



Unesco Heritage. Erasmus + 2014-2016

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Learning-Teaching-Training Activities Report.

Code of activities according to the project's Gantt chart: C13, C14

-Aveiro, Portugal 16 - 20 May 2016

Preface

This short report is a summary of the Greek participants' evaluation of the Learning, Teaching, Training Activities that took place in Aveiro, Portugal. The base of the following summary is: a questionnaire administered to the direct participants almost 2 weeks after their return, their informal feedback, observation of reactions and their personal thoughts in retrospect.

Students were aged 15 years old, living in the urban area of the city of Heraklion. The teachers have between 20-25 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.

4 of the participants (2 students and 2 teachers) had been involved in other Learning/Teachin/Training activities in the same project.

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 were highly satisfied with the opportunity to offer input and share roles and responsibilities during the activities. They felt part of a multinational group working collaboratively on a theme oriented project. They also welcomed the opportunity to contribute to the development of a positive attitude towards cultural diversity by sharing information about their country.
- Structure, content and delivery of the event.

There was very good evidence of clear planning and realistic timescales with diverse plausible activities, appropriately related to the aims of the project. The mixture of the activities, ranging from icebreaking activities to information-giving and role sharing during workshops was much appreciated. There was a very high degree of satisfaction with the effectiveness of the delivery by workshop leaders and the ongoing assistance provided. The participants felt appreciated and welcomed to contribute their own expertise during activities.

- Materials, resources, equipment.
Provision and suitability of materials, resources and equipment was found to be excellent and well organized.
- Quality of Domestic Arrangements.
There was sincere 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
Participants reported that the educational activities and the event as a whole gave them the opportunity to increase knowledge, language and communication skills and increase their self-esteem. They greatly appreciated their being exposed to a multicultural, diverse learning environment that consolidated their appreciation for their own and other cultural heritages and most importantly instill a new appreciation for experiential learning within the framework of a European programme.

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			4	2
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			2	4
	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				6
	extent and quality of the intercultural dimension of the shared activities			3	3
	extent of the opportunity for participants to share relevant information about their own countries		1	2	3

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			3	3
	realistic timescales			4	2
	appropriate selection of delegates		2	2	2
	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			2	4
	relevant mixture of activities: e.g. icebreaking activities, information-giving sessions, active participation in workshops by participants etc.			2	4
	appropriateness of social programme		1	1	4
Effectiveness of the delivery by trainers/workshop leaders etc.	trainers/leaders have the appropriate subject competence and knowledge			2	4
	trainers/leaders are good communicators, with the necessary language skills			2	4
	Evidence that trainers/leaders have the appropriate didactic experience for delivering training sessions		2	2	2
Effectiveness of shared ownership of the event	evidence that the needs and expectations of participants have been taken into account			3	3
	evidence that participants have the opportunity to contribute their own expertise		2	2	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			3	3
	evidence of on-going assistance to participants.			3	3
Certificates	Participation certificate for every participant.				6
	Mobility Document from Europass Portfolio for every participant.	6			

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			2	4

	issued during the event				
	sufficiency, range and suitability of other resources, including, where appropriate, ICT			2	4
	provision of support and assistance for technology users			3	3
	extent to which technology and other resources are used effectively and innovatively			4	2

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			2	4
	evidence of any special requirements of participants being taken account of.			3	3

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.					3	3
To increase knowledge and respect for world heritages.					2	4
To exchange experiences and disseminate good practices in heritage preservation.			1	2	3	
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.					2	4
To increase self-esteem and boost independent lifelong learning acquisition.					1	5
To provide the conditions for multicultural experiences that promote					1	5

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

Overall evaluation and Comments. (Coordinator's interpretations)

Overall, the activities organized were found to be of excellent quality, highly educational and beneficial to the students. Communication, collaboration and socializing in a multicultural setting are invaluable learning opportunities that provide educational benefits with lasting effect.

The workshop and the presentations of the student-generated content that followed provided excellent opportunity for project-based learning. The teachers were very pleased to watch the students research, manage and present information to a multinational audience using ICT and English as a working language in a real life situation. The students, took initiatives, practiced their skills and acquired new ones, strengthened their self-esteem and cultivated the attitude of cooperation, self-management and accountability. Working collaboratively within a unifying theme, helped the students develop competences and attitudes much needed in the future role as European citizens while building bonds and making friends in the process.

The intercultural festival that was successfully organized in two successive days gave the participants the satisfaction of witnessing the presentation of high quality products generated within the framework of a European project. The multinational contribution to the relevant product (the journal) gave the whole result wider recognition and justified the European added value of Erasmus+ projects.

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 Portugal's culture as they were guided to Unesco Heritage sites that revealed the rich history of the country.

Barra, Costa Nova, Porto, Lisbon, Coimbra are places emitting a strong sense of historical and cultural significance and they are now imprinted in our minds bearing connotations much richer than their reference in books or web search results. The sense of the light and the breeze of the Atlantic Ocean left lasting impression on us being more accustomed to the feel of the Mediterranean waters. The Cathedrals, castles, buildings and landmarks we visited, very effectively transcribed knowledge in our minds and added to our cognitive capital. It was a very good example of experiential learning.

Both teachers and students noted that they were greatly impressed by the friendliness, hospitality and easy manner of the hosts who made sincere efforts to make the participants feel as welcomed as possible.

The intercultural activities with the traditional games that were organized in the final day were an excellent closure to the activities as a person is never too old to play children's games and enjoy the opportunity to communicate, cooperate and compete in a multicultural environment offun.

Differences in origin, age, 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 socialize and exchange email addresses. At the end they were really saddened, when they had to bid farewell to their friends.

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 the participants:

"The music, the tastes, the colours, the tiled buildings and pathways....!"

"I would never have imagined I would enjoy *bakaliaro* cooked in such a way!"

"I wish we had more time in Lisbon. It is an amazing city"

"It's a pity only 3 countries could present their games. I wish we had more time to play"

"There was age difference among students"