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Erasmus+ Programme  
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*"SHARING HERITAGE: Fostering sensitivity for the past, the present and the future"*

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## FINAL ASSESSMENT OF THE PROJECT

The SHARE Erasmus+ Project has finished after more than two years of work, meetings, experiences and learning. Although in the last year it has been struck by the Covid-19 pandemic, which has prevented actual mobilities, the project has managed to "survive" and we consider that it has been An amazing and worthwhile experience.

However, the questionnaire results we are presenting here may have been somehow affected by this situation, since not all the students have taken part in the mobilities or been able to answer the questionnaires. Nevertheless, the general conclusions are really positive.

Most of the people involved in the project have been female students, so it seems that girls are more interested or, maybe, more mature and feel more secure as regards travelling to a foreign country and meeting new people. Also, almost 70% of the students involved had the chance of travelling and visiting a foreign country for the first time thanks to our project.

At the beginning of the project, most of the students didn't know about Erasmus projects (78%) and now, 90% of the students know about them and most of them think that this type of projects help to unify people on a personal level, as they could personally see since all of the participants made new friends and learnt to work together with people they didn't know before.

One of the most important expectations for participants at the beginning of the project was to improve their communication skills in English and now they feel they have achieved this goal since nearly 80% of the students feel more self-confident when communicating in English and consider that their level of English has increased during the project.

90% of the participants know about *Learning through service* now, which was one of the objectives of the project while, at the beginning, only 22% of the students knew what that was. Students in each country had to organize an activity to help the community. In Spain, the activity chosen was an awareness campaign against plastic pollution in the seas which ended in a beach clean-up. We also intended to organize guided visits about the school and its historic and pedagogical heritage, but the pandemic prevented it.

The number of students who consider heritage to be really important for their communities has increased by 20% and the reasons why participants think so are that it is a part of us, it is our history and it is important to preserve it.

At the beginning of the project, students didn't know about the heritage in the other countries and weren't able to name many sites there, but in the final questionnaire, they were able to list quite a lot of heritage sites in the other countries.

At the end of the project, almost 80% of students could explain what Learning Through Service means while at the beginning of the experience only 22% could do it.

When students listed what they gained, the advantages they got from the project, the first places in the ranking were occupied by: better communication skills in English, more self-confidence,



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learning about heritage and, obviously, having fun. These matched exactly the expectations they had when starting the project.

Nearly 80% of students considered that their knowledge about other cultures had improved.

As regards the work scheme and the organization of the exchanges, most people wouldn't change anything, although a few suggest that short mobilities should last longer or that they should be introduced to the host families before the exchange.

Those aspects from the project work that students preferred were travelling and visiting new countries, meeting new people (host families and students), collaborative work and learning about heritage. Among other interesting things in the project were knowing other schools and education systems, living new experiences on their own and seeing the differences with other cultures.

If they could go back in time, most of the students would do exactly the same, although some of them think they would try to be less shy at the beginning or to prepare a better video introducing themselves.

It seems the experience as a whole was very successful despite Coronavirus and has made students even think about improving their work or attitude to take part in future projects.