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Erasmus+ KA2 „Unique National and European Symbols of our Culture and Originality” (U.N.E.S.C.O.)

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**KA2 - Cooperation for Innovation and the Exchange of Good Practices
KA229 School Exchange Partnerships**

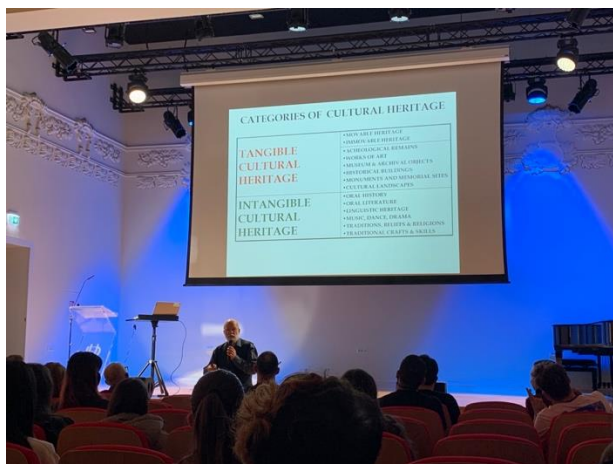
PROJECT JOURNAL – SPLIT, CROATIA November 28th – December 3rd, 2021

“Dimitrie Cantemir” Economic College Suceava coordinates, between September 2020 - August 2023, the Erasmus + KA229 project entitled „Unique National and European Symbols of our Culture and Originality” (U.N.E.S.C.O.).

The partner schools come from European countries with a rich UNESCO heritage: Turističko Ugostiteljska Skola (Tourism and catering school), Split, Croatia, Istituto d'Istruzione Superiore Francesco Ferrara Mazara del Vallo, Italy, 1o Geniko Lykeio Artemidos Artemis, Greece, Cemberlitas Anadolu Lisesi Istanbul, Turkey, Instituto de Enseñanza Secundaria Los Cardones Granadilla de Abona, Spain.

Between November 28th and December 3rd 2021, teachers and students from partner schools participated in the first mobility of the project in Split, Croatia, organized by Turističko Ugostiteljska Skola (Tourism and catering school). The central theme of the activities was "World heritage in danger". The activities focused on providing information related to UNESCO's vision, global priorities, UNESCO success stories. We chose this topic for learning activities in Croatia based on a real situation: extensive artillery damage in Dubrovnik and anti-land mines around Plitvice led to the listing of the two sites as endangered in 1991. After their restoration, Plitvice and Dubrovnik have been removed from the list of endangered sites. Although World Heritage sites in Croatia generate a large number of visitors, new threats are emerging due to the harmful effects of uncontrolled mass tourism.

The official opening of the project meeting took place on November 29th, at the Croatian Home in Split, on which occasion students and teachers participated in a presentation on “What is UNESCO?”, held by a representative of the Institute of Restoration in Split. Information was provided on how a site can be included in the UNESCO World Heritage List, the advantages of including a site in the UNESCO list of heritage elements in a country, the conditions to be respected to remain on the UNESCO list, the sites in the list UNESCO that risks being eliminated and why.



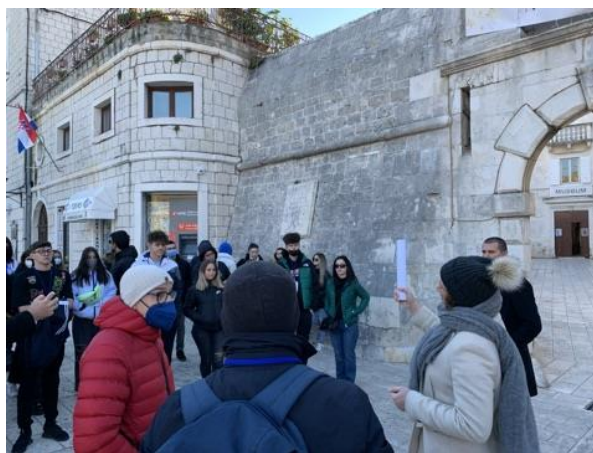
Students took part in a guided tour - educational visit to the UNESCO monument: the historical complex of Split with the ruins of Diocletian's Palace, Riva, Marmont Street. The students took photos and posted them on Instagram with the official hashtag of the project: #erasmusplusunesco.



On Monday afternoon, at school, the participants presented their countries, towns, and schools. The students from each school proposed a Kahoot game to test the degree of information of the students in relation to the specific elements of the country (flag, currency, tourist sights, traditional cuisine etc.). Teams of students from each school presented an endangered UNESCO World Heritage site from their own country, using videos, PowerPoint or Prezi presentations.



On Tuesday, November 30th, students and teachers took a guided tour (educational visit) to the UNESCO monument: the historic city of Trogir. The students experienced elements of cultural heritage and captured evidence (images, personal notes) and then posted them on Instagram: #erasmusplusunesco. They all attended a lecture and an educational workshop on the danger Trogir faces in preserving the cultural heritage of the old town (commercial hunting, forestry, illegal activities, housing, earthquake, air pollution, the impact of tourism). In intercultural teams, students presented SWOT analyzes of endangered UNESCO sites





What did we find out?

Trogir, the centre of Trogir Riviera, is a town of about 13,000 inhabitants in the heart of Dalmatia, 20 km west of Split. The Adriatic tourist road is located in its immediate vicinity and connects it with neighboring places: Kastela, Solin, Split, and the smaller municipalities: Seget, Marina and Okrug (on the island of Čiovo), which were once part of this Riviera. The natural protection and spaciousness of the harbor, the favorable accommodation on the small island between the land and the island of Čiovo, and the fair climate were the main reasons for establishing the town.

Many nations have changed and mutually assimilated in this small area: Illyrians, Greeks, Romans, and then Croats. It was also under Venetian, French, and Austrian authority. They have left their traces, but despite all of this, the Croatian people and their language stayed preserved during the stormy Trogir centuries till the present day. Trogir is a remarkable example of urban continuity. The orthogonal street plan of this island settlement dates back to the Hellenistic period and has been embellished by successive rulers with many public and domestic buildings and fine fortifications. Its beautiful Romanesque churches are complemented by the remarkable Renaissance and Baroque buildings of the Venetian period.

The UNESCO Committee decided to list this site, considering that Trogir is an excellent example of a medieval city built on and according to the plan of a Hellenistic and Roman city that has preserved

its urban characteristics to an exceptional degree and with minimal modern interventions, in which the trajectory of social and cultural development is clearly visible in every aspect of the urban landscape.



On Tuesday afternoon, students participated in the webquest activity: "Problems facing UNESCO heritage sites" and the educational workshop: "Graffiti - street art or a form of vandalism of heritage elements?". The webquest was designed to teach students about the factors affecting the outstanding universal value of world heritage properties: housing, commercial development, industrial areas, major visitor accommodation and associated infrastructure, transportation infrastructure, water infrastructure, renewable energy facilities, pollution, biological resource use/modification, physical resource extraction, social/cultural uses of heritage, climate change and severe weather events, sudden ecological or geological events, invasive species or hyperabundant species, management and institutional factors.



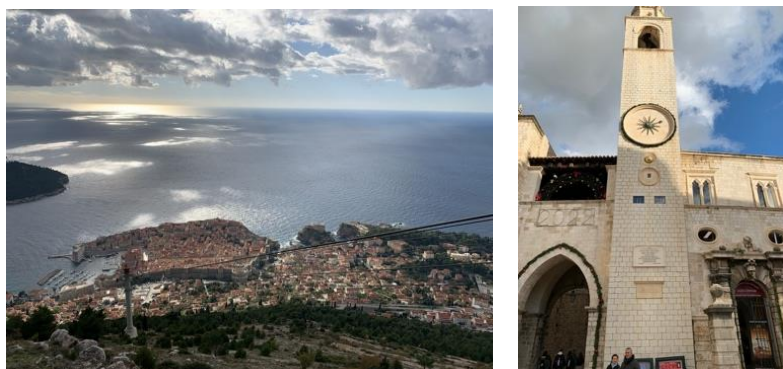
On Wednesday, December 1st, students and teachers paid an educational visit to another UNESCO site: Dubrovnik Old Town (guided tour) - Stradun (Placa), Pile Gate, Onofrio's Fountains, Dubrovnik Cathedral, etc. The students discovered the elements of cultural heritage and took pictures that they posted on Instagram - #erasmusplusunesco.



What did we learn?

Dubrovnik is a city with an exceptional history and is a monument of world heritage and beauty (listed among the UNESCO World Heritage Sites). It is also one of the most attractive and famous cities on the Mediterranean coast. The walls of the Old Town of Dubrovnik comprise a complex of public and private, sacred and secular buildings from all periods of the city's history, from its very beginning in the 7th century. Of great importance are Stradun, the main street of the city, the Rector's Palace, the Church of St. Vlaho (St. Blaise), the Cathedral, the three large monasteries and the buildings of the City Hall and the Customs Administration.

Although Dubrovnik was founded in the 7th century, it didn't really hit its stride until the 13th century and it reached its peak in the 15th and 16th centuries. The architecture styles show a mixture of medieval, Gothic, Renaissance and Baroque. The area was added to UNESCO's World Heritage List in 1979 but that didn't spare it from damage during the conflict in the Balkans during the 1990s. In 1991, during the Croatian War of Independence, Dubrovnik was besieged by the Yugoslav People's Army for seven months and suffered significant damage from bombing. After undergoing repair and restoration work in the 1990s and early 2000s, it reappeared as one of the top tourist destinations in the Mediterranean, as well as a popular filming location (e.g. the first season of the Game of Thrones series).



On Thursday, December 2nd, the students designed questions for the online application that will be completed at the last meeting of the project and produced the first section of the online game called "World Heritage in Danger". One teacher and one student from each school selected the questions to be integrated into the game (30 questions).



To promote Croatian UNESCO heritage, students shared their experience visiting the Split Historic Complex, the historic town of Trogir, the Old Town of Dubrovnik, and created digital stories using Microsoft Sway.

The teachers discussed the organization of the next meetings, financial details, necessary documents, etc. The project coordinator gave a presentation of the activities carried out so far, the responsibilities of each school involved, emphasizing the program of activities for each mobility and the online application.

The evening ended with the awarding of certificates of participation in a festive atmosphere, where students and teachers exchanged impressions and tasted traditional dishes and desserts of Croatian cuisine.



The meeting was a real opportunity for professional, cultural training, exchange of experience and practice of language and computer skills for the participating students and teachers. Due to the activities of the project, the students had the opportunity to learn more about their own country and the culture of other countries, about the different lifestyles in both formal and non-formal learning

environments, being active protagonists of the teaching and learning process.

Learning about World Heritage in Danger, young people who are most prone to vandalism against heritage sites, for various reasons: peer pressure, pleasure, enthusiasm, adrenaline, curiosity, revenge, identity, need for recognition or artistic affirmation, they have become aware of the importance of preserving nature and cultural sites and will promote this among friends, colleagues, developing a positive attitude towards cultural heritage.

Outdoor education - educational visits (students took part in a variety of adventurous challenges to discover Unesco heritage in Croatia), curiosity and fun during activities (posting InstaStories, photos on social media) increased the quality and quantity of the learning process. By participating in all activities and coming into contact with different cultures, students have become receptive to the European heritage, have become more sensitive to the meaning of European culture, culturally aware and willing to consciously protect European heritage.

The activities carried out in the school workshops and the open discussions offered the students the opportunity to manifest their artistic and creative potential, to participate in experiences that helped them to learn not only scientific information, but also values, traditions.

Participating in webquests, using Microsoft and Web 2.0 tools and Google Play in an intercultural way stimulated students' academic success, improved their English language skills and specific vocabulary related to natural and cultural heritage.

Project coordinator,
Florentina Sfichi

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