



Discover
and share
your
identity mark

DISCOVER AND SHARE YOUR IDENTITY MARK



**FIRST REPORT
2019-20
I.E.S ELEXALDE BHI
KATERINI JUNIOR
HIGH SCHOOL**

As it was explained in the project although until the end of it there will not be a final report. We pointed out that there would be a report each three months to evaluate the development of the project and detect possible deviations to find a solution. We don't consider necessary to write one every three months. So we will do three and the final one required by our National Agency.

This is the first one we will do as the project is in its seven months and we have enough information to analyse its implementation.

Before starting the report, the responsible team of the project in both schools have received a satisfaction survey.

These are the different points which have been taken into account to elaborate the report:

- The development of the project according to the deadlines established in it.
- The relevance of the activities taking into account they are aimed at the achievement of the objectives in terms of its design according to the project , its strategies to carry them out and its assessment activities.
- Difficulties to handle the project.
- Cooperation and collaboration
- Changes in the target groups from the application form.
- Participation in the project: pedagogical team, another teachers who don't belong to the pedagogical team, School management team.
- Impact of the project until now.
- Use of the platform eTwinning for the dissemination.
- Use of the methodology flipped classroom.
- Cooperation and collaboration of the pedagogical team, school management team.
- Dissemination of the project to the educational community, School board and staff.
- Different ways to disseminate the project at the School.
- The project in the media

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 the project.

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The first change took place with the first mobility C2, it was thought to be in September and we postponed to October as we needed time to organise it. The activity P Sports was also changed because as we were going to organise a competition the day of the Basque language to practise the three Basque sports prepared for the Greek partners. We changed to December, the month where P 6 language took place.

Each month we have organised an activity.

The activities of the project are aimed at following the objectives of the project as the students' reactions indicate the goals of the project are well served. In the design of these activities, the objectives are always in mind and then there are different steps which are followed such as: looking for information, working it with the teacher to whom it corresponds. The final result is uploaded to the blog, eTwinning and Instagram.

All the activities end with an assessment, a rubric, kahoot, or a cultural test. The students are enthusiastically involved in the activities. The majority of the team are present in them. They have already learnt a lot about their own as well as the Basque culture. They are developing communication with their Basque partners.

From the moment, there isn't any problem with the activities and although the students consider some activities more difficult than others. One of the major difficulties is the oral speaking as they are not used to it. These difficulties are being overcome little by little through the project

There has been a delay in uploading the activities but as for the Greek part, this has to do with the fact the project has not been incorporated in the school Curriculum. Thus, they do not have much time to work on the material so as to be uploaded in time.

On the other hand, the Basque school uploads all the activities on time so that Greek partners can work them in classes.

The activities are kept exactly according to the project. Any changes in the activities or even including more activities that are planned are done always taking in mind the objectives of the project and always improving the quality of it

The two English teachers in Greece monitor the work done by the rest of the team (both teachers and students) effectively and according to the plan. We also keep contact through Viber or e-mailing. We have done a Skype meeting at the beginning before our first C2 as a way to get to know each other and to inform of the progress. This could be increased if problems arise.

Until now, we haven't encountered relevant difficulties in managing the implementation of the project and whenever we have a problem, we look for its solution. We are learning to cooperate and overcome difficulties and problems.

The Greek partners only difficulty is that they have to do a lot of things in very little time. They try to solve this problem by assigning a little more of the work at home

Our communication with our partners is quite satisfactory. We try to be in close contact to clarify details of the project and solve practical problems that occur. The negative elements of such cooperation is that sometimes we have different points of view about an issue and we are learning to reach an agreement

Greek school has formed a pedagogical team, as stated in the application form, that consists of teachers from various fields. We have addressed the parents as well and asked for their active contribution. As for the dissemination of the project, we are in contact with local newspapers and local TV Channels and there is no change in the target groups.

Thus, at Elexalde School, at the beginning of the project and in the application form we created a group of Erasmus + which carried out most of the activities. This group was organised according to some criteria we considered important for the good implementation of the project. But with the creation of the volunteers group, we have realised that all the students of 3 DBH are also interested in it and can enrich the project. So all the activities are open to all students and we have also created groups of volunteers to participate in certain activities such as school trips, creation of new activities, and design of murals, disseminate the project as ambassadors. Now all the students and families of 3 DBH are participating in the project, and the implication in it is very satisfactory

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The flipped methodology's use helps both schools in a different way.

For Katerini School, due to the lack of technical support in their school the Flipped Classroom cannot be applied as a tool. However, the students are given material to study and then present it to the plenary session.

At Elexalde School, the flipped methodology is used so that students could watch the videos produced by Greek partners. In the activity of sport, students have looked at all the videos produced by Greek students at home, because they have had a test after it and they have to put them into practise in the Physical Education class and record it.

Both schools agree that Twinspace is the main platform where all the products are uploaded. It is a very effective way for all the participants to get informed through it. Besides, it offers a safe environment for the students' communication.

The pedagogical team's communication with the Katerini English teachers is more than satisfactory. They take initiatives and contribute with their ideas to the implementation of the project.

At Elexalde school .There is a participation between the two English teachers and the pedagogical team. There was a meeting at the beginning of the project with them in order to organise their participation in the project as well as to let them know the objectives and type of activities included in it. Then when an activity is designed, they communicate the coordinator how they will focus it and the result.

The Basque dances and instruments activity has been completely monitored by the Music teacher.

Apart from the pedagogical team, in the case of the Greek school, they just collaborated with a teacher from another school.

In Elexalde School, the Latin teacher explained to the students at the beginning information about Greece and Katerini as he knew the area. He also teaches words in Greek to use with the Greek students.

In both schools, there is a collaboration of the school management team.

In Katerini school there has been a training of the pedagogical team in the use of eTwinning. In Elexalde School, the ambassador Amaia Alonso was in charge of the training for all School staff.

There have been different ways to disseminate the project at both schools

The Greek School has hung the mural designed by the Basque partners and there is also an announcement board, which is regularly updated.

Well, Elexalde School disseminates the project to the School staff and School board in all the meetings which take place. The first day of the school year when the project was given was also explained briefly and in the first School staff and board carried out until now the project was explained in detail. In December there was another School board and the news related to the dissemination of it were told. Apart from that, there is a mural of the project in both buildings, so that teachers, students and parents can see the activities students are doing and what is coming soon. There is also a big poster indicating where the project can be found in the second building in bachelor corridors .There are also school boards where information of the project can be found. Each activity which has been carried out until now is placed there. Teachers also have been informed where they can find all the activities of the project in eTwinning.

The participation of the educational community in the project through the social network in both schools is the following:

The project in Greece s disseminated through social networks (Instagram and Facebook) to other members of the educational community.

The Elexalde school has disseminated the project to the whole Basque community because the project was explained in Donostia and they were informed where the project was in Instagram, the blog .Therefore, the educational community has had access to it and one school of Bilbao " El

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Pilar" which has presented a project for the next Erasmus+ call has visited us to look at the way we are managing the project. The blog, eTwinning and Instagram are open to all the educational community. It is also in the Facebook and Townhall webpage.

The project has been well accepted in the media.

In Greece, there has been a detailed article in the major local newspaper and an interview on a local TV Channel.

As it has been said before, in Galdakao the project appeared on Galdakao townhall webpage and in a lot of on line newspapers. At the same time it appeared on "Deia" and "el Correo" newspaper, very popular and of high circulation papers. Three students and the coordinator have also been interviewed in a local radio Bizkaia Irratia.

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Partners' collaboration and cooperation is fluid and close in the way that all questions are answered and queries are solved effectively by the means of communicating through Viber and e-mailing
So far, we have managed to deal with the problems that arise.

As we have mentioned, at the end of this School year, there will be another report.

