



Analysis of the evaluation of the pilot course conducted as part of the HEIsCITI project – HEIs as Innovative Triggers of Sustainable Development in European Cities in the Post-Covid-19 Era

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Aim of the study

The aim of this survey was to ascertain participants' views on the sessions held and their impact on awareness and participatory skills. The study aimed to identify key trends, preferences and areas requiring further development in the context of education on public participation and the promotion of integrated social development. The results of the study are intended to serve as a basis for assessing the effectiveness of educational activities undertaken and for designing future training initiatives and cooperation with various stakeholder groups.

Scope of the study

The survey covered a group of ten respondents representing various stakeholder groups, including representatives of local authorities and other key participants in participatory processes. The questionnaire consisted of eight closed-ended questions and one open-ended question. The subject of this analysis is a subset of questions comprising both single-choice questions and those allowing for multiple-choice answers. These questions concerned aspects such as the effectiveness of the sessions, the development of participatory skills, and the potential for respondents' involvement in future initiatives.

Research methodology

The survey was conducted using paper questionnaires distributed to participants during the workshop sessions. This method enabled direct contact with respondents and the collection of responses in real time, which further enhanced the participants' engagement. The questionnaire design included closed-ended questions, in which the answers were coded using letters (e.g. a, b, c, d). Each answer was marked with an 'x' in the relevant column, which facilitated data analysis.

A quantitative approach was used in the analysis of the results, taking into account the distribution of responses for each question and comparing results across different groups of respondents. The data obtained enabled the creation of charts illustrating the distribution of responses, facilitating an easy understanding of the main trends and conclusions from the study.

Thanks to the use of this methodology, reliable data was obtained, providing a solid basis for further analysis and the formulation of recommendations regarding the future direction of education in the field of public participation. Characteristics of respondents



Question 1: Group represented

Distribution of responses

The first question in the survey concerned the respondents' affiliation with specific stakeholder groups. Respondents could choose from two options:

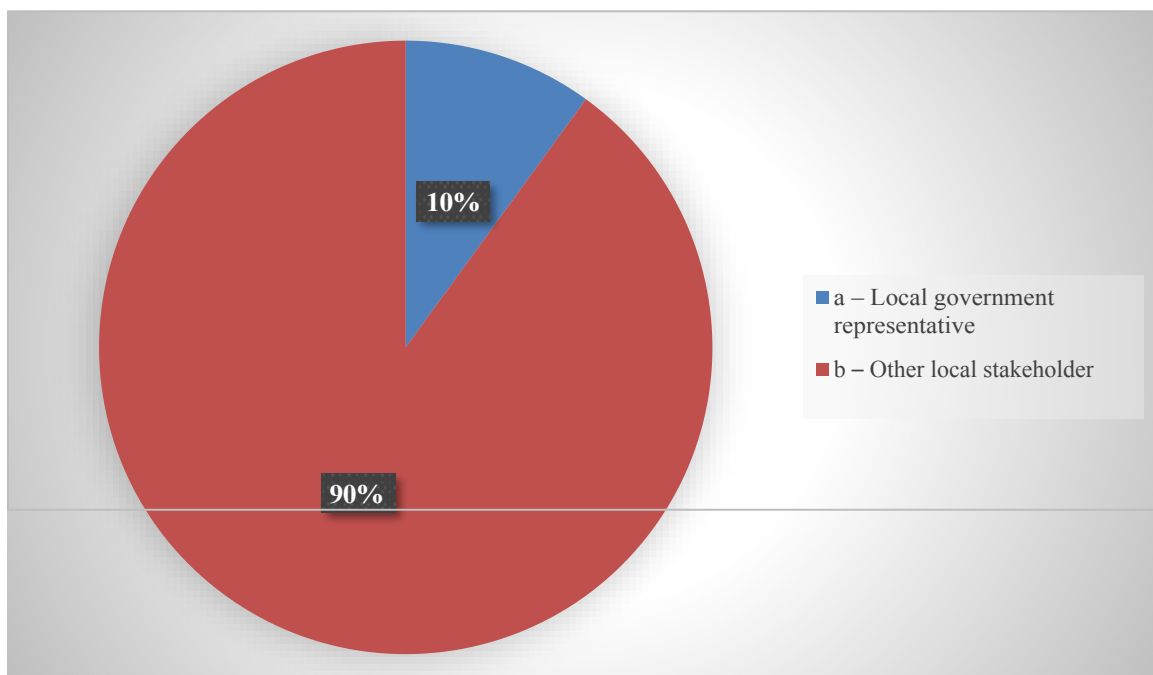
- a:** Representative of a local authority,
- b:** Other local stakeholder.

The results are as follows:

- a:** Local government representative – 1 response,
- b:** Other local stakeholder – 9 responses.

Interpretation of the results

A significant majority of respondents (90%) were other local stakeholders, which indicates broad representation of diverse groups outside the local government administration. This may reflect a high level of interest in participatory education amongst other local actors, such as community organisations or residents. In contrast, the single response indicating a representative of the local council suggests that this group was less well represented in the survey.





Question 2: Did the classes you observed help to raise students' awareness in line with the aim of the classes?

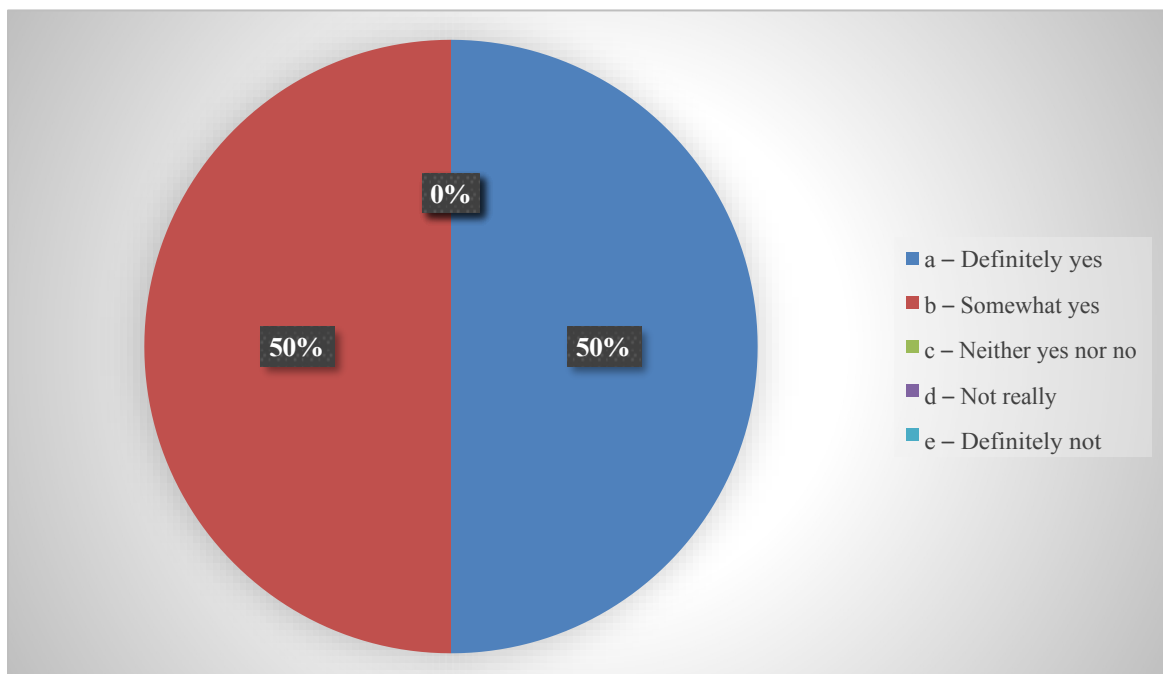
Distribution of responses

Respondents were given a choice of five answer options. The results are as follows:

- a:** Definitely yes – 5 responses,
- b:** Somewhat yes – 5 responses,
- c:** Neither yes nor no – 0 responses,
- d:** Somewhat no – 0 responses,
- e:** Definitely not – 0 responses.

Interpretation of the results

The results indicate that all respondents rated the impact of the classes on raising students' awareness positively. The evenly split opinions between the 'definitely yes' and 'rather yes' responses suggest that participants recognise the effectiveness of the classes, with half of them rating them as exceptionally effective. The absence of neutral or negative responses further emphasises the unequivocally positive reception of the classes.





Question 3: Did the classes you observed encourage students to increase their involvement in participatory processes relating to inclusive and sustainable urban development?

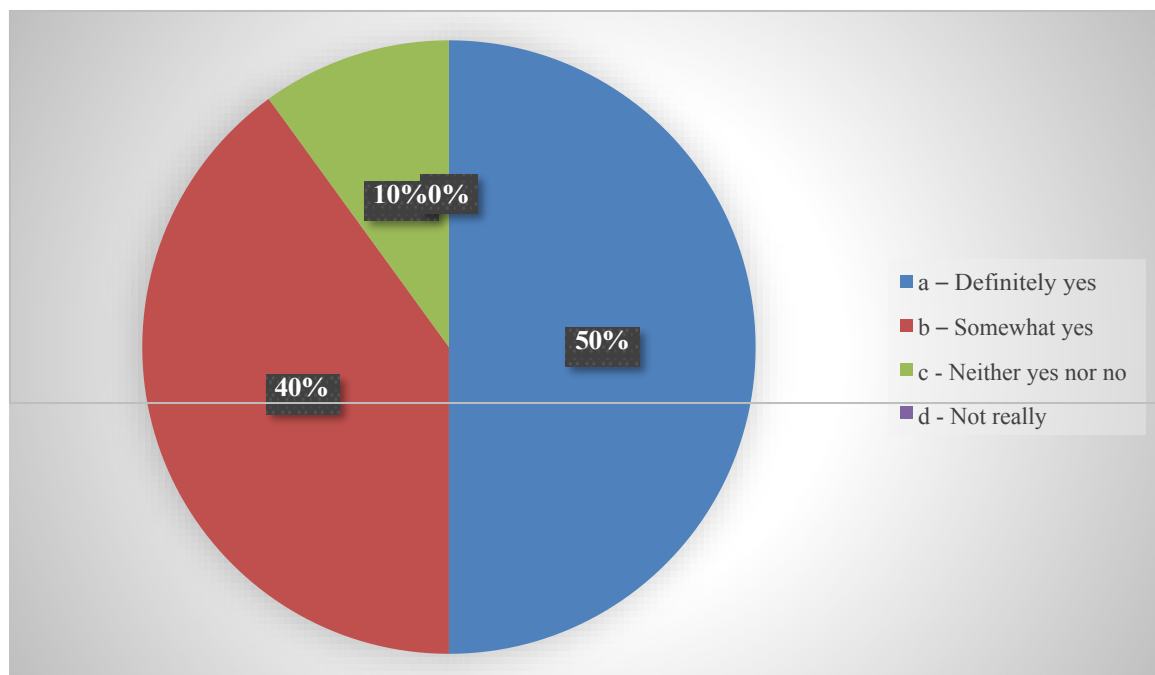
Distribution of responses

Respondents were given a choice of five response options. The results are as follows:

- a: Definitely yes** – 5 responses,
- b: Somewhat yes** – 4 responses,
- c: Neither yes nor no** – 1 response,
- d: Somewhat no** – 0 responses,
- e: Definitely not** – 0 responses.

Interpretation of the results

The majority of respondents (90% in total) rated the impact of the classes on encouraging students to take part in participatory processes positively. Of these, 50% indicated that the classes had definitely achieved this aim, whilst 40% rated them as 'somewhat effective'. Only 10 per cent of respondents expressed a neutral opinion ('neither yes nor no'), whilst there were no negative responses ('rather not' and 'definitely not'). This indicates an overall positive assessment of the classes and their effectiveness in promoting engagement in participatory processes.





Question 4: Did the classes you observed teach students how to use specific tools for participation, e.g. public consultations, public debates, etc.?

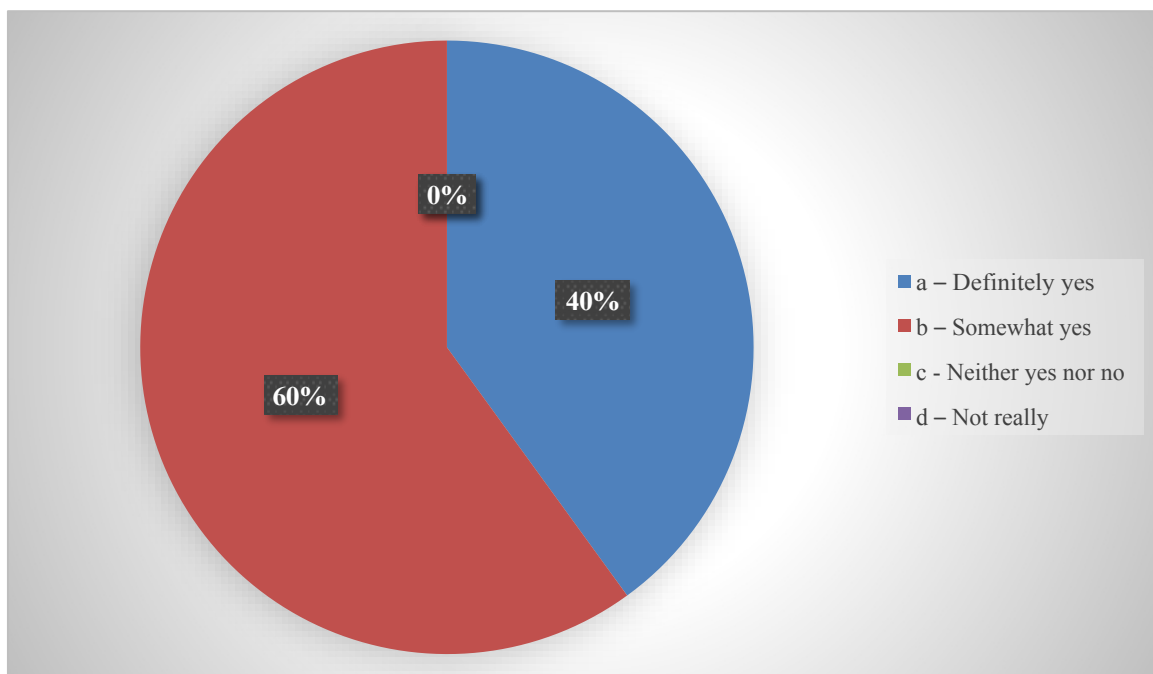
Breakdown of responses

Respondents were given a choice of five answer options. The results are as follows:

- a: Definitely yes** – 4 responses,
- b: Somewhat yes** – 6 responses,
- c: Neither yes nor no** – 0 responses,
- d: Somewhat no** – 0 responses,
- e: Definitely not** – 0 responses.

Interpretation of the results

The results show that all respondents rated the sessions on teaching specific participatory tools positively. Of these, 40 per cent stated that the sessions definitely met this objective, whilst 60 per cent indicated 'rather yes'. The absence of neutral or negative responses indicates the high effectiveness of the sessions in this area.





Question 5: Should the classes observed also be promoted in other schools and universities as a model approach to education in the field of public participation and the development of civil society?

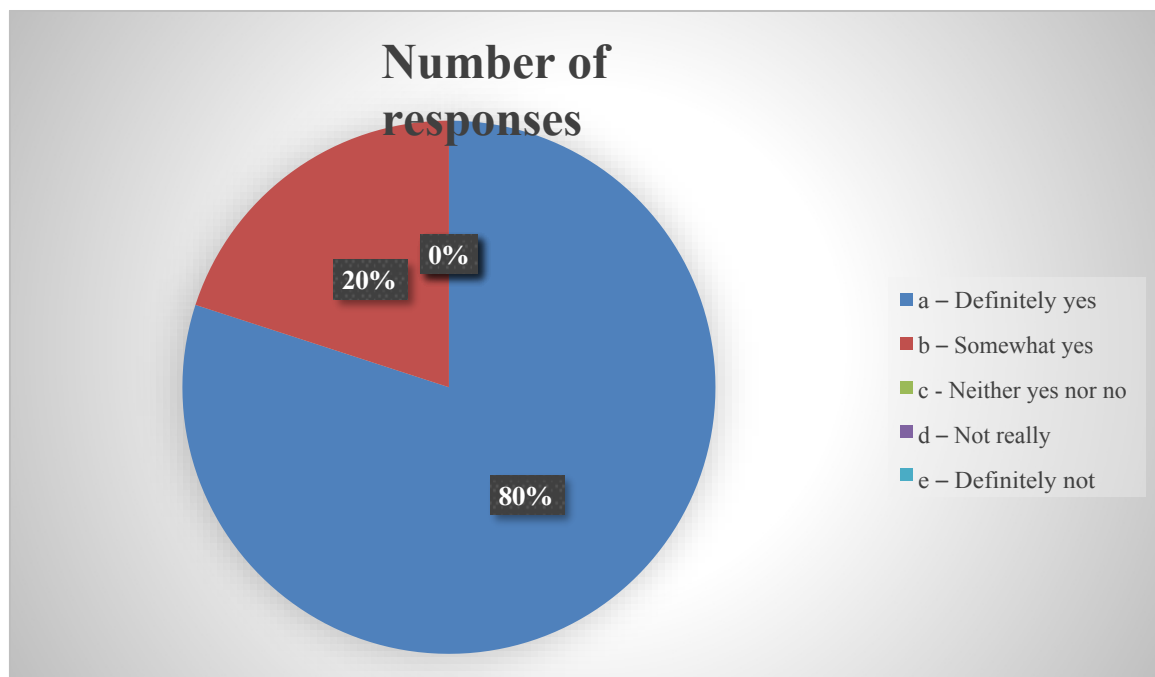
Breakdown of responses

Respondents were given a choice of five answer options. The results are as follows:

- a: Definitely yes** – 8 responses,
- b: Somewhat yes** – 2 responses,
- c: Neither yes nor no** – 0 responses,
- d: Somewhat no** – 0 responses,
- e: Definitely not** – 0 responses.

Interpretation of the results

The results indicate that the vast majority of respondents (80%) rated the lessons as suitable for dissemination in other schools and higher education institutions. The response 'definitely yes' was given by 80 per cent of respondents, suggesting strong support for the proposed educational approach. Furthermore, 20 per cent of respondents indicated that the lessons 'rather yes' should be rolled out, which also points to a positive reception of this initiative. The absence of neutral or negative responses indicates an unequivocally positive assessment.





Question 6: In which areas should pupils' and students' participatory skills be developed and utilised in order to build a civil society?

Distribution of responses

Respondents were able to select several options. The results are as follows:

- a: Public consultation on strategic documents** – 4 responses
- b: Planning and implementing regeneration programmes** – 2 responses
- c: Preparing new public projects** – 5 responses
- d: Preparing new social projects** – 7 responses
- e: Preparing new business projects** – 3 responses
- f: Meetings of town councils, parish councils, district councils and village councils** – 3 replies
- g: Local government committee meetings** – 1 response
- h: Youth town councils / youth parish councils** – 7 responses
- i: Ongoing assessment of local government authorities** – 0 responses
- j: Election campaigns** – 0 responses
- k: Participatory budgeting** – 6 responses
- l: Measures to promote equal opportunities, e.g. universal design** – 7 responses
- m: Measures to implement the Sustainable Development Goals (SDGs), e.g. community campaigns raising awareness of climate change** – 3 responses
- n: Measures relating to the regeneration of neglected urban areas** – 7 responses
- o: Initiatives relating to social life in the post-COVID era** – 4 responses
- p: Other** – 0 responses

Interpretation of the results

The results indicate that respondents recognise many areas in which pupils' and students' participatory skills can be developed, with an emphasis on community projects and sustainable development.

The responses receiving the most votes were: **d: Developing new social projects**, **h: Youth city councils / youth local authority councils**, **l: Activities to promote equal opportunities**, **n: Activities related to the regeneration of neglected urban areas** – 7 responses each, suggesting their high importance in participatory processes. **k: Participatory budgeting** and **c: Development of new public projects** also received a significant number of votes, indicating interest in these forms of participation.

Other areas, such as **b: Planning and implementation of regeneration programmes**, **e: Development of new business projects**, **m: Measures to implement the SDGs**, and **o: Activities related to social life in the post-COVID era**, were also recognised, albeit to a lesser extent.



The lack of responses to **i: Ongoing evaluation of local authorities** and **j: Election campaigns** suggests that respondents considered these areas to be less important in the context of participation in building civil society.

Table of results

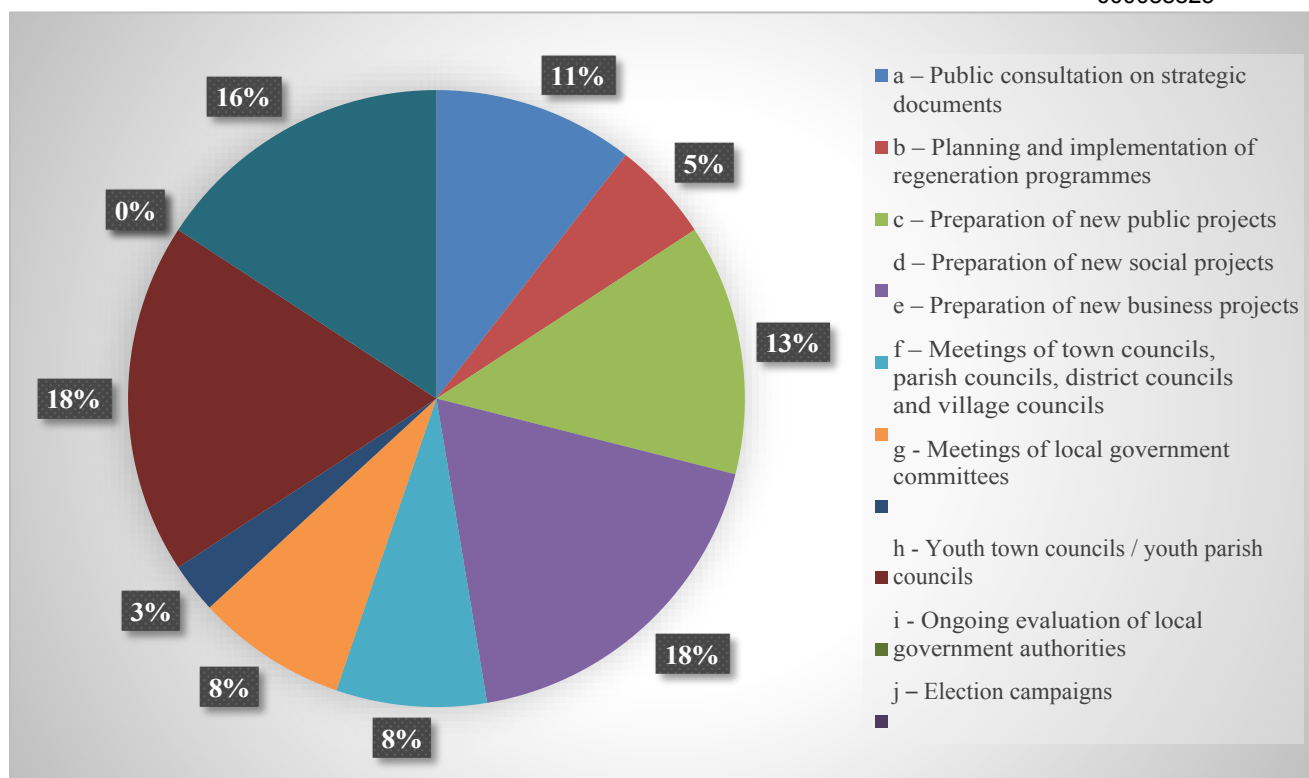
Response option	Number of responses	Percentage
a – Public consultation on strategic documents	4	24%
b – Planning and implementation of regeneration programmes	2	12%
c – Preparation of new public projects	5	29%
d – Preparation of new community projects	7	41%
e – Preparation of new business projects	3	18%
f – Meetings of town councils, parish councils, district councils and village councils	3	18%
g - Local government committee meetings	1	6%
h – Youth town councils / youth parish councils	7	41%
i - Current assessment of local authorities	0	0%
j – Election campaigns	0	0%
k - Participatory budgeting	6	35%
l – Measures to promote equal opportunities, e.g. universal design	7	41%
m – Measures aimed at implementing the Sustainable Development Goals (SDGs)	3	18%
n – Measures relating to the regeneration of neglected urban areas	7	41%
o – Activities relating to community life in the post-COVID era	4	24%
p – Other	0	0%



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Question 7: Who should be involved in similar projects designed to develop pupils' and students' participatory skills and raise their awareness of inclusive and sustainable urban development?

Distribution of responses

Respondents were able to select several options. The results are as follows:

- a: Local government** – 9 responses
- b: Schools and higher education institutions** – 9 responses
- c: Public institutions operating in the area** – 9 responses
- d: Businesses and their associations** – 5 responses
- e: Local non-governmental organisations** – 6 responses
- f: The media** – 7 responses
- g: Residents** – 5 responses
- h: Other (housing associations, designers, artists)** – 0 responses

Interpretation of the results

The results indicate that the majority of respondents (90 per cent) believe that **local authorities, schools and universities**, as well as **public institutions operating in a given area**, should be involved in projects aimed at developing pupils' and students' participatory skills. All these groups received the highest number of responses (9), suggesting that they are key to the effective development of participation in the context of sustainable urban development.

Other entities, such as **the media** (7 responses) and **local non-governmental organisations** (6 responses), were also considered important, but with slightly less support. **Entrepreneurs and their associations**, as well as **residents**, each received 5 responses, indicating a smaller but still significant level of involvement from these groups.

The lack of responses regarding **'other' groups** (housing communities, designers, artists) may suggest that these groups are not perceived as key to the development of participatory skills within the project.

Table of results

Response option	Number of responses	Percentage
a – Local authority	9	45%
b – Schools and higher education institutions	9	45%
c – Public institutions operating in the area	9	45%
d – Businesses and their associations	5	25%
e – Local non-governmental organisations	6	30%
f – Media	7	35%

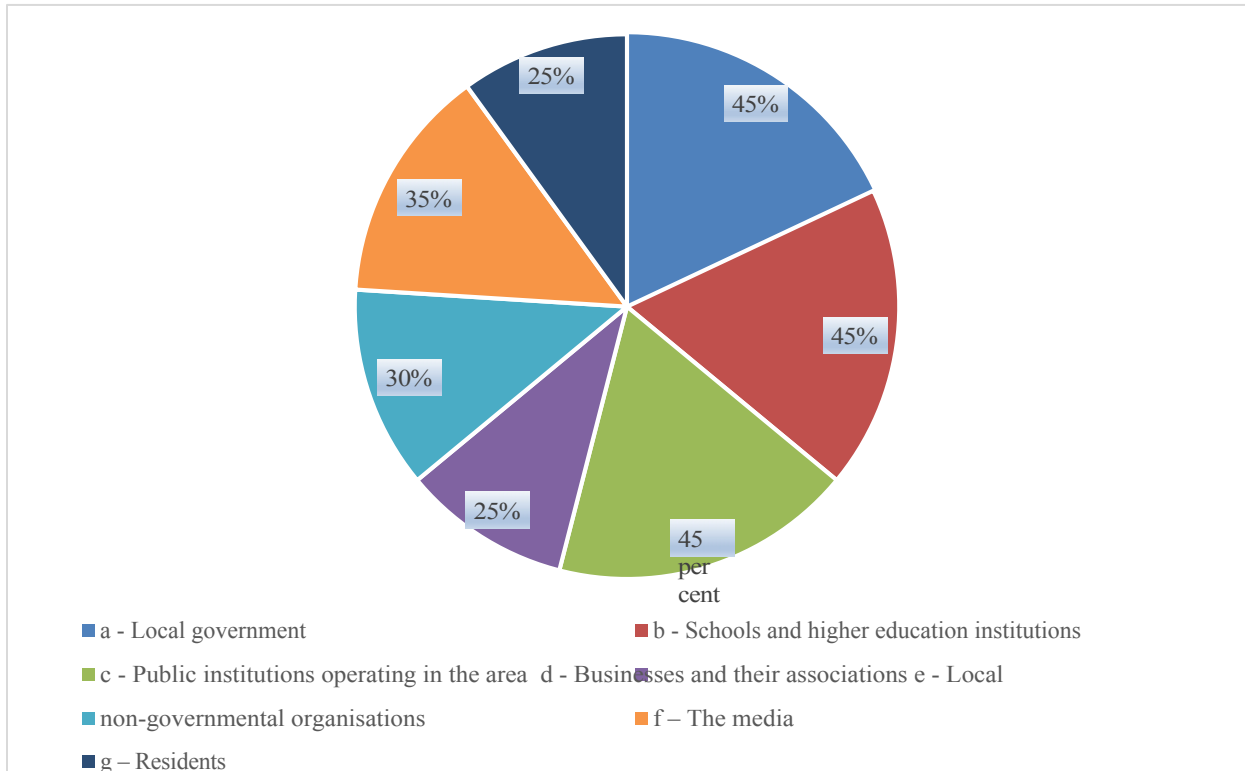


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Answer options	Number of responses	Percentage
g – Residents	5	25%





Question 8: Do you see any possibility of getting personally involved in similar projects in the future that develop students' participatory skills and raise their awareness of inclusive and sustainable urban development?

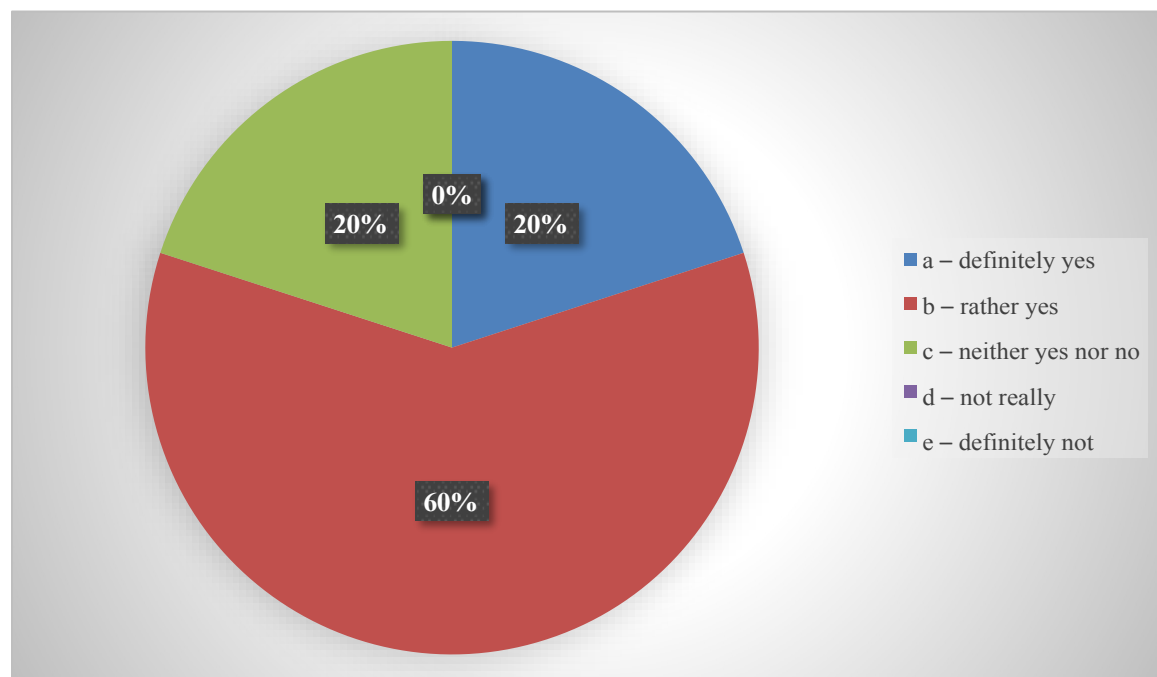
Distribution of responses

Respondents were given a choice of five response options. The results are as follows:

- a: Definitely yes** – 2 responses
- b: Somewhat yes** – 6 responses
- c: Neither yes nor no** – 2 responses
- d: Somewhat no** – 0 responses
- e: Definitely not** – 0 responses

Interpretation of the results

The results indicate that the majority of respondents (80%) see the possibility of getting personally involved in similar projects in the future. A clear majority – 60% – answered 'rather yes', which suggests a moderate level of interest in getting involved. In contrast, 20 per cent of respondents expressed strong support ('definitely yes'). Neutral responses ('neither yes nor no') accounted for 20 per cent and show that not everyone is yet certain of their willingness to get involved. The absence of negative responses ('rather no' and 'definitely not') indicates a generally positive attitude.





Summary of the report

The aim of the study was to identify participants' views on the sessions held, their impact on participatory awareness, and their competencies relating to the inclusive and sustainable development of the city. The study aimed to assess the effectiveness of the sessions and to identify areas requiring further development in the context of participatory education and the building of civil society.

Ten respondents took part in the survey, representing various stakeholder groups, including representatives of local authorities and non-governmental organisations. The respondents completed questionnaires consisting of eight closed questions and one open question, which provided valuable data on the participants' perceptions and opinions.

Summary analysis of the results

As a result of the analysis, several key observations can be identified:

1. Effectiveness of the sessions: The majority of respondents rated the sessions positively, particularly in terms of raising awareness and developing participatory skills. Almost all respondents indicated that the sessions had a positive impact on their knowledge of participation and on increasing their engagement in social and participatory processes.
2. Future involvement: There is considerable interest in becoming personally involved in similar projects in the future. 80 per cent of respondents expressed a willingness to get involved in such initiatives, which indicates a high level of interest in developing participatory skills amongst the survey participants.
3. Groups that should be involved: Respondents indicated that local authorities, schools, universities and public institutions should be involved in projects designed to develop pupils' and students' participatory skills. The media, non-governmental organisations and local residents were also identified as important participants in such projects.
4. Areas for development: Respondents identified a number of areas in which participatory competences should be developed, such as public consultations, community projects, participatory budgeting, as well as initiatives related to the regeneration of urban areas and actions promoting sustainable development.

Conclusions

Based on the results obtained, the following conclusions can be drawn:



- The sessions conducted as part of this project proved effective in raising awareness of public participation and the development of civil society. Respondents rated them positively, and the absence of negative responses attests to the high effectiveness of the educational methods.
- There is widespread interest in further involvement in participatory projects, which may form the basis for the development of similar educational initiatives in the future.
- The key groups that should be involved in such projects are, first and foremost, local authorities, schools and universities, and public institutions. It is important to ensure broad cooperation with these bodies in order to further develop participatory skills.