



Co-funded by  
the European Union



## REPORT

### INTERNATIONAL SUMMER SCHOOL:

### FOOD PRODUCTION AND ENVIRONMENTAL IMPACT ON AGRICULTURAL LAND

### SLOVAK UNIVERSITY OF AGRICULTURE IN NITRA, 2025

---

Project "EU partnership to protect agricultural land in the face of climate and environmental challenges. Caring for future generations" (ProLand)

Project KA220-HED - Cooperation partnerships in higher education Reference number: 2024-1-PL01-KA220-HED-000252809

**Dates:** September 22-26, 2025

**Venue:** The Institute of Law, Faculty of European Studies and Regional Development, Slovak University of Agriculture in Nitra, Farska street 24, 949 76 Nitra, Slovakia

**Project's assumptions:**

partners jointly determined the methods and curricula, learning outcomes, methodology, pattern of teaching materials, the scope of literature for conducting the educational module, the method of student assessment.

Didactics covered theoretical and practical aspects of land conservation and climate change in agricultural, legal, political (CAP) and economic terms.

The classes were conducted using the following methods: learning-by-doing, problem-based learning, design-based learning, collaborative problem solving.

Part of the classes had fieldwork form – visit to the Agricultural Cooperative Mojmirovce.

Classes were conducted on the basis of a multimedia presentation (theoretical and practical part), the student received recommendations for individual research in order to prepare for final credit and joint preparation of didactic (project) projects.



### **Number of students:**

- On-site: 15 (3 from PULS, 4 from UAL, 2 from RomaTre, 6 from SUA)
- Online: 4 (from Ukraine)

### **List of students:**

1. Arulanandan Ayyathurai Sivanantham (PULS)
2. Mouhamadou Rassoulou Sall (PULS)
3. Mayar Elsharnouby (PULS)
4. Maria Salvatierra Romero (UAL)
5. Sofía Reos Navarro (UAL)
6. Antonio Carrión Martínez (UAL)
7. Mohamed Said El Korchi (UAL)
8. Andrej Bajcik (SUA)
9. Michal Hrabovsky (SUA)
10. Danica Danihelova (SUA)
11. Alzbeta Piovarciova (SUA)
12. Parvej Ibne Kamal (RomaTre)
13. Francesco Spizzirri (RomaTre)
14. Sebastian Paricka (SUA)
15. Katarina Pomahacova (SUA)
16. Danylevskiy Serafym (Taras)
17. Ryzun Yana (Taras)
18. Spychak Volodymyr (Taras)
19. Tomashevskaya Anastasia (Taras)

### **List of lecturers:**

1. Lucia Palsova (SUA)
2. Daniela Hupkova (SUA)
3. Monika Jakubus (PULS)
4. Maria Jose Cazorla Gonzales (UAL)
5. Giuseppe Spoto (RomaTre)
6. Yevgen Gerasyemenko (Taras)

### **Photo relation**

- 1 mp3 movie was prepared (1:48 minutes)
- Each day photos and recordings were taken (as far as technically possible, depending on the location of the classes)



Co-funded by  
the European Union





## Detailed Evaluation Report of Students Survey

### 1. Evaluation Framework and Methodology

The evaluation of the International Summer School was designed to comprehensively assess both **learning outcomes** and **participant satisfaction**, using a structured ex-ante and ex-post approach. Data were collected through pre-programme (Monday) questionnaires and final evaluation questionnaires completed at the end of the summer school (Friday).

The evaluation tools combined:

- Self-assessment of knowledge using a 1–5 scale (from very low to very high)
- Multiple-choice knowledge checks
- Programme evaluation indicators (organization, content, teaching quality, facilities, networking)

- Open-ended qualitative feedback

This mixed-methods approach ensured both **quantitative measurement of satisfaction and learning progress** and **qualitative insight into student perceptions and experiences**.

## 2. Ex-Ante Evaluation: Initial Situation and Learning Needs

The pre-programme questionnaires clearly demonstrated that participants entered the summer school with **heterogeneous but generally moderate levels of prior knowledge**. Many students assessed their initial understanding of topics such as soil protection, land tenure systems, climate change impacts on land, and legal frameworks as limited or average.

At the same time, participants expressed:

- Strong motivation to learn
- High expectations regarding the academic quality of the programme
- Interest in international and interdisciplinary perspectives
- Willingness to actively engage in discussions and group work

This initial assessment confirmed that the summer school addressed a **real educational demand** and targeted areas where measurable learning progress could be achieved.

## 3. Ex-Post Evaluation: Student Satisfaction with the Programme

The final evaluation results demonstrate **exceptionally high levels of student satisfaction across all evaluated dimensions**, indicating that the programme not only met but frequently exceeded participant expectations.

**Overall satisfaction with the programme** was rated at the highest levels by the vast majority of participants. Students consistently expressed that the summer school was well-structured, intellectually stimulating, and professionally rewarding.

**Quality of course content and materials** received very high scores. Participants highlighted the relevance, clarity, and topicality of the lectures, as well as the effective integration of theoretical knowledge with practical examples and real-world challenges related to agricultural land and environmental sustainability.

**Effectiveness of instructors' teaching** was one of the strongest-rated aspects. Students repeatedly emphasized the expertise, clarity, and engagement of the lecturers, as well as their openness to discussion and

interaction. The teaching staff were perceived as highly competent and supportive, significantly contributing to a positive learning atmosphere.

**Organization and logistics** (including registration, scheduling, communication, and coordination) were evaluated extremely positively. Students reported that the programme was well-organized, smoothly delivered, and professionally managed, allowing them to fully focus on learning and participation.

**Facilities and venue** were also assessed very positively, contributing to a comfortable and conducive learning environment.

**Social and networking activities** received particularly high appreciation. Participants emphasized the value of interacting with peers from different countries and academic backgrounds, describing the international dimension as one of the most rewarding aspects of the programme.

Overall, satisfaction scores consistently clustered at the upper end of the evaluation scale, clearly indicating a **very high level of participant approval**.

#### **4. Learning Outcomes and Knowledge Development**

The post-programme self-assessment shows a **significant increase in participants' confidence and perceived knowledge** in all evaluated thematic areas. Topics that were initially identified as challenging—such as legal frameworks related to land use, climate change impacts on soil, and sustainability challenges—showed the strongest improvement.

The multiple-choice knowledge checks further confirm that learning gains were not only perceived but also **demonstrated through correct answers**, indicating effective knowledge transfer.

Participants frequently reported that they:

- Developed a deeper understanding of soil degradation and protection
- Better understood the links between food production, environmental impact, and policy
- Gained new perspectives through interdisciplinary and international discussions

#### **5. Comparative Analysis: Pre- and Post-Programme Results**

A comparison of pre- and post-evaluation data clearly demonstrates the **positive educational impact** of the summer school. Participants moved

from introductory or moderate levels of understanding to high levels of confidence and competence.

Importantly, the strong learning outcomes are closely linked to the **high level of satisfaction**: students who reported high satisfaction with teaching quality, organization, and interaction also reported substantial learning progress. This confirms the internal coherence and effectiveness of the programme design.

## 6. Qualitative Feedback: Evidence of Excellence

Open-ended responses strongly reinforce the quantitative findings. Students frequently described the programme as:

- “very useful”
- “highly informative”
- “well-organized”
- “an excellent international experience”

Many participants explicitly stated that the summer school exceeded their expectations. Several comments highlighted gratitude for the opportunity to participate and emphasized the programme’s impact on their academic and personal development.

Notably, suggestions for improvement were minimal and mostly related to extending the duration of discussions or adding even more interactive elements—indicating strong engagement rather than dissatisfaction.

## 7. Overall Assessment and Conclusion

The evaluation results clearly demonstrate that the International Summer School achieved **very high levels of student satisfaction and strong learning outcomes**. The programme can be characterized as:

- Academically robust
- Highly relevant to participants’ needs
- Exceptionally well-organized
- Strongly appreciated by students

The consistently high satisfaction ratings, combined with clear evidence of knowledge acquisition and positive qualitative feedback, confirm that the summer school represents a **high-quality educational activity with substantial added value** for participants and for the project as a whole.

## 8. Final Conclusion for Project Reporting



From an evaluation perspective, the summer school can be considered **highly successful**. It delivered measurable learning outcomes, achieved outstanding student satisfaction, and significantly contributed to the project's objectives related to education, capacity building, and international cooperation. The main qualitative indicators (by questionnaires) were reached: satisfaction of students after completion summer school: increase in knowledge, awareness and management skills in 75% of students.

**NOTE: All Questionnaires, photos and recordings are uploaded to ProLand Drive - Summer school Nitra- Documents**