

6th Gymnasio of Heraklion
19 Doukos Bofour Street,
Crete, Greece



“UNESCO HERITAGE” 2014-2015

Report on Management and Implementation activities regarding the dissemination , sustainability and impact of the Erasmus+ KA2 European project “UNESCO HERITAGE 2014-2016” (2014-1-RO01- KA201-002437_6).

Action Type: Strategic Partnerships for School Education

Project Agreement Number: 2014-1-RO01- KA201-002437_6

Project Title: “UNESCO HERITAGE”

Beneficiary Organisation Full Legal Name: Ekto Gymnasio Herakliou

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Reporting Period: 01/09/2014 –31/08/2016

Main developments in the project as regards dissemination of the project according to the implementation plan :

Winter 2014/2015

- After signing the contract with State Scholarships Foundation (IKY), the Greek National Agency, the announcement of the launching of the school’s involvement in the “UNESCO HERITAGE 2014-2016” was made together with a full description of the aims of the project and the workings of the transnational meeting in Bistrita, Romania in November 2014. The announcement was made in both electronic and printed media (regional and national newspapers: NEA KPHTH, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews, e-kriti).
- A new page was created in the school website entitled “European Projects” and its content began to be developed starting with the description of the project and the working of the transnational meeting.
- The “Erasmus+ corner” was created in several sites in our school. Announcement boards that are meant to display photos and material from the forthcoming learning/teaching and training activities (LTTA) in the partner countries.
- The Facebook page of the project was updated with pictures from the transnational meeting in Bistrita, Romania



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- Announcement was made in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews) about the first LTTA in **Ostrava**, Czech Republic in December 2014.
- The school page was updated with photographic material and description of the working in the first LTTA in Ostrava, Czech Republic.
- Video and photographic material was uploaded on project Facebook page, school website and disseminated on the Facebook page of the European Programs of the regional administration of Crete, the parents' association Facebook page and the personal FB pages of the teachers and friends.

Spring 2015

- Announcement was made in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews, ekriti) about the second LTTA in **Bistrita**, Romania in March 2015.
- Video and photographic material was uploaded on project Facebook page, school website and disseminated on the Facebook page of the European Programs of the regional administration of Crete, the parents' association Facebook page and the personal FB pages of the teachers and friends.
- Announcement was made in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews) about the third and fourth LTTA in **Maltepe**, Istanbul in April 2015 and **Castelnovo ne Monti**, Italy in May 2015.
- Announcement was made in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews) about the **flash mob** for international day for Diversity.
- Video and photographic material was uploaded on project Facebook page, school website and disseminated on the Facebook page of the European Programs of the regional administration of Crete, the parents' association Facebook page and the personal FB pages of the teachers and friends.
- Updating of the "Erasmus+ Corners" in our school.



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Autumn 2015

- Announcing the beginning of the second year of our school's involvement in the project during the parents- teachers meeting for the beginning of the school year. Discussion on the organisation of the LTTA in our school and the involvement of the parents' association.
- Announcement was made in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews, e-kriti) about the fourth LTTA organised by our school in September 2015.
- Video and photographic material was uploaded on project Facebook page, school website and disseminated on the Facebook page of the European Programs of the regional administration of Crete, the parents' association Facebook page and the personal FB pages of the teachers and friends.
- Updating of the "Erasmus+ Corners" in our school.
- Our power-point presentation of the Minoan Civilisation and the criteria for their inclusion of the Minoan Palaces (still in tentative list) in the Unesco Heritage List that was prepared for the Romanian mobility, was made available (upon their request) to the Tourist Guides of Crete association in order to be used for educational and promotional purposes. . The presentation bears the appropriate logos and graphic identity related to the Erasmus+ Programme.
- Our journal-worksheet that was created for the quest students and teachers during the LTTA in Crete was made available (upon their request) to colleagues from other schools who aim to join an Erasmus+ project in the future.

Winter 2015/2016

Spring 2016

- Announcement was made in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews) about the fifth LTTA in Split, **Croatia** in April 2016 .
- Video and photographic material was uploaded on project Facebook page, school website and disseminated on the Facebook page of the European Programs of the regional administration of Crete, the parents' association Facebook page and the personal FB pages of the teachers and friends.

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- Updating of the "Erasmus+ Corners" in our school.
- Announcement was_ made in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews) about the sixth and final LTTA in Aveiro, **Portugal** in May 2016 .

Summer 2016

- Flash mob to disseminate the project and announcement in both electronic and printed media (regional and national newspapers: NEA ΚΡΗΤΗ, ΠΑΤΡΙΣ, regional and national news portals: neakriti, patris, cretalive, candianews).
- All participating students were given a back-pack bearing the logo of the project and the graphic identity related to the Erasmus+ Programme. It was their idea as it "makes them feel and look more like Erasmus+ students"
- Word of the mouth (or the keyboard in our hi-tech era) is still an effective means of disseminating project results and clarifying the heuristics of good practices. The teacher community in our town, especially towards the end of the school year (during festivals, presentations and events), has the opportunity to meet and exchange news, ideas and experiences viva voce. They are more like an in-formal learning communities where attention is drawn to the possibilities and availability of project results in all types of programmes.

Main developments and plans as regards sustainability and exploitation of the project results according to the implementation plan:

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Our school will be promoting the project after its completion through presentations in online media in order to bring attention to the results and experience gained but also to raise awareness to European cultural heritage and the nomination of the Minoan Palaces to be included in the Unesco Heritage List.

- Our school has assured free online access to the journal with the published common articles (as symposium result) and a printed version available to our local and regional public Library, the Regional Administration of Education, the Directorate for Secondary Education in Heraklion, the School Advisors Directorate and secondary education schools in the region
- Our school has assured free access to electronic and printed version of the curriculum and has made sure it is available to our school library, our local and regional public Library, the Regional Administration of Education, the Directorate for Secondary Education in Heraklion, the School Advisors Directorate and secondary education schools in the region.
- All project outputs have been made freely available through our school website and have been promoted through the official project webpage and Facebook page of the Regional Administration of Education in Crete.
- Project-based learning and interdisciplinary teaching methodologies are in the heart of educational reforms that are being implemented in Greece. Against this context, reports on educational systems, presentations on cultural heritage, interactive maps of cultural heritage, e-lessons, journal articles and most importantly the curriculum proposal have been made available for the teachers and students of our school and other schools for enhancing the school curriculum and their teaching references. Teachers from our school have already shown an interest in that regard.
- All project results have been posted in the EU Dissemination Platform .



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Notes on short-term impact on students, teachers, parents and the school community

(coordinator assessment taking into consideration that the final questionnaire analysis (available at www.6ogymnasio.gr in the section "ΕΥΡΩΠΑΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ») has provided a more thorough view of the short-term and long-term impact of the project)

The following assessment was based on the analysis and the drawing of conclusions after the Focus Group interviews, the feedback from the participants and their parents, their thoughts in retrospect during targeted conversations and the discussions with colleagues and the school administration.

Impact on students

One of the most recurring comment among students was that their participation in the project increased their self-confidence and empowerment in their use of the English language in a working environment. Their involvement in a project-based learning environment, where they were expected to work with and for a multinational team, take initiative and demonstrate problem-solving skills and critical thinking was described as an amazing, didactic experience. Accountability and assuming responsibilities had a major influence in them as they felt the urge to do right by their working team, their fellow team members and their teachers and contribute to the best of their abilities to a good result. Especially during mobilities and when hosting foreign students, they felt more alert and dedicated to the common goal.

The best part of the students were attracted by the innovative, non-formal way they were led to acquire knowledge. They developed an understanding of the principle of life-long, self-regulated learning as they were asked to provide their own learning material and manage their time and resources in order to come up with a product that is meant to become a reference for future studies.

Cultural awareness and respect for the diversity and richness of other cultures was noted. They discovered many things in common with other cultures but they also allowed themselves to be educated about the singularities of foreign cultures and to a high degree remove their prejudices and misconceptions. This led to a greater understanding and responsiveness to social, linguistic and cultural diversity.

Knowledge about cultural heritage and the recognition of its value and importance but also vulnerability was a major gain. Monuments that were previously merely presented in books or the web, were now touched and seen and explored. Monuments and historic sites, either Greek or foreign, were previously taken for granted and perhaps related to boring history lessons. A new light was shed to all of them as the learners were guided to discover their connotations,



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appreciate them as trademarks of civilizations and recognise cultural heritage as a unifying feature of a shared European identity.

Most of the students were not familiar with the UNESCO institution and its workings regarding the safekeeping of cultural heritage. Studying the UNESCO Heritage through the presentations, was very informative and revealing of the cultural capital of each participating country.

Even though they could not really relate to the profile of a European citizen, due perhaps to their young age, the students definitely became "European friends". Their young age and the advances of technology has facilitated the building and maintaining of friendships. The ongoing sharing of their everyday life with peers from another country, has impressed them and provided them with a sense of belonging to shared European context.

On a lighter note, the students enjoyed the friendly climate and the good rapport they developed with their teachers as they were travelling to mobilities, sharing experiences and learning in an informal setting that made contact with the teachers more easy and natural.

As a final note, one could easily ascertain that the skills and competences acquired and the very experience of an Erasmus project has been added to the students' cognitive capital for further use.

Impact on teachers

The principle of life-long learning was confirmed in the minds of all the teachers participating in the project. Their need to improve their foreign language skills and digital competence was met and their knowledge of history and cultural heritage was increased. There was, admittedly, greater understanding and responsiveness to social, linguistic and cultural diversity and increased awareness of the opportunities offered by the Programme and also appreciation of the European added value of the activities supported by Erasmus+ projects.

A sense of strengthening of their self-esteem and self-efficacy beliefs was noted as they gradually overcame their initial reserve concerning the demands of the project and the implementation team started working closely together, meeting deadlines, producing results and most importantly guiding students to learning. The majority of the teachers felt that the informal, project-based learning carried out during the project, involved them on almost equal terms with the students as they both engaged in activities that produced very similar effects- taking respective differences into account. The chance to organise students into working environments that transcend the isolation of the classroom and the limitations of subject-related curriculum was refreshing if a bit intimidating (at least at first) as it meant removing themselves from their comfort zones. It was however quite rewarding.

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The chance to learn about different teaching methods and understanding of partner countries' educational systems and to also enhance knowledge of their own subject field was very much appreciated. The teachers felt the sense of belonging to a European teaching community where good practices were shared and cooperation became a working habit. This, they report, improved their business profile and added to their resolve to seek self-improvement and professional training and skills development. Most of them wish to maintain the bonds created with other teachers and some of them have expressed willingness to participate in other European projects in the future. Furthermore, having experienced the labour of producing the project outcomes and the products that resulted, they expressed their resolve to make good use of them and instruct others in using them.

An observation made by some of the participating teachers regarding the skills and competences developed during the project, brought forward the matter of the relevance and quality of the education provided by our schools. The need for an educational system better aligned to the needs and demands of the students' future role as European citizens emerged as a necessity, not a mere recommendation.

Impact on the parents

Their role as hosting families seems to have made all the difference for the parents of the students. Their close cooperation with the implementation team and their sympathising with their efforts to organise a successful mobility, made them share the vision of the team and drew their attention to the aims of the project. They took the time to take a closer look to its goals and appreciate the opportunities offered to their children. Before their role as hosting families, most of the parents exhausted their interest on the project after the return of their child from a mobility. This changed however as they truly became indirect beneficiaries through hosting partner school students and actively participating in the organisation of the mobility.

Coming in close contact with students and teachers from the partner countries and observing their children work, learn and socialise with them, led to a greater appreciation of the European added value of the project and a more positive attitude towards social, linguistic and cultural diversity.

Their appreciation for the education offered in state schools was also strengthened as they observed the impact of the project on their children and the effort behind its implementation. It seems that the subject matter of the project made no difference to some of the parents as they recognised that being involved in a European project per se is quite beneficial both for their children and themselves. A lot of them however, expressed their approval of the promotion of the Greek nomination for including the Minoan Palaces in the UNESCO heritage list.

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Impact on the school institution.

The impact of the school's involvement in the Erasmus+ project touched the whole school community but not to a very high degree. Colleagues reported that the climate of the school was positively affected by the involvement of 24 students and 10 teachers from the school community. Especially during the Greek mobility, the physical presence of the partner students and teachers brought the impact home and a fresh air of innovation and change.

The excited feedbacks from the participants after each mobility and the gradual production of the project outcomes, highlighted the value of project-based learning in non-formal settings and the multicultural context of the activities outlined the European added value of the learning outcomes.

As some colleagues reported, the very presence of the national symbols of the 6 different partner countries and the Erasmus+ and the EU logos displayed in our school, helped create a feeling of belonging to a European community.

Improvement of cooperation was also a positive impact on the school. The majority of the teachers, offered their help and support even if they were not involved in the project and the parents association was very supportive. This created a feeling of solidarity and strengthened the bonds between teachers and parents.

The colleagues appreciated the opportunity to observe the implementation of a European project and the non-participating students benefited from renewed teaching practices and the taste of the European context of the project. The impact on the school community was stronger comparing to the previous year of the project implementation but was still limited to the teachers and students that already felt the disposition to benefit from it.

The majority of the teachers in our school expressed willingness to make use of the products of the project, especially the curriculum proposal, the e-lessons, the interactive maps and the e-puzzles and gladly disseminated the results of the project to friends and colleagues from other schools.