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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

Learning session in Heraklion, Crete, Greece

27 September-03 October 2015

Preface

The project has been founded by the European Union 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.

This short report is a summary of the Romanian participants` evaluation of the Learning/Teaching/Training Activity that took place in Heraklion, Crete, Greece.

The base of the following summary is a questionnaire that reflects the views only of the authors. The EU cannot be held responsible for any use made of the information contained there. The questionnaire was administrated to the direct participants a week after their return. These are their informal feedback and personal thoughts in retrospect.

The four students are 17 and 18 years old, they live in Bistrita, a town in the north of Romania. The students hadn`t been involved in any European project before and they were from the beginning attracted to the idea of participating to a multicultural learning activity.

The two teachers are 45 and 62 years old and have 28 and 40 years of didactic experience. Both of them had been involved in other European Comenius projects.

PART 1. Overall evaluation and comments

1.Quality of the event

In the terms of quality (four stars out of five), the event was a success. It was coordinated with great care and professionalism, thus making the experience authentic. The Cretan team was well organized and the days were filled with interesting activities. Students learned a lot about Crete in general, about the Minoan civilization and about mythology. The best thing was that they had the chance to communicate with people from other countries with different cultures, habits, and ideas. Moreover, it was interesting and challenging to take part in

activities that required sharing responsibilities with students from other countries and cultures. Within the activities, the students could better understand the aim of the UNESCO Heritage project and they were happy to learn about the origin of the human civilization.

Both students and teachers were very pleased to develop positive attitudes towards cultural diversity and they appreciated the kindness and thoughtfulness of the Cretan team and their students.

The Romanian students made their teachers proud by being fully involved in the proposed activities and reacted with respect to the requirements of the project.

2. Structure, content and delivery of the event

The activities were well planned, efficiently structured and various from presenting state-of-the-art technology to discovering the translation of the Phaistos Disk and visiting the birth-place of Zeus. The guides were effective and demonstrated good subject knowledge and even didactic experience. The message of the learning sessions was conveyed so cleverly that the students were immediately hooked. They could learn about the origins of the civilization and also about how to respect and preserve the UNESCO heritages.

The host team was very kind and concerned about the way they were implementing and developing the activities. There was good evidence that the participants' needs were taken into account and successfully met.

The guests even had a farewell party where they were able to say goodbye to their new friends.

3. Materials, resources, equipment

There were plenty of resources, materials and equipment to do all the planned activities. All sorts of materials such as, books, computers and even different traditional tools were used in the workshops. The students appreciated that everything was organized in such a way so as to maximize the learning process. For example, having to complete a journal every day made the students pay more attention to detail and made them more conscientious.

Also in terms of transportation, the participants were very nicely surprised by how much thought was put into all the details.

4. Quality of domestic arrangements

The host families were professionally chosen. They were really thoughtful and concerned about the students' well-being. They followed every step in the Security Procedure and the Romanian team did not have any problems thanks to the strictly followed and organized security procedures.

The families tried to make the students feel at home, and succeeded in this. The students appreciate all the efforts the Greek families had made during their stay.

Moreover, the attention paid to practical details and catering arrangements was excellent.

5. Aim of the educational activities

The participants were given a very good opportunity and were encouraged to develop communication skills, ICT skills, to improve European key competences and foreign language skills.

This mobility helped both students and teachers appreciate more and improve their knowledge about the UNESCO heritage. They improved their knowledge in history and technology as well.

The activities developed the spirit of citizenship, critical thinking and the need to learn more about heritages, which is also one of the aims of the UNESCO Heritage project.

6. Strong points of the event

- All the activities were well organized.
- The participants had a guide at almost every step who explained them everything they wanted to know.
- The Greek team respected the schedule with only few delays.
- The variety of the activities so it was not a dull week.
- The practical workshops in which the students made scented oil for food or massage. They also learned how to work at a weaving machine.
- The idea of dividing the participants in two groups (A and B) was really brilliant because it forced them to communicate with people from different countries and it was easier for the guides and teachers to look after them.
- The strongest point of these activities was definitely having people from different cultures sharing opinions.
- The vast number of important landmarks included in the learning sessions.
- Involving a large number of teachers, students and community officials in the activities.
- Friendly approach and hospitality of the host families.

7. Weak points of the event

- The students would have liked to play some fun games between activities or in the evening.
- Having students with big age differences between them.
- Too many activities, lack of time to relax and visit the town and surroundings without guidance.

PART 2- QUALITY OF THE EVENT

Please rate

| | | Poor | Good | Very Good | Excellent |
|---|--|------|------|-----------|-----------|
| Input into the event by the project beneficiaries | extent to which each participant contributed to the event | | | 3 | 3 |
| | 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 | | | 4 | 2 |
| | clear evidence in the event programme of relevance with the main project | | | 1 | 5 |
| 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 | | | 2 | 4 |
| | extent of the opportunity for participants to share relevant information about their own countries | | | 3 | 3 |

PART 3- STRUCTURE, CONTENT AND DELIVERY OF THE EVENT

| | | Poor | Good | Very Good | Excellent |
|--|--|------|------|-----------|-----------|
| Organization of the event | evidence of clear planning | | | | 6 |
| | realistic timescales | | | 2 | 4 |
| | appropriate selection of delegates | | | 6 | |
| | Completion of activities | | | | |
| Effectiveness of content and appropriate range and balance of activities | appropriate content, clearly related to the aims/objectives of the event | | | 1 | 5 |
| | 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 | | | | 6 |
| | Evidence that trainers/leaders have the appropriate didactic experience for delivering training sessions | | | 2 | 4 |
| 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 | | | 3 | 3 |
| Effectiveness of the process of monitoring | quality of the mechanism for monitoring, evaluation, feedback | | | 1 | 5 |

| | | | | | |
|----------------------------------|--|--|--|---|---|
| and evaluation of the activities | including postevent follow-up, if appropriate | | | | |
| | evidence of on-going assistance to participants. | | | 3 | 3 |
| Certificates | Participation certificate for every participant. Mobility Document from Europass Portfolio for every participant. | | | | 6 |

PART 4 - MATERIALS, RESOURCES, EQUIPMENT

| Provision and suitability of materials, resources and equipment | | Poor | Good | Very Good | Excellent |
|---|--|------|------|-----------|-----------|
| | evidence of appropriate prior information being issued to participants | | | 1 | 5 |
| | relevance and quality of materials issued during the event | | | | 6 |
| | 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 | | | 3 | 3 |

PART 5- QUALITY OF DOMESTIC ARRANGEMENTS

| Quality and appropriateness of the domestic arrangements and the comfort factor | | Poor | Good | Very Good | Excellent |
|---|--|------|------|-----------|-----------|
| | attention to practical details and catering arrangements | | | | 6 |
| | suitability of working venue | | | 2 | 4 |
| | quality of accommodation | | | 1 | 5 |
| | 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 : | Not at all | To little extent | To some extent | To a good extent | 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. | | | | | | 6 |
| To exchange | | | | | | 6 |

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|---|--|--|--|--|---|---|
| experiences and disseminate good practices in heritage preservation. | | | | | | |
| 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. | | | | | 4 | 2 |
| 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 through cultural and linguistic exchange. | | | | | 1 | 5 |
| To develop communication skills through cooperative historical research. | | | | | 3 | 3 |
| 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. | | | | | 3 | 3 |
| To establish a positive attitude towards school education. | | | | | 1 | 5 |
| To develop Entrepreneurial competences (ex.initiative, systematic planning, critical thinking,creativity, problem solving, information management etc) | | | | | 2 | 4 |

CONCLUSION:

On the whole, the learning/teaching/training activities in Crete were a success. Both students and teachers greatly appreciate the Cretan team's efforts to organize the event in such a professional way and to meet the needs of culturally diverse individuals.

The activities were well organized and the students could acquire new information easily and effectively by using modern and traditional tools. They could communicate in English, collaborate and share responsibilities with students from different countries and finish their tasks in due time.

The event was successful because it increased knowledge and respect for world heritages and all the activities and opportunities developed positive attitudes towards Europe and cultural diversity.