**Expected results**

The expected results of an ESD project should be defined from the very beginning of the designing phase of the project. The expected results address the desired knowledge, skills, and behavior that learners should gain at the end of the project; in simple words they reflect the desired learning outcomes. Their achievement is measurable and thus, they help in the project’s evaluation. Often, they are identical to the question items included in the evaluation.

Essentially, the expected results translate the project’s objectives to particular knowledge, attitudes, skills, etc. and thus, they are specific and measurable. The goal, the objectives and the expected results are directly related to the project’s activities designed to help learners achieving the objectives. According to Ramsden (1992) the expected results should be reminded to the learners (especially in adult education) in order to remember the context within which they act. In this way, learners do not feel uncertainty but they know exactly what it is to gain and what it needs to be done.

When formulating the expected results one should keep in mind that the phrasing should include an active verb, an object and a determination defining the context, condition, etc. All these should be clearly understood and feasible for the learners. Therefore, the project’s designer and the interpreter as well should have a clear image of the learners’ profile, and namely (Jaques, 2001):
- What they should be able to do?
- Under what circumstances should they act?
- How well should they act?

For instance, if the project aims to sensitize learners to the sustainable management of a forest, some examples of expected results could be the following: “Upon completion of the project, the students should be able to ... (in the parenthesis the respective objective is presented as well):
- Mention the flora and fauna species, the landscape, the quality of the natural environment, the human presence and activities in the forest and in the wider area, the relationship between local people with the forest *(To describe the characteristics of the forest)*.
- Create a portfolio including, among others, notes and photos of the site *(To develop the skills of observation, recording, documentation,...)*
- Report at least five reasons why the sustainable management of the forest is important (i) for the local people (ii) for the environmental quality, as well as, (iii) at local level (iv) at national level *(To argue about the need of managing sustainably the forest)*.
- Create a poster/leaflet, or write and send a letter to local authorities reporting the related needs and issues identified *(To undertake action for raising public awareness about the forest area).*