# SURVEY REPORT

Introduction

The purpose of the survey was to summarize the outcomes of the 8th round of the GCLS program. In addition to questions about the project itself, the last four questions focused on collaboration with ADPP. The survey targeted 12 community foundation from Europe, who were the grant recipients of round 8. Respondents had a two-week period to complete the survey, and all responses were collected anonymously.

A total of 10 out of 12 grant recipients participated in the survey. The questionnaire included a mix of question types, including multiple-choice questions, single-choice questions, and open-ended questions.

Results

**1. Which Sustainable Development Goals (SDGs) did your project focus on?**
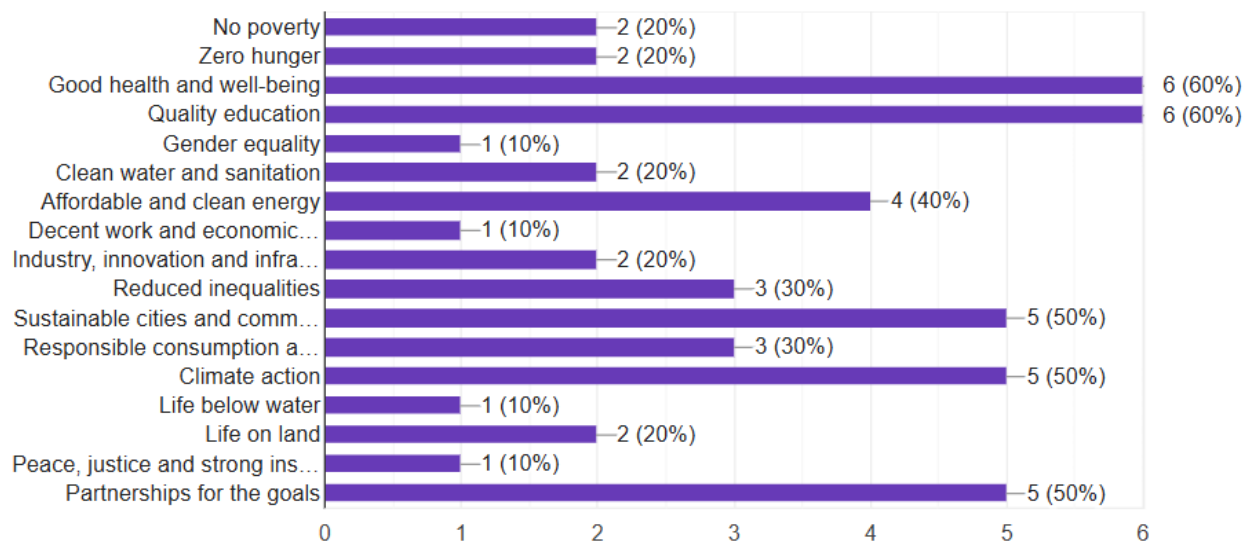
The survey results show that the projects most frequently focused on Good Health and Well-being (SDG 3, 60%) and Quality Education (SDG 4, 60%), followed by Sustainable Cities and Communities (SDG 11, 50%), Climate Action (SDG 13, 50%), and Partnerships for the Goals (SDG 17, 50%). Other goals such as Affordable and Clean Energy (SDG 7, 40%), Reduced Inequalities (SDG 10, 30%), and Responsible Consumption and Production (SDG 12, 30%) were also addressed, while several SDGs, including Gender Equality (SDG 5),

Decent Work and Economic Growth (SDG 8), Life Below Water (SDG 14), and Peace, Justice and Strong Institutions (SDG 16), were less commonly targeted (10–20%).

Overall, the responses reflect a broad engagement across multiple SDGs, with particular emphasis on health, education, sustainability, and partnerships.

2. What communication/promotion methods did you use in the project?
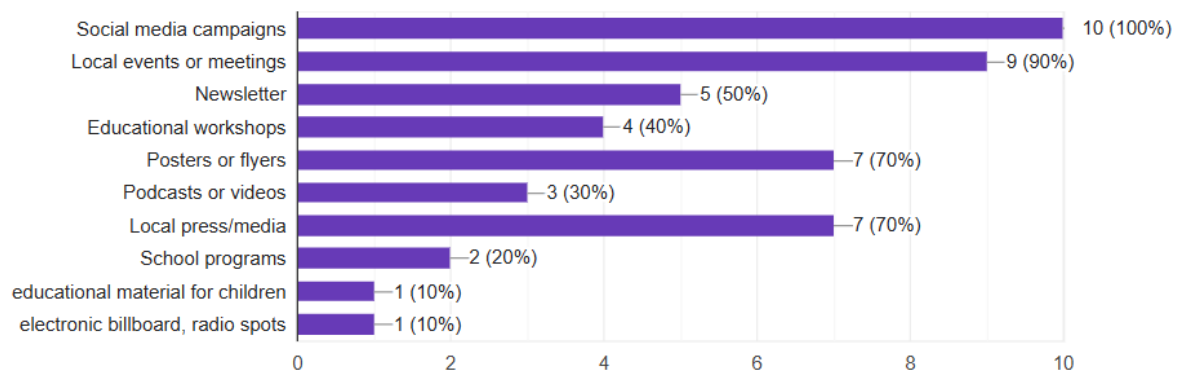

All respondents used social media campaigns (100%) to promote their projects, while most also relied on local events or meetings (90%), local press media (70%), and posters or flyers (70%). Other communication methods included newsletters (50%), educational workshops (40%), podcasts or videos (30%), school programs (20%), and educational materials for children or electronic billboard/radio spots (10%). Overall, the results indicate a strong emphasis on digital and in-person promotion, complemented by traditional media and educational activities.

**3. Who was the target audience of your project?**
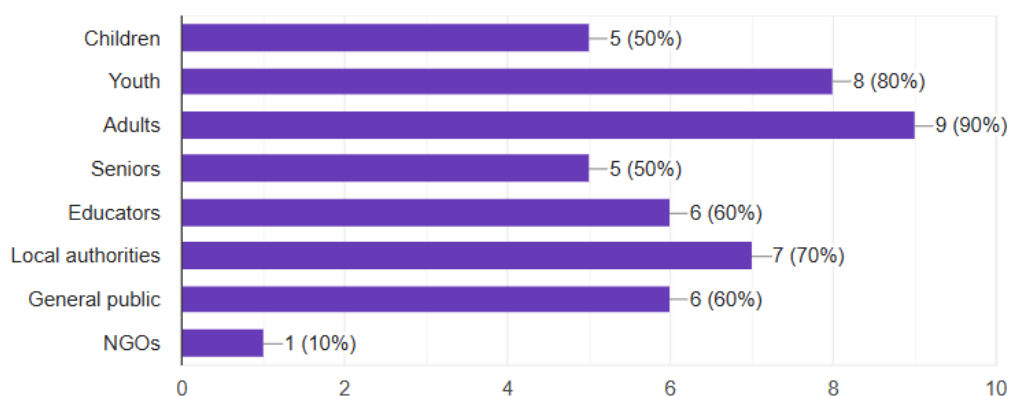
The projects targeted a diverse range of audiences, with adults (90%), youth (80%), and local authorities (70%) being the most frequently reached groups. Other significant audiences included educators (60%), the general public (60%), children (50%), and seniors (50%), while NGOs (10%) were less commonly engaged. Overall, the projects aimed to involve multiple community segments, combining educational, civic, and public outreach efforts.

4. How would you rate the level of community engagement in your project activities?
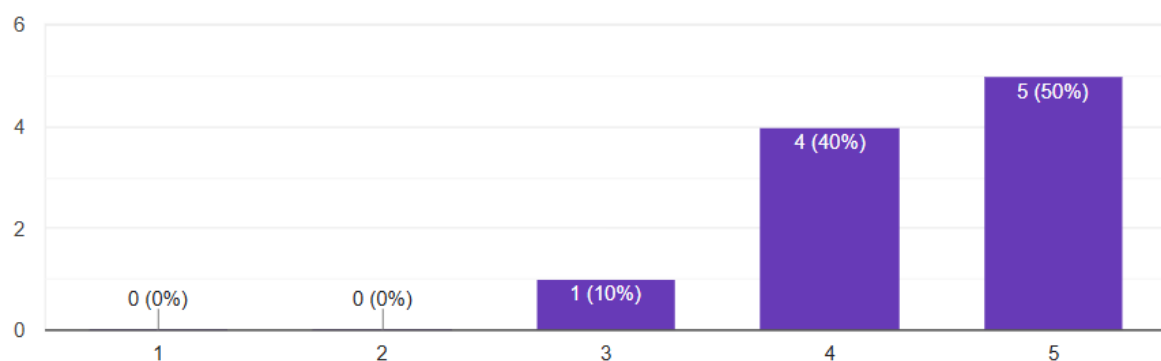

The level of community engagement in project activities was rated highly by respondents, with 50% giving the highest rating of 5, 40% rating it 4, and 10% rating it 3. This indicates that most projects successfully involved the community and fostered active participation.

## 5. Which communication channels were effective in your local community?
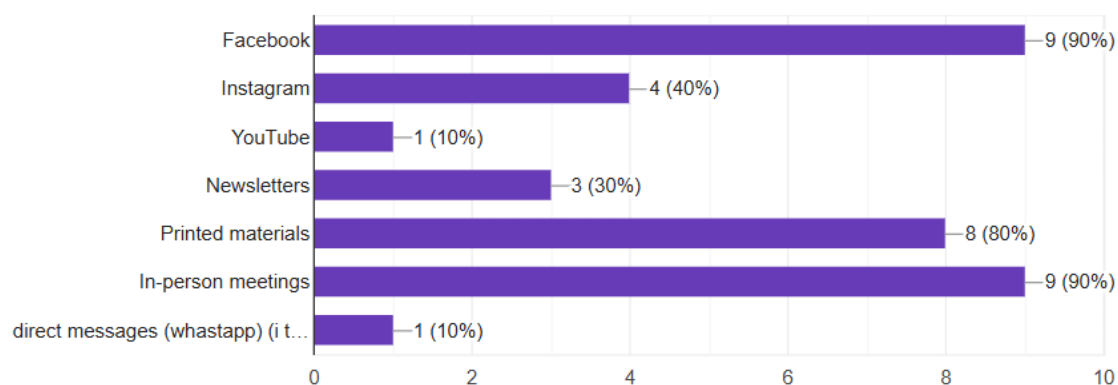
The most effective communication channels in local communities were Facebook (90%) and in-person meetings (90%), followed by printed materials (80%). Other channels such as Instagram (40%), newsletters (30%), and YouTube or direct messaging/WhatsApp (10%) were less frequently considered effective. Overall, both digital platforms and face-to-face methods played key roles in community engagement

6. How would you assess the level of SDG awareness in your community before the project?
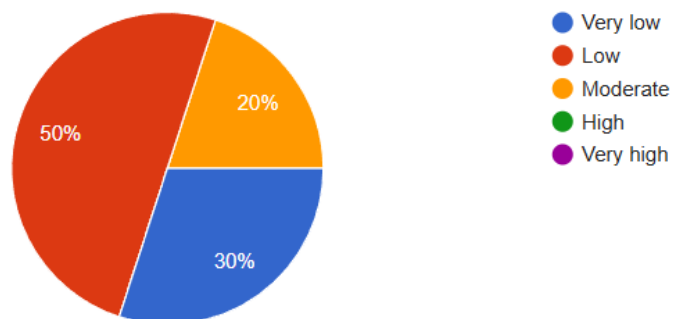

Before the project, the level of SDG awareness in the community was generally low, with 50% of respondents rating it as low, 30% as very low, and 20% as moderate. This indicates a significant need for education and awareness-raising activities on the SDGs prior to project implementation.

7. How would you assess the level of SDG awareness in your community after the project?
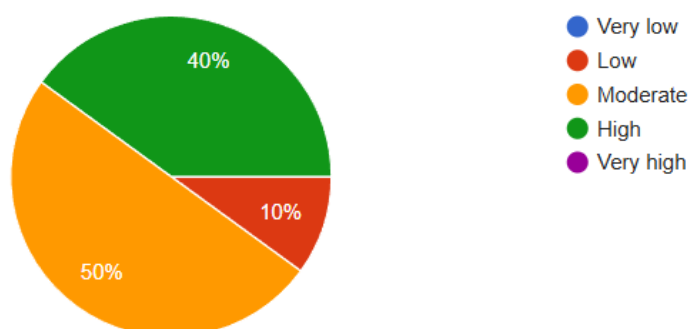
After the project, SDG awareness in the community improved notably, with 50% of respondents rating it as moderate, 40% as high, and 10% as very high. This suggests that the projects had a positive impact on raising knowledge and understanding of the SDGs.

8. What educational materials did you produce as part of the project?
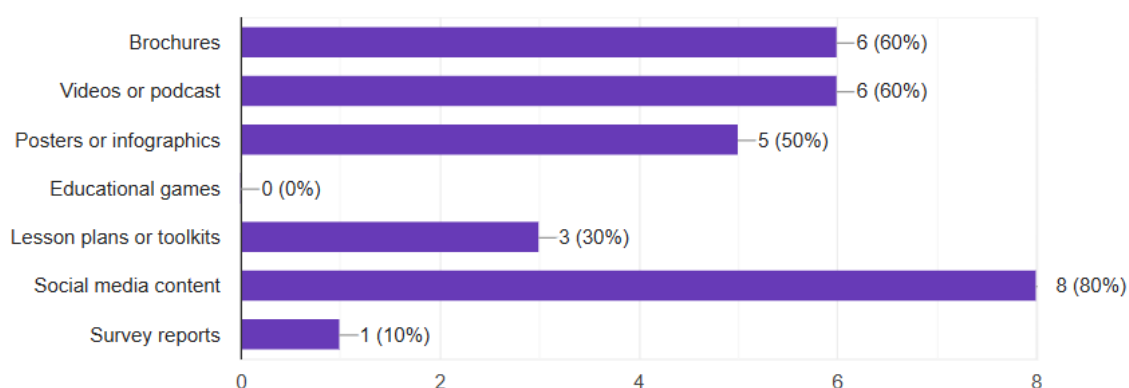
As part of the projects, respondents produced a variety of educational materials, with social media content (80%), brochures (60%), and videos or podcasts (60%) being the most common. Other materials included posters or infographics (50%), lesson plans or toolkits (30%), and survey reports (10%), while educational games were not produced. Overall, digital and print materials were the primary tools for educational outreach.

9. Which project activities had the greatest impact on your audience?

Respondents highlighted a wide range of activities as having the greatest impact on their audiences. These included physical intergenerational events, workshops, conferences, and educational campaigns, as well as online promotions and microprojects led by young people. Participation of volunteers and local institutions, engagement in sports and fundraising activities, and involvement in thematic competitions and community surveys were also noted as particularly effective. Overall, activities that combined direct participation, awareness-raising, and practical action. Both in-person and online were perceived as the most impactful for engaging the community and promoting SDG-related initiatives.

10. What were the biggest challenges you faced during the implementation of your project?

Respondents highlighted several key challenges during project implementation. The most frequently mentioned were engaging young people and ensuring active participation of teachers, as well as adapting educational content for diverse audiences. Other challenges included low community experience with structured events, limited response or interest from target groups, securing entrepreneurs' involvement, and coordinating schedules across multiple workshops and partners. Some projects also faced unexpected external factors, such as program closures or delays in support, and time constraints due to simultaneous development of new tools and activities. Overall, challenges mainly revolved around participant engagement, logistical coordination, and adapting to unforeseen circumstances.

**11. Do you plan to continue the SDG-related activities after the end of this project?**
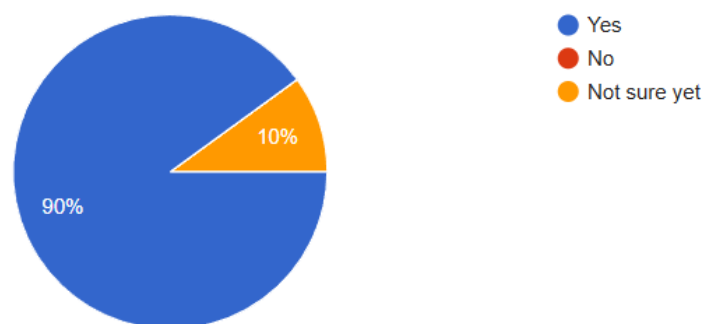
The vast majority of respondents (90%) plan to continue SDG-related activities after the end of the project, while 10% remain uncertain. This demonstrates a strong commitment to sustaining and building on the achieved results.

12. What kind of changes or results did you observe in your community after the project (social, environmental, educational, etc) ?

Respondents reported a wide range of positive changes in their communities following the projects. Key outcomes included greater alignment and cooperation among children, youth, teachers, families, and institutions, as well as the empowerment of young people as role models and agents of change. Many highlighted increased awareness of SDGs, the development of new partnerships (including with businesses, NGOs, and local authorities), and stronger community engagement through events, fundraising, and volunteering. Projects also sparked discussions on ESG and social responsibility, fostered cross-sector

collaboration, and created new educational resources. In some cases, initiatives expanded beyond the local community, inspiring other regions to adopt similar approaches. Socially, respondents observed a stronger sense of belonging and shared responsibility, particularly in supporting vulnerable groups, while environmentally and educationally, campaigns such as bike-to-school/work and "boost-launch" initiatives promoted sustainable practices and long-term awareness of the SDGs.

13. Did you collaborate with local partners (e.g. schools, NGOs, municipalities) during the project?


● Yes
● No
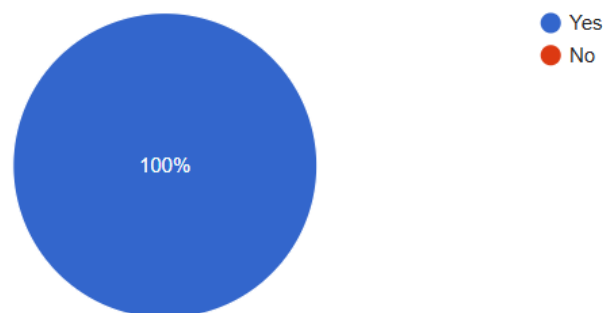
If yes, please provide examples:

All respondents confirmed collaboration with local partners during the project, highlighting a diverse range of stakeholders. Partnerships included schools, high schools, and educational institutions that helped promote activities and volunteer opportunities. Local NGOs and associations provided logistical support, educational guidance, and assistance in implementing community initiatives. Municipal authorities, city councils, and public services contributed to organizing events and ensuring safety. Respondents also collaborated with cultural institutions such as museums and libraries, which hosted exhibitions and projects promoting local heritage. Additionally, local media and companies supported the project through promotion, sponsorship, or in-kind contributions.

Overall, these collaborations allowed organizations to engage the community more effectively, expand their networks, and strengthen relationships with various stakeholders, creating lasting partnerships and enhancing the impact and visibility of the project.

14. Was the grant funding sufficient for implementing the planned activities?
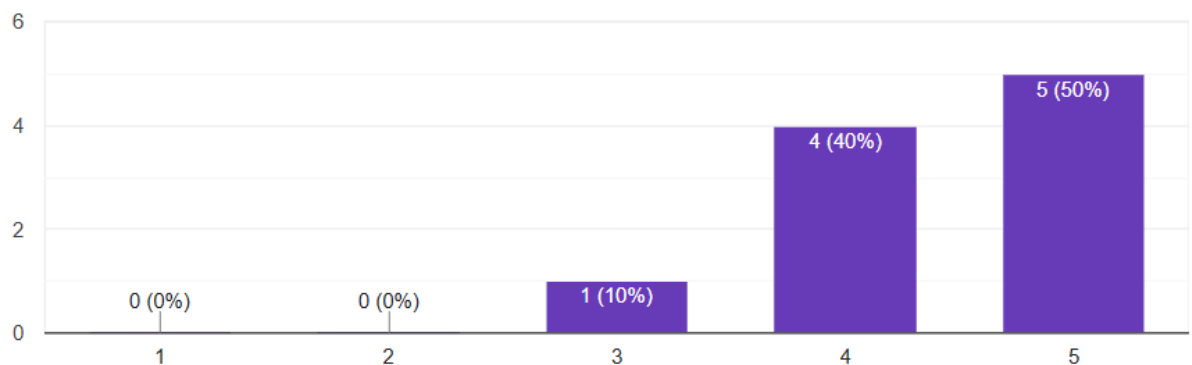

Most respondents rated the grant funding as fully adequate, although one suggested that additional support could beneficial.

15. How did the project affect your organization (e.g. new skills, visibility, partnerships)?

The projects had a significant impact on organizational growth, skills, and visibility. Many respondents reported developing new competencies in planning, communication, fundraising, and integrating SDGs into their work. Partnerships were strengthened with schools, authorities, and companies, leading to new opportunities for collaboration. Several organizations highlighted that their visibility within the community increased through media coverage, public events, and innovative campaigns. Others noted that the projects provided valuable experience in participatory governance and citizen engagement, positioning them as key actors for future initiatives. The projects also fostered internal growth, with teams improving coordination, communication, and responsibility-sharing.
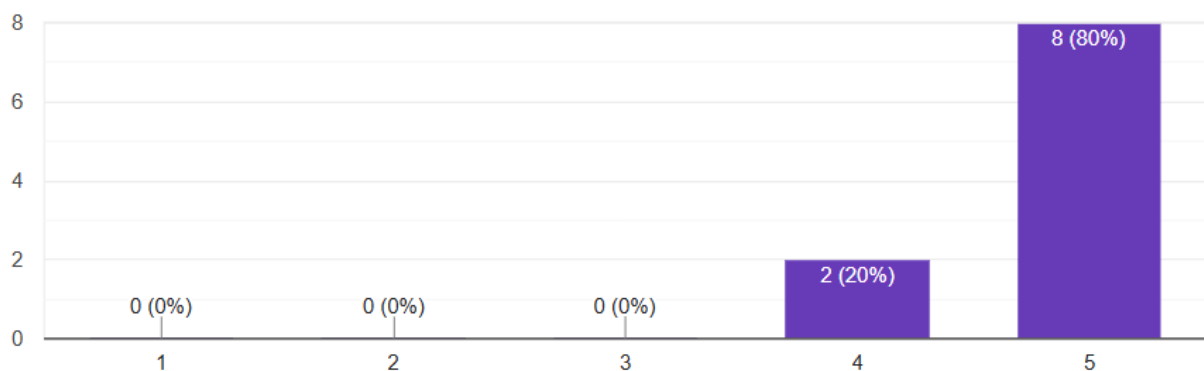
16. Should activities promoting and educating about the SDGs be continued?
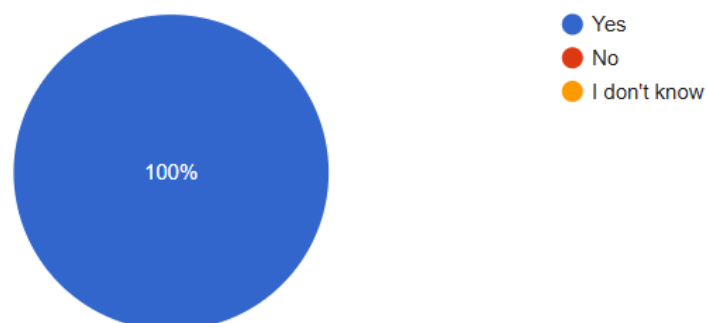
Universally seen as important; all respondents supported continuation.

Additional Questions – Cooperation with the Academy for the Development of Philanthropy in Poland (ADPP)

1. How would you rate the communication with the ADPP during the project?


Communication with ADPP was rated very highly, with 80% giving the top score (5) and 20% rating it 4, showing overall strong satisfaction.

2. Were the guidelines and requirements for the grant application and implementation clear and understandable?
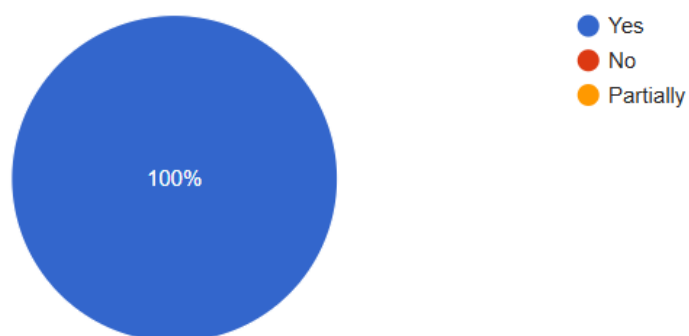
All respondents found the grant requirements clear and understandable.

3. Did you feel adequately supported by the ADPP throughout the project?
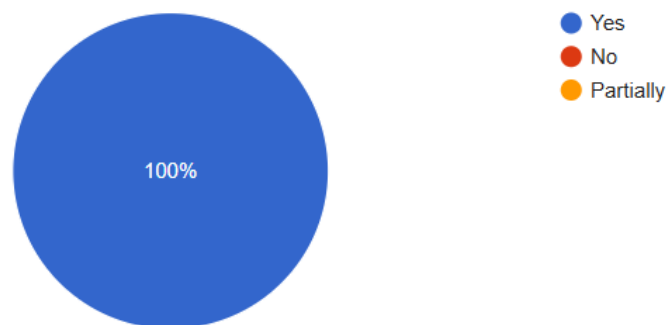
All participants felt adequately supported throughout the project.

4. What could the ADPP improve in future editions of the grant program?

Most respondents expressed strong satisfaction with the program, often stating that no improvements were necessary. They praised the structure, support, and positive impact of the initiative. However, a few suggestions emerged, such as organizing peer-to-peer meetings among grantees, offering follow-up funding opportunities, or arranging visits to activities during implementation. Overall, the tone of responses was overwhelmingly appreciative, with many participants expressing gratitude for the support and encouragement provided by ADPP.

Overall Conclusions

Strong focus on SDGs and positive community impact: Projects successfully addressed multiple SDGs, especially Good Health and Well-being (SDG 3), Quality Education (SDG 4), Sustainable Cities (SDG 11), Climate Action (SDG 13), and Partnerships for the Goals (SDG 17). Respondents reported increased SDG awareness, stronger community engagement, and tangible social, educational, and environmental outcomes.

Effective communication and partnerships: Projects utilized social media, in-person meetings, printed materials, and local media, engaging schools, NGOs, municipalities, cultural institutions, and local businesses. These collaborations strengthened networks, visibility, and community participation, allowing organizations to reach diverse audiences and foster long-lasting partnerships.

Organizational growth and skill development: Participants highlighted gains in planning, communication, fundraising, integrating SDGs, and project management, while internal team

coordination, responsibility-sharing, and participatory governance skills improved. Projects also enhanced organizations' visibility and credibility in their communities.

Challenges and areas for improvement: Common obstacles included engaging young people and teachers consistently, adapting educational content, coordinating schedules, and external constraints such as limited time or program closures. While funding was generally sufficient, one respondent suggested that additional support could be beneficial.

Sustainability and future directions: Almost all respondents (90%) plan to continue SDG-related activities, demonstrating strong commitment. Recommendations include maintaining peer-to-peer exchanges, expanding fundraising and educational initiatives, and enhancing support for communication and outreach to further increase engagement and impact.

Conclusion: Overall, the 8th round of the GCLS program achieved substantial results in raising SDG awareness, strengthening partnerships, and building organizational capacity, providing a solid foundation for future community-driven initiatives.