

STUDENTS QUESTIONNAIRE ANALYSIS REPORT

Erasmus+ Project eARTh – Environmental Awareness and Respect Through Heritage

1. Introduction

This report analyzes the responses collected through a questionnaire administered to students participating in the Erasmus+ eARTh project, held in Milan in March 2026.

The objective of the analysis is to evaluate:

- the level of environmental awareness among students
 - sustainable practices adopted in schools
 - the impact of the Erasmus experience
 - proposals for future improvement
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2. Methodology

The analysis was conducted on both open-ended and closed responses, using:

- qualitative analysis (content and recurring themes)
 - comparative analysis (similarities/differences between responses)
 - selection of significant quotations
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Results

Q1. Environmental problems and solutions

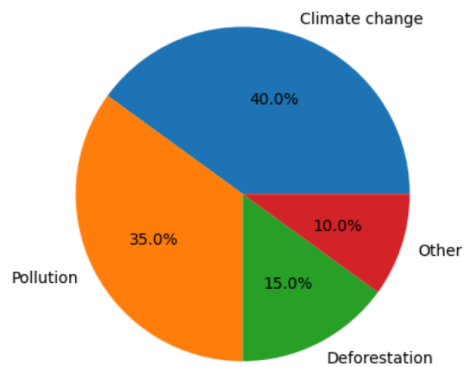
Question:

“List some of the environmental problems which affect our planet and our lives and tell us what do you think we can make to preserve nature?”

Introduction

This question investigates students’ environmental awareness and their ability to identify global issues and propose solutions.

Q1 - Environmental problems identified



Conclusion

Students clearly identify major environmental issues such as climate change and pollution. Proposed solutions are realistic but often general, showing good awareness but limited depth of knowledge.

Q2. Connection with nature

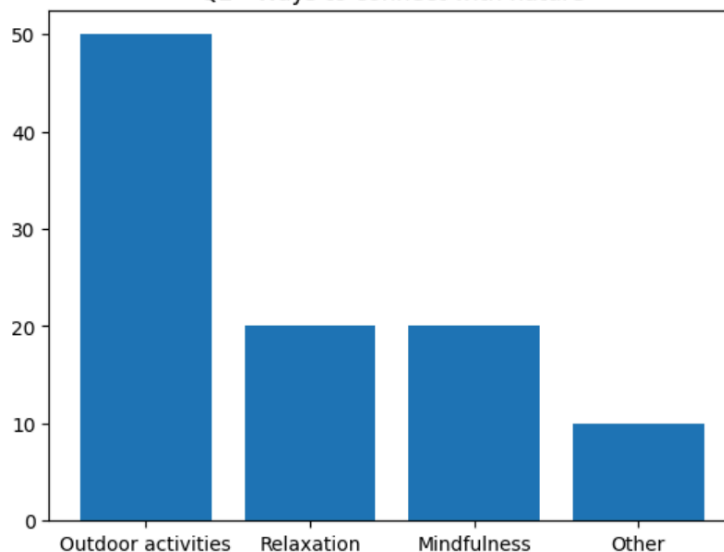
Question:

“How can humans find a connection with nature? Give some suggestions.”

Introduction

This question explores students’ personal relationship with nature.

Q2 - Ways to connect with nature



Conclusion

Nature is mainly perceived as a source of well-being and relaxation. Responses highlight simple activities like walking outdoors, with limited reference to ecological responsibility.

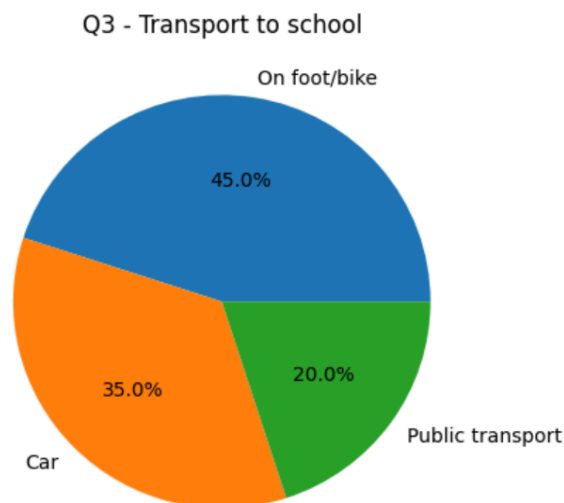
Q3. Transport to school

Question:

"How do you get to school in your country?"

Introduction

This question analyzes students' daily mobility habits.



Conclusion

Sustainable transport (walking, biking) is common, but car use remains significant. This reflects differences in infrastructure and national contexts.

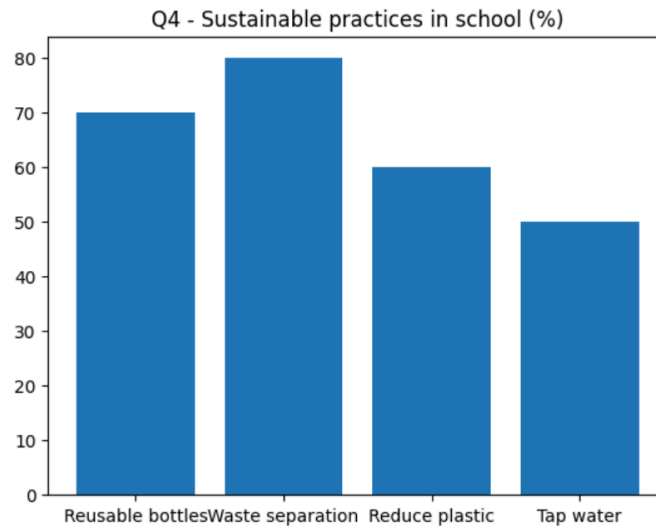
Q4. Sustainable practices at school

Question:

"What sustainable practices do you adopt in your school?"

Introduction

This question evaluates sustainability practices within schools.



Conclusion

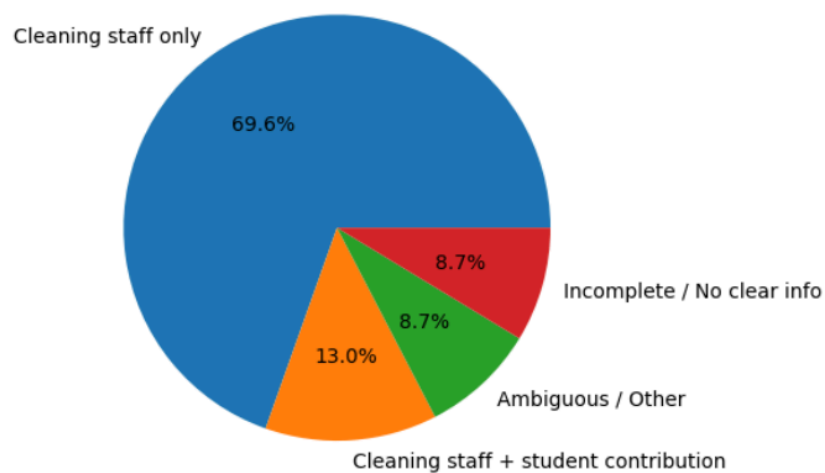
Basic sustainable practices such as recycling are widespread. However, improvements are needed in reducing plastic use and promoting tap water consumption.

Q5. School cleaning

“Do the students stay to clean the school or is there cleaning staff?”

Introduction

This question investigates how cleaning responsibilities are organized in schools, specifically whether students are involved in cleaning activities or if a dedicated cleaning staff is responsible for maintaining the school environment. It helps to understand the level of student participation in school maintenance tasks.



Conclusion

The results clearly show that in most cases schools rely on a dedicated cleaning staff rather than students. A small number of responses indicate partial student involvement in keeping classrooms tidy, but this is usually limited to minor tasks. Overall, cleaning responsibilities are predominantly managed by staff, with minimal student participation.

Q6. Cultural Heritage

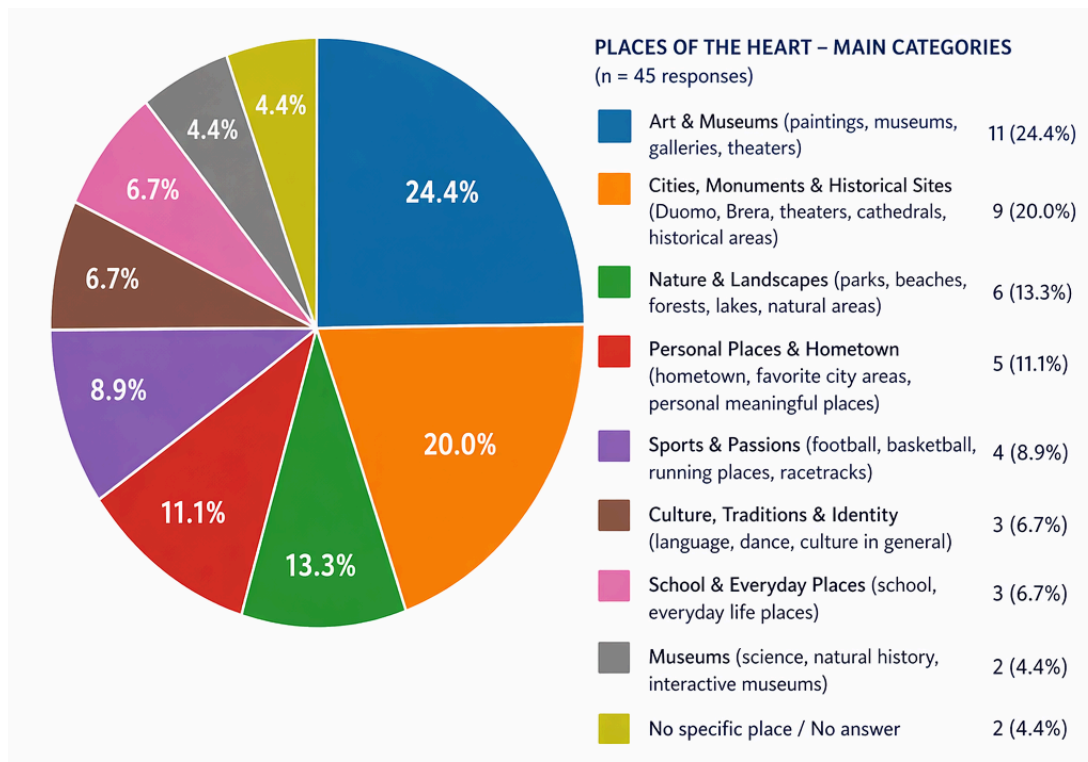
Question:

“What does Cultural Heritage represent for you? Is there a “place of your heart”, a monument or a work of art that reflects you and that tells something about you and your most personal story? Which one and why?”

Introduction

This question explores how students personally interpret cultural heritage and how they connect it to their identity, memories, and emotions. The answers show a wide variety of perspectives, including art, cities, nature, sports, traditions, and personal meaningful places. Some students also expressed that they do not identify with a specific place.

A total of 45 responses were analyzed and grouped into main categories.



Conclusion

The results show that cultural heritage is mainly associated with art and museums, followed by cities, monuments, and historical sites, highlighting the importance of cultural and historical identity. However, many students also relate heritage to personal spaces, nature, and everyday life experiences, showing that cultural heritage is not only about famous monuments but also about individual memories and emotions. Overall, cultural heritage is perceived as a combination of identity, memory, and personal connection to places and experiences.

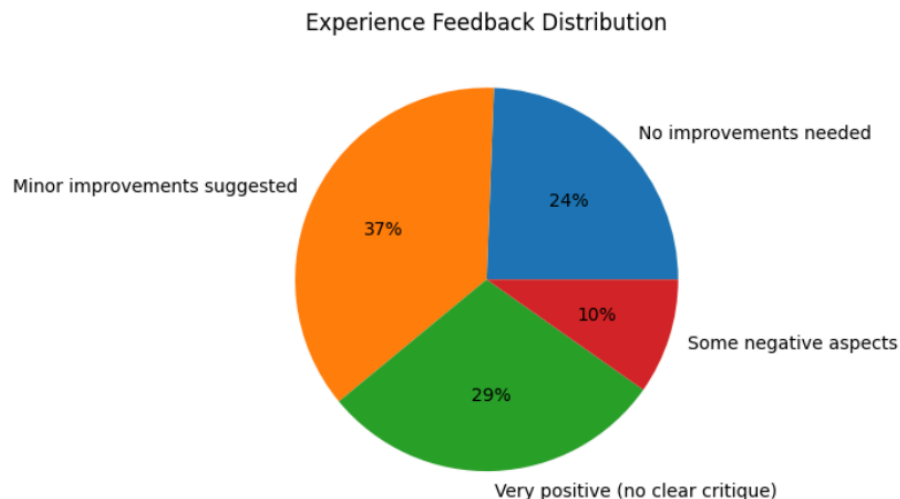
Q7. Experience with Schoolmates, Teachers, and Foreign Partners in Milan

Question:

“Write your thoughts on the experience you have had with your schoolmates, teachers and with foreign partners in Italy. Did you enjoy it? What would you recommend to improve the program in Milan?”

Introduction

The collected responses describe a very rich and multicultural experience in Milan. Most students highlight positive emotions, cultural exchange, and meaningful relationships with peers, teachers, and international partners. While the general satisfaction is extremely high, some participants also suggest small improvements related to organization, activities, and time management.



The feedback can be grouped into four main categories:

- No improvements needed
- Minor improvements suggested
- Very positive experience (no clear critique)
- Some negative aspects mentioned

Conclusion

Overall, the experience in Milan is described as highly positive and often unforgettable. The majority of students either would not change anything or only suggest minor improvements such as better scheduling, more interactive activities, or more varied excursions. The strong presence of cultural exchange and friendship clearly made this program a valuable and meaningful experience for most participants.

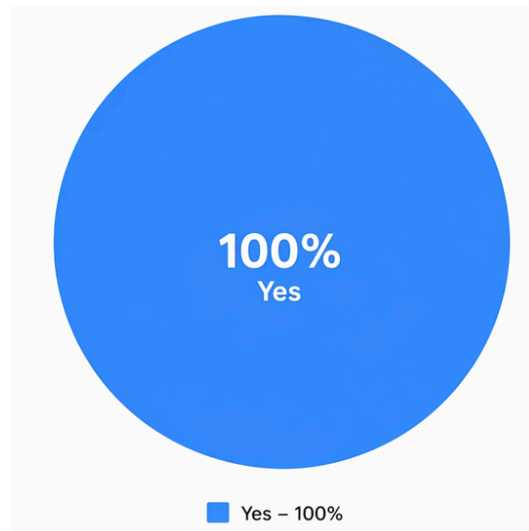
Q8. Erasmus project usefulness

Question:

“Did you find it useful and/or interesting to participate in this ERASMUS PROJECT?”

Introduction

This question evaluates the perceived usefulness of the Erasmus experience.



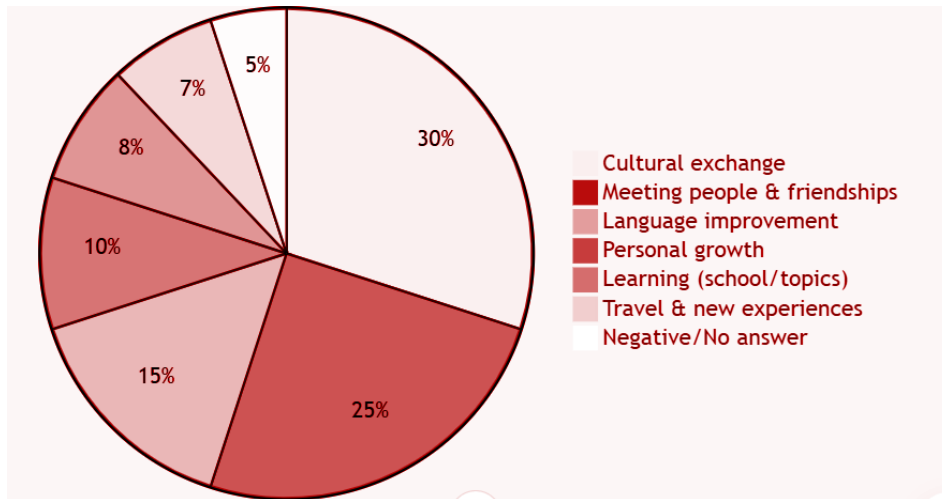
Conclusion

All students found the Erasmus project both useful and interesting. This result highlights the strong overall impact of the experience, particularly in fostering social interaction, cultural awareness, and personal growth.

Q9. Explanation of the usefulness of the Erasmus project

“If you answered yes to the previous question, would you like to better explain why?”

This question explores *why students valued their Erasmus experience*. Since responses are open-ended, they were grouped into key thematic categories to highlight the main perceived benefits. The goal is to understand the most impactful aspects of the experience from the students' perspective.



The analysis shows that Erasmus is primarily valued as a **cultural and social experience**, rather than just an academic one. Students emphasize meeting new people and discovering different cultures as the most meaningful aspects. Language improvement and personal growth also play an important role, contributing to both practical skills and self-development. Overall, the responses highlight Erasmus as a transformative experience that broadens perspectives, builds connections, and encourages openness toward diversity.

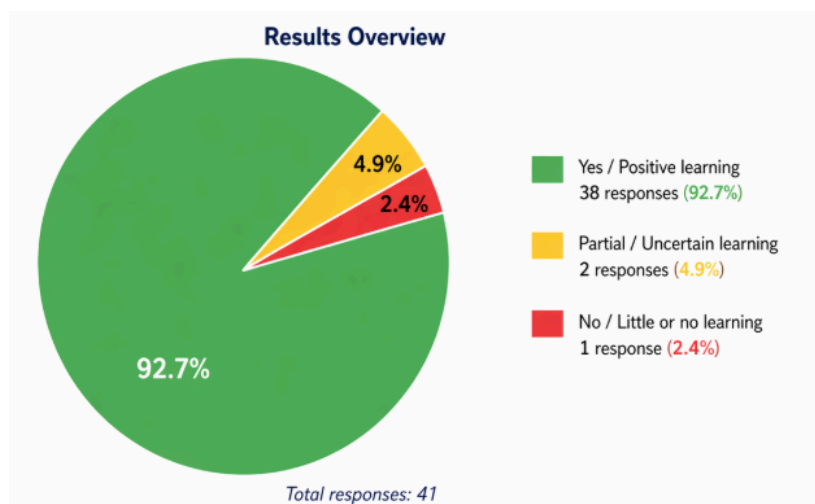
Q10. Erasmus Project Learning Outcomes

Question:

“Have you learned SOMETHING NEW from this ERASMUS PROJECT? about Environmental Awareness and Respect? About Friendship? About you?”

Introduction

The responses clearly show how participants reflected on their Erasmus experience in terms of environmental awareness, friendships, personal growth, and communication skills. Most answers indicate a strong sense of learning and positive transformation, with only a few expressing partial or minimal learning.



Conclusion

The analysis shows that the Erasmus project had a very strong educational and personal impact on almost all participants. The vast majority reported meaningful learning experiences, especially related to environmental awareness, intercultural friendships, communication, and self-development. Only a very small number of responses indicated limited or no perceived learning, confirming that the project was highly effective in achieving its educational and social goals.

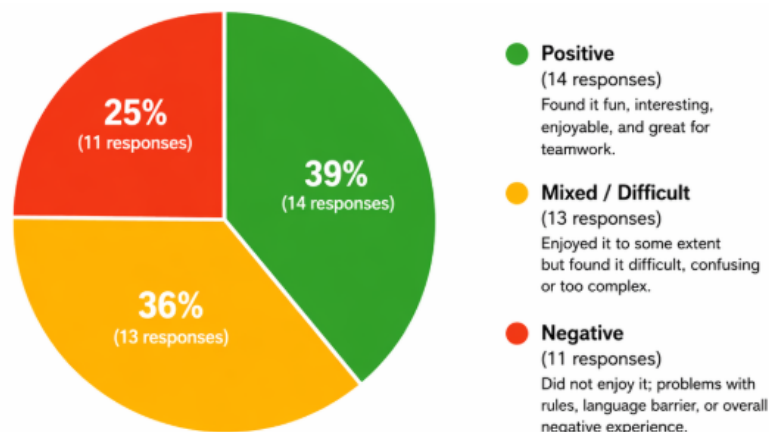
Q11. Escape Room Activity – Students’ Feedback Analysis

Question:

“What do you think about the escape room activity?”

Introduction

The responses show a wide range of opinions about the escape room activity. Many students found it fun and engaging, especially for teamwork and communication. However, a significant number also mentioned difficulties, such as complex rules, language barriers, and confusion during the activity. Overall, the feedback is a mix of positive experiences and challenges.



Conclusion

The escape room activity was generally well-received, with the largest group of students describing it as fun, interesting, and useful for teamwork. At the same time, many participants highlighted difficulties related to complexity, understanding the rules, or language issues. This suggests that while the activity is effective for engagement and collaboration, improving clarity and accessibility (especially language and instructions) could make the experience more balanced and enjoyable for everyone.

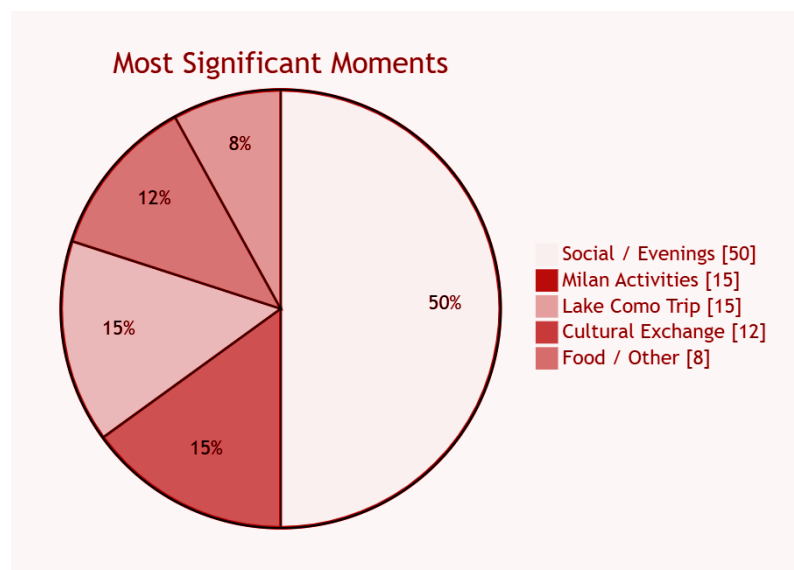
Q12. Most Significant Moments of the Trip to Italy

Question:

“Please tell us which moment of the trip to Italy was the most significant for you.”

Introduction

The responses highlight a rich variety of meaningful experiences, ranging from social bonding to cultural exploration. While each student emphasized different moments, clear patterns emerge—especially around shared activities and interpersonal connections. To better understand these trends, the answers were grouped into key themes.



Conclusion

The analysis shows that social experiences, particularly evenings spent together, were by far the most significant aspect of the trip. Activities like going out, sharing meals, and bonding with international peers created lasting memories. Structured experiences—such as the Milan treasure hunt and visits to Lake Como—also played an important role, but mainly as facilitators of connection. Overall, the trip’s strongest impact came not just from places visited, but from the relationships built and shared moments experienced.

FINAL CONCLUSION

Overall, the Erasmus+ project had a strongly positive impact on students, both on a personal and social level. The experience is perceived as meaningful, formative, and memorable, with benefits that go beyond formal classroom learning and extend into intercultural understanding and personal development.

From an environmental point of view, students show a good basic awareness of key global issues such as climate change, pollution, and sustainability. However, their reflections are often quite general, suggesting that the project successfully raised awareness but that a deeper and more structured understanding of environmental topics could still be

strengthened. Sustainable behaviours are present in schools, but they are not yet fully consistent or systematically developed. Some positive practices are already well established, such as:

- recycling activities in school contexts
- partial use of sustainable transport (walking or cycling)
- general attention to environmental issues in daily life

However, there is still room for improvement, especially in:

- reducing plastic consumption
- promoting more eco-friendly habits in school routines
- increasing students' active participation in sustainability actions

A key finding is that the most significant impact of the Erasmus experience is social and intercultural. Students highlight that the most meaningful aspects of the project are:

- friendships created during the mobility
- shared moments with international peers
- cultural exchange and interaction

These elements are considered more impactful and memorable than formal learning activities.

The project also has a strong influence on personal growth. Students report clear improvements in several areas, including:

- communication skills in an international context
- self-confidence and independence
- openness towards diversity and different cultures
- adaptability in new and unfamiliar situations

For many participants, the experience is perceived as truly transformative, contributing to the development of a more European and open-minded identity.

Nevertheless, some critical aspects have been identified. In particular, participants mention:

- organizational difficulties in certain activities
- occasional lack of clarity in instructions
- language barriers during more complex tasks (e.g., escape room activity)

These issues suggest that future editions of the project could benefit from: improved planning and time management, clearer communication in English, better scaffolding and guidance during group activities.

In conclusion, the Erasmus+ eARTh project is highly effective in achieving its main educational and social objectives. Its greatest strength lies in fostering intercultural dialogue, cooperation, and personal development. Above all, the project's most valuable outcome is the creation of meaningful human relationships and shared experiences, which leave a lasting impact on students beyond the mobility itself.