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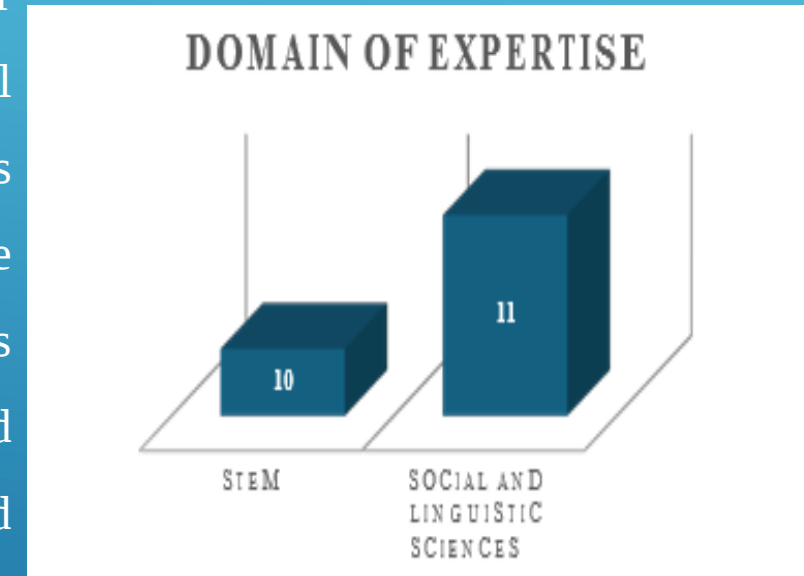


EVALUATION REPORTS AFTER THE E-HANDBOOK ACTIVITIES

Adapting to Climate Change and Sustainable Use of Water

Climate change poses significant challenges worldwide, and its impact on water resources makes sustainable use of water essential for environmental preservation and future generations. The training program focused on these issues aimed to help raise awareness, improve knowledge, and equip individuals to handle the changing climate while using water resources responsibly. This report evaluates the effectiveness of the training program in Matei Basarab National College, based on two questionnaires, and provides an overview of how participants were involved and plan to apply the knowledge gained.

There were 21 teachers that held lessons and carried out various activities on the topics mentioned above. Almost all fields of study were covered.





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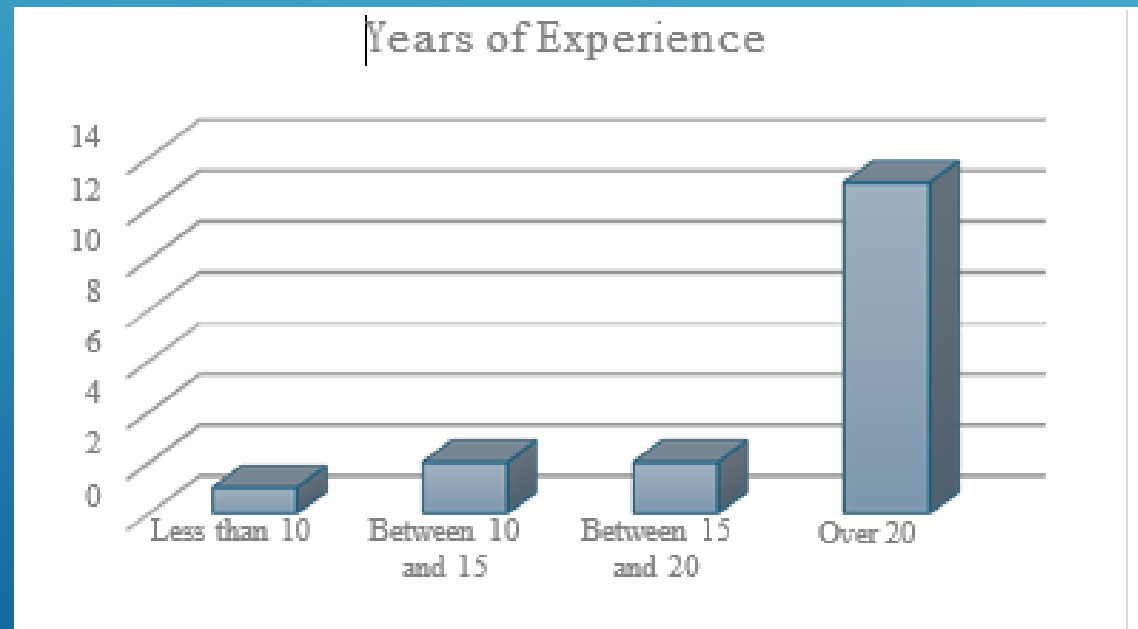


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Taking into account the years of experience, there is a greater involvement of teachers with greater experience.





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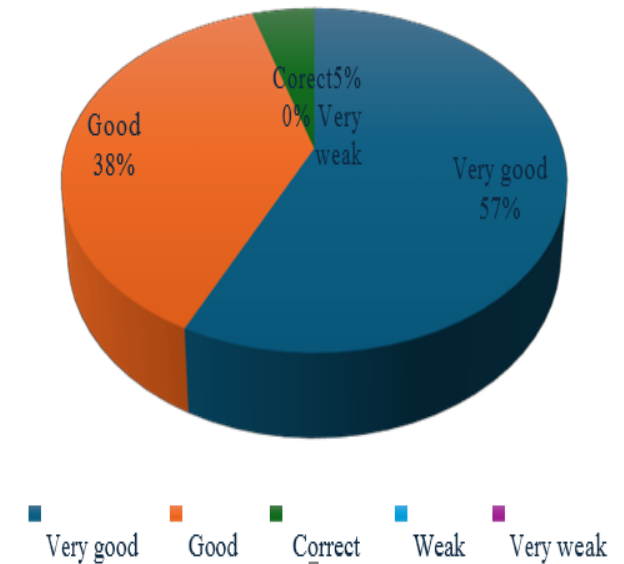


Evaluation of the Training Process

Participants were asked to evaluate the training process overall (Question 3). The options ranged from "Very Good" to "Very Weak," providing insight into how well the training sessions were organized and conducted.

The majority of respondents indicated that the training process was either **Very Good** or **Good**, reflecting a positive reception. This suggests that the content, delivery, and engagement during the training sessions were largely successful, though there may be room for improvement in certain areas, as a smaller group selected "Correct" or below.

Evaluation of the training process





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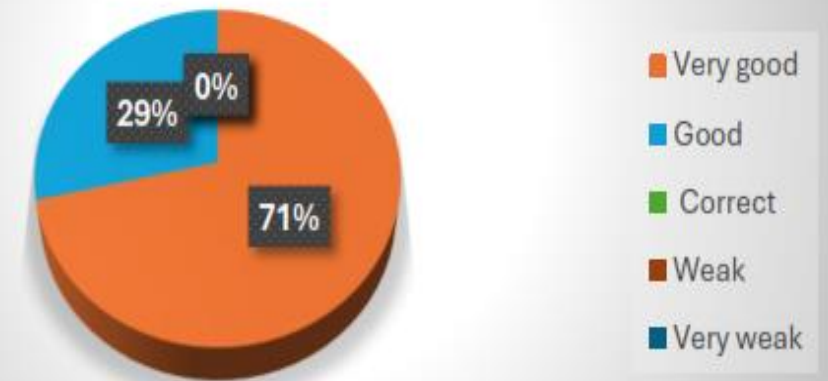


Change in Knowledge About Climate Change

After completing the training, participants were asked to assess how their knowledge of climate change had improved (Question 4).

The responses highlighted a significant improvement, with many participants selecting either **Very Good** or **Good**. This indicates that the training effectively increased participants' understanding of the causes, consequences, and adaptation strategies related to climate change. Those who reported a weaker change in knowledge might benefit from additional materials or follow-up training sessions to solidify their learning.

Changes in Knowledge About Climate Change





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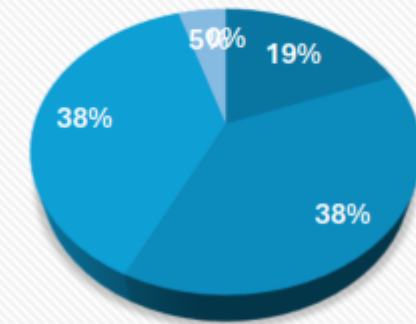


Change in Knowledge About Sustainable Water Use

In a similar question (Question 5), participants evaluated their change in knowledge regarding the sustainable use of water.

The responses showed a strong positive shift, with many choosing **Very Good** or **Good**, indicating a deeper understanding of responsible water management practices. The training helped participants grasp crucial concepts such as water conservation techniques, reducing water waste, and addressing water scarcity in the face of climate change.

Changes in Knowledge About Sustainable Water Use



■ Very good ■ Good ■ Correct ■ Weak ■ Very weak



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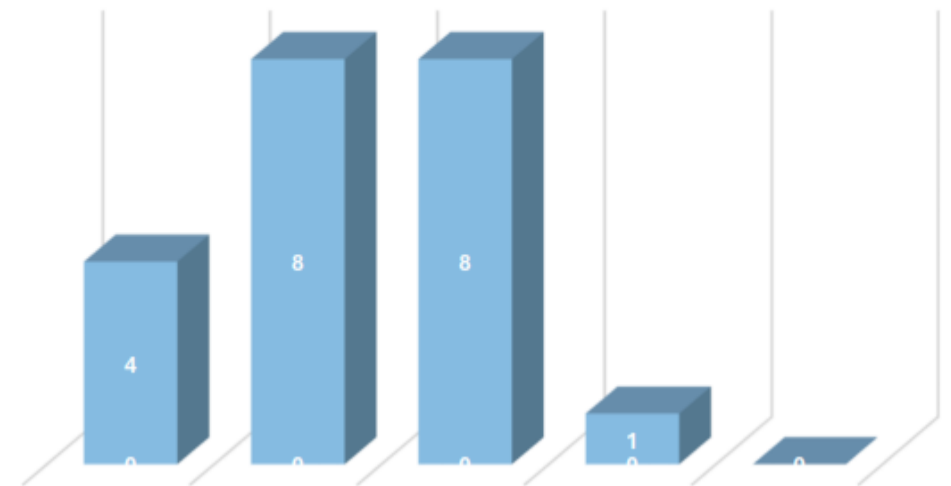


Methods of Transferring Knowledge

When asked about how they plan to transfer the knowledge gained during the training to their students (Question 6), participants mentioned a variety of methods.

The most popular method were **Transfer through Projects**, highlighting the importance of practical, hands-on approaches to learning, and **Organization of Additional Activities** as a method to extend learning beyond traditional classroom settings, such as through workshops, seminars, or environmental clubs. Others indicated **Integration into the Curriculum**, indicating that participants intend to embed climate change and water sustainability topics into their regular teaching materials. Additionally, some participants mentioned other activities to spread awareness and foster environmental responsibility among students.

METHODS OF TRANSFERRING KNOWLEDGE





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Overall Satisfaction with the Training

Finally, participants were asked to assess their overall satisfaction with the training (Question 7). The majority expressed high levels of satisfaction, with responses clustered around Very Satisfied and Satisfied.



This indicates that participants found the training valuable, engaging, and relevant to their professional and personal development.



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Conclusion

The training program on climate change adaptation and sustainable water use was generally well-received, with participants reporting substantial improvements in their knowledge and a high level of satisfaction. Most of participants expressed intentions to incorporate this new knowledge into their teaching, using projects, curriculum integration and additional activities to engage their students.

The focus on both climate change adaptation and sustainable water use is vital, as these are interconnected issues that will have long-term consequences for society and the environment. Training programs like this play a critical role in raising awareness and empowering individuals to take action at both local and global levels.

IX H



The image shows two children holding up their hand-drawn posters. The child on the left, a girl with blonde hair, is holding a poster titled "MODULUL 1 Schimbările climatice și resursele de apă". The poster contains handwritten text in Romanian about climate change and water resources, and a drawing of two water droplets with a heart between them. The child on the right, a boy with dark hair, is holding a poster titled "Lăbile joacă un rol important în educarea elevilor...". This poster also contains handwritten text and a drawing of a person with a large head, possibly representing a brain or a person thinking. The background is a plain, light-colored wall.

Jugărușu Rădău
Jumâna Tulcea
Jumâna Alăuta
Dinu Denis

MODULUL 2

CRIZA APEI ȘI GESTIONAREA DURABILĂ A APEI

Ce este o criză de apă?

Criza de apă este reducerea cantității de apă disponibilă.

Pentru tot: agricultura, industrie, populație și ecosistemele naturale.

Factorii cheie — creșterea populației și urbanizarea;

- schimbările climatice;
- poluarea și utilizarea excesivă.

Ce putem face ca să remediem această problemă?

- conservarea și reutilizarea apei;
- recoltarea apei de ploaie;
- protecția ecosistemelor naturale;
- educație & conștientizare: este necesar să se crească conștientizarea noastră pentru utilizarea responsabilă a apei și pentru a preveni risipa acesteia.



MODULUL 4
STRATEGII DE GESTIONAREA
APEI

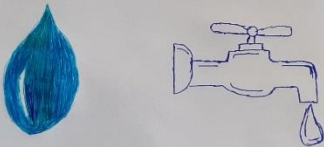
→ Importanța managementului de mediu pentru o dezvoltare durabilă

A hand-drawn illustration of a beach scene. In the foreground, there are several people: a person lying on a towel, a person sitting on a beach chair, and a person standing near a lifeguard stand. In the background, there are more people swimming in the water and a lifeguard on a stand. The drawing is simple and colorful, with a focus on the beach environment.

MODULUL 5

STRATEGII DE ECONOMIE A APEI

SI PRACTICI DURABILE



MODULUL 7-CRIZA CLIMATĂ, APA
ȘI OAMENI

1. CUNOAȘTEREA TEORETICĂ
- schimbări climatice ■ încălzirea globală, poluare

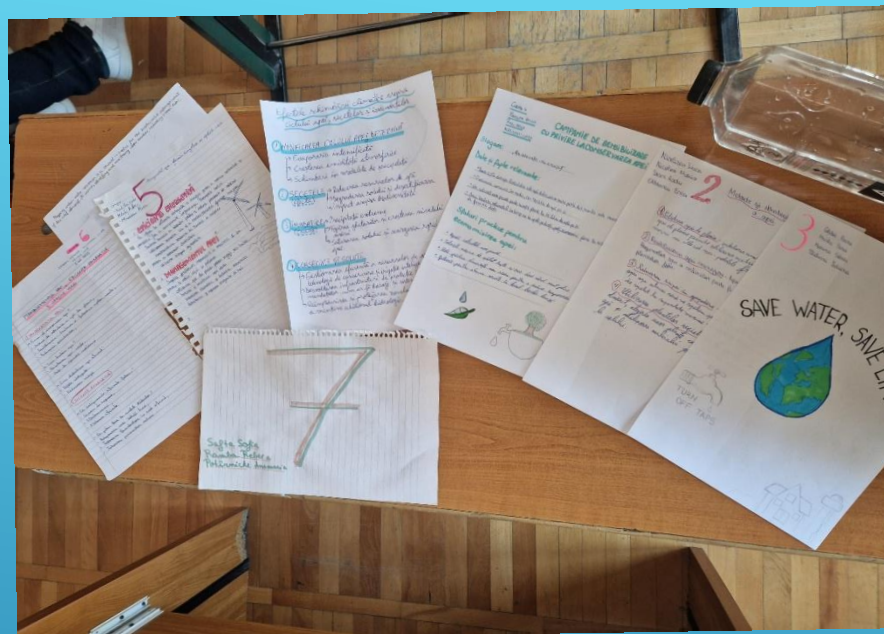
2. METODOLOGIA IMPLEMENTĂRII

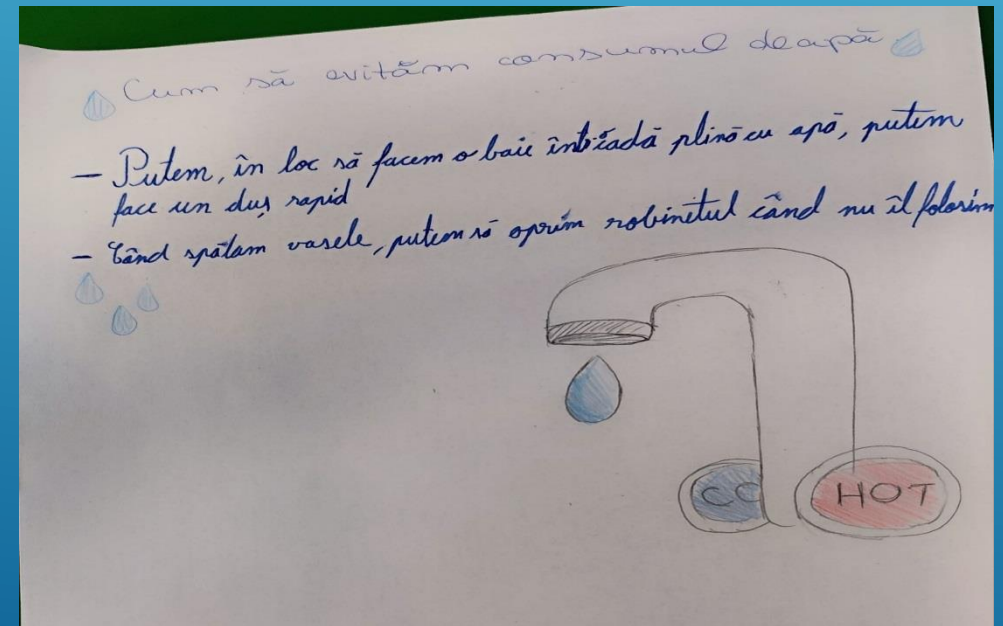
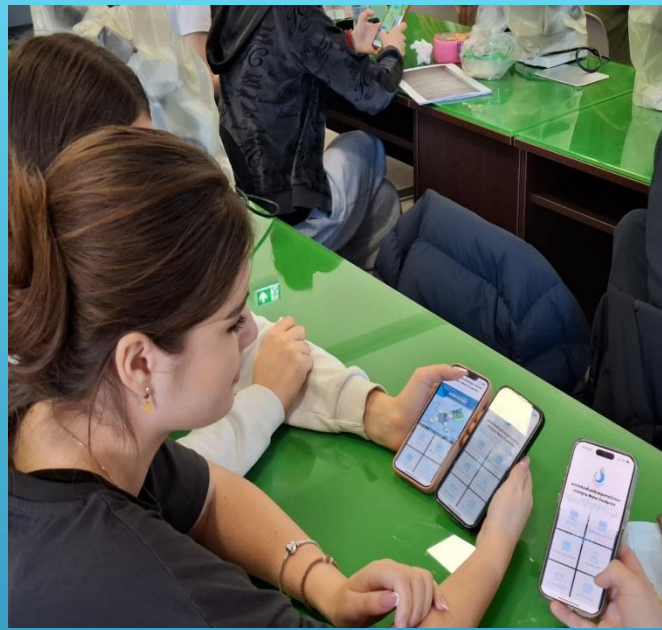
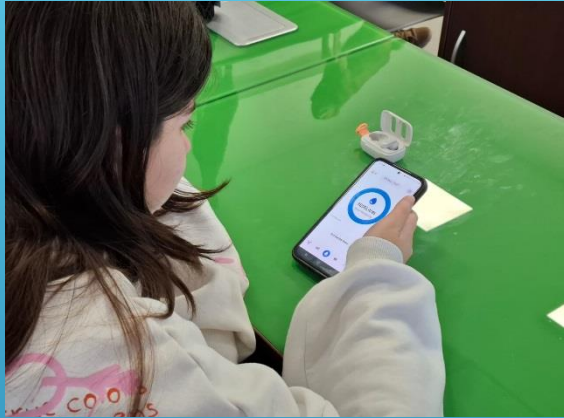
PAS 1: GĂSIREA PROBLEMEI
PAS 2: STABILIREA OBIECTIVELOR
PAS 3: REALIZAREA PLANURILOR DE ACȚIUNE
PAS 4: PREDAREA POPULATILOR LOCALE

3. Idei Practice Si Exemple De Activități

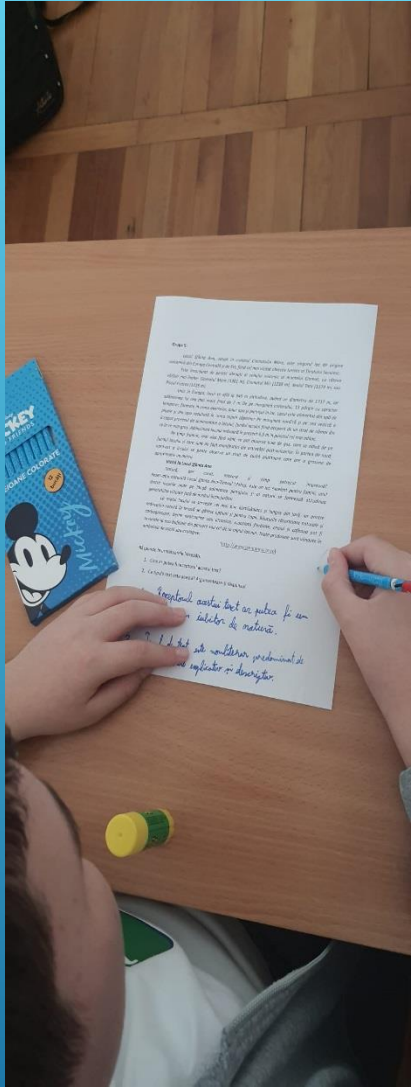
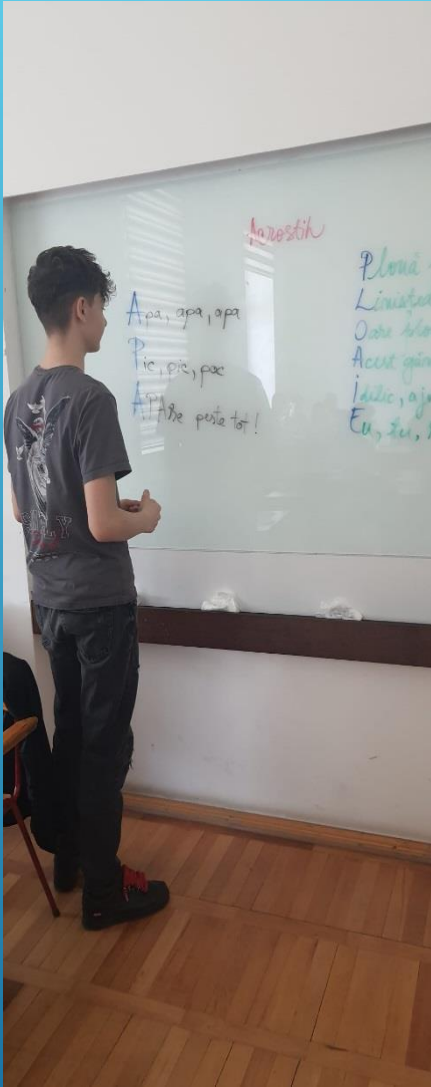
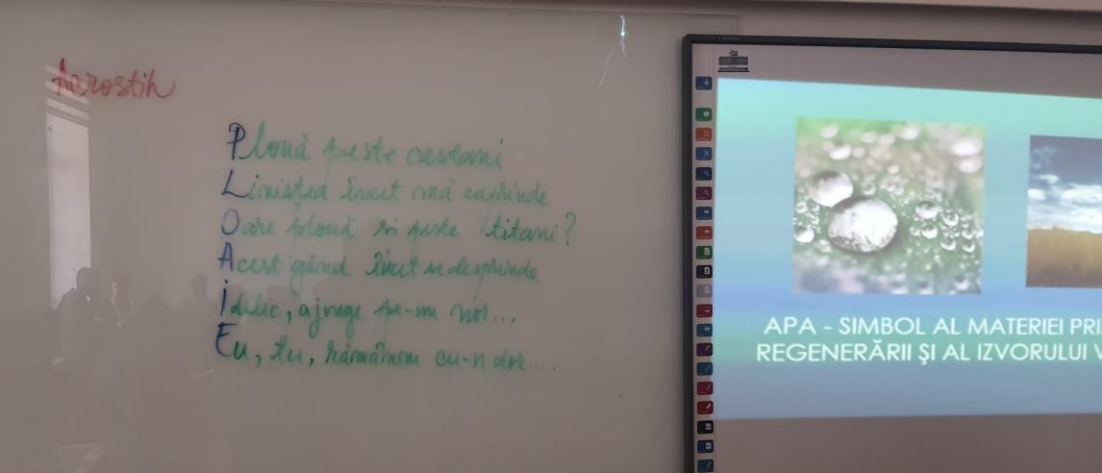
1. Irigarea prin picurare, ar crește eficiența utilizării apei
2. Colectarea apei de ploaie pentru udarea plantelor

IX G





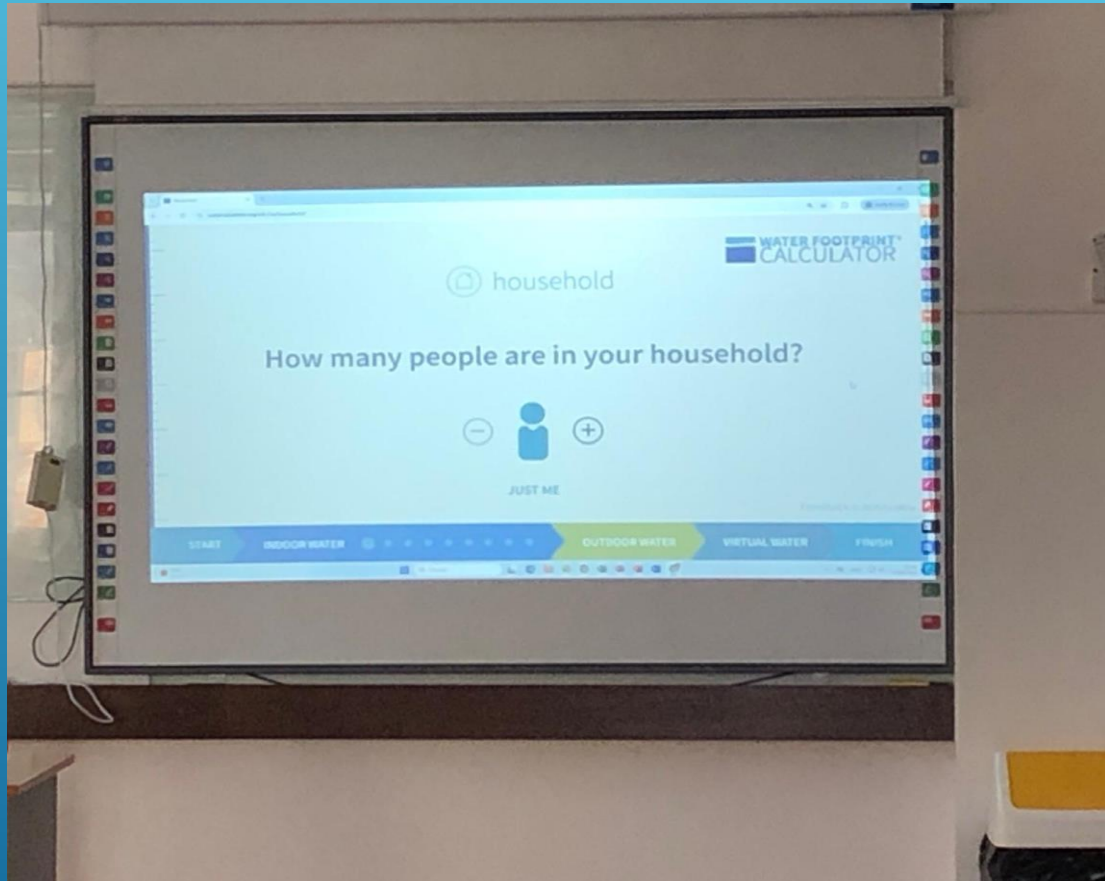
IX E

[illegible]

X H



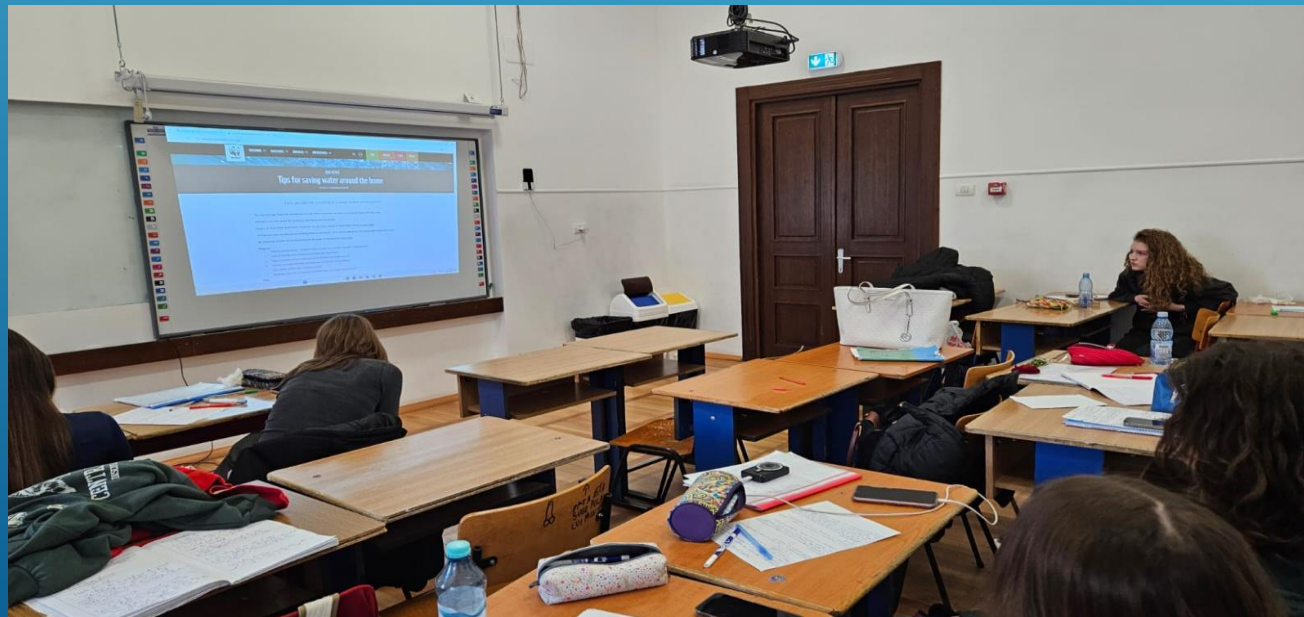
X A



X G



X B



IX B









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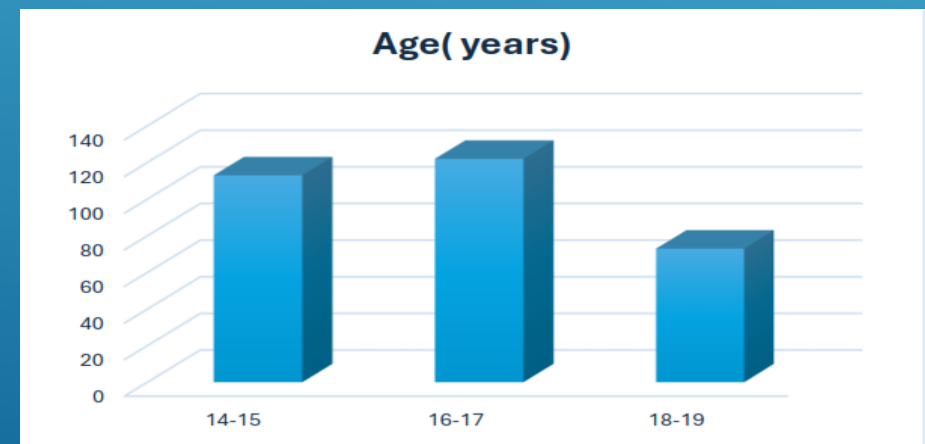
Report

Student Feedback on Climate Change and Sustainable Use of Water Training

Introduction

The ongoing challenges posed by climate change and the need for the sustainable use of water resources have made it imperative for educational programs to focus on raising awareness and building competence in these areas. Based on student feedback, gathered through a detailed questionnaire, this report assesses the effectiveness of training activities aimed at equipping students with the knowledge and skills to address climate change and use water sustainably.

There were collected responses from over 300 students aged between 15 and 19 years, as follows:





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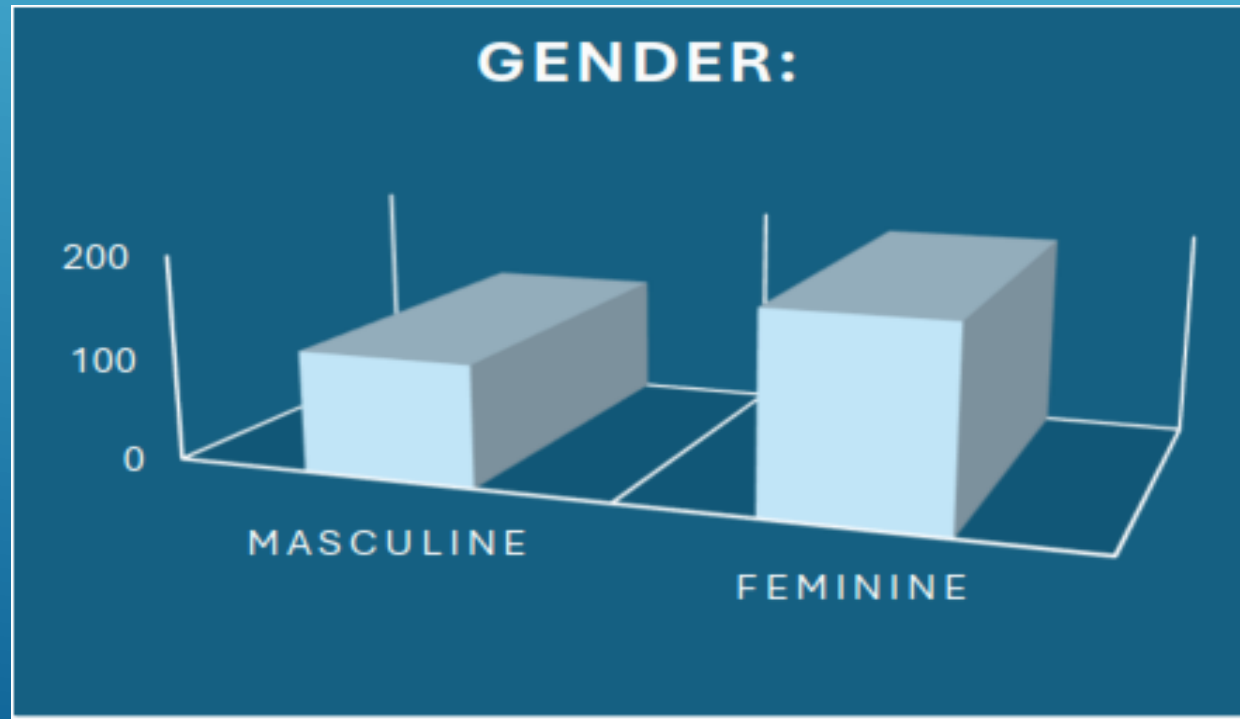


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There were more responses from female people:





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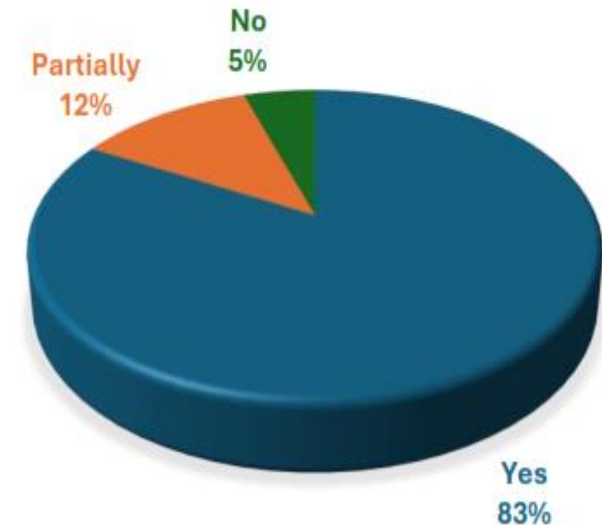


Sufficiency of Time Allotted to Activities

One of the key aspects of the training program evaluated by students was the time allotted to each activity. Overall, students expressed positive feedback, indicating that the **time provided for the activities was sufficient.**

This suggests that the structure and pacing of the training allowed students to absorb information without feeling rushed. However, it also highlights the importance of balancing content delivery with time constraints to ensure a comprehensive understanding of the material.

THE TIME ALLOCATED TO THE
ACTIVITIES





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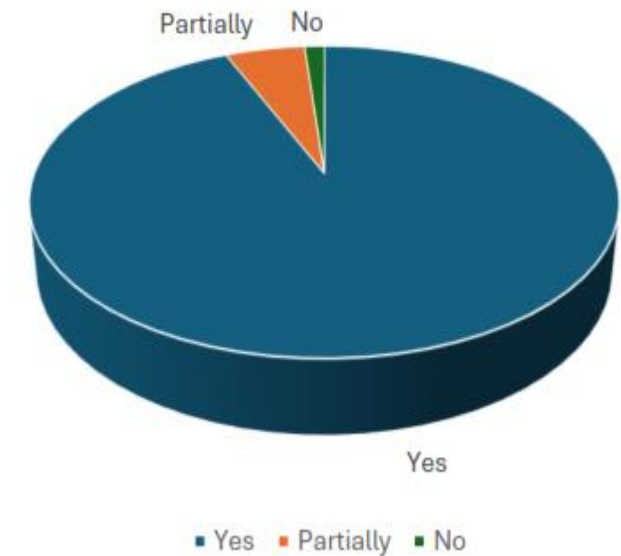


Informative Content of Activities

Students evaluated whether the activities were informative and relevant in terms of content. Feedback indicated that the majority of participants found the **activities to be highly informative**.

This suggests that the training effectively conveyed important concepts related to climate change adaptation and sustainable water use. The materials were well-structured, delivering crucial insights into issues like water conservation, climate mitigation strategies, and the importance of adapting to environmental changes.

Informative Content of Activities





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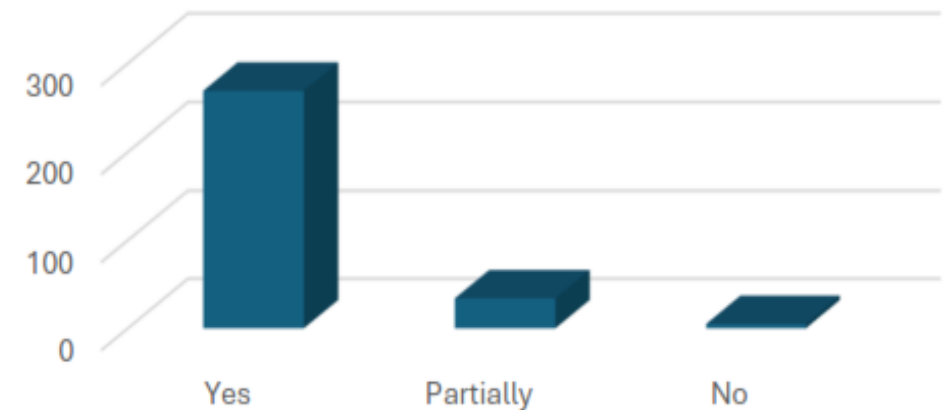


Relevance of Recommended Materials

Another important element of the training program was the suitability of the recommended materials for the activities. Students generally responded positively, agreeing that the **materials met their needs**.

This reflects that the learning resources provided, such as articles, videos, and handouts created during the project, were relevant, well-chosen, and aligned with the course objectives. These materials likely helped solidify concepts learned during the sessions and supported independent study or group discussions. A large variety of resources and methods - digital, interactive, and written, helped the students to maintain their engagement and develop different learning styles.

Relevance of Recommended Materials





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Adequacy of Content and Scope

When asked about the overall adequacy of the content and scope of the training activities, the majority of students agreed that they were **satisfied with the coverage**.

This suggests that the training covered an appropriate range of topics, addressing key aspects of climate change and sustainable water use. The scope likely included both global and local perspectives, helping students understand how climate change impacts water resources in different contexts, including water policies and innovations in water management technologies.

Adequacy of Content and Scope



■ Yes ■ Partially ■ No



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Group Dynamics During Activities

An important component of the training program was the group dynamics during activities.

Many students found the **group interactions to be positive**, indicating that collaborative tasks and discussions were well-facilitated. Effective group dynamics contribute to deeper learning by allowing students to share perspectives, discuss solutions, and collaborate on projects related to climate change and water sustainability.

GROUP DYNAMICS DURING ACTIVITIES





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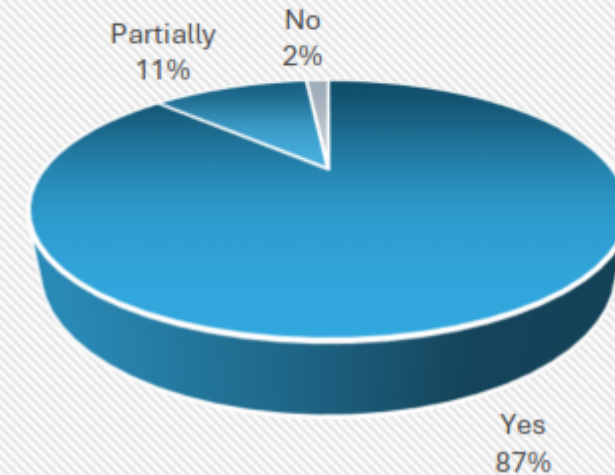
Increased Competence in Sustainable Water Use

Finally, the questionnaire assessed whether the activities increased students' competence in the **sustainable use of water**.

The feedback was overwhelmingly positive, with most students indicating that they felt more competent after completing the training. This suggests that the project's activities successfully provided practical skills and knowledge related to water conservation, efficient water usage, and the broader challenges of managing water resources in a changing climate.

Students are likely better equipped to apply these skills in real-world scenarios, whether in academic projects, community initiatives, or personal behavior changes related to water use.

Increased Competence in Sustainable Water Use



- Yes
- Partially
- No



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Conclusion

Overall, the student feedback gathered from the questionnaire indicates that the training program on climate change and sustainable water use was well-received. The time allotted, the content, and the recommended materials were generally seen as sufficient, informative, and relevant. Group dynamics played a crucial role in fostering collaboration and active learning, while the activities increased students' competence in addressing climate change and using water resources sustainably.

Looking ahead, the training program could benefit from expanding the scope of its content to cover emerging trends and innovations in water management. Additionally, continuing to emphasize diverse, interactive learning materials and group participation will help maintain student engagement and enhance the learning experience.

By building on these strengths, the project empowered students to address the challenges posed by climate change and contribute to a more sustainable future.



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Final conclusions on both reports

Both reports highlight the importance of educational training on climate change adaptation and the sustainable use of water, as well as the positive impact such training has on participants and students. Feedback from both teachers and students reveals that the training programs were generally well-received, providing valuable knowledge and practical skills.

From the perspective of the teachers, the training significantly improved their understanding of climate change and sustainable water use, equipping them to transfer this knowledge to their students through curriculum integration, projects, and additional activities. Their overall satisfaction with the program, coupled with an enhanced ability to teach these critical topics, indicates the training's success in achieving its goals.



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Final conclusions on both reports

Similarly, student feedback shows that the training activities were effective in terms of content, time allocation, and group dynamics. Students reported an increase in their competence in sustainable water use, demonstrating the program's ability to build both theoretical knowledge and practical skills. The materials and scope of the activities were deemed adequate, ensuring that the students could fully engage with the topics and apply the learning in real-world contexts.

Practical teaching activities have succeeded to create a dynamic and engaging learning experience for students, while reinforcing key concepts about climate change adaptation and sustainable water use. We can notice the impact of this project through changes in teaching activities, including curriculum updates, new hands-on projects, student-led initiatives, collaboration among teachers, and the incorporation of advanced teaching tools. Most important, the impact can be seen in how teachers promote in their lessons environmental awareness, encourage critical thinking, and empower students to take action on climate-related issues.



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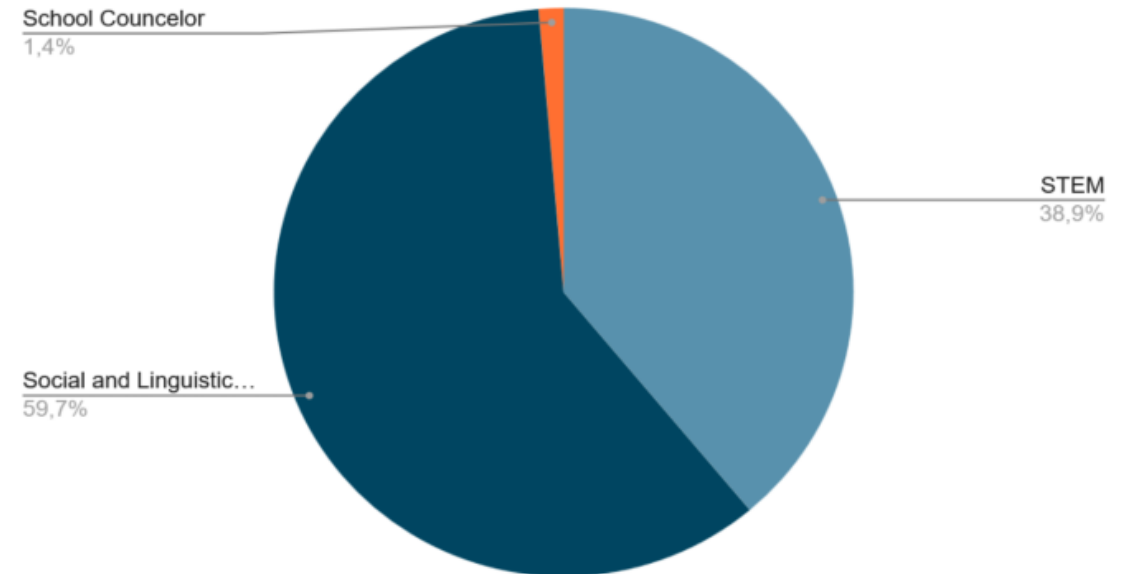
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Final conclusions on both reports

Distribution of teachers by subject profile There were 72 teachers, of which 43 humanities teachers, 28 realistic teachers and 1 school counselor. Distribution of teachers who disseminated information in 2 schools where they teach. There were 13 humanistic teachers who teach in 2 schools and 5 realistic teachers of the disciplines

Distribution of teachers by domain of expertise





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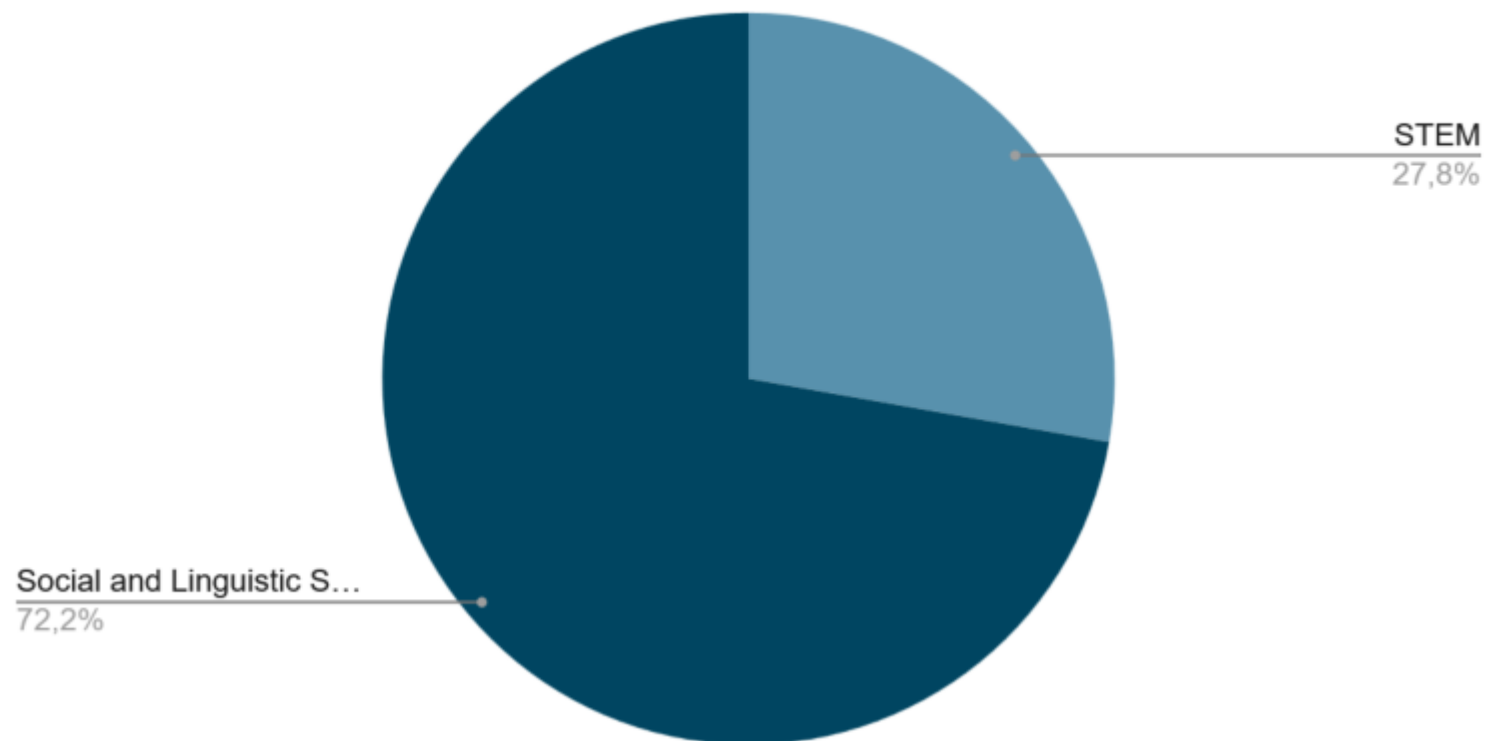
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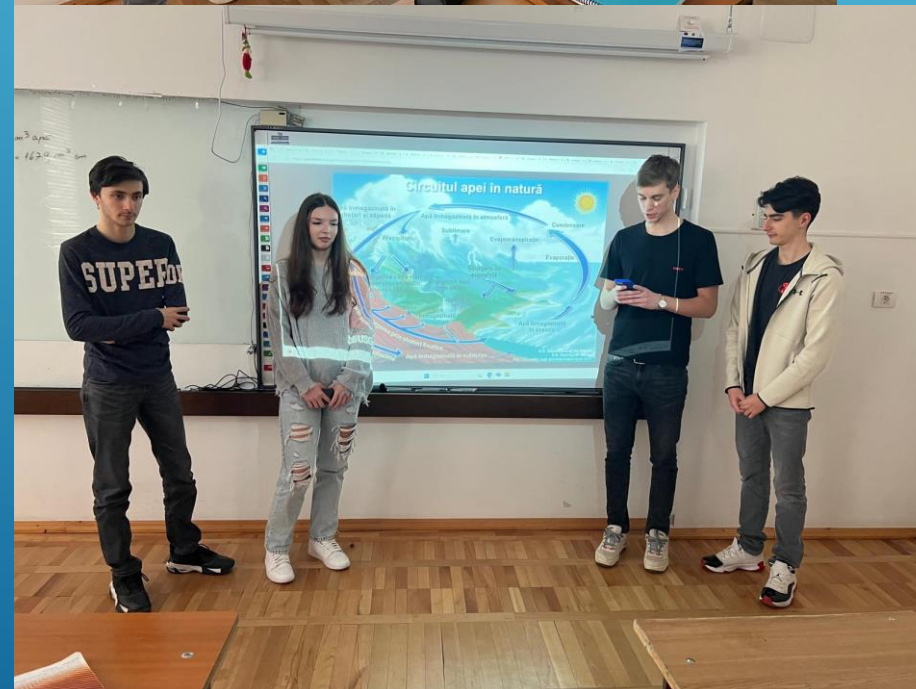
Final conclusions on both reports

Distribution of teachers who disseminated information in 2 schools





XI E

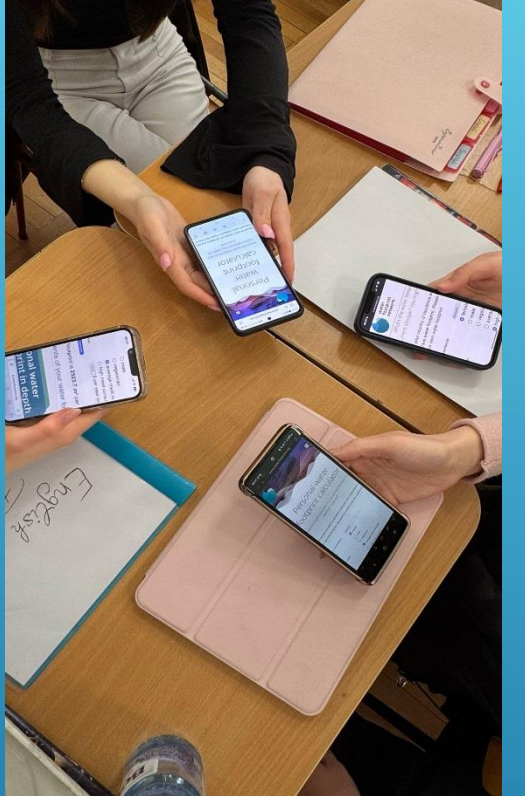




XI C

XII E





XII A

