

Review of professors' evaluation of the ML-FREE project, and the possibility of integration into the further school activities.

Professors that had participated in ML-Free project gave a review on project conduction and possibilities on future integration into school activities. Professors gave grades from 1 – 5 on some of statements, and in their opinion overall conducted project activities, importance of this topics, and their interest in including these types of activities in their work were graded with 4,5. Overall grade of 4,75 was given for usefulness of these kind of activities in formal education.

Experience of participants in this project:

This project has been highly beneficial for students, teachers, and the local community, fostering the development of key competencies, ICT skills, and environmental awareness. Students actively participated in workshops, improving communication, language, and collaborative skills while gaining knowledge about marine waste and organizing volunteer actions like beach clean-ups. Teachers experienced professional growth through educational workshops, field classes, and cross-border collaboration with NGOs and schools, enhancing their organizational and pedagogical skills.

The project also served as a model for integrating educational and environmental initiatives, showcased through a final presentation and a well-maintained website. Despite challenges, the project successfully connected communities across the Adriatic and inspired long-term engagement, as it will be incorporated into school curricula in Croatia and Italy. This experience highlighted the value of European projects, motivating further education and action to combat marine pollution.

The activities that were most useful by professors' opinions:

- Study trips
- Field workshop
- Beach cleanup
- Creating a communication campaign
- Teachers' workshop on integration of educational program into curriculum

In their opinion, something that could be done differently:

The project emphasized fostering students' independence, personal responsibility, and essential communication skills in entrepreneurship through activities like surveys and collaboration with work organizations, involving participants from Split and Venice. It encouraged the development of research, communication, organizational, and critical thinking abilities. Greater student involvement in organizing activities from the project's inception is recommended, with tasks divided among groups to enhance responsibility and teamwork.

Extending field trips to 10 days in a neutral location during summer could further integrate students from different schools, allowing them to collaborate effectively. Additionally, more engaging workshops for both students and teachers could enhance the project's impact. Trust in the project leaders' abilities remained high throughout.

The use of acquired knowledge and skills in the future:

Professors expressed the will to include new knowledge into school activities. Some troughs their primary subjects such as English, some in the civic educational subject. Professors hope that next year the students who participated in ML- FREE project will explain the activities they have done to next students, and they will propose the Youth Pilot Action to some classes of the primary schools. The focus is on students – to allow them to do field work as permanent methods since this experience has allowed students to grow.

One of additional advice was to include a partnership model with parents as educational participants in partnership with the school.