesson (or whether the work can be completed offline) and what technical resources are essential for teachers and students. Teachers take account of the facilities available at their school and select another topic if the Preparation requirements cannot be met. The developed topics contain a rich range of offline activities. During the training sessions held before the piloting and validation of the training-course resources, it was clarified that teachers should modify each topic in line with the specific characteristics of their teaching environment.

Examples from the *Adaptations* Section:

Adaptations

Use tactile experience for children with visual impairment (colourful, sound and textured objects to paint, use larger paper size on the ground). In case of physical disability, you may attach the brush to the child's hand or adapt wheelchair ([Artist Invents Tools That Enable Kids With Disabilities To Paint \(youtube.com\)](#)).



Adaptations	A1. Adapt the time for game testing for your needs. A2. In case you don't have enough time, advertising group can create one - poster or video.
Adaptations	A1. Simplify Picture Cards: Use fewer picture cards (around 6-8) with more easily identifiable environmental issues like littering, overflowing rubbish bins, or unplugged electronics. A2. Shorter Brainstorming: Reduce brainstorming time to 5-7 minutes. Provide teacher prompts or question starters to guide younger students (e.g. "How can we use less paper in class?"). A3. Collaborative Collage: Instead of individual group collages, consider creating one large class collage where each group contributes a section based on their chosen problem.
Adaptations	A1. Offer a variety of recycled and natural materials for students to choose from to cater to different insect preferences. A2. Pre-cut some of the materials for students who might have difficulty handling tools. A3. Consider the location of the insect hotels within the school grounds. Placing them in sunny areas with some protection from rain and wind would be ideal. A4. You can build a larger insect house as a class project. Below you can find an example that will be suitable for different insects.
Adaptations	1. Project work: Students could prepare 3D models of their city supplied by the company producing energy from a renewable resource and exhibit them. 2. Younger students can make a solar oven or a model of a windmill to test the use of renewable energy resources. 3. You can invite a person working in a company producing energy from natural resources who could present the energy production process to the class. 4. Renewable Energy vocabulary cards (Annex 2) It is important for students to understand the advantages and disadvantages of different energy sources but also to know the meaning of the words from the glossary related to energy. For this purpose they can play a game with the cards from Annex 2. The cards in the left column read a specific word from the glossary; the cards from the right column read the corresponding explanation. Prior to the lesson, the teacher prints the file, cuts the cards separately and splits them in two packs: terms (pack 1) and explanations (pack 2). Students are organized to sit in a circle. Two students volunteer to be in the center and they are provided with Pack 1 (the terms). The cards from Pack 2 (the explanations) are distributed among the students in the circle. The two students in the middle take turns to pick up one card and read the specific term from the card. The students from the circle read the explanation on the card they have received, and, if a student thinks that his/her explanation corresponds to the term which has been read, he/she stands up, reads the explanation from the card and shows it to the rest of the class – if everybody agrees that the term and the explanation match, the student goes to the middle of the circle to pick up the term and match it with the explanation. The game continues with the rest of the terms. 5. Individual work or home assignment: Students are assigned to do the activity from Annex 4 which is meant to help them consolidate their knowledge of the key terms of the lesson.
Adaptations	In case of hearing impairment children, in the energizer and relaxing activity, the educator can make a large broad movement to be seen each time he/she puts on or stops the music. Check the possibility of inviting experts to teach the children the topics they suggested. Ask if children agree to share the films with the parents or legal representatives, and with the experts. If children agree, ask for parents or legal representatives authorisation to send the films to experts.



Adaptations	A1. If building physical models isn't feasible, students can create digital models using online design tools or even drawing apps.
	A2. Encourage students to use recycled materials like cardboard boxes, paper tubes, and bottle caps for their models.
	A3. For younger students, consider simpler roles in model building like decorator or materials manager instead of carpenter or gluer.
	A4. If some students have difficulty presenting their models, allow them to create a short video showcasing their design.
	A5. It is important to implement the ideas as far as possible - create an outdoor classroom or improve the existing one. Students can present their ideas to the school administration and receive their feedback.
Adaptations	Pair students with mixed abilities during the Pair-Work Activity to encourage peer learning and support. Ensure that students who may need help are paired with understanding peers who can assist them in expressing their thoughts.
	- For students who may struggle with verbal expression, allow them to draw or write about their superpowers instead of sharing them verbally during the "Throwing Ball" game.
Adaptations	Hands-On Activities: To understand better what greenhouse is, you can do two experiments and compare the data:
	No1. – you put a lamp in an open space, turn it on and measure the temperature after 1 hour (or 30 min).
	No.2 – you put the same lamp in a closed glass (plastic) container for the same time (1 hour or 30 minutes) and measure the temperature.

5. Results by module.

Module 1: Civic Awareness

Topics 1–20

Topics:

No.1: The Right to Learn

No.2: My Right to Play

No.3: The Right to Freedom of Expression

No.4: The Right to Privacy and Protection from Unlawful Attacks on My Honour and Reputation

No.5: My Right to Education

No.6: The Right to Privacy

No.7: Rights and Responsibilities—My Rights Are Not Unlimited

No.8: Respect the Rights of Others

No.9: Kindness Can Change the World



No.10: Projects Implemented by Students

No.11: Family, School and the Environment as a Whole

No.12: I Can Be Part of Change for the Better

No.13: How to Build Cooperation Beyond School

No.14: Why Change Matters to Me

No.15: My Unique Self—Celebrating What Makes Me Special

No.16: My Identity

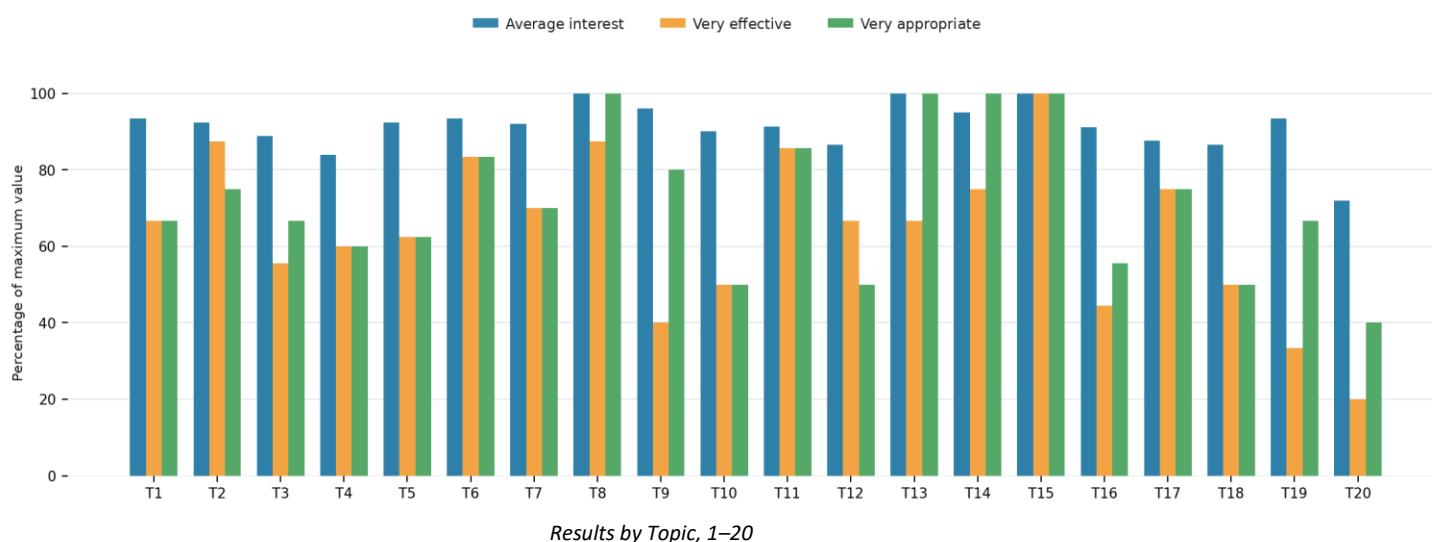
No.17: Our Colourful Class—Embracing Diversity in Friendship

No.18: My Ideal Class

No.19: Body Diversity

No.20: Religious Diversity

Comparison of student interest, effectiveness of the topics and age appropriateness.



Overall result. The average interest across the 20 topics in the Civic Awareness Module is 4.58 out of 5 - 91.6% of the maximum score. The highest category was selected in 65.9% of effectiveness ratings and 71.9% of relevance ratings.

Strongest results. Topic No.15, “My Unique Self: Celebrating What Makes Me Special”, received the maximum scores on all three indicators with the largest sample (n=10). Topics No.8, “Respect the Rights of Others”, and No.13, “How to Build Cooperation Beyond School”, also recorded maximum interest; all teachers gave topic No. 8 “Respect the Rights of Others” the highest relevance rating, while topics No.11, “Family, School and the Environment as a Whole”, and No.14, “Why Change Matters to Me”, also achieved consistently high results.



Positive changes observed in students and reported by teachers in the survey's open-ended responses. Sample of teacher comments:

- По-добро разбиране на правата, отговорностите и участието в училищния живот. (Better understanding of rights, responsibilities and participation in school life.)
- Развитие на емпатия, уважение към различията и толерантност. (Development of empathy, respect for differences and tolerance.)
- По-голяма увереност при изразяване на мнение и работа в екип. (Greater confidence in expressing opinions and working in a team.)
- Осъзнаване на връзката между свобода, правила, потребности и отговорно поведение. (Awareness of the relationship between freedom, rules, needs and responsible behaviour.)
- A identificação de diversas brincadeiras e jogos tradicionais; a reflexão sobre a importância de não magoar os outros no decorrer de brincadeiras, quer fisicamente, quer psicologicamente. (Identifying various traditional games and forms of play; reflecting on the importance of not hurting others during play, either physically or psychologically.)
- Децата се замислиха върху собственото си участие в живота на училището. Направиха разумни предложения за промени, които засягат ежедневието им. Много успешно се справиха с дискусията по групи. (The children reflected on their own participation in school life. They made sensible proposals for changes affecting their daily lives and handled the group discussion very successfully.)
- Our learners could develop their knowledge, skills and attitudes according to critical thinking and problem solving skills. They could solve their life-based problems effectively.
- They liked to become a principal of school and play the role games, talk about strike.
- Teaching the topic of freedom of expression led to positive changes in students' knowledge, skills, and attitudes. Students deepened their understanding of human rights, particularly the right to express opinions, and recognized its significance in both personal and societal contexts. They enhanced their communication skills, learning to express themselves clearly and respectfully through various forms, including art and body language. Additionally, students developed critical thinking, empathy, and conflict resolution skills, fostering respect for diverse perspectives and encouraging responsible, ethical expression. Overall, students became more confident, thoughtful, and engaged individuals, better equipped to contribute to a democratic and inclusive society.
- They realized that everyone is entitled to an opinion and that it may be different from that of others. That their opinion matters and it could change something in the class. The children also learned what is more important - having an opinion or being able to say it in a respectful way?
- Учениците се научиха да трансферират абстрактните понятия в разбираеми правила за живота, като разбирането за "граници". Развиха "емпатия", като съзнателно се поставиха на мястото на другия. (Students learned how to turn abstract concepts into understandable rules for life, such as the idea of "boundaries". They developed empathy by consciously putting themselves in the other's shoes.)
- Учениците научиха да преминават от интуитивното усещане „Аз искам да кажа“ към осъзнатата концепция за гражданско право. Развихих умения да се изразяват ясно и да слушат аргументирано. Зароди се усещането, че мнението им може да доведе до положителна промяна в тяхната общност. (Students learned to upgrade from the intuitive



- feeling “I want to say something” to a conscious understanding of a civic right. They developed the ability to express themselves clearly and listen to reasoned arguments. They learned that their opinion can lead to positive change in their community.)
- Students gained a deeper understanding of their fundamental human rights, particularly the right to privacy as outlined in the Convention on the Rights of the Child. They learned about the importance of respecting others' personal space and how to recognize when their own rights are being violated.
- The topic positively impacts students by enhancing their understanding of rights, needs, and wishes, while also building their communication and teamwork skills. Through interactive activities and the short-film project, students gain confidence in expressing their opinions and develop a stronger sense of empathy and responsibility. This engaging approach not only broadens their knowledge about education as a universal right but also inspires them to value and actively participate in their own learning journey.
- Most of the students were really very excited to make the videos. I believe they really thought about the value of education as a value and a right. I really liked the modern way in which students had the opportunity to express their opinion and seek help for their development. Also the realization that THEY are also responsible for this development.
- Students developed an understanding of rights and the fact that they are protected by the law.
- They start to think about their obligations as well as their rights.
- Students learned how they matched the rights and the obligations.
- Знанията за ограниченията на правата: в уменията – критично мислене, разбират кога определени права могат да бъдат ограничени; в нагласите – уважение към другите, към техните права и свободи. (Knowledge of the limitations of rights; in terms of skills—critical thinking and understanding when certain rights may be restricted; in terms of attitudes—respect for others and for their rights and freedoms.)
- By the end of the lesson they understand what is a right and what is an obligation, and why there are circumstances and situations where their rights are limited
- By discussing topics related to children’s rights and responsibilities, students developed the ability to better understand and analyze everyday situations. This helped create a calmer learning environment and supported more balanced and respectful relationships both in the classroom and in their interactions with peers.
- They were able to recognize their obligations, to respect the rights of others
- There was a noticeable shift in students' attitudes toward respecting others.
- Students gained a clear understanding that every right is linked to a responsibility. They became more proficient in identifying their specific duties within both the school and home environments
- They became more engaged in learning, participated more actively in discussions, and demonstrated stronger critical thinking and problem-solving skills.



- There was a very good discussion about the kindness and its relation to behavior. The students shared their experience to help each other, to do good to others, to help animals in danger, to help adults or younger students.
- It was observed that students in the class started to communicate more kindly, ask questions more freely, and seemed to see each other from a different perspective. A very good topic that could definitely be continued.
- Teaching this topic led to noticeable positive changes in students, as they developed a deeper understanding of kindness, improved their communication and empathy skills, and showed more positive, respectful, and cooperative attitudes in their interactions with others.
- They want to say best wishes to their friends and teachers.

Module 2: Eco Awareness

Topics 21–40

Topics:

No.21: Exploring Biodiversity in Nature — Bio Club

No.22: Threats to Biodiversity—Let's Protect the Bees!

No.23: Snails and Human Impact

No.24: My First Evolution Concepts

No.25: Wildlife Conservation

No.26: Natural Habitats and Ecosystems—How Can We Protect Them?

No.27: What Is Biodiversity and How Does It Affect Our Lives?

No.28: Air and Climate

No.29: Renewable Energy Sources

No.30: Energy Efficiency and Climate Change

No.31: Ecological Footprint and Ecological Handprint

No.32: The Three Areas of Our Lives—Transport, Food and Energy

No.33: Investigating Electricity Consumption Habits and Collecting Results

No.34: The Three Rs—Reduce, Reuse, Recycle

No.35: Pollution Awareness

No.36: Circular Economy

No.37: Water Purification (Experimental Approach)

No.38: Responsible Consumption

No.39: Physical Pollution—Invisible and Unwelcoming

No.40: Air Alert—Air Pollution and Air Quality

Comparison of student interest, effectiveness of the topics and age appropriateness.

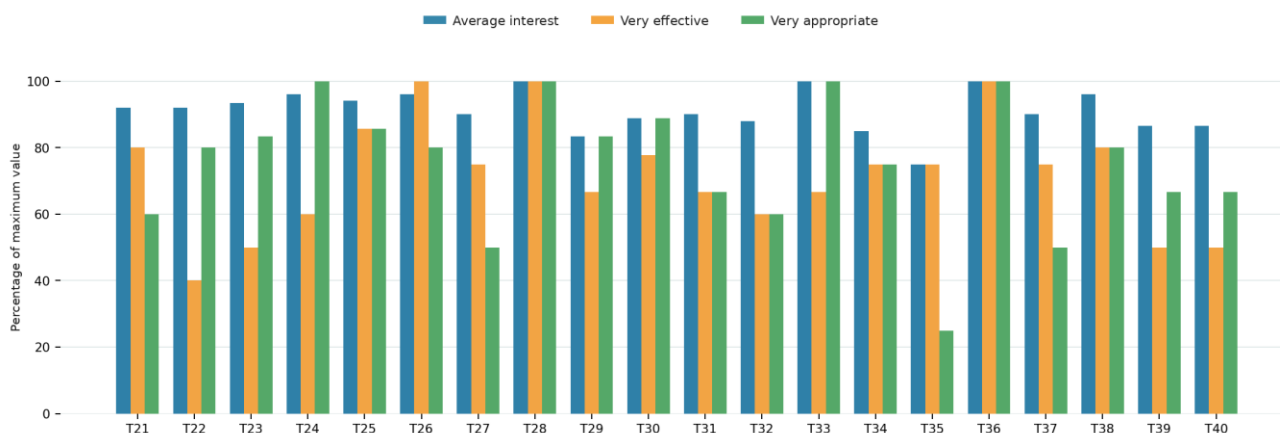


Figure. Results by Topic, 21–40

Overall result. The average interest is 4.55 out of 5 (91.0% of the maximum score). The highest category was selected in 70.5% of effectiveness ratings and 76.2% of relevance ratings.

Strongest results. Topics No.28, “Air and Climate”, and No.36, “Circular Economy”, received the maximum scores on all three indicators. Topic No.33, “Investigating Electricity Consumption Habits and Collecting Results”, also recorded maximum interest and relevance, while Topics No.25, “Wildlife Conservation”, and No.26, “Natural Habitats and Ecosystems: How Can We Protect Them?” stand out for particularly high effectiveness.

Positive changes observed in students and reported by teachers in the survey’s open-ended responses. Sample of teacher comments:

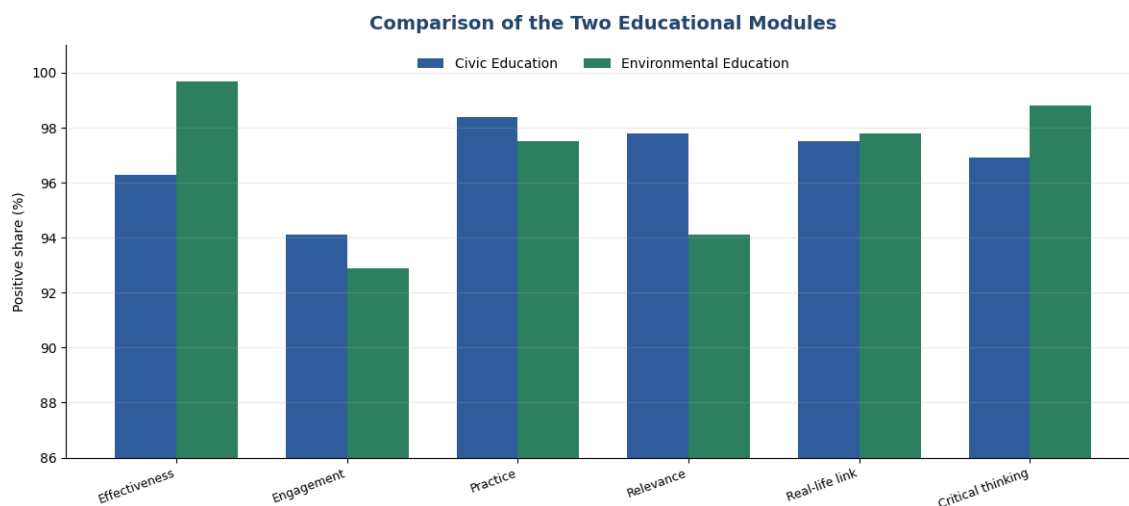
- Експериментите помогнаха на учениците да превърнат теорията в наблюдаем резултат. (Experiments helped students turn theory into an observable outcome.)
- Местните примери направиха темата за отговорното потребление по-близка. (Local examples made the topic of responsible consumption more relatable.)
- Симулаторът беше полезен, но изисква предварителна подготовка и офлайн алтернатива. (The simulator was useful, but it requires advance preparation and an offline alternative.)
- Материалите в ръководството за учителя предоставиха ясни насоки и ресурси, които напълно подпомогнаха учебните цели. (The materials in the Teachers’ Manual provided clear guidance and resources that fully supported the learning objectives.)



- They have awareness of biodiversity , living things in nature also the chance to observe life in nature
 - Çocukların çevreye bakış açısı değişti ve ilerde seçecekleri meslek algıları yenileri eklendi (The children's perspective on the environment changed, and new possibilities were added to their perceptions of future careers.)
 - Students became more aware of biodiversity and learned to respect nature. They improved teamwork and observation skills.
 - Os alunos conseguiram aplicar os conhecimentos adquiridos e compreenderam a dança das abelhas através da utilização do Bee-Bot. (Students were able to apply the knowledge they had acquired and understand the bee dance through the use of Bee-Bot.)
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- Teaching this topic led to positive changes in students, as they gained a better understanding of the importance of bees and biodiversity, improved their problem-solving and collaboration skills, and developed more responsible and environmentally conscious attitudes.
 - The provided resources are fully adequate for the learning objectives; no changes are required.
 - Os alunos passaram a estar bastante mais conscientes da importância dos insetos e atentos a pormenores que desconheciam. (Students became much more aware of the importance of insects and began noticing details they had previously been unaware of.)
 - Students' theoretical knowledge was put into practice, and their motivation toward the lesson increased significantly.
 - The activities helped students improve important skills such as teamwork, communication, critical thinking, and public speaking. During the group discussions and debate activities, students learned how to express their opinions, present arguments, listen to others, and justify their choices using information from the lesson materials.
 - Yaşamlarına katkıda bulunan davranışlar geliştirdiler. (They developed behaviours that make a positive contribution to their lives.)
 - They learned how the electronic devices they use affect consumption. They learned that the plugs of unused devices should be unplugged. They learned about the economic dimension of the electricity they consume.
 - Was positive impact on children knowledge's in theme, they were interested and want to hear more about 3R.
 - My students are explaining their behaviors, their skills about circular economy
 - Students developed a better understanding of responsible consumption, natural resources, and the environmental impact of products such as palm oil. Many became more aware of global environmental issues, including deforestation, loss of biodiversity, and climate change. In terms of attitudes, students showed greater empathy toward environmental problems and endangered species, as well as a stronger sense of personal responsibility. Several students became more motivated to make environmentally friendly choices in their daily lives, such as checking product ingredients, reducing waste, and encouraging others to act responsibly.
 - Teaching the topic of air pollution and air quality led to several positive changes in students' knowledge, skills, and attitudes. Students gained a deeper understanding of the causes and effects of air pollution, becoming more aware of how human activities like transportation and industrialization contribute to poor air quality. They developed critical thinking skills by analyzing the connection between weather, geography, and pollution through simulations. Additionally, students exhibited greater environmental consciousness, as shown in their willingness to create digital slogans promoting sustainable habits.

- After the lesson, students talked a lot about air pollution and highlighted not only factories and cars, but also smaller things like smoking. While discussing pollution in science class, the students also mentioned air pollution as one of the types and were able to identify its main causes.
- Students were very creative when they had to discuss and present their personal contribution to improving the quality of air.

Comparison of the Two Educational Modules



The comparison shows consistently high ratings for both educational blocks. Average interest in the civic education topics is 4.58 out of 5, compared with 4.55 for the environmental topics, confirming almost identical and very strong student engagement. Environmental topics have a slight advantage in the share of highest effectiveness ratings—70.5% compared to 65.9%, and relevance ratings—76.2% compared to 71.9%. The differences are moderate and do not change the overall conclusion that the two modules successfully complement each other: civic topics contribute better to developing students' participation, empathy and social responsibility, whereas environmental topics foster sustainable behaviour and an understanding of the relationships between people and nature, as well as between our activities and the choices we make in our everyday life and the consequences for the environment.

Summary and conclusions

The piloting and validation activities demonstrated that the *Civic and Environmental Education* training course is a practical, engaging and teacher-friendly educational resource. Teachers reported that the structured lesson plans, clear methodological guidance and ready-to-use materials made the activities easy to integrate into both formal and non-formal learning settings. The combination of civic and environmental topics enabled students



to understand the close relationship between responsible citizenship and sustainable living, while the diverse interactive methods—including discussions, simulations, games, role-play, collaborative tasks and reflective activities—maintained high levels of student motivation and participation.

According to teachers, the activities promoted critical thinking, teamwork, communication, empathy, problem-solving and active participation in school and community life. Students were encouraged not only to acquire knowledge but also to express opinions, make informed decisions and take responsibility for their actions towards other people and the environment. Teachers also appreciated the flexibility of the materials, which allowed them to adapt activities to different age groups, classroom contexts and learning needs while preserving the intended learning outcomes.

The validation process confirmed that the Teachers' Manual successfully supports educators in delivering high-quality civic and environmental education through learner-centred, experiential approaches. Overall, teachers considered the training course an innovative, relevant and valuable resource that enhances both their teaching practice and students' civic and environmental competences. They expressed confidence in continuing to use the materials beyond the project and recommended their wider dissemination as an effective tool for promoting active citizenship and environmental responsibility in primary education.