



Unesco Heritage. Erasmus + 2014-2016

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Learning-Teaching-Training Activities Report.

Code of activities according to the project's Gantt Chart: C3, C4

-Learning session Bistrita, Romania, 22-28 February 2015

Preface

This short report is a summary of the Greek participants' evaluation of the Learning/Teaching/Training Activity that took place in Bistrita, Romania. The base of the following summary is: a questionnaire administered to the direct participants almost 5 days after their return, their informal feedback, observation of reactions and their personal thoughts in retrospect.

Students were aged between 13 to 15 years old, living in the urban area of the city of Heraklion. The teachers have between 10-16 years of didactic experience and one of them holds a post graduate degree.

None of the participants had been involved in a European project before and they were from the beginning attracted to the idea of participating to a multicultural learning activity with many benefits and the chance to acquire knowledge and experience that could not have been obtained within the school curriculum.

Results in some detail, according to the structure of the questionnaire.

- Quality of the event
The event was found to be of excellent quality. The participants had the opportunity to contribute sharing roles and responsibilities to the best of their potential. The relevance of the activities and workshops to the aims and objectives of the project was quite clear to them and the multicultural context of the event was judged as an excellent opportunity for developing positive attitudes towards cultural diversity. The participants were also very pleased with the opportunity to share relevant information about their country and learn more about others.
- Structure, content and delivery of the event.
The learning and social activities were found to be well planned, structured, evenly balanced, appropriate and plausible. There was a high degree of satisfaction for the effectiveness of the delivery by the trainers and the opportunity to contribute to them to the best of their abilities. The

effectiveness of the process of monitoring and evaluation of the activities was judged between good to very good.

- Materials, resources, equipment.

Provision and suitability of materials, resources and equipment was found to be highly satisfactory and well organized.

- Quality of Domestic Arrangements.

There was excellent attention paid to practical details and catering arrangements, excellent suitability of the working venue and the participants were very pleased with the arrangements and the quality of accommodation.

- Aim of the educational activities

The educational activities were found to have contributed, to an altogether very good extent, to the increase of knowledge and respect for world heritages and for social, linguistic and cultural diversity. The participants were given a very good opportunity to develop communication skills, ICT skills and foreign language skills. The consolidation of a sense of European citizenship through cultural and linguistic exchange as well as the establishment of a positive attitude towards school education, were among the aims of the programme that were achieved at a very satisfactory level. Some of the participants were reserved as regards the extent to which they were able to really get acquainted with other students in order to foster further communication and cooperation and also as regards the consolidation of a sense of belonging to a European community with shared cultural identity through the knowledge of the Unesco World Heritage. This latter observation might be read as a reserve some participants might feel to “share” their own heritage with the world. They seem to welcome the opportunity to share European citizenship as individuals but are not ready yet to consider their “own” cultural heritage as a part of an enlarged community.

Rates in more detail.

PART 1- QUALITY OF THE EVENT

		1.Poor	2.Good	3.Very Good	4. Excellent
Input into the event by the project beneficiaries	extent to which each participant contributed to the event			4	2
	evidence of participants sharing roles and responsibilities during the event or as part of the overall project			2	4
Link between the aims of the event and the main aims of the project.	mutual understanding amongst participants about project and event rationale and the short-term/long-term objectives of the event and the project		1	3	2
	clear evidence in the event programme of relevance with the main project			2	4
Development of positive attitudes towards European cultural identity.	opportunities for the development of positive attitudes towards Europe and cultural diversity		1		5
	extent and quality of the intercultural dimension of the shared activities				6
	extent of the opportunity for participants to share relevant information about their own countries				6

PART 2- STRUCTURE, CONTENT AND DELIVERY OF THE EVENT

		1.Poor	2.Good	3.Very Good	4.Excellent
Organization of the event	evidence of clear planning			2	4
	realistic timescales			4	2
	appropriate selection of delegates			2	4
	Completion of activities			2	4
Effectiveness of content and appropriate range and balance of activities	appropriate content, clearly related to the aims/objectives of the event				6
	relevant mixture of activities: e.g. icebreaking activities, information-giving sessions, active participation in workshops by participants etc.			2	4
	appropriateness of social programme			4	2
Effectiveness of the delivery by trainers/workshop leaders etc.	trainers/leaders have the appropriate subject competence and knowledge				6
	trainers/leaders are good communicators, with the necessary language skills		3	2	1
	Evidence that trainers/leaders have the appropriate didactic experience for delivering training sessions			1	5
Effectiveness of shared ownership of the event	evidence that the needs and expectations of participants have been taken into account			5	1
	evidence that participants have the opportunity to contribute their own expertise			3	3
Effectiveness of the process of monitoring and evaluation of the activities	quality of the mechanism for monitoring, evaluation, feedback including postevent follow-up, if appropriate		3	4	
	evidence of on-going assistance to participants.		3	2	1
Certificates	Participation certificate for every participant.				6
	Mobility Document from Europass Portfolio for every participant.		4	2	

PART 3 - MATERIALS, RESOURCES, EQUIPMENT

Provision and suitability of materials, resources and equipment		1.Poor	2.Good	3.Very Good	4.Excellent
	evidence of appropriate prior information being issued to			4	2

	participants				
	relevance and quality of materials issued during the event				6
	sufficiency, range and suitability of other resources, including, where appropriate, ICT			4	2
	provision of support and assistance for technology users			4	2
	extent to which technology and other resources are used effectively and innovatively			5	1

PART 4- QUALITY OF DOMESTIC ARRANGEMENTS

Quality and appropriateness of the domestic arrangements and the comfort factor		1.Poor	2.Good	3.Very Good	4.Excellent
	attention to practical details and catering arrangements			2	4
	suitability of working venue				6
	quality of accommodation			4	2
	evidence of any special requirements of participants being taken account of.				6

PART 6- AIM OF THE Educational ACTIVITIES. Please rate to what extent were the aims of the project (as they are described in the project proposal) reached during learning activities.

Aim was reached :	1.Not at all	2.To little extent	3.To some extent	4.To a good extent	5.To a great extent
To get acquainted to each other as a group or team in order to prepare further communication and cooperation.			4		2
To increase knowledge and respect for world heritages.				4	2
To exchange experiences and disseminate good practices in heritage preservation.				6	
To provide the students with a sense of belonging to a European community with strong cultural identity through the knowledge of the Unesco World Heritage.			3	3	
To increase self-esteem and boost independent lifelong learning acquisition.				3	3

To provide the conditions for multicultural experiences that promote respect for social, linguistic and cultural diversity.						6
To consolidate a sense of European citizenship through cultural and linguistic exchange.				1	2	3
To develop communication skills through cooperative historical research.					4	2
To develop ICT skills through cooperative historical research.					4	2
To develop foreign language skills through cooperative historical research.					3	3
To develop data processing and linguistic skills by giving students hands-on experience on planning and organizing a common project.					4	2
To establish a positive attitude towards school education.					2	4
To develop Entrepreneurial competences (ex.initiative, systematic planning, critical thinking, creativity, problem solving, information management etc)				2	2	2

Overall evaluation and Comments

Overall, the event was found to be extremely useful and quite relevant to the students' learning needs. The workshop «Lost treasure- UNESCO heritage...the past» that was held on the first day gave the opportunity to the students to record messages, values, beliefs of the past, that have been transmitted to the younger generations. Our students recorded the ideal of freedom, hospitality, authenticity, love for the joy of life and nature. The work of the students was displayed and they were very pleased to see their poster decorating the walls of the Romanian school. For the second workshop "Messages for the Future" the students formed four mixed groups of all countries. Students communicated and cooperated with each other creating posters that highlighted the value of self-awareness, respect for diversity, love for knowledge, imagination and creativity. The experience was reported to have been very useful for introducing to and familiarizing the students with the multicultural context their activities were going to be placed in.

The visit to Sighisoara citadel (added to the list of Unesco World Heritage in 1999 as an excellent example of a small, fortified medieval town which played an important strategic and commercial role on the fringes of central Europe for several centuries), made a lasting impression on the participants as an excellent example of

a learning by experience activity. A good practice, very appropriate for the educational objectives of the project. The visit to Viscri village in Brasov region in Transylvania (integrated in Unesco since 1993) was an unforgettable experience filled with local authentic flavors of home cooked food and warm hospitality.

The observation of the Geography lesson on "Delta Danube Unesco», was much appreciated as very revealing of the potential and dynamic of a lesson structured around a Natural Heritage site. The students sitting in a Δελτα formation, the plants from the Delta and the drawings of the Delta fauna added an experiential element to the learning activity. The next part of the lesson was closely related to the products of the Unesco Heritage project as the students, divided into heterogeneous groups, constructed jigsaw puzzles of specific Unesco monuments and later researched the monument depicted and presented their collaborative work. Another product of that workshop was an impressive 3-D construction depicting flora and fauna of the Danube Delta.

The students also had the chance to present their traditional costume, dance and song. The event took place in an atmosphere of festive colors, melodies and rhythms of the seven participating countries. It was an event that contributed to the fruitful interaction of partners and fostered respect and admiration for the traditions of each country. It was also one that our students remember most fondly as a very sentimental moment for them.

The painting workshop the Art School of Bistrita, was also noted as very interesting and quite relevant to the aims of the project. Participants received ceramic tiles with reliefs of the Unesco Romanian monuments that they had visited the previous days. They painted the tiles and displayed them. This workshop successfully combined creativity, conservation ethic and entrepreneurship.

Another excellent opportunity for cultural exchange and appreciation for diversity was given at the presentation of representative dishes from each of the seven countries. The famous "Drakoula Castle" was filled with flavors, colours and aromas that were very characteristic of every country but also very informative as they gave the opportunity of "hands- on" knowledge of different traditional cuisines. Literally.

The evening ended with music and dancing with lighted torches in a magical night landscape with snowflakes falling around. In the end, each group received and lit the lantern which they freed to the night sky and made a wish. The impressions and feelings created were everlasting.

Finally, there was the very impressive field trip to the famous salt mine in Turda, recently renovated and turned into a popular tourist attraction with a playground, a theater and a table tennis field. Students descended nearly 120 meters below ground in order to become acquainted with the history of the mine, but also enjoy themselves climbing the carousel or boating on the underground lake with its impressive stalagmites.

The benefits for the students of the 6th High School who participated in the program were manifold. Through the Learning Activities held in Romania, the students, took initiatives, practiced their skills and acquired new ones, strengthened their self-esteem with activities performed before an audience and cultivated the attitude of cooperation and tolerance.

Differences in origin, religion, language and socio-economic background were not a barrier to communication, cooperation and the development of friendly relations among the students, who had many opportunities to talk to each other, to meet and exchange email addresses. At the end they were really saddened, when they had to bid farewell to their new friends.

Upon their return, they disseminated the positive impact of their experience to their family and peers and declared that they highly recommend participating in multicultural European projects.

The organization, appropriateness, balanced combination of the interactive learning activities in a student-friendly learning environment plus the multicultural context of the sessions were the strongest point of the event. The activities and workshops cultivated and enhanced knowledge, respect and even admiration for the monuments, traditions, music, dance and cuisine of the participating countries.

Participation resulted in fruitful interaction and all the activities and workshops were very revealing of the aims and potential of the project and the project products.

The need for even more experiential activities was decided as an important issue for upcoming Learning Activities. Students need to learn about the history of the monuments, reflect on their maintenance, and look for ideas for their safeguarding and promotion. They need to feel responsible for cultural heritage conservation and become creators of better conditions and chances for development for themselves and future generations.