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identity mark

**REPORT AFTER FIRST  
YEAR OF THE PROJECT  
2018-19  
I.E.S ELEXALDE BHI  
KATERINI JUNIOR  
HIGH SCHOOL**



**ERASMUS + 2018-2020**  
**KATERINI JHS ELEXALDE BHI**

**DISCOVER  
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This is the second report of the first year of our project. Before starting the report, the responsible team of the project in both schools have received a satisfactory survey.

These are the different questions answered by both teachers who participate in the project in both schools which have been taken into account to elaborate the report:

- *Have all the activities being carried out as they were planned in the project taking into account its design, implementation strategies as well as assessment criteria?*
- *Do students work the activities well and do they accomplish the aims of the project through them?*
- *Are the activities uploaded on time so that students can share them?*
- *How is the monitoring of the project carried out until now?*
- *If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How did you handle project risks (e.g. conflict resolution processes, unforeseen events, etc.)?*
- *How are you communicating and cooperating with your partners? What are the positive and negative elements of the cooperation process?*
- *It is the end of the first year of the project. How will you describe the management and implementation of the project in this year? Is there anything that can be improved?*
- *Does the pedagogical team fulfil their tasks? Is there a good communication with the English teachers?*
- *Has the project been explained to the School Staff at least three times this year?*
- *Name the activities the pedagogical team have collaborated*
- *Are the school board / staff being informed promptly and with openness and transparency?*
- *When a problem arises are corrective measures taken?*
- *How was C3 joint staff training meeting?*
- *Has the project been disseminated in the media in this second part of it?*
- *Has the project been disseminated at school? How?*

- *Has the project been disseminated to parents? How was your experience in THE OPEN DAY?*
- *Do parents, teachers and students know where the project can be found and what the project is about and the activities done so far?*

First, I have to point out that the schedule of the project as it was designed in the project has been modified, always keeping the objectives of it. One of the activities which couldn't have been done was the maritime heritage which will be postponed for September.

All the activities have been carrying out on time according to the original plan except from the one mentioned above. Due to students' final exams and open day organisation, Elexalde teachers didn't have time to do this activity. They thought that as the Greek school couldn't do it. It would be better to leave it for September to do the activity of both schools together to be shared by both of them at the same time.

At Elexalde School, students have been very happy working the project and they have also taken part in it with enthusiasm. A lot of activities have been carried out by the volunteers during their break time. All the objectives of the project have been achieved. Students have discovered and improved the respect to their culture and the Greek one. At the end of this first year of the project they have shown more interest.

At Katerini School, as the project wasn't included in the curriculum, the students had to work at home using flipped classroom methodology. They have carried out almost all the activities of the project so far.

In general, all the activities have been uploaded on time except from the maritime heritage which hasn't been uploaded yet. Katerini teachers have pointed out that they have been late in uploading mostly the cooking and mythology activities. As for the first, the students had difficulty in involving the families into the cooking process. And as for the second, May

was a loaded month, the second mobility of the teachers to Spain, elections in Greece where schools were closed four days and the beginning of the exams.

The monitoring of the project has been good in general. Whenever a problem has arisen, there has been a contact and looked for a way to sort it out. The monitoring of the project with the Greek school has been through e-mail, Skype. The project has also been monitoring through the eTwinning live space, the blog of the project and all the activities which have been uploaded on time to be shared by both schools. All the participants in the project have checked that the work has been done on time and according to the project. At Elexalde School monitoring the project with the pedagogical team has not been possible as it was planned in the project. They have used free days of teachers to organize it. The monitoring with parents has been good although the number of meetings has not been as planned, but enough to transmit the project.

At Katerini School the monitoring of the project was in general satisfactory. However, they had difficulty in synchronising the pedagogical team with the parents and the students.

In May we have encountered some difficulties in managing the implementation of the project. But we have looked for a solution to sort it out.

A difficult problem to solve was the unwillingness of some students to travel to Spain next year. The steps taken were: 1) meeting the parents and discussing with them, 2) discussing with the students, 3) broadening the team, allowing more students to take part in the project 4) disseminating our positive experience from the visit to Galdakao to students and parents.

Moreover, an unforeseen event was that the budget for the second mobility was given to the Basque school instead of the Greek, so Greek School has had a deficit in their budget, which means less money. Our partners handled this problem by using some money from the management. Basque School also covered part of their expenses in Spain.

The communication between both partners is more than positive and fruitful. It takes place via electronic mail and phone messages, and when we have considered necessary, we have Skyped.

The only negative element could be the different points of view in certain matters but both schools have learnt to work together and it has been totally satisfactory.

In general, the management and implementation of the project this first year of it has been quite good. Both schools have been trying to implement the project in collaboration. They have been in continuous contact to cope with difficulties that arouse. However, the issues that need to be improved are the prompt uploading of products as well as the interaction between Greek students and Basque students.

The pedagogical team has fulfilled their tasks although the coordinator in Elexalde has established the different meetings looking at their timetable. It has been very complicated to set up a day for Erasmus meeting in their schedule, so we have to look for breaks to carry out them. Before planning an activity, the pedagogical team has explained to us their ideas and all together have decided the final product.

Katerini teachers however, have kept a satisfactory cooperation. All the teachers of the pedagogical team have planned and worked out their part of the project.

At Elexalde School the project has been explained three times to the School Staff, as these have been the number of meetings we have had this year.

AT the Greek school the project has been explained to the School Staff twice, one at the beginning of the school year and one at the end.

The activities in which the pedagogical team has taken place are the following:

The Basque department has worked the Basque language and the Basque mythology. Students have created PowerPoints about the origin of the Basque language and padlets about the Basque mythology with presentation in class. The Sport department has dealt with the Basque sports, students have made tutorials of Basque sports and practise Greek traditional games. The Art department has collaborated in the design of the logo of the project. The Music department has worked with the Basque instruments, the song of the project,

Basque dances and have learnt a Greek dance and the History department has planned the creation of puppets about Elcano's trip. There has also been participation from another teachers Latin teacher to explain to students some Greek words and Greek culture

At Greek school there was an allocation of duties to the teachers of the team at the beginning of the project. Different members of the pedagogical team have collaborated for the designing and implementation of Sports and Dances, Language Heritage, Cooking, Mythology and Music.

In both schools the School board and Staff have been informed whenever there has been a meeting. They have also been informed openly and transparently. At the Basque school the School board and staff have had some slides of the presentation, which can be seen on the blog and eTwinning.

When a problem arises, corrective measures have been taken. When there has been a problem with an activity to be uploaded, we have also looked for a change of date to upload it. We have also taken into account the possibility that an activity could be done in a different way for the benefit of the project, we have changed it.

C3 joint staff training meeting was very fruitful and very good. We have found ways to sort out the problem we had. We have also shown the Greek teachers our heritage as a good way to strengthen ties.

According to Greek teachers, by all means it was exceptional including the works at school, the friendly atmosphere, the warm welcome and the effective solving of problems which had arisen.

The different ways of disseminating the project have been the following: mural of the project, posters of the different activities on the school walls, the blog of the project, Instagram, School web page, eTwinning, the project newsletter, the local press, the radio, townhall web page, the School staff and board meetings, the presentation of the project to the School community, ambassadors of the project, the teachers of the English department have also shown students the videos of the project, graffiti of the project

Greek teachers are going to give an interview on the local radio, as well as a press release with the summary of the first year's activities

Ellexalde School has disseminated the project in the media when Geek partners visited us. When C3 took place, there was a short new in a local newspaper. It was also disseminated on the townhall webpage.

Katerini School has organised an Open Day at school for parents and have hung on school walls the mural of the project and posters of the activities.

Ellexalde teachers explained to the parents of the students who participate in the project at the beginning of the school year. They have also organised the open day which was a good success. Parents participate in it, showing a lot of enthusiasm about it.

For Katerini teachers the open day was a way for us all to come closer, to summarise the work done so far and to discuss on how we are going to cope with the difficulty of the students' participation in the second mobility as well as the need for getting informed about the activities from the social media and platforms we are using in the project.

Parents, teachers and students know where the project can be found and what the project is about and the activities done so far. Parents have been informed at the beginning and in the open day. Teachers and School board have been informed in all the meetings. There is also a copy of the project newsletter for all of them to read the activities and for the new teachers to know what the project is about.

At Katerini School all of them are aware of the blog, Twinspace and Instagram but they regret that not all of them have kept a close eye to it.





