



This project has been funded by the European Union (2014-1-RO01- KA201-002437_6) in the framework of Erasmus+ School Key Action 2 — Cooperation for innovation and the exchange of good practices -Strategic partnerships in the field of education, training and youth.

Analysis of final questionnaire administered to direct and indirect participants of the “UNESCO Heritage” Erasmus+ project.

Maria Fili

The following report analyses the impact effected by the “UNESCO Heritage” 2014-2016 project carried out in the framework of European Union's programme Erasmus+ School Key Action 2, which involved seven secondary education schools from Romania, Greece, Turkey, Portugal, Croatia, Italy and Czech Republic. In order to measure change effected, 3 separate but similar questionnaires were administered to direct participants (having participated in Learning Activities) and indirect participants (not having participated in Learning Activities). The first questionnaire was administered to teachers involved in the project, the second one to students involved in the project and the third one to the students' families. The same 3-fold questionnaire was also administered at an interim point of the project in order to measure impact effected or expected to effect.

The theoretical base for all 3 questionnaires was common and they all focused on change or possibility of change, effected by the project in its final phase and is the basis of the impact assessment and final evaluation of the project which is presented in this report. The questionnaires were administered at the same time, about two months before the official ending of the project (31th August 2016). All participants who answered the final questionnaire had already participated in a mobility and the families who answered it had formulated a more complete opinion since their children had taken part in Learning Activities abroad, they participated in briefing meetings, informal discussions with the teachers, observing and receiving feedback from their children. They were also all involved as host families in the Learning Activities organized by the respective schools.

All three questionnaires were quite extensive and analytic. The questions were mostly closed-ended type ones and they targeted very specific topics. Even though this caused a delay in collecting and analyzing the results, we consider its elaborateness to be revealing and to have contributed greatly to a better understanding and appreciation of the wide array of aspects of the impact of the project.

The thematic units we chose to look into as regards the impact we hope to achieve through the project were as follows:

- 1) Impact on beneficiaries as regards The 8 "Key Competences for Lifelong Learning» (European Reference Framework), our Action proposes to develop delimited in the following categories: Knowledge, skills and attitudes.
- 2) Impact on beneficiaries as regards their everyday practice:
- 3) Impact on the thematic of cultural heritage
- 4) Relevance of activities.
- 5) Impact on mobility and European values
- 6) Impact on communication, cooperation, and openness
- 7) Impact on personal and professional development
- 8) Quality of involvement and dissemination
- 9) Qualities of the partnership(s)
- 10) Sustainability of results
- 11) Added value
- 12) 'Level' of impact

Respondents were also asked to comment on of the most important and expected positive results of the Action and possible unexpected negative results.

The impact of the Action, may be limited to some individuals in an organization (direct and indirect beneficiaries). However, this impact may also spread to cover the institution more widely, e.g. through transfer of the experiences and new practices across the organizational structures and community of a school. Therefore, in their responses the beneficiaries were asked to indicate to what extent they felt this may have happened in their case, by providing relevant responses in both available areas.

The resources used to formulate the questions were the following:

Key Competences for Life Long Learning –

<http://eur-lex.europa.eu/browse/summaries.html>

World Heritage Centre . The Kit. World Heritage in Young Hands

<http://whc.unesco.org/en/educationkit/>

Erasmus + Programme Guide

http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

The Likert-scale questions which were used for the questionnaire gathered responses to several statements concerning the level of respondents' agreement with those statements (1: agree, 2: tend to agree 3: tend to disagree; 4: disagree. The respondents were also offered a 5th choice: Not relevant/too soon to say) and allowed for easy comparisons between the different statements and revealed interesting tendencies.

Teachers who answered the questionnaire were aged between 35 to 60 years old, some of them having participated at a European programme in the past. Students were aged between 13 to 18 years old and parents were aged between 40 to 55 years old .The partner schools (*Colegiul National Liviu Rebreanu, Bistrita, Romania, Ekto Gymnasio Herakliou, Crete. Greece, Agrupamento de Escolas Dr. Mario Sacramento, Aveiro, Portugal, Hasan Sadoglu Mesleki ve Teknik Anadolu Lisesi, Istanbul. Turkey, Turisticko Ugostiteljska Skola, Split. Croatia, Istituto di Istruzione Superiore di Castelnuovo Ne Monti , « Nelson Mandela». Italy, Zakladni Skola Ostrava, Ostrava. The Czech Republic.*) hold a dynamic of 450 to 1400 students and are mostly located in city centres with a student force of 450 to 1400.

Analysis of the questionnaire according to various thematic areas

A. Impact on beneficiaries as regards the "Key Competences for Lifelong Learning» (European Reference Framework) , our Action proposes to develop delimited in: Knowledge, skills and attitudes.

1. Communication in mother tongue. Ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

STUDENTS

When answering as individuals, the majority of students chose *Tend to Agree* and the rest were between *Agree* and *Tend to disagree*. There was no absolute disagreement noted on the project's contribution to the improvement of their mother tongue, knowledge and skills. Most favorable answers were concentrated around the skill to distinguish and use different types of texts in their mother tongue, to search for, collect and process information and to formulate and express oral and written arguments in a convincing way appropriate to a variety of communicative situations. Disposition to critical and constructive use of their mother tongue in a tasteful and socially responsible way was also noted as a favorable result. As concerns their view of the transfer of the competence to the school more widely, the responses were divided between *agree* and *tend to agree*. Having participated in a European project about cultural heritage, a subject that motivated research and processing of information in content appropriate mother tongue, seemed to have developed their grasp and use of their own language. Furthermore, their being exposed to formal use of the language by the project teachers and while interacting with parents, teachers, friends and other interested parties in order to offer information and feedback on the project, has increased their ability to express and interpret concepts, thoughts, feelings, facts and opinions and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

TEACHERS

When answering as individuals, most teachers agree or tend to agree on the positive effect of their participation in the project on their ability to skillful command their mother tongue in order to summarize key aspects and formulate arguments in a convincing way appropriate to a variety of communicative situations. As concerns the competence's transferability to the school however, there were some objections as to extent the competence has been transferred to the institution more widely, leaving a minority to completely agree with it. On a final note, most teachers agree that the project's impact on the use of mother tongue depends mostly on the personal traits of individuals rather than its transfer to the school institution.

PARENTS

In answering as individuals the majority of the parents do not recognize any effect on their use of their mother tongue, they do however agree or tend to agree that the school institution can benefit from the project in that respect.

2. Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, skills such as mediation and intercultural understanding.

STUDENTS

Both in answering as individuals and as concerns the institution more widely, students seem to attest their previous conviction of the project's positive effect on their knowledge and skills in the use of the English

Language. It seems natural for the students to consider a project that involves interaction in a foreign language in real working conditions to be highly beneficial. That became clear during the early stages of the project when the students had to familiarize themselves with the theme and objectives of the project and to prepare themselves cognitively for the activities, collecting and processing information in the English language in order to prepare presentations on specific topics. The students that participated in the Learning Activities needed to demonstrate a fluent use and understanding of the English language not only during controlled activities but also in social context while initiating, sustaining and concluding conversations. This experience was reportedly transferred to the rest of the school community further motivating and encouraging them to improve their skills in the language.

In answering the “attitude” questions about their appreciation of cultural diversity, interest and disposition to learn foreign languages as part of lifelong learning and about how they feel about the project’s impact on their sense of European citizenship through cultural and linguistic exchange, the students showed a strong agreement both when answering as individuals and as regards transfer to the school more widely.

TEACHERS

When answering as individuals, the majority of the teachers, agree that their participation in the project has improved their knowledge and skills in the English language. As in the case of the students, using the English language while preparing for and taking part in the project activities greatly improved their knowledge and skills but also enhanced their disposition to lifelong learning of foreign languages. The teachers participating in the project are of various subject areas (Literature, History, Mathematics, Social Sciences, Biology and Chemistry) and their being required to study resources, write and speak in English and prepare themselves for activities that involve interaction and cooperation with other teachers in the English language was both challenging and motivating.

As regards transferability of the competence to the school institution, most of the teachers choose *Agree*-and *Tend to agree*, reflecting their own intention for self-improvement. On the whole, their stance is very positive and they were satisfied by the opportunity to further develop their skills in using the English language in order to be able to contribute to the guidance and the coaching of the students in preparation for the activities. Using the common language to communicate and socialize with colleagues from other countries was also found to yield very good results.

PARENTS

In answering as individuals, parents recognized that their participation in the project, albeit indirect, has had positive effect on their command of the English language and their appreciation of cultural diversity and disposition to learn foreign languages formally and informally as part of lifelong learning. Furthermore, they recognize the importance of harboring the sense of intercultural understanding and European citizenship through cultural and linguistic exchange in the English language. Their exercising the language while hosting foreign students has also greatly contributed to enhancing this particular competence .As regards transferability to the institution more widely, the parents seem convinced of the positive effect for the school. Using the language in real life situations is an excellent opportunity to explore the nature, structure, societal conventions and the cultural aspect and variability of the English language. Being so widely spoken, and often referred to as a "world language", the lingua franca of the modern era (Graddol.1997) may not be an official language in most countries, but it is currently the language most often taught as a foreign language. Parents

recognize the necessity to enhance their children's skill in using the language and they consider the project to be quite beneficial for them and the whole school community.

3. Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking and reasoning in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world and help us draw evidence-based conclusions. These competences involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.

STUDENTS

When answering as individuals, the students stand between *Tend to agree* and *Tend to disagree*. The majority of the students recognized little effect on their knowledge and understanding of basic operations of mathematical terms and concepts, their knowledge of the basic principles of the natural world, fundamental scientific concepts, principles and scientific methods. They do recognize however that their participation in the project has, to a sufficient extent, mobilized their ability and willingness to use mathematical modes of thought (interrogative questioning, evidence-based deductions, logical and spatial thinking), their respect of truth and critical assessment of reasons and validity of arguments and also their critical appreciation and curiosity. Their skill to follow and assess chains of arguments and their ability to use and handle technological tools and scientific data to achieve a goal or to make evidence-based deductions or decisions seems to have been enhanced but not to a wide extent. Even though the enhancement of mathematical competence might seem irrelevant when examining the impact of a European project which is mainly of verbalistic and communicative (if not theoretical) nature, its development may arise informally through the practical aspects of the project. The students were involved in formulating opinions and making decisions based on their interpretation of collected data. Even practicalities such as using technological tools for processing data, time allowed for activities, distance calculation, time differences and currency convention were beneficiary to their mathematical competence.

As regards transferability of the competence to the school more widely, students show no complete disagreement. They mostly stand between *Tend to agree* and *Tend to disagree*. This reflects a tendency to change the opinion that such a specific competence may develop mostly within the school curriculum. Their experience of the multifaceted benefits of a project-based multicultural project that exercises their reasoning and problem solving skills while using science and technology to draw evidence-based conclusions has increased their appreciation of such competences and their positive impact on their school as a whole.

TEACHERS

When answering as individuals, most teachers tend to appreciate the benefit of the project to their development of the competence. A major benefit for them seems to regard their knowledge of technological products and processes, ability to use tools and scientific data to make evidence-based deductions, their mathematical reasoning, their research skills, their willingness to look for reasons and to assess validity of arguments and their critical appreciation and curiosity. An important practical benefit for the teachers is the development of skills needed to apply mathematical reasoning in estimating the completion time of the activities taking into consideration time restrictions, budget and competencies available.

As regards transferability of the competence to the institution more widely, there is no unanimous accord; with answers fluctuating between *agree*, *tend to agree* and *tend to disagree*. A possible reading of this wavering in choices might be that the educational system engages teachers in exam focused, subject oriented teaching with little space for the development of mathematical thinking, deductive reasoning and problem solving in everyday situations. Bransford, D., Franks, J., Vye, J. , & Sherwood, R.,(1989).

The lack of complete disagreement and the positive rather than completely negative disposition to this competency transferred to the school however reflects the teachers' appreciation of the potential of European programmes and extra-curriculum activities to fill in that gap.

PARENTS

When answering as individuals, most parents fail to recognize the potential of the project to enhance their mathematical competence and basic competences in science and technology but significantly recognize an augmentation of their critical appreciation and curiosity and their respect of truth and willingness to look for reasons and to assess validity of arguments. Their stance changes however as concerns transferability to the school as a whole, placing perhaps high expectation on the institution to make good use of the project's potential in that aspect.

4. Digital competence. Confident and critical use of information and communication technology (ICT) for work, leisure and communication.

STUDENTS

As expected, given the extended use of technology and the students' inclination to all things technological, there is an almost unanimous agreement that their participation in the project has contributed greatly to their development of that competence. Their most favorable answers were gathered around using ICT tools and applications to support their creativity and the ability to use tools to present information. It also seems they consider their involvement in the project quite beneficial to enhancing their critical and reflective attitude towards available information. They were more reserved when answering about potential risks of the internet and engaging in communities and networks for cultural, social and professional purposes. As regards transferability to the school more widely, students were more confident on the projects positive impact in enhancing understanding of how ICT can support creativity and innovation and develop the skills and attitudes that are connected to this competence (rather than knowledge).

TEACHERS

The teachers' responses are placed between *Agree* and *Tend to agree* featuring a clearly positive disposition towards the benefits acquired as regards Digital Competence. This was to be expected since the teachers involved in the project practiced their skills in research, data collection and processing, organization of complex information in presentation tools etc. in order to effectively coach the students in their relevant activities. Their positive impact assessment was repeated if not augmented when answering about the school institution showing an appreciation towards a rapidly advancing computer culture that may be shifting the balances in the educational processes, but is nevertheless continuously opening new horizons to the motivated teacher.

PARENTS

Parents' stance tends to be negative or reluctant when answering as individuals. They don't completely disagree about the potential of their indirect involvement in the project to positively affect their own Digital Competence but do not consider it a personal gain. As regards transferability of the competence to the institution more widely, again they place high expectations on the school to make the best use possible of the benefits arising from its involvement in a European project that requires hands-on use of information and communication technology.

5. Learning to learn (metacognition) is related to learning, the ability to pursue and organise one's own learning, either individually or/and in groups, in accordance with one's own needs, and awareness of methods and opportunities. Motivation and confidence are crucial to an individual's competence.

STUDENTS

The skills and attitudes connected with this competence gathered the most favorable answers of the thematic, both in the area where the students answered as individuals and as regards transferability to the school institution. Students seem to appreciate the need to effectively manage their autonomous learning in accordance with their skills, aptitude and resources available. They agree that the project has helped them determine their preferred learning strategies, their skills and weaknesses, their ability to assimilate new knowledge, organize and evaluate their work. The attitudes connected to that competence, namely motivation and confidence to pursue and succeed at lifelong learning, the desire to apply prior learning and life experiences, curiosity for opportunities to learn and apply learning in a variety of life contexts and most significantly self-esteem and desire for independent lifelong learning acquisition, gathered an almost unanimous accord. Their reserved answers (*tend to agree and*) were mostly related to knowledge of the competences i.e. knowledge, skills and qualifications required for their work or career goals and ability to search for the education and training opportunities and guidance and support available. The same reserve was recorded in the previous questionnaire but it was much stronger. Students seem to have formulated a more confident opinion on the benefits of the project. As regards transferability, students recognize the benefits for the whole school community but some of them seem reserved, mirroring perhaps a tendency to regard this competence as a more personal gain.

TEACHERS

When answering as individuals, teachers seem to attribute to the project the great benefit of metacognition. Their involvement in the organization of a project with many cognitive aspects, their experience of gathering and evaluating information to sharing it and working collaboratively with teachers with different cultural backgrounds, was motivational and inspiring. As concerns the transfer of the competence to the school institution, their natural working environment, teachers were more optimistic than in the previous questionnaire. Answers 1 (agree) and 2 (tend to agree) –gathered their preference, revealing an optimistic stance as to whether metacognition can be assimilated in the school processes and everyday practice. It is often debated among teachers whether the educational system with teaching methodologies determined mostly by the reality of actual working conditions and the need to keep up with exam dates and curriculum really favors metacognition. Given that in a constantly changing and evolving world, knowledge assessed in exams can become supplanted by new data highlighted in scientific and pedagogical research (Hargreaves, A. 2003), experiential learning and project-based methodology, in a multicultural context none the less, can breathe a new life in school education and uplift the profile of a whole school institution.

PARENTS

When answering as individuals, the parents agree or tend to agree that their indirect involvement in the project has had a positive effect on their own approach to learning and their desire to pursue and take advantage of learning opportunities. There is no wavering of minds this time and this could be attributed to the transferring of experience by their children. As regards the school institution, they stand on the positive side expecting the school to acquire the most benefit in that aspect, and perhaps enhance it to their children.

6. Social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

STUDENTS their answer

When answering as individuals, students quite confidently concentrated their answer between *agree* and *tend to agree*. Their understanding of the codes of conduct and manners generally accepted in different societies and environments, their understanding of European societies and how national cultural identity interacts with the European identity and their awareness of diversity of cultural identities in Europe has certainly been positively affected. The same positive effect was recorded on their ability to constructively engage in social interaction with peers from different cultures in an effective and socially acceptable manner, display tolerance, solidarity and willingness to overcome prejudices and to compromise. Students seem to recognize the value and essence of fairness, respect and democratic decision-making both when engaging in activities and while participating in the management of the project. Most significantly, their sense of belonging to a wider European context where they are and will be expected to carry themselves in an appropriate and constructive way was established.

As regards school community, students are confident that sharing their experience with their peers and teachers has transferred the knowledge, skills and attitudes related to this competence to their school more widely.

TEACHERS

When answering as individuals teachers agree or tend to agree that the project has, to a great extent enhanced their belief that the individual is part of a multicultural world in which they need to conduct themselves in a, responsible, constructive, democratic and respectful way. It is very positive that educators are aware of the demand of our times to live and (co)operate within the framework of a united Europe, coexisting peacefully and displaying solidarity, tolerance and understanding. Teachers seem to embrace the idea that personal, interpersonal and intercultural competences unify different people (with shared values) who engage in common activities using unifying elements like common language and technology. Communication obstacles are overcome and knowledge is transmitted like never before in the educational world.

As regards transferability of the Social and Civic competence in the school environment, the teachers seem convinced that the experience of the European project has given the school access to a broad educational community of European dimension. Teachers recognize that it is the responsibility of the school to broaden the students' universe to a more European dimension, to remove itself from any self-centeredness, extreme nationalism, intolerance and chauvinism and condemn these obstacles as the very reasons Europe engaged in two World Wars. Even at a local level we can hope to transmit this ideal in the school classroom by embedding educational programmes that enhance the attitude of European cooperation and solidarity through alternative and creative teaching methods that foster creativity, originality and initiative for peace. (Bruner, J. 1996).

PARENTS

When answering as individuals, most parents agree or tend to agree that the project has had a positive effect on their Social and Civic competence. It seems that they embrace the idea that this project has enhanced their knowledge of social and political concepts and structures, their ability to engage effectively with others in the

public domain, to display solidarity and interest in problems affecting the local and wider community and to participate in community and decision-making activities. A totally positive stance was noted when answering about their respect for diversity and others, and willingness both to overcome prejudices and to compromise. Appreciation and understanding of differences between value systems of different religious or ethnic groups has also been recognized as an attitude positively affected by their experience of the project. When discussing the impact to the school institution, parents were even more confident in their responses, placing them mostly on *agree* and also on *tend to agree*. Once again, parents seem to place high expectations on school institutions and their role as windows of opportunities for their children to catch a glimpse of their future as well equipped and informed European citizens.

7. Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. This should include awareness of ethical values and promote good governance.

STUDENTS

When answering as individuals, students agree or tend to agree that their participation in the project enhances and mobilizes skills such as project management, initiative, risk-taking, effective representation, public speaking, creativity, critical thinking, perseverance and self-direction. They seem to feel motivated and determined to meet objectives, whether personal or held in common with others, set within a common framework. Their working as a team and within a team outside the classroom, seems to have made them feel more confident and motivated. This can lead to improvement of self-esteem, initiative and assertiveness. That same positive stance is repeated when answering about transferability to the school. In both areas (individually and as regards the institution as a whole), students show reserve when answering about awareness of the context of their work and identification of available opportunities for personal and professional activities, broad understanding of the workings of the economy, the opportunities and challenges facing an employer or organisation and awareness of the ethical position of enterprises. This is perhaps related to their young age and the early stage of their personal quest for self-direction and self-determination in their personal and professional worlds. .

TEACHERS

The above competences was judged as a very positive effect of the project for the teachers as individuals. Teachers have long decided that extra curriculum activities such as these provide an excellent opportunity for them to enhance their ability to turn ideas into action and utilize their creativity and sense of initiative. As concerns transferability to the school more widely, they also concentrate their answers on *agree* and *tend to agree*. They realise the need for students to be educated and encouraged to actively participate in civil society and stimulated to enterprise. School has a special place in the promotion and the development of initiative and entrepreneurship. Teachers seek to utilise opportunities for creative and critical thinking, active involvement in decision making and cultivation of skills needed in order for students to assert themselves and build self-esteem. Having recognized the emergence of new skills and competences crucial for their own future and the future of their students, educators feel the need to engage themselves and their students in creative and constructive learning environments outside the school curriculum. To meet that need they eagerly participate in projects that develop knowledge, skills and attitudes, in a context that favors cooperation, interaction and coexistence.

PARENTS

When answering as individuals, parents seem reluctant to identify themselves as a beneficiary of the knowledge associated to this competence (that was also observed in some students' responses). These involve identification of available opportunities for personal and professional activities, understanding of the working of the economy and the challenges facing an employer or organization and awareness of the ethical position of enterprises. They do however strongly agree that the school institution (the natural learning environment of their children) has a lot to gain from the project as regards creativity, motivation, perseverance, innovation risk-taking and accountability, as well as ability to plan and manage projects in order to achieve objectives.

8. Cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

STUDENTS

In answering as individuals, students agree or tend to agree that their involvement in a project that fosters self-expression, active participation, expressing ideas and producing creative output, is very interesting and highly beneficial. Their better understanding of the cultural and linguistic diversity in Europe seems to have been achieved as they had a firsthand experienced of it during the Learning Activities. Willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life has also been notably increased. Students always seem to welcome the chance to express themselves through innovative artistic creation, role-play or music or even games. When these mediums are associated with the development of their awareness of their local, national and European cultural heritage, the benefit is doubled. As regards transferability to the school as a whole, there is a wavering of opinions which probably reflects the subjective nature of this particular skill. They mostly stand on the positive side though recognizing the positive effect of creative expression of cultural diversity in shaping a more tolerant and open-minded profile.

TEACHERS

When answering as individuals, teachers stand on the positive side. They agree or tend to agree that the development of their cultural awareness and expression is a profit gained by their participation in the project. The outputs of the UNESCO Heritage project allowed for artistic creation and cultivation of aesthetic capacities. It was an opportunity to study, appreciate and enjoy works of art and self-expression much revealing of the cultural background and the value system that run underneath. As regards transferability to the school institution more widely, teachers agree or tend to agree that the development of the Cultural awareness and expression is a positive effect for the whole school. Creative expression (like dramatization, role play, art) has always been a most useful, multidimensional teaching tool for teachers, which can be utilized with great success in order to overcome self-consciousness, boost interpersonal intelligence and ultimately improve the students' self-esteem. This is a desired outcome since it is also closely connected to the development of the skills in need of enhancement that were observed in the previous competence thematic; role play for example may boost self-esteem (Bandura, 1986) and enhance skills connected to sense of initiative and entrepreneurship.

PARENTS

When answering as individuals, parents are positively disposed. They agree that the project has had a positive effect on their basic knowledge of major cultural works and their understanding of the cultural and linguistic diversity in Europe. Parents seem to recognize a positive effect on their knowledge and appreciation of cultural works, their understanding of the cultural and linguistic diversity, their appreciation of their own culture and sense of cultural identity.

Impact as regards everyday practice

STUDENTS

When answering as individuals students agree or tend to agree that their involvement in the project has had a favorable effect on their usual learning methods and tools and that the products of the project and the knowledge acquired has been beneficial to their everyday practice. The question about the effect on their learning experience has collected almost unanimous agreement. When answering about the school as a whole, students seem convinced, having now experienced more aspects of the project and having contributed to the creation of materials that constitute their collective output and can actually be used and assimilated in the school's usual learning practice. They feel more confident and content about it. Practicality, usefulness, usability and thus sustainability are after all the characteristics of the project's products (materials, curricula, resources).

TEACHERS

When answering as individuals, teachers agree or tend to agree that their involvement in the project has influenced their usual teaching practice and that the experience gained through their involvement in the project has and/or will reshape their teaching goals making good use of the project products when possible. As concerns transferability, they agree or tend to agree with the statement. Teachers display almost a certainty that their experience will be beneficial to them and their school as a whole.

PARENTS

When answering as individuals, parents seem reluctant yet expectant. They show a lack of conviction regarding the real benefit of their involvement in the project in their usual everyday practice. They do however feel that this project has affected and will further affect the school's practices and teaching methodology. It is very positive that parents seem to realize the benefits and potential of an extra curriculum programme with a European context. Even if they do not consider themselves direct beneficiaries, as the project made its benefits visible, their appreciation for its educational potential has grown.

Impact on the thematic of cultural heritage

STUDENTS

In this thematic of the questionnaire, students show similar stances both when answering as individuals and as concerns transferability to the school. Being direct beneficiaries, they feel confident that their knowledge, skills and attitudes related to Cultural Heritage have increased.

Students agree or tend to agree on the positive effect on their knowledge. Quite noticeably they, almost in unity, agree that their involvement in the project has increased knowledge about Heritage Lists and the criteria

used by UNESCO, awareness of the significance of the intangible cultural heritage as a reflection of cultural diversity worldwide and a testimony to human creativity, the role of the various World Heritage sites as embodiments of cultural identity and stability in a constantly evolving world, the notion that all cultures are part of human civilization, forever interacting and interdependent and the importance of racial non-discrimination, tolerance and respect for all peoples and their cultures. Students, also recognize a better understanding of the threats facing World Heritage, the safeguarding measures that need to be taken to sustain and preserve it and (to a lesser extend) the opportunities for alternative and sustainable local development that may arise from the promotion of the heritage of a community. The same stance is more or less reflected in their evaluation of the impact to the whole school.

The majority of the students acknowledge that they have improved their research skills in discussing issues in an open and democratic way, accessing information, making sense of it, analyzing it, drawing conclusions, and formulating suggestions. All of them also feel that they are now even better disposed to visiting cultural and natural sites in a respectful and responsible way. The questions about assuming initiative in support of World Heritage conservation, further research their origins, participating in environmental protection and ecologically sustainable development have gathered the majority of their *tend to agree* and *too soon to say* answers. As regards transferability to the school as a whole, students are more confident that the school has increased skills and will take more action regarding World Heritage conservation, become involved in local heritage protection promoting a strong conservation ethic and a sense of shared responsibility for the world's cultural and natural heritage.

The effect of attitude change is quite noticeable. The vast majority of the students feel that their involvement in the project has encouraged them to respect and value World Heritage, appreciate their own culture, have understanding and respect for cultural and natural diversity. They also all agree that this project has improved their motivation to search for peaceful conflict resolution in their lives and co-operate in the spirit of solidarity in support of World Heritage Conservation. Consolidating a sense of belonging to a European community with strong cultural identity has been noted to have an almost unanimously favorable answer.

TEACHERS

When answering as individuals teachers strongly attest the positive effect of the project on their knowledge related to the thematic of cultural heritage recognizing augmented knowledge of the operations of UNESCO and World Heritage Convention, the role and vital importance of the World Heritage sites as embodiments of cultural identity and stability in a constantly evolving world. The vital importance of World Heritage conservation and protection as something unique and unrepeatable was brought closer to their attention. Teachers agree that the notion that all cultures are part of human civilization, forever interacting and interdependent fostering tolerance and respect and rejecting racial discrimination was accented for themselves and their school.

Furthermore, teachers agree or tend to agree that their involvement in the project has given them even more reasons to respect the natural and cultural sites and focus their positive choices mostly on the acquisition of skills needed to make sense of the flood of information and data available concerning World Heritage and to adopt a critical attitude to it. It would be safe to say that they have become more familiar with the thematic and more sensitive to issues regarding cultural heritage.

The teachers' answers on questions related to the attitudes connected to this thematic were also kept mostly between agree and tend to agree. Teachers confirm a growing interest in other cultures, respect for cultural

and natural diversity and a consolidation of their sense of European citizenship through cultural and linguistic exchange. Their involvement in the project also seems to have inspired most of them to take initiatives (through project-based education or non-formal educational projects) regarding heritage conservation and action in support of it. As regards the school as a whole, teachers agree or tend to agree on the transferability of the knowledge, skills and attitudes regarding world heritage. Notably, they seem to pin their faith on the school acquiring skills connected to: taking responsible and informed decisions to preserve local heritage and World Heritage, further researching own origin, participating democratically in political and civil life, research skills and skills needed to handle information. The activities in the framework of the project, the competencies developed through them, the finished results and decisively the hosting of the partners, has kept the school's interest on local and world heritage.

PARENTS

When answering as individuals, parents agree or tend to agree, on personal benefits acquired as regards knowledge around World Heritage. They also agree, tend to agree and some decide it is too early to say when asked about the skills connected to the thematic. Their most positive stance was connected to the attitudes related to World Heritage. An increased interest in other cultures, respect for cultural and natural diversity and a consolidation of sense of European citizenship through cultural and linguistic exchange was noted as a positive effect. As regards transferability to the school, parents divide their answers between agree and tend to agree, showing an altogether positive stance mirroring the students' expectation of their school to harvest the most out of this competence for the benefit of all the school community.

It is noted from the above that parents show a steady interest in the core thematic of the project and the competences they can acquire on a personal level. They are mostly appreciative and expectant of skills gained and attitudes affected by their indirect involvement in the school's project.

Relevance of activities. The proposed activities are built around the project's objectives but also emphasize the importance of learning by doing (experiential learning), where the students are given hand-on practical activities. The activities also involve students' creativity, imagination, problem-solving skills, artistic and aesthetic talents. Another aspect of the proposed activities involve actual experience of the multicultural context the Action is built upon, where the students interact socially and learn to appreciate cultural diversity.

STUDENTS

The students involved in the project agree or tend to agree with the above statement. The vast majority is convinced of the relevance and appropriateness of the activities, interactive virtual workspaces, communication platforms, the new curriculum on European cultural identity and the international symposium. In their reflections in retrospect they loved the idea that material build through collaborative work engaging their creativity and commitment would be used as reference and become available for others to use. Their answers as concerns the school show the same positive stance. Their role as hosts, the flash-mobs, the presentations and of course their first-hand experience of the multicultural context of the Learning Activities abroad seems to have been catalytic in their heartfelt involvement in the project having increased their empathy to the project's objectives and their appreciation of experiential learning.

TEACHERS

When answering as individuals, teachers agree that the activities were educative and relevant to the project's objectives but also quite beneficial as regards development of skills related to the 21 century demands, much augmented by the actual experience of the multicultural context the project is built upon. The Learning Activities abroad (for their value on experiential learning), the e-lesson, articles and the curriculum proposal (for their research, team work and creativity skills development) gathered most of their favorable answers but they also recognized the hosting of the mobility and the flash mobs as great team builders and very helpful in involving the participants in a more holistic and sincere way.

PARENTS

When answering as individuals, parents seem in agreement with the relevance and pedagogical merit of the activities. Their previous stated mild reluctance, mostly concentrated around virtual workspaces, use of social media, workshops on entrepreneurship, (areas that parents were not involved at all) was deteriorated as the project progressed and feedback was made available. It is very positive that parents appreciate the educational benefit of the planned activities and the fact that they unanimously agree that this benefit has or can have high transferability to the school more widely, shows that they trust the school (thus their children) to get full benefit of the European project.

Impact on related issues (mobility and European values communication, cooperation, and openness, personal and professional development)

STUDENTS

Both when answering as individuals and as concerns transferability to the school, students focus more on their understanding of other European educational systems and the European context more widely and less on their mobility in Europe beyond the framework of the project and use of EU tools like Europass Portfolio which they decide it is too soon to say. When discussing communication, cooperation, and openness, students agree that they have learned from and with others, they have got connected with different student 'worlds', practices and cultures and they wish to further maintain contact with peers from other countries. They concentrate most of their "tend to agree" or "too soon to say" answers when asked about participating in further European training systems, projects and initiatives. On the latter issue, they place their confidence in the school recognizing the important role of the school and its responsibility to make the best use of the opportunities for cooperation and openness the project provides. When discussing impact on personal and professional development, students recognize the positive effect of their involvement in the project on their personal development, overall (qualities such as critical thinking and inquiry, flexibility and adaptability, openness and tolerance, etc). Students almost unanimously agree on that specific question. They are mostly reluctant, when asked about their "professional" and career development in connection to any future job applications.

TEACHERS

Both when answering as individuals and as concerns transferability to the school, teachers focus on understanding of other European educational systems and the European context more widely. Most of them state a renewed interest in their mobility in Europe beyond the framework of the project and use of EU tools like Europass Portfolio which they tend to recognize as important aspects of their professional development as European teachers. When answering about the school as a whole, they feel more positive about transferability. In both areas their most favorable answers are predictably related to the important issue of knowledge and

understanding of other European educational systems (Mc Laughlin & Talbert, 1993) and engagement with and understanding of the European context more generally.

When discussing communication, cooperation, and openness, teachers agree, or tend to agree and some decide it is too soon to say. The majority of the teachers involved in the project admit they feel less isolated in their teacher's "world" and appreciate the chance they have been given to get connected with different professional "worlds", practices and cultures. Their *too soon to say* answers are mostly to the questions about maintaining contact and collaboration after the end of the EU funding, becoming involved in other EU programmes outside Erasmus+ and starting other projects on their own initiative. When answering about the school, teachers display the same positive and expectant stance. At this stage, the project has revealed its full potential and the teachers seem appreciative. It is a common ground for all teachers that such projects enhance communication and cooperation between different worlds and integrates differences into common ground.

When discussing the project's impact on personal and professional development, the majority of the teachers agree or tend to agree that their experience of the project has had a positive effect on their professional and personal development overall, leaving others to be expectant (choosing too soon to say) for the benefits to be shown in the future. Their overall positive stance reflects their positiveness that the experience gained by their involvement in a multidimensional project with European context is quite beneficial to their own learning acquisition, learning management, critical thinking and other professional skills and knowledge as well as to their personal development overall.

PARENTS

The majority of the parents tend to agree that their indirect involvement to the project has increased their understanding of other European educational systems and engagement with and understanding of the European context more generally. The questions about EU tools and mobility have concentrated most of their "disagree" and "irrelevant/ too soon to say answers". Their answers are much more positive when it comes to the school however, again placing their faith on the transferability to the institution. When discussing communication, cooperation, and openness, parents place most of their agreement on the transferability of the impact to the school while admitting a tendency to learn about innovation and best practice from different practices and cultures and feel stronger connection to other "worlds", (e.g. the world of school, museums, the world of training / research etc) These areas seem to be the ones from the thematic they feel more related to. When discussing the project's impact on personal and professional development, parents recognize a positive impact on their personal development overall (qualities such as critical thinking and inquiry, flexibility and adaptability, openness and tolerance, etc) but decide it is too soon to determine an impact on their professional development.

Quality of involvement and dissemination, Qualities of the partnership(s)

STUDENTS

As regards quality of involvement and dissemination, students agree or tend to agree that their role in the project has been clear and energetic, that they have reported back to peers on the experiences gained and that more generally, the messages and outcomes of the project have been disseminated widely and to appropriate audiences .

When asked about the qualities of the partnership, students agree or tend to agree that there has been the right mix of different types of institutions in the partnership and that collaboration and exchange of experience among the partners has been effective. They feel confident that the competences and structures in the partnership have been appropriate to effectively address the demands and challenges arising during the implementation of the project.

TEACHERS

When asked about the quality of involvement and dissemination their responses are positive. They report that their role has been clear and active and that they have reported back to their peers on the experiences gained through the project. They acknowledge their new role in the school related to dissemination of project results. It should be noted that now that the full range of the project outputs has been revealed, the teachers feel that their role in disseminating the project results has not finished yet and they expect to take up role in disseminating the results, make use of the products and reach out to potential users in the next school year

As regards the qualities of the partnership, teachers are positive and seem pleased with the qualities (right mix of institution types, strong representation of schools, appropriate structures and competences available) and the collaboration and exchange of experience among the partners.

PARENTS

When asked about the quality of involvement and dissemination, the vast majority respond that their role was clear and energetic, they judge the involvement of the schools to have been direct and active and state that they have reported back to their friend on the experiences gained from the project. They tend to agree that generally, the messages and outcomes of the Action have been disseminated widely and to the appropriate audiences. Their reluctance is mostly about taking over of new roles related to disseminating results, coaching peers, etc.

They also agree or tend to agree, when asked about the qualities of the partnership. Parents, although indirectly involved in the project seem to have formed an overall positive impression of the appropriateness of the competences available in the partnership.

Sustainability of results. All participants were asked about the possibility and practicality of maintaining and exploiting the good results of the project beyond the end of EU funding and about the possibility and practicality of maintaining an updated and effective project / network website after the end of EU project funding.

When answering as individuals, the vast majority of the students and parents tend to agree on the potential and usability of the project results, recognizing their usefulness as educational materials and mostly place their faith in the school to maintain and exploit the good results of the project beyond the end of EU project funding. Teachers agree or tend to agree, when asked about sustainability (maintenance and exploitation) of the project results. Teachers show a positive and expectant stance both when asked individually and as regards transferability. Their experience of the benefits of multicultural collaboration and the sharing of experience within a learning community, has persuaded them of the possibility and practicality (even necessity) of maintaining an updated and effective project website that could be used an open resource and lifelong learning facilitator.

Added value and Level' of impact

The sum of students, teachers and parents, at this late stage of their involvement in this project, confirm its added value for them personally and for the school community. They also recognize its European added value as they agree that it would not have been possible to develop a project and results that have an impact, without European cooperation. They unanimously state that they would recommend getting involved in a European project to a colleague or a friend

As concerns "level" of impact, students decided that the impact is or can be positive and lasting for both individuals and the school community, or across the community as a whole. They seem reserved when answering about wider systems (e.g. The local/ regional/ national education system or EU policies) beyond the institutions directly involved. Most parents seem to recognize bigger benefits for those directly involved and are reluctantly positive about the project's impact on wider systems. Teachers, generally agree on the benefits for individuals (mostly directly involved), on other organizations and wider systems.

Summary (Writer's interpretations based on results, comments and feedback from beneficiaries)

A fixed value of participating in European programmes is that the benefits you acquire stay with you as assets for the future, empowering you as you become part of a well performing social capital within democratic Europe. Apart from the feelings and impressions that are created at the moment of the experience, participants gain benefits, develop competences and become better equipped for their future life on a personal, professional and social level. In a competitive, multicultural society, the right knowledge, skills and attitudes are invaluable assets. The way these are acquired is of course a challenge, and the Erasmus + programme emerges as a very promising and beneficial tool for the development of these competences that enhance your ability to actively and constructively participate in democratic life.

Obviously, those directly involved in the UNESCO Heritage project gained positive results in a greater degree, depending of course on individual temperament since personal traits always define the confrontation with cognitive challenge. The beneficial impact ranges from increased key competences, augmented knowledge, skills and attitudes related to cultural heritage to a broader understanding of themselves and the world they live in. "Experience" is a key word here and it can never be substituted with any course book or website content. It is not only the competences they acquired but the innovative way these were acquired and added to their cognitive capital that will secure their assimilation to their personality.

The persons indirectly involved (parents in our case) benefit mostly by the dissemination of the project, the sharing of information, experience and viewpoints. They became indirect recipients of experience and knowledge. The more indirectly you experience something, the weaker the effect it has. The mere fact however that one becomes involved in a project that brings a European context into their everyday life thought practices and modes of operation that were previously unknown to them and open themselves up to accept the experience in a positive disposition, is a profit on its own. An aspect of the parents' involvement in the project that was much appreciated was the sense of cooperation and sharing of responsibility with their children's teachers. The demands of the project called for empathy and close synergy between teachers and parents in practical matters and in moral support. The parents quickly recognized the advantages of the programme and

were eager to contribute to the collective effort for the benefit of their children and the whole school, acknowledging that “it takes a village to raise a child”.

The school is the final recipient of the benefits gained by the project. When a part of its community is involved in a European project for a period of two years the impact reasonably spreads to the institution more widely, e.g. through transfer of the experiences and integration of good practices across the organizational structures and community of the school. Thus the direct participants, having gained from the experience, share outcomes and deliverables, are able to renew their practices, learning and teaching methods and techniques, or even renew the appreciation for the education provided at their school and confirm the European added value of the whole benefit. The school, the natural environment for students and teachers, is no longer the only learning environment available in our times of change. Non-formal and informal education will always be available for the lifelong learner but for as long as the school nurtures learners at young age it needs to become an agent of change, an advocate for progress, not the conformity every teenager loves to hate. It needs to meet the demand of our times, and engage its community in multicultural projects that enhance key competences and foster acceptance, involvement, respect, coexistence, peace and promote human rights and active citizenship.

The world is constantly changing, not only for young students but for their teachers and parents. The demand for twenty-first century skills change the scenery and call for their development as early as school age. Change in realities requires modification of behavior. Any change of behavior requires the person to first realize the need for change in order to take the time necessary to move on to new approaches and adopt new ideas and attitudes. Solidification of the new tactics, final and unreserved acceptance of the new ideas and replacement of the old thought pattern with a new one happens gradually without ever being imposed. Kurt Lewin (1947). It is exactly this impose-free context within which learning is acquired in European projects that constitutes its greatest advantage and has placed them in the heart of the flagship initiatives in the “Europe 2020” strategy.

Conclusions

The analysis of the three questionnaires (students, teachers, parents) applied at the final stage of the program, produced significant findings on the impact of the European program on the direct and indirect participants. Students and teachers directly involved in the “UNESCO HERITAGE” project emerge as the most benefited from it.

Students are altogether more positive (even enthusiastic) especially about these aspects of the project they have had hand-on experience at (The workings of UNESCO, Cultural Heritage, Learning Activities, Foreign Language, critical assessment , Digital Competence, Social and Civic Competence, Cultural Awareness, Added Value). They welcomed the opportunity to acquire first-hand experience of project-based learning and experiential learning in a multicultural setting that has helped them determine their strengths and weaknesses and decide on their preferred learning style. Respect for cultural and linguistic diversity but also augmented appreciation for their own heritage was a major gain for them as they engaged in theme oriented collaborative activities that kept reminding them of the importance of cherishing our roots and heritage (national and universal). Social interaction with peers from other countries and of course their experience of hosting and being hosted represents one of the strongest appeals of the project and had a major influence in them and has created memories and experiences that will certainly add to their cognitive and spiritual capital. In their young

age, making bonds with young people from partner countries and maintaining everyday contact with them (thanks to social networking) has brought a feeling of belonging to a European teenage context. Friends are social tools; they help young people shape their personality. By socializing peers from a variety of cultural and social backgrounds, students are helped to define themselves in similarity or/and in contrast to their friends. This aspect constitutes the surplus value of the project and European programmes of this type.

Teachers are very positive towards the various aspects of the project and are more appreciative of the transferability to the school institution more widely. Their participation in the project met their need for change in their personal and professional world. The benefits go beyond the thematic of the project which was much appreciated. They welcomed the opportunity to remove themselves and their students from the restrictions of the classroom and engage in learning acquisition on equal terms, enhancing their own and their students' self-efficacy beliefs, building bonds with them in the process. The improvement of their skills in using the English language was quite rewarding and motivating. The innovative use of technology and the enhanced digital skills were recognized for opening new horizons. The products of the project were found to be rich and relevant. The e-lesson, articles and curriculum proposal really engaged them in producing rich intellectual output that they are happy to share with a wider learning community. The sharing of best practices and the first-hand experience of educational systems and practices was very much appreciated as was the sense of belonging to a wider European "world" of educators who seek to update their skills and competencies and teaching practices. Teachers also recognize a more modern, dynamic and committed professional environment inside their schools and an openness towards European contextualization and non-formal education. The principle of lifelong learning was augmented in their consciousness as was their natural inclination for self-improvement.

Parents seem more reluctant when answering as individuals. They recognize the project's great impact on knowledge, skills and attitudes related to the thematic of Cultural Heritage and they acknowledge the European added value of the project. They admit a positive effect on their appreciation and renewed interest on different cultures, their respect for linguistic and cultural diversity and their own approach to learning and metacognition. They admit a more positive attitude towards the European projects and the EU values. More significantly, they place great trust on the transferability of the impact to the school more widely and are expectant of good use of the results. Their experience of the project-albeit indirect- has also renewed their appreciation of the education offered in schools and they welcome the chance to work more closely with the teachers of their children. This was made quite evident during and after the Learning Activities organized by "their" school.

References

Banbura,A.(1986).*Social foundation of thought and action. A social cognitive theory*. New Jersey: Prentice Hall.

Bransford, D., Franks, J., Vye, J. , & Sherwood, R.,(1989). *New approaches to instruction: Because wisdom can't be told*. In Vosniadou.S and Ortony. A *I Similarity and Analogical Reasoning*,pp. 470-497. UK: Cambridge University Press.

Bruner, J. (1996). *The culture of education* . Harvard: University Press.

David Graddol (1997). "The Future of English?" . The British Council.

Hargreaves, A. (2003). *Teaching in the Knowledge society*. New York: Teachers College Press.

Lewin,K. (1947). Frontiers in group dynamics. *Human Relations*, 1,1-54.

Mc Laughlin, M., & Talbert, J. (1993). Contexts that matter for teaching and learning: Strategic opportunities for meeting the nation's educational goals. Stanford, CA: *Center for Research on the Context of Secondary School Teaching*. (ERIC Document Reproduction Service No. ED 357 023).