Key Findings from the KCQ (Knowledge and co-operation questionnaire). Final conclusion and results

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Background information

The questionnaire is part of the evaluation strategy to follow and develop the knowledge about Adventure Education and the co-operation between the project partners/workers during and after the project FATE

- The survey was conducted by Adventure and Outdoor Education Senior Lecturer Olli Kamunen and administered anonymously to all project participants
- The questionnaire was administered at three different stages of the project.
    - First time after around half a year after the project start in May 2025
    - Second time in the middle of the project November 2025
    - Third time a week before the end of the project in October 2026.
- Number of respondents were between 6-7. Respondent were partially same and partially different depending of the changes of project workers during the project.
- The questionnaire remained the same every time.

Results and conclusions

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Question 1. Project involvement

Project involvement	1st Questionnaire (May 2025) Respondents 6	2nd Questionnaire (November 2025) Respondents 7	3rd Questionnaire (October 2026) Respondents 6
How long have you been involved in the FATE Project?	83% of respondents have been involved in the project for more than 6 months. 17% have participated for less than 6 months.	86% of respondents have been involved in the project for more than 6 months. 14% have participated for less than 6 months.	100% of respondents have been involved in the project for more than 6 months.

The level of participant commitment suggests that the results are representative of long-term engagement.

Question 2. Co-operation among project partners

Statement Average Score (1–5)

Cooperation Among Project Partners	1st Questionnaire (May 2025)	2nd Questionnaire (November 2025)	3rd Questionnaire (October 2026)
Cooperation is working well	4.3	5.0	4.8
Roles and division of work are clear	4.2	4.9	4.8
Cooperation needs to be improved (reverse statement)	3.2	2.0	2.0
Communication is smooth and uncomplicated	4.2	4.6	4.8
Information flows consistently	4.2	4.7	4.7
There is trust and mutual support	4.2	4.9	5.0

Highlights from the open responses

" The friendships developed during this project between the partners employees will last beyond the projects end"

The first face to face training in Finland and face to face International meetings:*" This created a positive and trusting working environment making it one of the most successful and good partnerships that I have experienced during my work"*

"New perspectives and approaches that can be integrated into our everyday youth work"

Strengths:

1st Questionnaire (May 2025) *Regular and detailed meetings, strong steering committee work, use of shared digital communication tools, and learning from international colleagues.*

2nd Questionnaire (November 2025) *Clear task division, open Dialoque, international exchange in Vilnius including reflection as a part of everyday program in it & strong and regular steering committee work. This collaboration strengthened the ability to co-create meaningful outdoor learning experiences and exchange innovative training methods. It also resulted stronger project implementation and mutual learning among partner organizations.*

3rd Questionnaire (October 2026) *The first TSm and Adventure education training in Finland face-to-face gave the team work a bond that lasted through out the project even when we had some changes in the youth workers at times: good Group developmental work. Conversations during the TSMs and International Youth Adventure Activities: Face to face international meetings. Understanding of cultural differences on organizing adventure activities. Strong and regular steering committee work. Regular communication, clearly defined responsibilities and mutual support between partners.*

Challenges:

1st Questionnaire (May 2025) *Differences in terminology, unclear interpretations of adventure education methods, difficulty starting with a remote kick-off, and uneven participation in planning content.*

2nd Questionnaire (November 2025) *Aligning different organizational priorities and schedules, which sometimes affected timing and coordination. Varying levels of experience in adventure education among partners created the need for extra mentoring and support. Some unequal division of work amount between work packages. Different points of view how to execute the activities towards the goals. Memos before Steering meetings are coming bit too late.*

3rd Questionnaire (October 2026) *In the beginning indicators in the project plan, coordinating schedules across different countries, balancing project responsibilities with other organisational commitments and adapting activities to different local contexts and target groups.*

”None”

“I cannot think of any”

“I didn't face any challenges”

Question 3. Knowledge of Adventure Education

Statement Average Score (1–5)

Knowledge of Adventure Education	1st Questionnaire (May 2025)	2nd Questionnaire (November 2025)	3rd Questionnaire (October 2026)
I can design and lead adventure-based activities	3.7	4.4	4.8
I feel confident in managing risks	3.7	4.3	4.2
I have received sufficient training	3.5	4.6	4.8
I have opportunities to share experiences with colleagues	4.2	4.3	4.8

Self-rated understanding of core principles (1–10 scale):

	1st Questionnaire (May 2025)	2nd Questionnaire (November 2025)	3rd Questionnaire (October 2026)
On a scale of 1 to 10, how well do you understand the core principles of adventure education?	7.7	8.6	9.0
What do you think your score would have been if you had not participated in this project?	5.2	5.1	4.2

Indicates a clear learning impact from the project.

There was also an open question: In what areas of adventure education do you feel you've grown the most, and what would you still like to develop further?

”Before the project I had limited knowledge of adventure education, but during the project starting with the training I learned how much valuable it can be, both for me as youth worker and for the young people that I work with. I have much better understanding of learning through experience, outdoor activities, and stepping out of comfort zone can support personal and professional growth, build confidence, strength relationships with co-workers, encourage team building and more meaningful work with youngsters. I would definitely like to continue exploring adventure education as there is still much more to learn”

Reported areas of growth:

Reflection as part of adventure activity was mentioned in almost all of the answers in 3rd questionnaire. This shows that the importance of it has improved during the project.

Planning goal oriented activities

Experiental learning

Adventure education as a practical tool for developing young people's confidence, teamwork, communication, resilience, and employability skills.

Question 4. Participation in Adventure Education Training in Helsinki December 2024

Participation in Training	1st Questionnaire (May 2025)	2nd Questionnaire (November 2025)	3rd Questionnaire (October 2026)
Participated	83% (5)	71% (5)	50% (3)
Did not participate	17% (1)	29% (2)	50% (3)

Towards the end of the project, there were changes in project personnel among the partner organisations. As the results indicate, only half of the final respondents had participated in the Adventure Education training organised in Helsinki at the beginning of the project (December 2024). To address this, Humak provided ongoing coaching and support on the use of Adventure Education as both a method and a practical tool throughout the project. Consequently, project workers who had not participated in the initial face-to-face training received additional coaching and training during the project implementation period.

Question 5. Overall Impact on Professional Development

Overall impact on Professional Development	1st Questionnaire (May 2025)	2nd Questionnaire (November 2025)	3rd Questionnaire (October 2026)
On a scale of 1 to 10, how would you rate the overall impact of the FATE Project on your professional development?	6.7	7.4	9.3

By the end of the project, the impact of professional development was clearly evident, as reflected in the increasing average scores. These findings suggest that the project had a significant positive impact on the professional competence and development of the project workers.

Question 6. Recommendation to Others

Would you recommend this project's approach to other organizations?	1st Questionnaire (May 2025)	2nd Questionnaire (November 2025)	3rd Questionnaire (October 2026)
Would recommend	83% Yes 17% maybe 0% no	100%	100%

Part of an answer from the open question:

"Yes, I would definitely recommend the FATE project's approach to other youth organizations. Adventure education offers an innovative and engaging way to support young people's personal development, social inclusion, and employability. By combining practical experiences, teamwork, outdoor activities, and structured reflection, this approach allows participants to develop important life skills outside traditional classroom environments"