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This questionnaire reflects the views only of the authors, and the European Union cannot be held responsible for any use made of the information contained therein.

Learning-Teaching-Training Activities Report.

Code of activities according to the project's Gantt Chart: C5, C6

-Learning session Maltepe, Istanbul, Turkey. April 26th -2 May 2nd 2015

Preface

This short report is a summary of the Greek participants' evaluation of the Learning, Teaching, Training Activities that took place in Maltepe, Istanbul. The base of the following summary is: a questionnaire administered to the direct participants almost 1 week after their return, their informal feedback, observation of reactions and their personal thoughts in retrospect.

Students were aged between 13 to 14 years old, living in the urban area of the city of Heraklion. The teachers have between 16-23 years of didactic experience. The school (6th Gymnasio of Heraklion) is a lower secondary education school in the city center with approximately 450 students)

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 high quality. The participants had the opportunity to offer input and share roles. The activities highlighted the objectives of the project and the event as a whole offered the right set of circumstances for participants to share information about their countries, work together and learn collaboratively in a multicultural setting and ultimately, enhance the development of positive attitude towards Europe and cultural diversity.
- Structure, content and delivery of the event.
That part was highly satisfactory as well. The participants decided that it was clearly evident that the hosting partners had made conscientious efforts in organizing the event, taking special consideration of the appropriateness of the content, range and balance of the activities and effectiveness of delivery by the trainers. Participants also noted that they were happy with the opportunity to

contribute to the event to the best of their abilities. Constant assistance provided to the participants during the activities was greatly appreciated.

- Materials, resources, equipment.

Provision and suitability of materials, resources and equipment was well organized and appropriate to the framework of the activities.

- 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 realization of the aims of the project. Participants got acquainted and established good rapport with each other which is essential for further communication and collaboration. The event provided the conditions to increase knowledge and respect for world heritages and social, linguistic and cultural diversity. Through the on-going cultural and linguistic exchange, the students were facilitated to develop a sense of belonging to a European community with strong cultural identity. Their self-esteem in using the English language was increased and so were their communication skills.

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			5	1
	evidence of participants sharing roles and responsibilities during the event or as part of the overall project			3	3
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			4	2
	clear evidence in the event programme of relevance with the main project			3	3
Development of positive attitudes towards European cultural identity.	opportunities for the development of positive attitudes towards Europe and cultural diversity		1	2	3
	extent and quality of the intercultural dimension of the shared activities		2	2	1
	extent of the opportunity for participants to share relevant information about their own countries			2	4

PART 2- STRUCTURE, CONTENT AND DELIVERY OF THE EVENT

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		1.Poor	2.Good	3.Very Good	4.Excellent
Organization of the event	evidence of clear planning			2	4
	realistic timescales		1	3	2
	appropriate selection of delegates			2	4
	Completion of activities			3	3
Effectiveness of content and appropriate range and balance of activities	appropriate content, clearly related to the aims/objectives of the event			4	2
	relevant mixture of activities: e.g. icebreaking activities, information-giving sessions, active participation in workshops by participants etc.			4	2
	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				6
	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			1	5
	evidence that participants have the opportunity to contribute their own expertise			4	2
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			4	2
	evidence of on-going assistance to participants.			2	4
Certificates	Participation certificate for every participant.				6
	Mobility Document from Europass Portfolio for every participant.				

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 participants			3	3
	relevance and quality of materials issued during the event			5	1
	sufficiency, range and suitability of other resources, including, where appropriate, ICT			6	

	provision of support and assistance for technology users		1	5	
	extent to which technology and other resources are used effectively and innovatively		3	3	

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			3	3
	suitability of working venue			2	4
	quality of accommodation			2	4
	evidence of any special requirements of participants being taken account of.			2	4

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.					2	4
To increase knowledge and respect for world heritages.					5	1
To exchange experiences and disseminate good practices in heritage preservation.		1	2	2	1	
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.				1	5	
To increase self-esteem and boost independent lifelong learning acquisition.					2	4
To provide the conditions for multicultural experiences that promote respect for social, linguistic and cultural diversity.				1		5
To consolidate a sense of European citizenship				2	4	

through cultural and linguistic exchange.						
To develop communication skills through cooperative historical research.					3	3
To develop ICT skills through cooperative historical research.				3	3	
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.				3	2	1
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)				1	3	2

Overall evaluation and Comments (Coordinator's interpretations)

Overall, the event was deemed extremely useful and quite relevant to the students' need related to the framework of the project. The students reported that they found the activities original, highly motivating, informative and very revealing of the benefits of their involvement in the project.

The warm welcome, friendly attitude and the original activities of the very first day established a very good rapport between the students and marked the beginning of an interesting and informative event. The presentation of the 8 drawings of cultural heritage was wisely chosen as an opening activity as it helped students overcome their initial reserve and boost their self-esteem. The students introduced themselves and their heritage to their peers and observed similar presentations. In that way they were able to visually relate faces- to countries- to monuments. The paper marbling art (Intangible Turkish heritage) that was presented and the workshop that followed made a lasting impression on both students and teachers. I was a very good team building activity but also very informative and fun. Art is always the most effective lingua franca.

The in situ visits that were arranged in 3 succeeding days were very well organized and very indicative of the merit of experiential learning. The participants were able to take in the sights, see, hear, smell and taste Turkey's heritage. They would however have welcomed even more time allocated to visiting the amazing sites. The Bosphorus, the Spice Bazaar, the Grand Bazaar, the Agia Sophia, the Basilica Cistern, the Hippodrome, the Topkapi palace are places with rich history and strong connotations. The hosting students' involvement in the organization of the visits as guides and escorts was very much appreciated.

The workshop session in the form of an “Escape” game was also very wisely chosen as it involved critical thinking, structural reasoning, creative problem analysis and decision making. These competences were exercised within the context of cultural heritage as the puzzles were related to Turkish heritage. In that way, knowledge was acquired in a playful manner nonetheless educative.

During teachers’ workshop, partners had the opportunity to share information about the layout of their countries’ formal education system and the structure of the history lesson curricula. This was particularly useful as a preface for the workings on the curricula entitled “European Identity- a part of world heritage” our project will develop. The various curricula were mostly examined with reference to the differences and similarities in terms of the general and specific competences and the objectives they are developed around.

The traditional food festival and presentation of folk dances that was organized in the final day of the activities was an excellent closure to the activities as it left us feeling impressed by and thankful for the great hospitality offered but also more informed about Turkish tradition.

The benefits for the students of the 6th High School who participated in the program were manifold. Through the Learning Activities held in Istanbul, 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. 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.

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. The students also formed bonds with the hosting families who provided exemplary hospitality.

Upon their return, they disseminated the positive impact of their experience to their family and peers and shared their experience and enthusiasm.

Some quotes by participants:

- “The excellent organization and friendly attitude of the hosts contributed to creating a climate of reciprocity and inclusivity. Communication, cooperation, exchanging views, cultivating skills, values, positive attitudes towards other people of different cultural background and different religious beliefs was effectively achieved. Students consolidated knowledge of other European heritages and were encouraged to not consider them “foreign” any more, thus enhancing preservation ethic”
- “ I wish we hadn’t wasted so much time in traffic. I would rather had spent it sightseeing”
- “The originality of the activities mobilized us to work collectively towards a common goal”
- “ My hosts were like a second family to me”