

MONITORING REPORT
ON THE LEARNING ACTIVITIES C5-C6
CARRIED OUT IN DONOSTIA – BASQUE COUNTRY
FROM 14 TO 18 MARCH 2016



by Vito Serriperro

Consorzio fra Cooperative Sociali Elpendù

ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries
2014-1-IT02-KA200-004061



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1. INTRODUCTION: THE LEGOP PROJECT

LEGOP aims at:

- Exchanging good practices in the educational field and sharing innovative teaching methods based on the creation of flexible learning environments and on the introduction of advanced technologies;
- -learning educational models adopted in the European partner countries;
- Favoring the school success of students through the acknowledgement of different learning styles and the development of digital skills;
- Favoring the inclusion of students with special needs by introducing adaptive teaching and learning tools based on innovative technologies;
- Identifying, preventing and contrasting negative behaviors towards LGBT people;
- Strengthening resilience and raising the awareness on individual rights;
- Developing and implementing innovative practices in the educational field and in environments adapted to learning processes.

These objectives are in line with the most recent European Directives (*Recommendations by the Council of 28/06/2011 on policies to reduce early school leaving* and of 20/12/2012 on the validation of non-formal and informal learning) and with the "Council Conclusions on investing in education and training - a response to Rethinking Education: Investing in skills for better socio-economic outcomes and the 2013 Annual Growth Survey", that identify general aims (such as, for example, the improvement of results by students at high risk of early school leaving, strengthening of the transfer of transversal skills that can increase employability, self-entrepreneurship, digital abilities, the use of ICT and foreign languages) which were taken into consideration by the partnership while drafting the project.

The project includes the following activities:

1. Project Coordination;
2. Learning activities involving students and the partners' staff;
3. Drafting and testing Intellectual Outputs (O);
4. Dissemination.

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The activities referred to point 1. consist in the organization of coordination meetings (M) among the partners, intermediate and virtual meetings and frequent exchanges of communications and documents necessary to effectively develop the planned outputs and activities.

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The Learning activities (C) addressed to the staff are carried out at the same time as those addressed to the students and the transnational meetings (M) in order to optimize their costs and logistic aspects.

Each learning activity is preceded by preparation actions carried out in each country by the partners involved. These also include studies on the language, culture and legislation of the hosting country and the initiatives undertaken in the fields tackled by the project as well as practical exercises to improve the capacity to interact in English language. These will allow to facilitate mutual understanding during the activities with the foreign colleagues and peers. The learning activities take place in the 3 partner countries as specified hereunder:

- ITALY: C1 is focused on: a) Identification of homophobic behaviors in schools and companies and sharing good practices to prevent and contrast them; b) good practices of inclusive teaching addressed to students with special needs. During the event referred to the theme a) staff of Liceo Salvemini will show to the representatives of GALE the initiatives realized and measures undertaken in the school to prevent and fight discrimination phenomena based on sexual orientation. GALE will thus administer to the students and teachers of the school as well as to ELPENDU' staff and the staff of the members of its network, questionnaires useful to study the attitudes of the people involved in the survey with reference to the considered issue. The attendants will thus be involved in a first analysis of the replies to the questionnaires that may provide useful food for thought and materials to develop the output O3. During the event referred to the theme b) the staff of Liceo Salvemini will introduce to Dutch teachers and Gureak staff the good practices adopted in the institute to support students with special needs. Specific work sessions will also be organized which the students involved in C2 will also take part to, aimed at developing the I.O. O3 and O4.
- THE NETHERLANDS: participants to C3 will test the first version of the e-course (O3) and know the initiatives undertaken by GALE in collaboration with the local schools to prevent, contrast and handle discrimination phenomena based on sexual orientation. Thus visits to some schools which GALE collaborates with will be organized which will also involve the Italian students participating in C4. These visits will allow the students and teachers of the 3 countries to start an exchange on the practices introduced in their schools in the field of fight against

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homophobia. Thus group works will be organized aimed at drafting contributions useful to develop the I.O. O3 and O4 that may be led using innovative techniques allowing participants to actively “experiment” the shared information



- SPAIN: the event C5 will allow the Italian teachers to test the output O1 and to directly know the good practices adopted by the Spanish partners consisting in the introduction of new ICT in teaching and vocational training to facilitate learning processes by students and trainees with intellectual problems. Thus visits to GUREAK seats and to the school will be organized that will also involve the Italian students participating in C6, whose main aim will consist in knowing and testing the ICT devices used by the partners to allow people with cognitive problems to access to teaching materials and contents.
- At the same time as the described learning activities the E1,E2 and E3 will be organized that will allow to present in the 3 countries, the project and its objectives, the partners and the beneficiaries through direct witnesses as well as the intermediate and final versions of the planned Intellectual Outputs.

2. LEGOP MONITORING ACTIVITIES FROM THE SUBMITTED PROJECT TO THE PARTNERSHIP AGREEMENT: OBJECTIVES, ACTIONS AND EXPECTED RESULTS

The LEGOP submitted project included various actions aimed at ensuring the highest possible efficacy and the best efficiency of the project actions.

This objective can only be achieved by applying a flexible and light monitoring system that is at the same time systematic, accurate and detailed.

This system has been defined during the project editing phase and it is subdivided into three macro categories of actions:

The overall project monitoring

According to the submitted project, to achieve the expected results, specific actions have to be undertaken, namely:

- Action A.2.1. – design of the monitoring system;
- Action A.2.2. – application of the monitoring plan to the project actions;
- Action A.3.2 – financial monitoring of the activities;
- Actions M2, M3 and M4 – transnational meetings

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Furthermore, a simplified risk assessment system has been described aimed at preventing the risks of conflict and failure of some project actions.

More specifically, a matrix is defined for each activity that, by cross-checking the specific objectives of the task on the one side, and the possible threats that may hinder its achievement¹ on the other, produces a risk level between 1 and 3. Then, specific risk prevention, monitoring and management mechanisms shall be applied accordingly.

In the case of low risk (level 1), the group in charge of monitoring shall carry out one only intermediate evaluation for the whole period of the relevant activity implementation. An ex-post monitoring shall follow together with an analysis of the possible gaps between the actual risk and the one initially identified.

In the case of medium risk (level 2), the group in charge of monitoring shall carry out two intermediate evaluations in the period of the relevant activity implementation. An ex-post monitoring shall follow together with an analysis of the possible gap between the actual risk and the one initially identified.

In the case of high risk (level 3), the group in charge of monitoring shall carry out periodical evaluations at one, two and three quarters of the period of the relevant activity implementation. An ex-post monitoring shall follow together with an analysis of the possible gap between the actual risk and the one initially identified.

In the case of nonconformities a specific procedure will be followed consisting in documenting the non-conformance issues and in the suggestion, by the work group involved, of corrective/ameliorative actions. Performance of such actions shall also be monitored.

Monitoring of the Learning activities

According to the submitted project, an initial survey was supposed to be carried out by the Follow up Group members in each country, on the expectations and needs of the target groups involved in the learning activities. Successively, a survey on the satisfaction level referred to such activities was supposed to be carried out within the two months following their conclusion. The survey planned in the project is based on the technique of the *MSC -Most Significant Change* (Davis & Dart, 2005),

¹ Possible risks may be connected to some parameters of the quantitative evaluation such as the number of partners, the number of outputs to be produced, the number of interlocutors involved, etc.

described at section F.2.3., that focuses on the identification of most significant changes occurred during the implementation of the relevant activities. The adoption of this methodology has then been confirmed by the Partnership Agreement subscribed by the Lead partner, which provides for the obligation of evaluating the project learning activities before and after their implementation (“ex ante” and “ex post” evaluations).



3. MONITORED ACTIVITIES

3.1 Learning activities C5-C6: implementation period and duration, places, actions and participants

The activities indicated as C5 (*Short-term joint staff training events*) and C6 (*Short term exchanges of groups of pupils*) took place in San Sebastian - Donostia from 14 to 18 March 2016 mainly in the facilities of Axular Lizeoa, partner of the project and in GUREAK facilities (also GUREAK is partner of the project).

The schedule of the activities, attached to the present, was rich in various activities that involved the students and staff members of the partner organizations. The target groups worked both separately and collectively.

As planned by the project, the content of the activities for both students and staff members, concerned from the one side the aspects strictly related to the project themes and from the other have encompassed many aspects of the culture, traditions and, more in general, the life style of the hosting territory.

Apart from the staff, teachers and students of the hosting partners (Axular Lizeoa and GUREAK), 36 people participated in the activities: 25 Italian students and 6 Italian teachers from Liceo salvemini, 3 staff members of GALE and 2 staff members of ELPENDU’.

Here follows a detailed analysis of the statistic sample which this monitoring report focuses on:

Target group	Male	Female
Students	11	14
Teachers	1	5
Staff Members	2	3

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TOTAL	14	22
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The 36 participants hosted in Spain were asked to compile two questionnaires:

- The first one defined “ex-ante” questionnaire was administered in the days preceding the mobility and it was referred to information included in the mobility agenda that was sent by the hosting partner to the organizations involved;
- The second one defined “ex-post” questionnaire, was administered on the last day of the stay or, in some cases, it was sent to the participants by e-mail in the days following the conclusion of the activities.

3.2. Expectations

Here follows the graph representing the average expectations of the three target groups involved in the survey:

Question 1 - You’re going to participate in a mobility funded by the European Programme ERASMUS +. Mark from 1 to 4 (1= low and 4=high) your level of knowledge of the programme relating to:

Question 1	Students	Teachers	Staff Members
Objectives and Purposes	3,24	3,60	3,50
Eligible Activities	2,60	3,20	4,00
Opportunities for teacher	2,12	3,40	3,50
Opportunities for students	3,40	3,80	3,50
Opportunities for workers	2,12	2,40	3,00
Countries involved	3,28	4,00	4,00

Question 2 - Within the ERASMUS + Programme, you are going to participate in the mobility provided for by the “LE.GO.P. – Learning Good Practices in European Countries” project. Mark from 1 to 4 (1= low and 4=high) your level of knowledge of the project relating to:

Question 2	Students	Teachers	Staff Members
Objectives and Purposes	3,24	4,00	2,67
Expected Activities	3,24	4,00	2,67
Partners Involved	2,48	4,00	2,67

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Expected Outputs	2,44	3,80	2,67
Expected Results	3,24	4,00	2,67
Planned Events	3,40	3,80	2,67



As predictable, the expectation referred to the strong thematic issue of the mobility, that is, learning and exchange on policies for social inclusion and technological innovation aimed at improving the quality of life, is very high. Another strength of this mobility is the growth, implementation and construction of a peer relationship aimed at the social and cultural exchange.

Finally, with reference to the expectations regarding generic parameters of comfort and logistic organization of the trip, we report a strong interest by the students with reference to the activities organized by the Spanish partners

3.3 Results

The replies to the questionnaire administered after the conclusion of the mobility do not show any significant changes with reference to the expectations on some important issues taken into consideration in the survey. Here follows the achieved results on the overall satisfaction referred to the mobility implementation:

STUDENTS' SATISFACTION	Question 6
Highest satisfaction level	24,22 %
Generally positive satisfaction	80,27 %

STAFF MEMBERS' and TEACHERS' SATISFACTION	Question 6
Highest satisfaction level	79,45 %
Generally positive satisfaction	97,26 %

OVERALL AVERAGE	Question 6
Highest satisfaction level	34,91 %
Generally positive satisfaction	83,56 %

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This datum, compared with the objectives described in the submitted project which planned to register a satisfaction level among the teachers and staff members amounting at least at 80% and at 90% among the students, shows that the project objective is fully achieved for this mobility.

4. CONCLUSIONS

The conclusions of this report can provide a global overview of the learning activities carried in the LEGOP project and testify that the objectives were fully achieved and the highest satisfaction level that was measured amounts, on average, at 40% of the total, while the overall satisfaction level is always higher than 80%.

STUDENTS' SATISFACTION	C1-C2	C3-C4	C5-C6	Average
Highest satisfaction level	45,00%	49,53%	24,22%	39,58%
Generally positive satisfaction	83,33%	85,05%	80,27%	82,88%

STAFF SATISFACTION	C1-C2	C3-C4	C5-C6	Average
Highest satisfaction level	15,00%	52,31%	79,45%	48,92%
Generally positive satisfaction	78,33%	93,84%	97,26%	89,81%

OVERALL AVERAGE	C1-C2	C3-C4	C5-C6	Average
Highest satisfaction level	30,00%	50,18%	34,91%	38,36%
Generally positive satisfaction	80,83%	87,10%	83,56%	83,83%

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ANNEXES

ANNEX I: “ex ante” questionnaire

Name first letter _____ Surname first letter _____

Age _____ 15-29 _____ 30-55 _____ over 55

Category _____ Student _____ Teacher _____ staff member

1. You’re going to participate in a mobility funded by the European Programme ERASMUS +. Mark (from 1 to 4) your level of knowledge of the programme relating to:

	1	2	3	4
Objectives and Purposes				
Eligible Activities				
Opportunities for teachers				
Opportunities for students				
Opportunities for workers				
Countries involved				

2. Within the ERASMUS + Programme, you are going to participate in the mobility provided for by the “LE.GO.P. – Learning Good Practices in European Countries” project. Mark (from 1 to 4) your level of knowledge of the project relating to:

	1	2	3	4

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Objectives and Purposes				
Expected Activities				
Partners Involved				
Expected Outputs				
Expected Results				
Planned Events				

3. Mark from 1 to 4 your expectation regarding the possibility to improve your knowledge concerning the following topics related to the activities planned for the mobility you are going to take part to:

	1	2	3	4
Special educational needs				
Policies to contrast gender-based discriminations				
Teaching and/or learning Methodologies				
Methodologies and tools to improve professional relationships				
Methodologies and tools to improve social				

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and human relationships with peers				
Getting to know the places where the mobility takes place				
Getting to know the tradition and culture of the place where the mobility takes place				
Getting to know the partners of the project				
Broadening of your own personal acquaintances				
Other (specify)				

4. As regards the special educational needs, do you think this mobility will improve your knowledge of the issue?

A little bit/not at all	
In this case, indicate the motivation:	
- Because I think that the host country doesn't have good practices in the field	
- Because I think that the host partners don't have good practices in the field	
- Because my knowledge in this field is already adequate	
- Because I'm not interested in the subject	

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- Other (specify)	
Enough	
A lot	



5. As regards the theme of fight against gender identity discrimination, do you think this mobility will improve your knowledge of the issue?

A little bit/not at all	
In case, indicate why:	
- Because I think that the host country doesn't have good practices in this field	
- Because my knowledge in this field is already adequate	
- Because I'm not interested in the subject	
- Other (specify)	

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Enough	
A lot	

6. According to the information you have, mark from 1 to 4 the level of satisfaction you're expecting from:

	1	2	3	4
Travel conditions and, in general, of the mobility during the stay				
Comfort of food and accommodation				
Comfort of the workplaces				
Quality of life in the host city				
Competences of the host partners				
Hospitality of the host peers				
Relevance of the activities organized in the facilities involved in the project				
Attractiveness of the guided tours				

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ANNEX II: “ex post” questionnaire

Name first letter _____ Surname first letter _____

Age _____ 15-29 _____ 30-55 _____ over 55

Category _____ Student _____ Teacher _____ staff member

1. You’ve just participated to a mobility project funded by the European Programme ERASMUS +. Indicate (from 1 to 4) how much the mobility has contributed to increase your knowledge of the following aspects of the EU Programme:

	1	2	3	4
Objectives and Purposes				
Eligible Activities				
Opportunities for teachers				
Opportunities for students				
Opportunities for workers				
Countries involved				

2. Within the ERASMUS + Program, you’ve just participated to the mobility planned in the “LE.GO.P. – Learning Good Practices in European Countries” project. Indicate (from 1 to 4) how much the mobility has contributed to increase your knowledge of the following aspects of the project:

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	1	2	3	4
Objectives and Purposes				
Expected Activities				
Partners Involved				
Expected Outputs				
Expected Results				
Planned Events				



3. With reference to the activities for which you have participated in the mobility (as teacher/student/staff member), indicate from 1 to 4 how much the activities have contributed to improve your knowledge in the following topics:

	1	2	3	4
Special educational needs				
Policies to contrast gender-based discriminations				
Teaching and/or learning Methodologies				
Methodologies and tools to improve professional relationships				

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Methodologies and tools to improve social and human relationships with peers				
Getting to know the places where the mobility takes place				
Getting to know the partners of the project				
Broadening of your own personal acquaintances				
Other (specify)				

4. As regards the issue of special educational needs, do you think the mobility has improved your knowledge on that?

Not at all	Why?
A little bit	
Enough	
A lot	

5. As regards the contrast of discriminations based on sexual orientation, do you think this mobility project has improved your knowledge on that?

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Not at all	Why?
A little bit	
Enough	
A lot	

6. Please mark from 1 to 4 your level of satisfaction regarding:

	1	2	3	4
Travel conditions and, in general, of the mobility during the stay				
Comfort of food and accommodation				
Comfort of the workplaces				
Quality of life in the host city				
Competences of the host partners				
Hospitality of the host peers				

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Relevance of the activities organized in the facilities involved in the project				
Attractiveness of the guided tours				
Coherence between the discussed topics and expectations you expressed before the mobility				
Other (specify)				

1. Please indicate from 1 to 4 how much the activities, the established relationships and the discussed topics will influence, after the mobility, the following:

	1	2	3	4
your everyday life				
your social relationships				
your sentimental relationships				
your working relationships				
your lifelong learning				
your personal growth				

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your professional advancement				
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At last, please give us suggestions in order to improve the next mobilities:

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ANNEX III: Detailed agenda of the mobility

LeGoP programme DONOSTIA		
	 Axular Lizeoa - Arostegi, 10, 20009-Donostia	 Gureak - Illarra Bidea, 3, 20018-Donostia
	STUDENTS' PROGRAMME	TEACHERS' PROGRAMME
Igandea/Sunday 13 March		
ELPENDU arrival at 12.15 (Bilbao) / GALE arrival at 14.25 (Bilbao) / SALVEMINI arrival at 22.30 (Donostia)		
Astelehena / Monday 14 March		
9.15	BUS at La Sirena Hostel to Axular	
9:30	Welcome to Axular Lizeoa and tour of the school	
10.30	Presentation: Basque identity and culture.	E-learning (I) Inclusive teaching in Axular Lizeoa.

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	Possible integration problems.	Presentation of some projects related to the use of new technologies in teaching.	Sharing experiences: GALE – GEHITU ELPENDU - GUREAK
11:00	Coffee		
11:30	Workshop: Sex education project. Prevention of homophobia in Axular Lizeoa.	Elkartu: A web platform administered by students to develop technological solutions for the elderly.	
12:30	Robotic solutions in teaching: First Lego League and Overclock Axular.		
13:30	BUS Axular to Aulario /Lunch in Olarain		
15:00	Welcome to Gureak and tour of the plant	Training in ICTs and accessibility in GUREAK (I) Introduction to disabilities, web content accesibility guidelines, accesibility standards with cognitive dissabilities...	
17:00	End of programme		
19:00	End of programme		
20:00	Dinner at La Sirena Hostel		

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Asteartea/Tuesday 15 March			
STUDENTS' PROGRAMME	TEACHERS' PROGRAMME	MANAGERS' PROGRAMME	
9.00	Walk around the beach to La Bretxa		
9:30	9:45 Guided tour through the old town to the museum	Presentation: Basque identity and culture. The educational approach of the ikastolas.	1st day coordination meeting LeGoP dedicated to project coordination and discussion of the multiplier event.
10:00			
11:00		Coffee	
11:30	Guided visit to San Telmo Museum	E-learning (II) Training in Moodle. Most common uses.	1st day coordination meeting LeGoP dedicated to project coordination and discussion of the multiplier event.
13:30	Picnic Urgull	Lunch in Illarra Restaurant	
15:00	Guided tour of the Aquarium		

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		Training in ICTs and accesibility in GUREAK (II)	25
16:00	Free tour of the Aquarium	Introduction to dissabilities, web content acessibility guidelines, accessibility standards with cognitive dissabilities...	
17:00	End of programme		
19:00		End of programme	
20:00	Dinner at La Sirena Hostel		

Asteazkena/Wednesday 16 March			
STUDENTS' PROGRAMME	TEACHERS' PROGRAMME	MANAGERS' PROGRAMME	
9.15	BUS La Sirena Hostel to Zumaia		
9:30	Tours: TALAIPE wine cellar, apiarists' cooperative Getaria fishing village	E-learning (III) Workshop: publishing contents, task and quiz modules.	2nd day coordination meeting LeGoP dedicated to project coordination and discussion of the multiplier event.

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11:00		Coffee	
11:30		E-learning (III) Workshop: publishing contents, task and quiz modules.	2nd day coordination meeting LeGoP dedicated to project coordination and discussion of the multiplier event.
13:30	Picnic at Zumaia	Lunch in Mamistegi Restaurant	
15:00	Boat tour around the FLYSCH/ Geological walking tour	An experience in teaching values through intergenerational volunteering (Axular Lizeoa & Matia Fundazioa)	
16:30			
17:00	End of programme	The uses of ePortfolio in education (Mahara)	
18:00		End of programme	
20:00	Dinner at La Sirena Hostel		

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Osteguna/Thursday 17 March

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STUDENTS' PROGRAMME			TEACHERS' PROGRAMME			MANAGERS' PROGRAMME			
9.15	BUS La Sirena Hostel to Kutxaespazio								
9:30	Guided tour of Science Museum (Kutxa Espazioa)			E-learning (IV)					
11:00				Use of some standard modules of Moodle: workshop, lesson, feedback, database, glossary...					
11:30				Coffee					
12:00	Workshop: Basque traditional sports playing with Basque students			E-learning (V)					
13:30	Lunch in Axular			Gamification and non standard modules: game, hot potatoes, badges, flashcard...					
15:00	Basque dance workshop			Lunch in Mamistegi Restaurant					
				An experience in teaching values through social networks (Sargoi)					

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16:00	Showcase on Basque music instruments	
17:00	End of programme BUS to La Sirena	Final details about multiplier event coordination
18:30		End of programme
20:00	Dinner at La Sirena Hostel	Dinner in "Vasconia elkartea"

Ostirala/Friday 18 March		
STUDENTS' PROGRAMME	TEACHERS' PROGRAMME	MANAGERS' PROGRAMME
10:00	Walk around the beach to Andia's hall	
10:30	MULTIPLIER EVENT Press conference Presentations	

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	Gureak workshops
12:30	ROAD SHOW: Dance, slogans, interviews...
14:00	Lunch all together in Boulevard 9 restaurant (teachers, managers, students)
15:30	Bus to Bilbao
16:30	Tour of the town and Guggenheim Museum

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