

## The impact of the project

Report of Daugavpils Valsts ģimnāzija (Latvia)

### 1. What was the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?

Target group (2021 – 2023): teachers (n= 40), students (n= 371)

**The involved teachers have acquired a basic understanding** of 1) the 17 sustainable development goals defined by the UN, the dimensions of sustainable development (ecological, social, economic, cultural and political), the integration of sustainable development into the learning process, 2) systems thinking, 3) the whole school approach, 4) competence approach in education, 5) creation of cooperation networks and 6) ESD marketing. The key takeaway: sustainable development is not just about the environment.

Within the framework of the project, **the "SD course lesson" concept has been developed for integrating and implementing the idea of sustainable development in the learning process.** 4 learning dimensions are used: learning to know and learning to learn (students gain a basic understanding of the 17 IA goals and develop critical thinking by debating controversial issues in the context of IA), learning to be (students have discussed and agreed on common values in the gymnasium, as well as defined action steps, so that values become visible in action), learning by doing (students organise classes and actions for schoolmates to popularize and achieve IA goals: waste sorting, sharing belongings, planting trees, etc.), learning through cooperation (cooperation networks have been established with partner schools in Hamburg and Montefiascone for practical acquiring of ESD within Erasmus+ projects).

**A whole school approach has been established in the context of IA:** 1) 17 IA goals and basics of IA are included in the curriculum "Course lessons", 2) in the learning process basic competencies are learned: critical thinking (debate as a method), creativity, digital literacy, problem solving (design thinking), the learning process includes decision-making and action (project work, social actions), 3) cooperation networks (the goal of Erasmus+ accreditation and other projects is the integration of IA ideas into the learning process); school and local community cooperation projects have been started, cooperation with Daugavpils University continues, 4) infrastructure (waste sorting has been introduced), 5) management (students, staff, parents, municipality were involved in defining the school's development vision, goals and objectives for 2023-2025), 6) the school's values have been defined in the context of SD (the vision of the gymnasium: an educational institution that promotes growth thinking for sustainable development; the mission of the gymnasium: a learning community based on ethical principles for quality education; the values of the gymnasium: PEOPLE, RESPECT, WILL, KNOWLEDGE AND CULTURAL ENVIRONMENT).

**Quantitative indicators:** 1) after the interactive lessons made by students for students on sustainable development, participants (n=105) admitted that the least known was information about 17 IA goals (55%), about water consumption in production and water pollution, about the basics of a healthy

lifestyle. Students are better informed about gender equality (prevention of violence), environmentally friendly transport, gender equality.

2) after the interactive lessons made by students for students on sustainable development, participants (n=105) admitted that the most personally valuable lessons were on healthy lifestyle, introductory lesson on 17 IA goals, gender equality and cooperation, because "these are the topics that each person can influence himself", "by cooperating it is easier to achieve the goal", "we can see and hear the views of our peers on these topics, the explanations were easy to understand."

3) by assessing ESD implementation in our institution all participating teachers (n=36) admit, that the training course was useful: "The course helped us to understand what is sustainability, to realize, where are we ourselves and our institution in sustainable development. In that type of course it is very useful to visit the schools which work on ESD." "The strong point of the training course is the international level", although some teachers had difficulties to take part in the discussions because of the lack of English skills.

## **2. What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.**

Qualitative indicators:

1) **1) the activity in the project was an impuls for the creation of new, permanent cooperation networks for sustainable development** in Erasmus+ student group mobility projects (with Blankeneze Gymnasium in Germany, with Oitena High School in Germany, Montefiascone High School in Italy), in Erasmus+ accreditation, projects and student initiatives in cooperation with non-governmental organizations "Cita Daugavpils" and "Green freedom" in Latvia, with Daugavpils University and Latgale planning region. Purpose: to promote awareness of sustainable lifestyles. 58 students participated in mobility, all high school students (n= 270) were involved in project activities.

2) **project participants act as teacher trainers**: two teacher training programs have been created and courses have been conducted for three groups (104 participants) from 18 educational institutions in the Latgale region on the basics of ESD and a whole school approach. Most of the course participants admit that the ESD approach is new (although there is a network of UNESCO schools in Latvia), but worth implementing. "The information is wide and diverse. I am a primary school teacher, but there were also several things for me that I will use at work - community involvement, working in groups with students from different classes, collecting good praxis, involving children more in school work planning." "Many useful and practical ideas for future work - cooperation with colleagues, student for student."

## **3. How did the project contribute to the achievement of the most relevant priorities as indicated in the description section?**

Working in the project made it possible to create an ESD structure in the school, reducing fragmentation, defining values and goals in the context of sustainable development, expanding the involvement of students in school work (from a passive observer to an active participant and decision maker).

**4. To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.**

At the end of the project, a results dissemination conference was organized: it was attended by representatives of schools in the region, representatives of the municipality and the planning region. During the implementation of the project, courses on sustainable development and a whole school approach were conducted for teachers of the region's schools (4 groups; 104 participants), deputy directors of Daugavpils educational institutions in the field of education.

The particular results of the project were presented in online seminars organized by the Latvian NA for pedagogues of Latvian educational institutions (3 seminars) and at the national exhibition "School 2023".

Target audience: teachers, school management, students - implementers and promoters of change.

**4.1. What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.**

Teacher training courses, seminars (in the region), thematic events organized by the national agency (sustainable development, inclusion), on the social network Facebook and Instagram, on the school website.

**4.2. Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced intellectual outputs/tangible deliverables, please describe if and how you have promoted free access to them by the public. In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation.**

**4.3. How have you ensured that the project's results will remain available and be used by others?**

Information about the project and materials are posted on the gymnasium's website with open access.

[www.daugrc.edu.lv](http://www.daugrc.edu.lv)

**4.4. How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?**

The potential is huge and it is used in the creation of cooperation networks with educational institutions in Latvia and Europe, as well as representatives of the local community.

**5. Sustainability**

**What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?**

Within the framework of the project, sustainable development has been integrated into educational programs (content, methods, infrastructure, school management and creation of cooperation networks). The whole school approach is being developed: the ideas and basic structure were created during the project.

## 5. Dissemination event

<https://www.facebook.com/daugrc.lv/posts/pfbid0SiwiRez5tHQwuA91rSnRcJkniEPTSEhuqF4j1nqSgKKfjHED2LqRTPRDHzkgJkkKI>

Seminar organised by the Latvian NA

<https://www.facebook.com/daugrc.lv/posts/pfbid027K6Xd8XHtgn3MhtARazdC1JbPkoKWJzzbKiXnMgBpeY7mf4omhtyQLDcdktfqr44I>

Erasmus Days

<https://www.facebook.com/daugrc.lv/posts/pfbid034Gikvbj79HS8S5vTJV7MK88ZSGSh1VatT12NCsHn5yNnQRSEni5ujn9MEmEaNLQDI>

Visit of Italian partner city

<https://www.facebook.com/daugrc.lv/posts/pfbid0BB62fG2KFW1eVhyooupGPWDyWwNPGdtnsDGdViQG5JkzqTeXjJC1D3NimNxaV8GBI>

Transnational meeting

<https://www.facebook.com/daugrc.lv/posts/pfbid02bWJMMgAnNWn7sABB8arSFScd2i5MNDsfoLv3LrZoBGZz3uXj5j7T4cGGS76cSJ3I>

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