



Co-funded by the  
Erasmus+ Programme  
of the European Union

Erasmus+ project *'Exploring Cultural Heritage for Entrepreneurial Development'*

2018-1-PL01-KA229-050552\_1

### **Mid-project evaluation**

Mid-project evaluation is based on formal and informal interviews held among the stakeholders in participating schools (pupils, parents, teachers, other school staff, business people, authorities, tourism sector representatives etc.).

**After the introductory stage of the project and after completing the first two partners' meetings, assess changes which occurred during project implementation. Use the guidelines to prepare description of 500-1000 words.**

#### **1. Do the project activities meet your pupils' needs?**

Parents and school staff claim that the project activities fully meet the needs of the students attending our school since its curricula are mainly focused on the Tourism Industry. As a matter of fact our students are used to studying Cultural heritage for entrepreneurial purposes since the first school year and to taking part to work placement in this field, in Italy and abroad, from the third school year onward.

Participating in this partnership gives them the great opportunity of deepening their knowledge of domestic and foreign Cultural Heritage. Furthermore, visiting foreign businesses and entrepreneurs committed in the tourism industry and working on this topic together with students coming from different countries give them the chance of further enhancing their professional skills.

#### **2. Do pupils show any changes in awareness, understanding and responsiveness to cultural heritage and its potential for business activity during Art/Cultural Education and Business Studies classes?**

According to their Vocational, Art and Business studies teachers, all the students participating in this project are now more aware of the fact that Cultural heritage can provide resources and inspiration for business activity. For example those attending the "Tourist Services" Branch have improved their skills related to the above mentioned objectives since they are now more capable of individuating and

evaluating sites of interest, gathering useful information on them, creating brochures and planning feasible itinerary giving due consideration to costs and fees, while those attending the “Enogastronomy” and the “Restaurant Service” Branches have deepened their knowledge related to some aspect of folklore heritage such as traditional produce and food which can act as tourist attractions capable of improving our local economy.

### **3. Have you observed any changes in students’ motivation and initiative, ICT and language skills, entrepreneurial approach towards cultural heritage and European projects, awareness of European identity and multicultural diversity, tolerance and inclusion?**

All the teachers belonging to the class councils have noticed that the students involved in the partnership show great interest in the proposed activities and that they are highly motivated in carrying them out. This depends not only on the nature of the projects itself, which, as we have already said, is very similar to the curricula of the school they attend, but also on the fact that they have the opportunity of meeting and collaborating with pupils coming from different countries. The above mentioned willingness to carry out the activities planned in the project, naturally, helps them to enhance their ICT and, above all, their oral and written language skills in English. As a matter of fact in order to complete all the planned outputs they have to search and analyse teaching material in English related to the project topics, they have to summarize it in order to create PPTs, reports or videos, they have to report on it during written and oral assessments and, above all, they have to use this language in order to communicate with their new foreign friends.

As regards their attitude toward European projects, it must be said that our students are already used to participating in Erasmus+ projects, namely in Ka1 Vet ones, so they, together with their parents, are fully aware of the value of this kind of projects as a means of increasing intercultural understanding, sense of European citizenship, tolerance and inclusion. As to the latter, all the activities are carried out following the principle of the Cooperative Learning method which is specifically designed to include students with different ability and the mobility recruitment process is planned in order to encourage pupils from difficult economic and social background.

### **4. Are there any significant changes in your institution regarding project completion?**

Teachers and members of the school staff involved in the project claim that participating in this partnership helped them to improve their organizational skills together with their ability to work in international project and that they are willing to participate in similar projects in the future.

**5. Do any stakeholders suggest modifications concerning project activities, content, arrangements etc. ? Name them, please.**

No relevant modifications to activities, content and arrangements have been suggested by the participants in the project.