

BEEN THERE DONE THAT AS A YOUNG EUROPEAN CITIZEN!

Comenius Project Catalogue



2012-2014

CONTENTS

1. What we have done in Belgium?.....	3
2. What we have done in Germany?.....	30
3. What we have done in Greece?.....	47
4. What we have done in Spain?.....	69
5. What we have done in Portugal?.....	85
6. What we have done in Poland?.....	146
7. What we have done in Turkey?.....	169

BELGIUM-GERMANY-GREECE-SPAIN-PORTUGAL-POLAND-TURKEY

BEEN THERE DONE THAT



AS A YOUNG EUROPEAN
CITIZEN!



BELGIUM





COLLEGE VISITATION LA BERLIERE SCHOOL RULES

Raison d'être

In order to fulfill its mission as described in the educational project, the school must organize decent life conditions so that :

- anyone can live and work here positively,
- anyone can apply society rules in their relationships,
- anyone can learn to respect others as human beings and during their activities,
- anyone can learn to work in group projects.

Therefore some rules must be determined to help anyone to situate himself. Those rules must match the school educational projects.

Common measures

Absences and respect of schedules

- Pupils arrive on time in the morning.** A late arrival has to remain exceptional and must always be justified. Latecomers have to go to see the educator who notifies the delay in the school diary. When there are too many delays, the student will get a detention.
- Any predictable absence has to be **allowed by the Headmaster** or one of his representatives and will be justified by a written note from the parents. For any unpredictable absence, the secretary will be noticed before 09.00 a.m.
- For an absence longer than 3 days, a **medical certificate** must be sent to school. Any absence at an examination must be justified by a medical certificate.
- After an absence, a pupil must show the medical certificate or the written note from the parents before entering class, to the person responsible, immediately when he is back at school.

Tobacco

According to the law, smoking is strictly forbidden on school grounds (buildings, playing grounds and open spaces of the school properties).

Special lessons

Pupils have to respect the special rules for these lessons or activities and will sign them up in presence of the sports teacher at the beginning of the school year.

Insurances

- During the opening hours of the school, pupils are insured by the school only for physical damage.
- This insurance also covers risks when outside the school only if pupils take **the shortest way** from their homes to their training places.
- If pupils come with motor vehicles, they are no more protected by the school insurance.
- Insurance doesn't cover damages due to pupils' liability.
- Thefts, different deteriorations (for example clothes damages, broken glasses, damages caused by means of transport even at school,...) or losses are not covered by school insurance. Pupils shouldn't come to school with valuables, the use of which is not necessary for school activities, such as mobile phones, laptops, iPods,...
- Any pupil is responsible for any deliberate deterioration or any deterioration due to lack of respect of the instructions given by the teachers or educators.

General Organisation at La Visitation

- The school is opened between 8 am and 4.30 pm on Mondays, Tuesdays, Thursdays and Fridays, and between 8 and 12.50 on Wednesdays, except on holidays.
- The students are not allowed to stay around the school or in the neighbouring streets. In the morning they can't park in front of the school. They enter the school immediately.
- **Everyone makes sure the parking lot and the school surroundings remain quiet (no loud music in the parked cars,...)**

Behaviour

- The student will respect himself and the others
- Any kind of physical or verbal abuse or violence will be punished immediately
- Politeness, hygiene and good manners will be kept inside and outside the school, as well as in the extra curriculum activities and others .
- Relationship between girls and boys will be normal and decent.
- Students will dress appropriately. The decisions will be left the Headmaster alone.
- Students will be polite and respectful in any situation.

For the smooth running of the classroom:

- The students line up quietly at the location which is reserved for them and follow the teachers to the classroom.
- The students ensure the cleanliness and in good state of the buildings and the equipment put at their disposal .
- Each student comes at school with his own material and takes care of it.
- It is strictly prohibited to drink, eat, chew, to wear headcoverings (not even in the schoolyard) and also to bring objects unrelated to the lessons in the classroom (mp3,...).
- The use of mobile phones is strictly prohibited inside the school and it must be kept off. The same rules apply for mp3 players.
- Except special authorization, the student don't go out of the class during the intercourse
- All the displacement are made in order and calm.
- If a student is excluded from a lesson, he must present himself immediately to the educators' office with his school diary. It is strictly prohibited to stay in the hallways or leave school without permission.
- In case of damage, the student involved will be considered responsible and will have to face the costs implied.

Meals

- Warm meals are served in the restaurant.
- The picnic will be eaten exclusively in the dining hall.
- At midday, students may be granted an output card, if the parents and the headmaster agree. This output card is only delivered to students who are eating at home if their parents agree.

Breaks

- During the breaks, the students will stay in the schoolyard.
- The students ensure the cleanliness of the schoolyard and the hygiene of the toilets.

Organisation at La Berlière

Clothing

- During the week, pupils must **be correctly dressed** : decent clothes, in good shape, clean, worn with elegance (for example : neither particolored T-shirts or ones with aggressive/subversive messages or images ; no caps ; no frayed, washed-out jeans and/or with holes ; no bare shoulders ;)
- Extreme sports clothing is forbidden : training suits, shorts, team sports T-shirts, real sports shoes.
- Shoes are decent and always laced. Socks are compulsory for boys.
- Clean and decent clothing is compulsory. The Headmaster is the only judge in this field.
- Pupils must wear the equipment required for sports lessons.
- Sports shoes must be adapted for sports practice.

Respect of environment and equipment

Buildings and nature should be respected and protected.

Rooms (classrooms, canteens, study halls, playing grounds, dormitories,...) and their furniture should never be subjected to deteriorations.

In the same spirit, pupils will not bring to our Collège dangerous stuff or materials (knives, guns, projectiles, fuel,...)

Absence justifications

Absence motivation

All absences must be covered and be justified ! Only the Headmaster or one of his Representatives can judge if the notice given for the absence is legal or not. The parents or the person responsible for a minor pupil or a major pupil **can't**. So, when a pupil is absent for a personal reason (driving test, celebrations which aren't mentioned in the French Community school calendar or any extended holiday, etc.), those absences are considered as unjustified.

The maximum number of half-days only justified by parents is 9 during a whole school year, if those reasons aren't accepted by the Headmaster.

The only legal absence reasons are :

- Being ill (medical certificate if it lasts more than 3 days)
- The death of a relative (till the 4th degree of kinship)

- A case of force majeure or exceptional circumstances acknowledged by the Headmaster.

Even one lesson hour of absence is considered as a half day (edict of 13/12/2006)

Practical modalities

Any predictable absence or demand of leaving early has to be authorized by the Headmaster or one of his Representatives.

For any unpredictable absence (illness,...), the secretary will be noticed before 09.00 a.m. (10.00 a.m. at La Berlière on Mondays)

Visitation 068/268714(15) – La Berlière 068/648200

Any absence at an examination (even 1 day) must be justified by a medical certificate.

After an absence, a pupil must show the medical certificate or the written note from the parents before entering class, to the person responsible, immediately when he is back at school.

Consequences of being absent

At the latest when a pupil has got 10 half absent days, which are not justified legally, the Headmaster will summon the pupil and his parents or guardian (in case he is a minor) by registered letter with acknowledgment of receipt.

At the time when the Headmaster notices that a minor pupil violates the school obligation, he will report it to the SAJ (Organization for Helping the Youth)

-either he is in trouble ;

-or he has health problems or his life is in danger ;

-or his behaviour or his parents' put his education in danger, namely when he is absent suspiciously.

From the 2nd degree of secondary school, any unjustified absence for more than 20 half-days during a school year leads to the position of regular pupil, and therefore the loss of the right to graduate. Exceptions can be made by the Ministry in case of exceptional circumstances.

Every minor pupil who has been unjustified absent for more than 20 half-days during a school year will be declared at the General Direction of Compulsory Education.

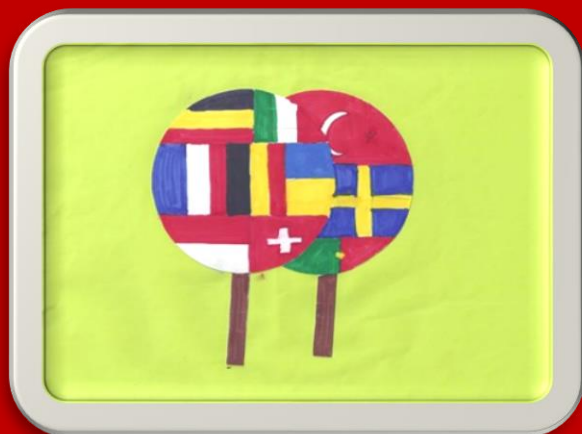
Any major pupil who has been unjustified absent for more than 20 half-days during a school year can be fired from school for good. (cfr articles 92, 93 of edict dated from 24/07/1997 and the note about the education of major pupils in the secondary schools dated from 27/06/2000)

School diaries

The school diary is a very important official document for degree approval. It is required by the Ministry. You must then fill it in every day with great care and fill it in after each absence. It is the official proof of regular work.

TRANSLATED BY STUDENTS FROM THE 5TH A AND 5TH B
AS WELL AS FROM THE 6TH FORMS (general and vocational)
SUPERVISED BY MRS CALLENS and MRS LECLERCQ

Belgian logos



Results of the Belgian musical evaluation

The Comenius Song we have created together during the Belgian European week is the one which has got the most votes : we wrote the lyrics during workshops and sang it together on Friday November 9th during the show presented to the families. It's one of our first European products.

Students have chosen **"Thrift shop" by Macklemore** because this song encourages young people to use clothes that have already been worn in order not to judge people on what they own but on what they really are. And it's really one of the main goals of an European project : social mixing. Furthermore every young European nowadays knows this song ; so that's music shared by everyone and reminding good memories of our weeks together.

Belgian teachers have preferred **"We are the champions" by Queen** because we can only work on a project like this if we coordinate teachers, students, parents, principals of a same school but also from the other partner schools. And together we've achieved many great things this school year.

Another choice is **Humba Täterä by Tim Toupe ft DJ Padre**. This song has been sung so many times in Germany during the trips, during the free time,... Even if that song didn't belong to our musical world before that European week, everybody has adopted it and now, it symbolizes our work and our experience together, especially in Germany.

Of course our wonderful dancing performance in Greece on **"La corde à sauter" by Moussier Tombola** is not to be sniffed at but we have selected another French song to end this musical evaluation : **"Attention au départ" by Les Enfoirés**. This song tells in French that you need the different skills of everyone involved in a project to achieve something great. What our European project is concerned, it's really the case : we need coordinators gifted in different ways to be complementary, several types of participants : leaders, dancers, actors, singers, musicians, potato peelers, public speakers, entertainers, active students, boys, girls.....to live such a wonderful and unique European experience !!!

A special thanks for anyone who has taken part in this evaluation.

The Belgian coordinator, S. Callens

- Here is a presentation of Comenius
<http://www.slideshare.net/canantas2102/been-there-done-that-septembre-2013>
- Here is a French version
<http://www.slideshare.net/canantas2102/been-there-done-that-septembre-2013>



Newspaper reporter

Reference for the local TV report about the Belgian week :

http://www.notele.be/index.php?option=com_content&task=view&id=23029&Itemid=31



Recording during Tournai visit

By local TV network : Notele

Le trio gagnant est Aurélie Vancraeynest, Élodie Chauvin et Charline De Keukeleire

► Samedi, le petit monde des Miss de toute la Wallonie picarde était bien présent pour la quatrième édition de Miss Pérwelz qui avait lieu en la salle de l'Arrêt 59. Une organisation et un comité qui a su corriger ses erreurs de jeunesse et passer à la vitesse supérieure.

Si quelques rares temps morts ont ponctué la présentation, on retiendra surtout l'émotion du découronnement, la mise en scène originale d'un spectacle bien ficelé, brodé de strass et de paillettes ainsi qu'un mix audio-visuel bien réalisé mais laissant une scène

obscur et vide. Les drôles de dames (Jennifer, Emilie et Cindy) ainsi que toute leur équipe peuvent cependant être satisfaites et se féliciter du résultat final.

AU TERME de ces quelques trois heures et demies qu'a duré

dates fantastiques mais c'est quelque chose de génial et je serai fière de représenter ma ville pendant toute cette année" sont les premiers mots d'Aurélië.

Après sa sixième et dernière année du secondaire en option latin-langues au Collège Notre-Dame de Tournai, la Miss, qui est passionnée par les langues envisage de poursuivre ses études à Mons.

L'an dernier, Charline De Keukeleire de Maulde dans l'entité de Tournai s'adjuge le titre de deuxième dauphine et le prix de l'élégance.

Enfin, le prix de l'Espoir 2013 revient à Beverly Petit, 17 ans de Pérwelz. La Dernière Heure adresse ses félicitations aux lauréates. Rendez-vous est pris en novembre 2013 pour la cinquième édition de ce concours.

ENSEIGNEMENT

HOUTAING

La Berlière fait son European school

► Des étudiants du Vieux Continent sont venus parfaire leur anglais au collège

► Durant toute la semaine écoulée, le collège de la Berlière, à Houtaing (Ath), a accueilli une quarantaine d'étudiants en provenance des quatre coins de l'Europe. Âgés de 16 à 18 ans, ces jeunes filles et garçons de 5^e et 6^e secondaires ont eu l'occasion de parfaire leurs connaissances de l'anglais dans le cadre du projet européen Comenius.

L'espace de quelques jours, des Allemands, des Espagnols, des Polonais, des Grecs, des Portugais, des Turcs ainsi que des élèves belges de la Berlière ont fait une infidélité à leur langue natale pour s'immerger à 200 % dans celle de Shakespeare. "Les pays sélectionnés

ont tous reçu une bourse. Nous voulions la plus grande diversité géographique possible", souligne Sabine Callens, coordinatrice du projet Comenius et prof d'anglais au sein du splendide domaine de la Berlière.

LES HEUREUX bénéficiaires de ce stage cosmopolite ont pris part à des ateliers sur le thème de la citoyenneté active des jeunes en Europe, notamment décliné sous la forme de mots-croisés. "L'anglais qui est la langue de communication universelle a accompagné l'ensemble des activités. Condition sine qua non, cette immersion linguistique nécessitait dès le départ une

certaine maîtrise de l'anglais", poursuit Sabine Callens.

Histoire de joindre l'utile à l'agréable, la délégation a profité de la visite du parlement européen à Bruxelles pour

faire un peu de tourisme dans notre belle capitale.

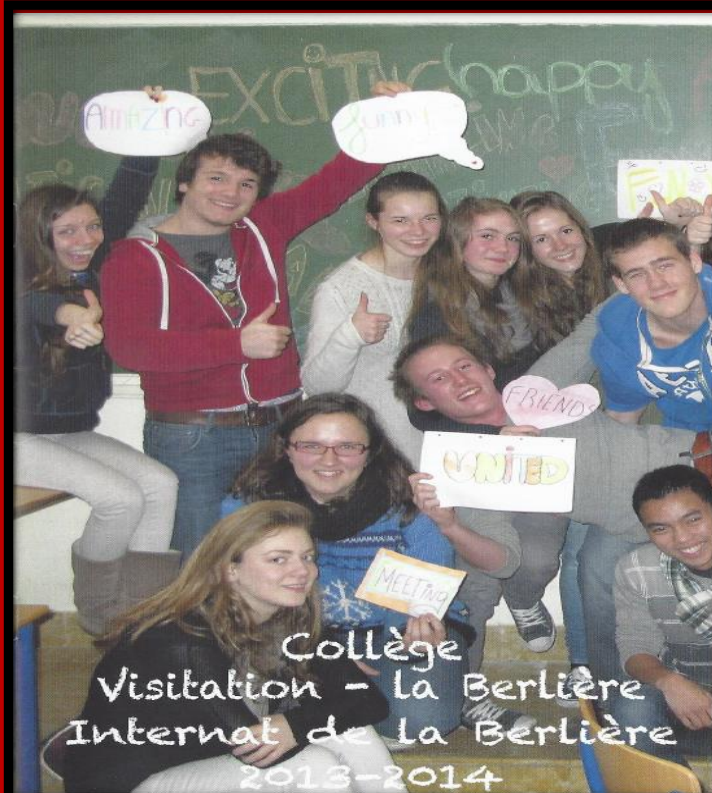
À leur tableau de chasse, les étudiants européens ont encore accroché la cité des Cinq Clochers et celle de Magritte avec un détour par l'hôpital Notre-Dame à la Rose. La classe de 6^e technique de Lessines

s'est jointe à eux. Au-delà du perfectionnement de l'anglais, cette semaine aura favorisé les échanges humains et étudiants. "Tous ont séjourné dans des familles d'accueil, ce qui leur a permis de découvrir d'autres styles de vie".

Bruno Deheneffe



► Des étudiants européens sont venus parfaire leur anglais au collège de la Berlière. © DEHENEFFE



Echanges COMENIUS

BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN !!

Une nouvelle aventure européenne a démarré en ce début d'année scolaire 2012 avec 6 nouveaux partenaires (l'Allemagne, l'Espagne, la Grèce, la Pologne, le Portugal et la Turquie). Le thème du projet est la citoyenneté active des jeunes Européens. Nous nous sommes retrouvés pour la première fois en Belgique, au Collège, pour une semaine européenne pendant laquelle nous avons visité le Parlamentarium à Bruxelles et avons fait découvrir à nos hôtes notre charmante contrée. Nous tenons d'ailleurs à remercier toutes les familles qui ont accueilli un ou plusieurs hôtes européens pendant cette première semaine de novembre.



Avant de vivre la deuxième semaine prévue en Allemagne, à Marne, en mars, les élèves de 5e et 6e ont traduit le règlement scolaire en anglais, ont interviewé les élèves actifs à l'école (délégués de classe et élèves siégeant au conseil de participation) afin d'expliquer leur implication au sein de leur établissement et ont également participé à une enquête réalisée par l'école polonaise sur les droits et devoirs des élèves au sein de chaque institution. (Les conclusions présentées en Allemagne nous ont appris que la plupart des étudiants européens interrogés parlent de respect comme droit fondamental et qu'en cas de difficulté, ils préfèrent s'en référer aux professeurs en qui ils ont confiance.)

Juste avant que la Belgique ne soit plongée dans le chaos hivernal du mois de mars, Pauline, Philippe, Adrien et Clément se sont envolés pour Hambourg afin d'y représenter notre école.

Le thème de la semaine était «use and abuse of power». Nous avons visité le centre de Hambourg sur ce thème et dans un froid glacial. Le lendemain, nos élèves étaient répartis dans différents groupes et ont préparé des saynètes sur ce thème. Lors de l'«Europe Day» au sein de l'école allemande, nous avons tenu un stand belge et offert des frites et mayonnaise «maison» aux visiteurs.



18

Il est déjà temps de partir en Grèce pour la rencontre suivante. La préparation, cette fois-ci était d'un autre style : présenter une danse belge.... Tout un programme ! Heureusement, Lola, Marie, Arnaud, Benoit et Gilles ne sont pas à cours d'idées et d'énergie... Bientôt, nous travaillerons sur l'évaluation en musique de cette première année de collaboration et préparerons les semaines européennes à venir : en Espagne en octobre 2013, au Portugal en janvier 2014, en Pologne en mars 2014 et en Turquie en avril-mai 2014.



Pour l'équipe Comenius,
Mme Callens

Pour plus d'informations concernant ce projet en cours, consultez notre blog : <http://europeancitizen12.blogspot.be/> ainsi que le livret retraçant la semaine européenne belge disponible dans chaque implantation.



BEEN THERE DONE THAT AS A YOUNG EUROPEAN CITIZEN !



FIRST YEAR OF THE COMENIUS PROJECT 2012-2013

Cultural visits



Visit in Tournai – town hall



Visit in Brussels : Coudenberg



With an important word : Respect



Picture on « Monts des Arts » in Brussels

- Here is an interview of active students in students' council
<http://www.youtube.com/watch?v=mic5D8YuBOA&hd=1>

Group pictures in Belgium

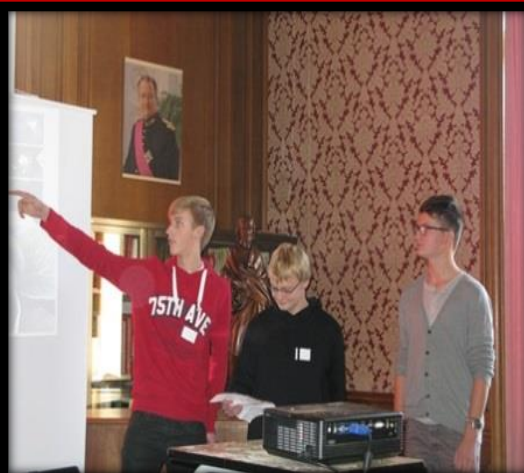


➤ Here is an interview with Mayor in Belgium

<http://www.youtube.com/watch?v=IM3GudkU2vc&hd=1>

<http://www.youtube.com/watch?v=Nmf-Bia-Aw&hd=1>

SCHOOL ACTIVITIES



- Here is a video about handpainting activity
<http://www.youtube.com/watch?v=JuXPt1ScuFQ&hd=1>
<http://www.youtube.com/watch?v=zUZXpeXXsFM&hd=1>

Topic related visits



- Here is a presentation of photo story album
<http://www.slideshare.net/canantas2102/photo-story-album-about-the-belgian-week>
- Here is a Comenius song video
<http://www.youtube.com/watch?v=BABnVlSdZyY&hd=1>

BELGIAN PICTURES IN GERMANY



SURVEY

STUDENT RIGHTS AND RESPONSIBILITIES

1. Gender: Male 5 Female 5

2. Are student rights widely known in your school?

Yes 7 No 1 Don't know 2

3. Do you know where to find the information on student rights and responsibilities?

Yes 9 No 1

4. Which of the following student rights do you find the most important? Tick three of them.

- To the freedom of speech 4
- To study 1
- To be informed about grades 1
- To feel safe (physically and mentally) 5
- To privacy
- To the freedom of belief 4
- To improve grades 1
- To be treated with respect 7
- To pursue interests 1
- To use school rooms, equipment and teaching aids. 2

Others (specify what?)

5. Are student rights respected in your school?

Yes 8 No 2 Don't know

6. Are student rights violated in your school?

Yes No 10 Don't know

7. If you have answered 'yes' to the previous question, tick the student rights which, in your opinion, are violated in your school?

- To the freedom of speech
- To study
- To be informed about grades
- To feel safe (physically and mentally)
- To privacy
- To the freedom of belief
- To improve grades
- To be treated with respect

- To pursue interests
- To use school rooms, equipment and teaching aids.

Others (specify what?)

8. Which of the following student responsibilities do you find the most important? Tick three of them.

- To attend classes punctually and regularly 3
- To obey school rules and regulations 1
- To prepare for lessons systematically 1
- To care about the school property 1
- To respect schoolmates, teachers and other school workers 8
- To represent school adequately 1
- To care about physical appearance
- To justify absences
- To help others 6
- To study 3
- To have good manners 1
- To represent school in competitions, events etc. 2

Others (specify what?)

9. Do you fulfill your school responsibilities?

Yes 10 No It depends on the situation

10. Who can you turn to when your student rights are violated?

- The teacher you trust 3
- The school headmaster 5
- Schoolmates/Classmates 2
- Student organisations
- Parents 5
- Nobody 1
- Others

BELGIAN PICTURES IN GREECE



BELGIAN PICTURES IN SPAIN



BELGIAN PICTURES IN PORTUGAL



BELGIAN PICTURES IN POLAND



BELGIAN PICTURES IN TURKEY



POSTERS OF THE MOST FAMOUS PEOPLE



NAMES OF STUDENTS INVOLVED

Germany

Decamps Pauline

Dejonghe Clément

Despiegelaere Arthur

Everaert Philippe

Mouchart Adrien

Greece

Baervoets Benoît

Liétaert Marie

Maere Gilles

Noel Arnaud

Vanaudenhove Lola

Spain

Bries Quentin

Foubert Margot

Plumes Morgane

Snijers Grégoire

Vanderstocken Chloé

Portugal

Guilbeau Naura

Mahaudens Simon

Marghem Justine

Noel Pauline

Van de Werve Wauthier

Poland

Fourdin Noémie

Moyart Emmanuelle

Sabet-Nia David

Vankeirsbilck Wiebe

Van Reet Amaury

Turkey

Dejonghe Constance

Ferrari Mathias

Ketsman Ruben

Lietaert Gaetane

Siperius Danae

HOSTING STUDENTS IN 2012

6th

CORTVRINT GUILLAUME

MONCHEUR HENRI

GENOTTE MORGAN

VANAUDENHOVE LOLA

BONTE GAUTHIER

LAMBERT MARINE

LIÉTAERT MARIE

VAN EECKHOUT GAÏANE

5TH

DELANNOY LÉO

DEJONGHE CLÉMENT

NOEL ARNAUD

FOURDIN NOÉMIE

BERTUILLE FLORE

DESPEGELAERE ARTHUR

MOYART EMMANUELLE

PLUMES MORGANE

TACKEN TRISTAN

DELBAUCHE LAUREEN

SIPERIUS DANAË

VANDERSTOCKEN CHLOE

4TH

HAZGOUR MAUD

GILOTEAU AUDREY

BARROIS ELISA

MAHAUDENS SIMON

DEJONGHE CONSTANCE

LIETAERT GAETANE

NOEL PAULINE

3RD

VAN CUTSEM SARAH

GENOTTE GAUTHIER

TACKEN EDEN

2ND

MERVEILLE CLÉMENT

THIRIONET MERLIN

FRANÇOIS LÉANDRA

DELANNOY LILA

BERTUILLE THÉO

FRÈRE DE CHLOE VANDERSTOCKEN

Two school pictures with active students and teachers

In June 2013



In December 2013



Headmaster's words in English

First of all, the Comenius project we are active in, enables us to agree with our school one: "being open to other cultures, to the world". This European project is therefore very important for our school as it is really aimed at our school objectives.

Learning languages cannot only be done inside classrooms. We have noticed that the students who have been to European weeks (they are chosen according to their motivation for the project) really want to live their foreign languages and stimulate their school companions to use them. They are more dynamic and positive about it. Moreover when we organize the Belgian European week, a lot of students are involved in hosting and activities. A lot more than the only students who go away.

Teachers are also really involved in the project, even if they don't speak much English. The European project enables teachers, students to dare speak foreign languages and realize that we really need to speak other languages.

European citizenship hasn't been stated yet but is active thanks to the citizens themselves, interacting among each other. The project topic "active European citizenship" teaches young people how our democracy works at school, town, national and European levels.

Mr Jean Fraipont

Headmaster of Collège Visitation La Berlière

In French

Le projet Comenius auquel nous adhérons permet tout d'abord de correspondre à celui de notre établissement : "l'ouverture aux autres cultures et au monde". Le projet développé est donc très important pour notre école puisqu'il répond directement à nos objectifs pédagogiques.

L'apprentissage des langues modernes ne peut rester confiné à l'intérieur d'une classe. Les élèves qui se déplacent dans le cadre du projet Comenius, après avoir été sélectionnés sur base de leur motivation, n'ont plus du tout la même approche de l'apprentissage des langues et renvoient cette image positive et dynamique à l'ensemble des élèves. De plus, tous les élèves de l'école se mobilisent lorsque des délégations étrangères sont reçues dans l'école. Ce degré d'implication de tous les élèves dépasse largement le cadre limité des élèves qui partent.

L'implication des professeurs dans le projet est également très positive puisque même des professeurs de l'école pratiquant peu les langues modernes s'y essaient avec les élèves. Le projet Comenius permet essentiellement pour moi de "casser la peur" de parler une langue étrangère, pour les jeunes et pour les adultes, et de se rendre compte du caractère indispensable de la pratique des langues.

Enfin, la citoyenneté européenne ne se décrète par aucun traité, elle se construit patiemment au travers des interactions entre les citoyens eux-mêmes. Le thème choisi, la citoyenneté, apprend aux jeunes à reconnaître les fondements démocratiques dans le fonctionnement de nos institutions européennes ou nationales.

Jean Fraipont

PARENTS' TESTIMONY

Flore ; Clement ; Justine ; Quentin ; Chloe ; Arnaud ; Pauline ; Wauthier

Hello,

I'm Dorothee and my daughter Flore is 17 years old and she is at school La Berlière in Houtaing (Belgium). She had the opportunity to participate in the project Comenius 2 years .Our family was also motivated to welcome an European young person. We meet Diana; she was also 17 years old and she came from Andalousia in Spain. It was an fabulous experience of exchanges in various domains: language, culture, country, customs of life,... It was a discovery for other one for everybody during one week. There was a sharing of activities between young people and teachers with the Belgian Comenius organisation during the day : they visit some interesting and cultural cities in Belgium. We also had the opportunity to share activities with the other Belgian families and European young people in the evening. It's an unforgettable experience !! I thank the teachers and students' motivation who participate to the project Comenius !

Dorothee

Our son has been away with Comenius to Germany. He was really delighted about his travel. He returned transformed at home, more open and more interested by travelling and foreign languages. And strangely, he was more motivated for English lessons but also school in general. So we think that it is a beneficial experience for young and it gives the opportunity to travel and see the world. If we have more European projects like Comenius, school will be more attractive. We had hosted a Spanish girl. It was a fantastic experience. We had learned a lot of things about the other nationalities. Comenius is a good human experience and it gives the opportunity to learn more English and to travel around Europe. It's also exciting to show our country to someone who comes from another country. Our son and we will never forget this week. We still have contacts with our guest and she invited us to Spain, so Comenius will continue after the official project.

Clément's parents

"We were sad that she was leaving for Portugal but this is a plus for her studies, going abroad, meeting new people and eating specialities, discovering other things from different countries. For the parents, it's a bit difficult because this is long. (6 days, knowing that my daughter is the only one from her option to go). Fortunately, the mobile phone was there to give some news! But, we were happy that everything went well and she was delighted with her trip. We were also pleased, as parents, to see her going back so enthusiastic. Still a very big thank you."

Justine's mother

Our son Quentin had the chance to be selected for the European week in Rute starting on October 21st 2013. It was for him a marvelous experience. He had the opportunity to discover a new European culture, a new environment and to meet students from all over Europe. They communicated together in English, so that now he feels more comfortable to discuss in a foreign language. The trip was perfectly organized and the activities organized abroad were valuable both for Quentin and the host family. He left the Brussels Airport on Monday morning and was already welcomed at Malaga Airport by the host families. His host family lives at 15 km from Rute in an olive plantation. He has shared the daily way of life in this typical environment. Every morning, Quentin has gone to school by bus with the two students of the host family and the father took them back in the evening (or sometimes later when late events were organized). At school, a lot of activities were organized in a perspective of sharing the local cultures and experiences, including role play, presentations, ... The fun was also present by parties organized for all groups participating to the European week. At the end of the week, Quentin received from the host family sweets produced by the local factory of Rute. Quentin is still in touch with the host family through social networks. In conclusion, the European week has met its targets.

My mother thinks that it was really interesting to meet people from other countries and other cultures. She says that it was enriching to improve our English. She's glad because our guest was really sympathetic, kind, and because I could go to Spain to see her again and to meet a lot of people who are my friends now. It was an unforgettable experience for everyone.

Chloé V.

The Comenius project was a great experience for our children! In 2012 we hosted a Greek girl (Maria Voitsidou). It was an enjoyable week. The students have shared unforgettable moments and they have improved their English language as well. In April 2013, our son Arnaud went to Greece, Giannitsa a town near Thessaloniki. He met a lot of people and he had a great time. At the moment he always has contact with them by Facebook. In January 2014, our daughter Pauline went to Portugal, the city Montijo. She always met a lot of nice people and she would like to go back to Portugal in the summer holidays. This project gives a lot of nice opportunities to the students to learn from each other, to visit other countries and cultures. It will make our children "Real European Citizens" and give them the dynamism and horizons for their future life and career. We would like to thank very much Mrs Callens for the participation with her students at this nice COMENIUS PROJECT!!

Mr and Mrs NOEL

As parents of Wauthier van de Werve, we want to give some comments about this very good project: « COMENIUS ». Comenius is a really good idea and a very interesting experience for our students!

First of all, it's a discovery of another country and other cultures. With such experience, the students can experiment that English is an international language between different countries. All over the world, they need English... and English is the common language for people! Comenius has also the advantage of discovering different cultures. The students spend few days in a host family. For our son, he met a new culture in Portugal, a very warm hospitality and atmosphere! We think it's a positive experience to see other habits of life in European countries. The program seemed to be excellent: many visits organised, visits of the Parliament, visits of different typical and famous places or monuments, symbol of a Portuguese heritage... This experience can also develop the « European » spirit with an open mind! It's a good means of discovering Europe and his inhabitants! **Thanks to Europe and specially the seven countries which participate to Comenius**, the students have the opportunity to live a wonderful experience. This occasion is given to all the students who are motivated to learn anything else... It's a beautiful social project where there is no social difference, where everybody is at the same level, where everybody receives the same chance to participate! We hope that the students, and specially our son, will hold the contact with their « Comenius » new friends after this amazing experience! **We would also thank and congratulate all the teachers who support this project for so many years!!!!**... We wish to the Comenius project a very very LONG LIFE for the next years!

Laurence and Xavier van de Werve





GERMANY



We are a secondary school preparing students of the age group 10 - 20 for Abitur, which enables them to study at university. We teach English, French, Spanish and Latin as languages and are deeply involved in a project for intellectually gifted or skilled students. In addition, we work with learning environment tools such as moodle, lo-net and special software. In this project we are partners.

Our institution is situated in a rural area. For us as a school and as a region it is very important to be involved in European projects as we live in a remote area which is not at all densely populated and suffers from a decline in population.

We work with a European curriculum based on regular exchange programmes with different European and Asian countries, constant Comenius projects and hosting Comenius Assistant teachers at our school. Moreover we offer various exchange possibilities as well out of Europe via existing partnerships with Kuala Lumpur, Singapore and a Chinese school close to Shanghai.

	students	teachers
Belgium	Jan Ackermann	Guido Limburg
	Finn Ove Peters	
	Tjorben Kruse	
	Dominik Siemsen	
Greece	Alina Oelerking	Julia Friedrich
	Ekaterina Loza	Christopher Langes
	Ayse Diker	
	Mira Kochanski	
Spain	Sabine Bieritz	Julia Friedrich
	Laura Geertz	Birte Thomsen
	Johanna Osnabrügge	
	Talea Riemer	
	Isabell Wilkens	
Portugal	Alina Johannsen	Julia Friedrich
	Sina Stabenov	Bettina Richter
	Finn Jannik Soltau	
	Birge Jarrens	
Poland	Reinke Siebels	Julia Friedrich
	Larissa Bussat	Guido Limburg
	Sonia Rode	
Turkey	Stina Loubier	Julia Friedrich
	Rieke Umlandt	Silvia Friedrich
	Jan Regenbogen	
	Lena Greiner-Stürmer	



List of participants during the mobilities

- Here is a presentation about Marne- Germany
<http://www.slideshare.net/canantas2102/presentation-school-marne>

School rules

The aim of the work at our school is to teach our pupils to be mature, self-confident human beings that can take on responsibility. Since conflicts and disputes in a society, it is necessary to have rules for living together in a peaceful way. To secure appropriate lessons and administration, teachers and students have to work together open minded and trusting. Certain arrangement is necessary.

A General regulations

1. Lessons have to begin and finish punctually. When the teacher is still not in the classroom five minutes after lesson beginning, the class spokesman has to report it to the secretary.
2. The proceeding of excuse is regulated by the school rules.
 - a. In case of absence the parents are obliged to tell the school the reason orally, written or by telephone at the latest on the day of absence.
 - b. Vacation may be given by the form teacher for pupils of her/his class up to six days a month, by the headmaster up to six days a year and days bordering the holidays.
 - c. Suspended / sick students ask for information about the missed subject matters on their own and revise it.

B Behaviour inside the school building

1. In school everybody has to behave so that they do not disturb the lessons.
2. The rooms and the equipment are to be treated carefully. Damages have to be reported to the caretaker or to the secretary. The responsible person is liable for willful damages.
3. Everyone should waste as little water and energy and avoid litter. General waste has to be disposed of separately.
4. All students are responsible for keeping their classrooms clean
 - a. If a class changes from its classroom to a specialist room the windows and doors have to be closed and the lights have to be switched off.
 - b. At the end of the school day the board has to be cleaned and the chairs have to be put up.
 - c. If the floor of a classroom is extremely dirty, the students have to sweep it.
5. All specialist rooms as well as the gym, the sports field and the assembly hall cannot be entered before the beginning of the lesson without the permission of a teacher.
6. Students can decorate the classroom but if they want to change something considerably, you have to ask for the headmaster's permission.
7. Students have to leave all the classrooms and specialist rooms during the large breaks. They can go to:
 - the school playground
 - the break hallFor the young students (5-8 class) there is a playground at the corner of the school playground where they can play with some equipment.
8. In every classroom two students each are responsible for cleanness and order.
9. If you want to use the computer room and the library, you have to follow some special arrangements.
10. You aren't allowed to run in the buildings. You aren't allowed to throw snowballs or other things which could be dangerous.
11. The students from grade 5 to 10 are only allowed to leave the school area when they have permission.

C Rules for lunch break

1. At lunchtime the canteen is above all available for classes which have lunch break and want to eat a hot meal.
2. Students who brought lunch from their home can eat this in the canteen as well.
3. The class which has to keep the canteen clean is changed daily. Their task is to throw away the paper which is lying around and they have to put the chairs and desks at the right place. The "SV" chooses the classes and the teachers support them.
4. Students who want to do their homework during lunch break can do this without being disturbed in the acknowledged class room "learning office".

- Here is a video about scenic presentation in Marne
<http://www.youtube.com/watch?v=Q5ZIF2J0HuE&hd=1#>!

Greece Pictures



Poland Pictures



Portugal Pictures



Spain Pictures





Comenius Project

Been there, done that as a young European citizen!

January
2014

Portuguese Week

CONCLUSIONS

Countries' Responsibilities:

Portugal : comic book

Turkey: Guidebook of Rights

Visit on our project's topic:

Visit to National Parliament

Seminar on citizenship with a deputy of National Parliament

Mobility Reports:

Poland – Turkey

Turkey – Poland

Mobilities

Poland: 10-15 March 2014

Turkey: 05-10 May 2014

Students' Travel Journal and Diary

Done in Groups

Reference to positive aspects

Comments or remarks allowed

Tasks for the following Mobility

Before the next mobility : collecting all the datas for the guidebook (ebook):

- *list of the students&teachers participating in the mobilities*
- *comment of headmaster*
- *parents testimony*
- *pictures from mobilities: 1) cultural&historical, 2) topic related, 3) school activities, 4) interactions, 5) group pictures*
- *products*
- *free category*
- *reports and summaries*

Students comments

Fun, new impressions and new friends – the best opportunity to get to know new countries and their representatives.

The participation in the Comenius project offered me to use and to improve my English skills. I've been living in a Spanish family and so I got to know the life in that kind of family. I also made new international friendships, in Germany and in Spain as well.

With Comenius I associate different cultures which you get to know and understand.

Meeting of three totally different characters in one house made the time interesting, funny and unforgettable.

A perfect group of people with different cultures which made the time unforgettable and which I will never forget!

Comenius is a great community of many people and nice new friends, it is a very good experience to improve your English and learn some more words!

The Comenius project gave me the possibility to connect with many different cultures and gave me friends that I'll hopefully never forget.

Comenius is like a modern art picture, each time you look at it you see something new which is beautiful in its own existence.

The Comenius project gave me the opportunity to make a precious experience along with a tight bond to my exchange partner :-)

The Comenius project 2012-2014 gave me the great possibility to get to know many people from different countries with also different minds - which was very interesting and unforgettable for me!

With the Comenius project I see that we, young people, from all over the world have the same life style. :)

The cohesion in a group of different nationalities was awesome!

*"Traveling is the only thing you buy that makes you richer."
...because you gain experiences/memories you will never get anywhere else....*

The people I met from all over Europe showed me once and for all that bad prejudices against other nations are irrational and wrong.

It was a multicultural get together that broadens your mind a lot.

It was very creative and inspiring.

I hope I will meet my new friends for lifetime again.

Parents' comments

It was a great experience having our guest at our home. We shared a lot of stories from different cultures and laughed a lot together.

We miss our new family member. It was so nice having him home.

The organization of the project was perfect. We learned a lot about this project and european youth work.

We had a funny time together. We would like to do it anytime again.

We loved having our guest at our house and comparing some differences in lifestyle and habits.

We enjoyed all the food from the different countries at the European market in school.

It was a wonderful experience for the whole family and our other children.

We hope our younger daughter can participate in such a programme later as well.

We really appreciated getting to know such a project and taking part in it.

Principal comment

It was an extremely enriching experience hosting all our partners from different countries at our town and school in March 2014. This project has benefitted in particular from the cooperation of northern and southern parts of Europe and has been highly efficient sharing with our students, colleagues, families and associated partners of our school a feeling of community and an inspiring atmosphere. The scenic presentations of the students presented to the public showed everyone the importance of the topic and the commitment of the students and teachers involved in the project. This project appears as a role model of European teamwork!

Products and activities

BLAUPAUSE pupils magazine

BLAUPAUSE

COMENIUS PROJECT 2013 • pupil's magazine of Gymnasium Marne Europaschule

COMENIUS 2012 - 2014



content

page one: Portugal

Raquel Fabião Amorim, Diogo FilipeCardoso
Pereira, Beatriz Nunes, Nuno Almodôvar, Rita
Isabel Nunes Pacifico

page two: Belgium

Pauline Descamps, Adrien Mouchart, Philippe
Everaert, Clement Dejongle, Arthur
Despiegelaere

page three: Turkey

Onat Tirit, Arhan Ülüköy, Aziz Oğuzcan Bereket,
İbrahim Çabar, Tuğçe Orhan

page four: Greece

Athina Lazaridou, Vasso Bojoli, Fani
Chatzivasiliadou, Helen Kirigianni

page five: Spain

Ana Tenllado Baena, Lorena Porras Caballero,
Marta López Cobos, Salvador Altamirano Martín,
Lara García Montilla

page six: Poland

Małgorzata Dechnik, Aneta Puk, Michal Habigier,
Michał Habigier, Szymon Stelmach

Been there, done that as a young European citizen

Seven Countries are participating in this year's Comenius Project. Students from Belgium, Spain, Portugal, Greece, Poland and Turkey are in Marne to get to know the other cultures.

The main topic is "Been there, done that as a young European citizen", which offers a lot of opportunities for a cooperation between the students. In workshops the pupils prepare shows and projects to the topic "Different forms of violence". Also on the trip to Hamburg the students learned many things about the violence in German history, especially about the persecution of Jews.

Starting out at the town hall the multicultural group went to many historically places.

The highlight of the Comenius Week is the today's "Europe Day", in which the several countries can present themselves.

Since 1999 the Gymnasium Marne is taking part in the Comenius Project, 2003 the Gymnasium became "Europaschule" – "Europe School". For head teacher Mr Beckmann is "a living Europe in school" a very important aspect of daily life at school.



On Top ..

Wanted – dead or alive: Adrien M. from B.

The Rugby-Player was the reason for the funniest moment of Tuesday, when a security agent kicked him out of the "Europa Passage", a shopping centre in Hamburg, because he welcomed the customers at the Hollister-Store – Shirtless. "The Hollisterboy was jealous", this is his explanation.

No "cuisse de grenouille" today - Because of animal protection the "Foreign Language Assistant" Benoit Husson from France can't prepare the French specialty. "I will give an private 'Frog's leg-Party'", he promised. In France he always cooks this delicacy.

Stage lights on! The technical workshop tries everything to give us a perfect requirement for the today's shows. The boys from the 12th grade resist any kind of danger, even a burned light bulb can "be dangerous", as they told us.

Portugal: OMG, it's snow!

For them it is the first time to see snow, never before they saw the white powder coming down from the sky. The Portuguese students were enthusiastic about the snow. They made it through an audition to Germany and are happy to be here.

The charm was to get to know all the other cultures and different people although it is a great opportunity for all of them. A difference for them is not only the school, but also the habits in food. What traditional food is for Portuguese students we will see on the "Europe Day".

In Portugal it is normal to have two warm meals during the day, a warm lunch and dinner. On the other side, they don't have a real breakfast, just a cup of coffee and then they leave for school, told Nuno, one of the Portuguese exchange students. School takes up 8 hours every

day. Those 8 hours are 4 different double lessons and a popular extracurricular activity is soccer.

Another special activity in Portugal are the village fairs, which take place in every village for one week. Each city has a fair for itself and celebrates it in their own way. Every fair has its own unique charm, like the country itself.



Belgium: Rugby goes Germany

Not only the crazy Hollister story is making our Belgian friends so likeable, the 5 students from our neighbourhood Belgium who found their way to Germany by auditions in their boarding school have a very nice mentality and do not consider themselves too good for any fun.

Even when we met a camera team of the Hamburg Freezers, the famous ice hockey team in the north of Germany, in Mönckebergstraße who asked us to be involved in a film shooting for the next derby game, the Belgian boys were as keen as mustard only to hold the Freezer's flag while the others whipped out their cameras as soon as possible to hold the acting visual. So the audience in the ice hockey stadium will see our guests on the flat screens, shaking the flags of Hamburg's Freezer team. We think that no one would have thought of this special happening the guys will take home now and maybe one day tell their children.

On our European day the Belgian students will present their country in the way of making French fries for our guests and show some selfmade

videos to bring Belgium to Germany. What ice hockey is in Germany is Rugby in Belgium. One of the exchange partners is Adrian, an eighteen-year-old hockey national player as he told us proudly.

But also Philippe, another student from Belgium, plays hockey in the team of his boarding school where he is also the captain who leads the team.



Turkey: And the winner is ..

During the Comenius project the Turkish football team Galatasaray had a European match against our German team Schalke and won 2:3.

Our Turkish students were very happy about this result even if they could not watch it on TV, as the only girl of the Turkish group, Tugce, told us.

At home in Turkey the families are also very big fans of this sport, but most of the time the young people come together and use football as a connection to have a good time, because this is an important fact in the Turkish way of life.

Tugce's father and Tugce herself are fans of different Turkish football teams and the times when they have to play against each other, it is a very exploding atmosphere, but in a good way.

The passion for football came when she

was 13 years old and watched for the first time a match with her friends in the own stadium in her city. We can see, not only our German guys have a passion for football, even Turkish girls are in!

In her Turkish school the best ones in class were asked to be involved in the European project Comenius and finally 5 students were picked to come to our country. It is very funny to see the small differences, as for example the fact, that no Turkish student has ever seen soda before, but they are happy, that they can share things in the group of 7 different nations. It is always a chance to learn for

different nations. It is always a chance to learn for different nations. It is always a chance to learn for different nations. It is always a chance to learn for different nations.

different nations. It is always a chance to learn for different nations. It is always a chance to learn for different nations.

different nations. It is always a chance to learn for different nations. It is always a chance to learn for different nations.



Greece: Facebook - Connecting people

Not only for her was it an opportunity to get to know another country and to get to know other people. 4 other people came to Germany with Athina Lazaridou. She is one of the Greek exchange students in the Comenius Program and will spend, like all the others, 5 days in Germany.

Her teacher in Greece asked her, if she would like to take part in the program and of course her answer was YES! "It is an option to improve my English and to meet new people from all over Europe. I am grateful to be here." Athina said in her interview. However that is just one of the reasons why all the students here are doing it. They are doing it to learn more of the culture and also the education system, because for them it is a chance to get to know it and decide if they want to come back later.

Another thing they get to know here is the difference between all the represented nations. This difference will be shown at the barbecue when all the nations can present something traditional from their country. The differences are not only traditions; they are also normal habits, like the or night life. For Greek people the night starts at 8 p.m.; they spend the whole night out, until 2 or 3 in the morning. "Our night life is very intense" commented Athina about her party life. Also they meet every evening in the cafes of their town to hang around and exchange the newest gossip for a long time.

To keep updated they use Facebook as well. It is as popular in Greece as in Germany, though the Greeks stay up 'til 2 a.m. every night and surf on it. So although some differences exist, the Greeks are a stand up country!





On Top ..

Janitor goes wild:

Marco Reimers – the green-dressed men – had an exhausting week. After decorating the canteen, he built a small village in the break hall. On top of that he had to redecorate the assembly hall for the political simulation game, which happened this morning for the 12th grade.

Number of the week

16 cm

... before you think something dirty: We talk about the fresh-fallen snow. 16 cm of the white powder layed in Hamburg, when the exchange partners arrived at the airport. Just two days before we walked around outside in T-Shirts – Welcome back winter.

Spain: Soda - what's that?

The Spanish part of the Comenius project got involved by its grades in an English oral exam.

They had to improvise answers of difficult questions the teachers asked them and the best ones were allowed to come here to Germany to work on Comenius.

The girls we talked to are fascinated of the different cultures that are meeting in this project, because actually they always thought of the great difference between the northern and the southern European countries. They also had prejudices against Germany, but during their days here they realized that they should not.

They always had the opinion German people would not be that open to other people, but now they are really happy about the time

they can spend here with the other students and their 5-day-homes and hearty families.

Everything in handling of the situation is easier, even if the second lunch or the daily "Merienda" does not exist in Germany.

On the "Europe Day" the Spanish students will present their school system and its rules with photo material and other stuff they brought here from their sunny home.



Poland: Friends out of neighbourhood

Our Polish neighbours are also very excited to travel to Germany, even if there aren't many differences between the landscapes in Germany and Poland.

Although the countries have a shared border, there are many disparities in the culture and way of life.

Very fascinating for him was Hamburg with its buildings and the harbour.

Michal is in Germany for the first time and he likes the German people very much.

"The students are more friendly than we thought", he tells us.

One might say that Polish people are prejudiced against the Germans, but Michal doesn't agree. "We don't think that all German people are Nazis."

At the "Europe Day" the Polish group prepares "pierogi", a cake filled with cheese and potatoes. Szymon told us, that this is a typical Polish dish. "

Friday, Mar 15 Updated: Mar 14, 2013, 11:27am Local Time

Day

Mar 15



Mostly Sunny

33°F

High

Chance of Precip: 0%

Wind: S at 11 mph

Humidity: 63%

UV Index: 2 - Low

Sunrise: 6:39 am

Moonrise: 7:42 am



masthead

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Interview to the major

1. How is youth participation in the structures of the City Council achieved?

To achieve youth participation is not only a duty but an aspect which the City Council welcomes. Our mayor thinks that it's very important to give the youth a chance to have an influence in decisions. Especially if there are topics which refer to the youth (like sport activities or music) they could participate themselves. But they also should participate in discussions about city planning or traffic planning or buildings because that also concern them like other people. That is the opinion of the Mayor for the future: He wants to improve the relation between the city council and the youth.

2. Is there any project exclusively dedicated to young people in the Municipality?

The Mayor told us that nowadays there are no special projects for young people. But there have been some on the past (e.g. : youth center)

3. Young people, Municipality, education and sports, what is the relationship?

There is the example of the local indoor swimming pool. A lot of young people, especially the students come to the pool. But every year the council has to give a lot of tax money to the pool to hold it up.

4. What types of support are provided to young people?

There are no concret cooperations or supports for the young people in Marne.

5. What does the Country value to most for young people, as far as the educational, recreational, sports areas are concerned?

The most important things are the schools in Marne, the nursery and the indoor swimming pool.

6. To what extent do the activities developed by young people contribute to their future?

It might be pretty important for young people to develop activities on their own. But the mayor also confesses that there are not many activities for young people.

7. Do you think that young people have all the resources needed to develop their activities?

They have many resources but it's upgradeable.

8. Despite the crisis that we all live in, do you think that young people have the potential to work and to get their dream jobs, without having to leave our county or the country?

It's difficult not to leave the county/country, but that's also positive because young people get to know other cultures and they also collect experiences for their life. In many cases the people come back to Schleswig-Holstein later, because that is the best place to live.

9. Would you like to see a greater involvement of young people? If yes, at what level?

The mayor told us, that he absolutely desires that more young people would be interested in political things, but he also confesses that this is due to the politicians as well. In his opinion he thinks that the politicians and the citizens have to be honest to each other to enable an involvement of young people in political events.

10. Are you optimistic about the future of young people in our Council?

Our mayor is very optimistic looking at the development of young projects, education, etc. Although the demographic change might make it tougher.

Music evaluation Germany

‘We are the world’ by USA for Africa : The song was written to support Africa. We actually supported each other as well. We are all the same and we should help each other and work together no matter where we are from or what we look like or which language we speak.

‘Glow’ by Madcon: The song was once performed at the Eurovision Song Contest and was written for that. There is a great choreography for the song which should unite all Europeans by dancing it together.

“We are the champions” by Queen: We work together to present some great products like a video, interviews etc to show that people from all over Europe can successfully work together and achieve wonderful goals by helping each other and cooperate.

“Thriftshop” by Macklemore: That is just a song we listened to all the time, everyone knows the lyrics and the video. That shows that all young people from all the different countries do the same and listen to the same music. Concerning the content, we should not evaluate people due to their clothes or materialistic issues but for their character.

Ländermesse im Gymnasium

Schule lädt morgen wieder zu einem europäischen Markt ein



Seit 2003 ist das Marner Gymnasium Europaschule, und seitdem pflegt es Kontakte zu Partnerschulen in vielen europäischen Ländern. Morgen wird wieder gefeiert: europäisch natürlich. Foto: Meißner

Von Beate Meißner

Marne – Sie kommen aus Belgien, Spanien, Portugal, Griechenland, Polen, der Türkei und Frankreich. Schüler aus diesen sieben Ländern beteiligen sich morgen am Europa-Tag des Gymnasiums.

Vor zehn Jahren erhielt das Marner Gymnasium den Titel Europaschule. Seitdem pflegt sie eine enge Kooperation mit Partnerschulen in vielen europäischen Ländern, nicht nur auf dem Papier. Europa wird an der Schule gelebt. Dazu trägt auch das Comenius-Projekt bei, in dem die Schüler Vergleiche zwischen ihren Ländern ziehen, bei ganz verschiedenen Themen.

Und immer wieder finden „europäische“ Treffen statt – in dieser Woche in Marne. Aus diesem Anlass findet am morgigen Donnerstag wieder ein Eu-

ropatag statt, bei dem die großen Schüler die kleinen unterrichten, natürlich zu europäischen Themen. Die Partnerschulen stellen ihre Länder vor, der europapolitische Sprecher der Grünen im Landtag, Bernd Voss, diskutiert mit den Zwölfklässlern, die ein europäisches Planspiel durchführen. Und von 17 bis 20 Uhr findet ein europäischer Markt statt, zu dem alle Interessierten eingeladen sind. „Jedes Land präsentiert sich dabei mit einem Stand“, erklärt Schulleiter und Oberstudiendirektor Frank Beckmann, „es gibt kulinarische Spezialitäten, Prospekte, auch kleine Filme.“ Das Ganze findet im Bereich Pausenhalle/Mensa statt.

In der Aula wird der europäische Trubel (Originalton Frank Beckmann) mit Tanz und Musik fortgesetzt. „Der Theaterkurs probt mit rund 30 Schülern aus den anderen Ländern Sketche und ein Showprogramm ein“, so der Schulleiter.

Das Thema des aktuellen Comenius-Projektes lautet „Been there, done that as an young European citizen“. „Es lässt ungeahnte Möglichkeiten der Zusammenarbeit zu“, findet Frank Beckmann. Das Thema Europa spielt dabei in Schulfächern wie Englisch, Gesellschaftswissenschaften, Geschichte, Geografie und Wirtschaft/Politik eine Rolle, da werden Themen wie Gesetze in anderen Ländern behandelt oder die Arbeit von Jugendverbänden.

In dieser Woche, in der die Schüler und Lehrer aus den sieben Ländern zu Gast in Marne sind, finden Sitzungen zu Themen wie Schulregeln und Arbeit der Schülervertretungen statt. Die Jugendlichen und auch ihre Lehrer sind während ihres Aufenthalts in Marne privat untergebracht. Das fördere den Austausch und das Kennenlernen einer anderen Lebensart, so die Schule: „Die Jugendlichen erleben Europa aus

erster Hand und auf eine ganz persönliche Art.“

Die lange Beteiligung am Comenius-Projekt, immerhin schon seit 1999, wäre für das Gymnasium Grund für einen weiteren Namenszusatz: „Ihm könnte auch der Titel Comenius-Schule verliehen werden“, schmunzelt der Schulleiter.

Europäisch geht es auch am Freitag, 15. März, weiter: Da übergibt der Verein Europaschulen in Schleswig-Holstein Reisestipendien unter anderem an vier Schülerinnen des Marner Gymnasiums und fördert damit den Auslandsaufenthalt im Rahmen des Wirtschaftspraktikums, das in diesem Schuljahr zum ersten Mal angeboten wird.

Bea Hansen, Thessa Peters, Margrit Rausch und Melina Rostig berichten im Rahmen der Verleihung der Stipendien über ihr Praktikum in Frankreich und welche Erfahrungen sie dabei gemacht haben.

Appetit auf Europa

Schüler aus aller Herren Länder im Marner Gymnasium

Von Beate Meißner

Marne – Europa im Marner Gymnasium ist fröhlich, bunt und friedlich. Von Konflikten keine Spur.

Das habe sich am Europatag ganz deutlich gezeigt, finden Oberstudiendirektor Frank Beckmann und Julia Friedrich, Ansprechpartnerin für das Co-

menius-Projekt, in dessen Verlauf jetzt Schüler und Lehrer aus sieben Ländern eine Woche lang zu Gast am Gymnasium waren (wir berichteten). Die beiden geraten richtig ins Schwärmen, wenn sie vom Miteinander der Nationen erzählen. Frank Beckmann hat morgens eine halbe Stunde beim Aufbau der Ländermesse zugehört und gibt zu: „Die Atmosphäre ist schwer in Worte zu fassen. Die Griechen haben ganz spontan Syrtaki getanzt, und alle haben mitgemacht.“ Julia Friedrich spricht von einem Funken, der überspringt.

Vorurteile spielten am Europatag keine Rolle. Klar, die gebe es im Vorfeld eines Comenius-Projektes schon, gibt die Ansprechpartnerin zu. „Aber sobald die Schüler zusammenarbeiten oder sich treffen, sind sie wie weggewischt. Sie sehen, dass auch in den anderen Ländern Jugendliche wie sie leben, mit den gleichen Problemen und Sorgen.“ Für Beckmann spielt dabei auch das weltweite Netz eine große Rolle: „Alle haben Computer und Handys.“

Per Computer werden auch die Aufgaben gelöst, die beim aktuellen Comenius-Projekt gestellt werden. Da geht es um den Vergleich von Rechten und Pflichten von Jugendlichen in den verschiedenen Ländern, da-

raus entstehen dann Filme, Bücher, Zeitungen, die bei den Treffen vorgestellt werden. So wie die „Blaupause“, die während des Europatages am Gymnasium verteilt wurde. Eine ganz druckfrische Arbeit von Marcel Wilkens, Dahlina-Sophie Kock, Malin Böckmann und Niklas Severin. Sie stellen nicht nur das Comenius-Projekt vor, sondern auch die Teilneh-

mer, die nach Marne gekommen sind, und ihre Eindrücke.

Ein verbindendes Element für die Schüler in Sachen Europa sind nicht nur die gleichen Sorgen und Probleme, sondern auch ganz spontane Aktionen und Treffen. So wie der spanische Lehrer, der einfach zur Gitarre greift. „Total live ist das“, findet Frank Beckmann. Und dann ist da natürlich noch das

Essen als verbindendes Element. Das ist sogar wörtlich zu nehmen: Manch ein Besucher der Ländermesse hat sich nämlich aus den Spezialitäten der sieben Länder einen sogenannten Comenius-Teller zusammengestellt: mit Fritten aus Belgien, gefüllten Weinblättern aus der Türkei, Tzatziki aus Griechenland, Oliven aus Portugal, Piroggen aus Spanien ...



Julia Friedrich kombiniert Griechisches und Türkisches.



Kostproben aus der Türkei: Fleischbällchen ohne Fleisch, aber mit viel Chili. Das wollten viele probieren – und spuckten anschließend Feuer. Fotos: Meißner

Newspaper article





GREECE



Our school is located in a rural town, but quite near to the second biggest city in Greece, Thessaloniki. Our area is famous because it was Alexander the Great's home town, Pella. Our students have access to the ancient remains of his palace and learn to love History from their early age. Our school is the biggest in our area, it has 400 students and about 40 teachers. It gives general education and prepares students for their university exams. Every year almost 80% of the participants enter university after succeeding in the exams. Most of our students have a B2 certificate in English and, furthermore, some of them have certificates in French and German and even C2 in English.

We haven't participated in a Comenius programme before but this year three students went to Euroscola in Strasbourg. There are immigrants in our area. Though they are here for several years and they are well accepted from the other students. Our school building is newly-built, in 2006, but it is next to the oldest school, in the centre of the town. We have computer, Science and Chemistry labs, a library and a gym. This year Project has entered as an obligatory subject our curriculum.

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΕΡΙΦΕΡΕΙΑΚΗ ΔΙΕΥΘΥΝΣΗ Π. & Δ. ΕΚΠ/ΣΗΣ ΚΕΝΤΡ. ΜΑΚΕΔΟΝΙΑΣ
Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ ΠΕΛΛΑΣ
1^ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΓΙΑΝΝΙΤΣΩΝ

SCHOOL RULES

1. Verbal or physical violence is forbidden.
2. Students shouldn't be engaged in delinquent behaviour (vandalism)
3. Teachers and students are not allowed to smoke in school or schoolyard.
4. Drug use is not allowed.
5. Students are not allowed to cheat during tests.
6. The use of mobile phones is forbidden inside and outside the school building.
7. The students must be quiet during lessons.
8. If a student wishes to ask something, he/she must raise his/her hand and ask for permission.
9. No one must be late; students must be present before the bell rings. In case of repetitive delays, students are punished for truancy.
10. All students should take part in school trips.
11. The presence and the participation of students in celebrations and anniversaries is necessary.
12. A student can leave school only because of a serious reason and with the written consent of the headmaster.
13. In the classroom the students should have a spirit of cooperation.
14. Every student is responsible for his/her own property.
15. The students' outfit should be simple, clean and descent.
16. Eating in the classroom is forbidden.
17. Noone can be absent for more than 50 teaching hours (unjustified absences) and 64 hours (justified absences).
18. Parents must justify students' absences within 10 schooldays.
19. In case of an earthquake, students must follow the teachers' orders.
20. Students must not chew gums during the lessons.
21. All students should wait patiently in the queue for the canteen.
22. Students have to wear sports clothes during P.E lessons.
23. Students from other schools are not allowed in the schoolyard.
24. Students don't enter the teachers' offices without a reason.
25. Students are obliged to carry with them all the necessary books and notebooks according to the school curriculum.
26. Twice a year there is a teachers-parents meeting and parents take a school report.
27. Respect is necessary among teachers and students.
28. Students should respect the school property and take care of it.
29. Students shouldn't litter.
30. While someone is talking, you shouldn't interrupt him/her.
31. In the classroom, students should have a spirit of cooperation.
32. Writing on the walls and on the desks is not allowed.
33. Students have to recycle paper, batteries e.t.c
34. Students take care of the school property and avoid causing any problems.
35. When students have lessons in the school laboratories they must use the equipment very carefully. Students respect and accept the differences.
36. When students go on excursions, they should respect the place they visit and the vehicle they travel with.
37. The maltreating of any school papers is forbidden.
38. In the terms of the democratic climate, it is allowed every point of view to be heard.
39. Students elect a five-member- council for each class and a fifteen-member-council for the whole school in the beginning of the school year.
40. The students' councils are responsible to discuss with the headmaster all the school affairs.
41. The punishments that school inflicts to those who violate the rules are the following:

- Verbal warning

- One-hour expulsion of the classroom
- Expulsion from school for a whole day or even more
- Mandatory alteration of the scholar environment

➤ Here is a presentation about Greek educational system

<http://www.slideshare.net/canantas2102/greek-educational-system-36744596>

➤ Here is a presentation about Greek week programme

<http://www.slideshare.net/canantas2102/programme-greek-european-week>

GREEK HOSTS FOR STUDENTS 15-20 APRIL 2013

COUNTRY	STUDENT	HOST	E-MAIL
Belgium	Benoît	Danae Mitsagga	Danai-1996@windowslive.com
	Arnaud	Ioanna Lambrou	Jo.i.l.1996@hotmail.com
	Maere	Stefanos Monastiridis	warholsteven@gmail.com
	Lola	Maria Vlachou	Maria-vl96@hotmail.com
	Marie	Penelope Migou	penmigou@gmail.com
Spain	Ma Del Rosario	Kiriaki Aggelidou	kiriaki24@windowslive.com
	Jose	Aggelos Iroidis	angelhero@gmail.com
	Marisol	Athina Lazaridou	athinalaz@gmail.com
	Miguel	Irene Kalpakidou	irene.kalp@hotmail.com
	Maria	Christiana Athanasiadou	xristiana3@windowslive.com
Turkey	Erkin	Michalis Kilias	
	Kuzey	John Duros	durosakis@hotmail.com
	Mustafa	Dimitris Arapoglou	jimarap-gr@yahoo.com
	Omer	Katerina Messi	mes.katerina@hotmail.com
	Tibet	Katerina Tasiouli	princess.sparkli.27@gmail.com
Poland	Angelika	Mirsini Kaliontzi	myrka4080@hotmail.com
	Mateusz	Theodora Theodoridou	theodora123456@gmail.com
	Monika	Konstantinos Andritsos	dinandritsos@yahoo.gr
	Natalia	Maria Voitsidou	maria voitsidou@
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Germany	Alina	Dimitris Kontidis	James-96@windowslive.com
	Ekaterina	Georgia-Dimitra Lekaki	Dimitra.lek.1997@hotmail.com
	Ayse	Nikoleta Migia	Nikoleta9797@hotmail.com
	Mira	Fani Chatzivasiladiou	fanichatzivasiladiou@hotmail.com
Portugal	Diogo Miguel	Katerina Gili	katesmile@hotmail.gr
	Joana Maria	Olga Gakou	Olga-gakou@hotmail.com
	Rui	Stelios Koukis	Paoki1996@hotmail.com

HOSTS FOR TEACHERS

Country	Arrival	Departure	teachers	hosts	e-mail
Belgium	20.05	14.05	Sabine	Theodora Grammatikou	grammatikout@gmail.com
			Isabelle	Theodora Grammatikou	grammatikou@gmail.com
Poland	00.10	06.55	Marcin	George Ketikidis	ketikidis@sch.gr
			Aneta	Maria Athanasiou	ma.athanasiou@yahoo.com
Spain	22.55	10.10	Jonathan	Fotini Gramouseni	gramouseni@gmail.com
			Jose Luis	Maria Athanasiou	ma.athanasiou@yahoo.com
Turkey	14.35	15.40	Canan	Makrina Tourptsoglou	Koykh2003@yahoo.gr
			Bircan	Makrina Tourptsoglou	Koukh2003@yahoo.gr
			Ozkan	George Ketikidis	ketikidis@sch.gr
Germany	14.35	15.40	Julia	Elisabeth Iliadou	elizilid@gmail.com
				Elisabeth Taiganidou	
Portugal	22.55	08.00	Clara	Hotel Alexandros	
			Rui	Hotel Alexandros	

- Here is a presentation about 1st Lyceum of Giannitsa
<http://www.slideshare.net/canantas2102/the-1st-lyceum-of-giannitsa000>
- Here is a presentation about the music evaluation of all partners
<http://www.slideshare.net/canantas2102/comenius-presentantion-spain>

GREEK MUSIC EVALUATION

The teachers

“Beautiful Day” by U2

<https://www.youtube.com/watch?v=co5WMzDOh1g>

We’ve chosen this song because all the days we’ve spend together were beautiful. We must learn to live the day and not to let it get away because happiness is just the small everyday things. If we let them go and wait for the big ones, we miss the point of life. So, thank you for all the wonderful moments we had together.

“You cannot change the colour of eyes” by Gerasimos Andreatos (Greek song)

<https://www.youtube.com/watch?v=5k6kT2xQ7QY>

It’s a Greek song about friendship. It’s about a company of teenagers who split up because they leave school and some of them go to university and others look for a job. They give a promise to each other that they will meet again someday to the same places and even if their look has changed, their eyes will still have the same colour. This is our hope, too. We would like to meet again someday and remember all the wonderful moments we had together.

The students

“In my mind” by Swedish House Mafia

<https://www.youtube.com/watch?v=8GiPoHpa3U4>

Through this programme, we’ve learned to respect the fact that we are different and to live together peacefully. But, although we are different, we share some common characteristics and we, finally, all became friends. We’ve chosen this song because it talks about unity and that we all have the same dreams and love each other.

Promesses by Dimmi

<https://www.youtube.com/watch?v=MA6kXUgZ7IE>

This song talks about the fact that we are different but equal. If you want to keep a promise and work hard it doesn’t matter who you are, where you come from, what is your nationality, what you look like, if you are rich or poor, old or young. We can all try together, be united and we will have the best results as we have already proved.

INTERVIEW WITH THE VICE- PRESIDENT OF THE SCHOOL COUNCIL

1. Can you describe to us the process of the elections?

Of course, during the 2nd week after the school starts, every student is given a list with the candidates. Each student votes in his classroom up to 7 candidates and the selection is done by an election committee. The results are given to the headmaster and they are published so that every student knows them.

2. How many are the members of the School Council?

The students' council consists of 15 members, the president, the vice-president, the secretary and all the other are members but equal and take part in the meetings of the council.

3. How is the president elected?

The 15 elected candidates vote for the president. Also, the same process is followed for the election of the vice-president and the secretary.

4. What are the responsibilities of the members of the council and especially yours?

The students' council is responsible for telling complaints and requests of the students to the headmaster and the teachers and participates in meetings with the teachers to talk about cultural events, sports activities and punishments. The responsibilities are equal for all the members of the school council with a difference. The president is responsible for monitoring the operation of the school canteen. Also, he is the one who manages the meetings of the council and brings into discussion all the issues that concern the students.

5. How do the students benefit from the school council?

All the students can tell the members of the students' council all the matters that concern them and ask for a solution. Students' council is responsible for the arrangement of educational and recreational school trips.

6. What is the process to make a decision for a school matter?

First of all, the president or another member of the school council asks for a meeting. After a discussion where each member says his opinion and if the circumstances demand a difficult choice or decision, members vote to decide. All meetings take place after school or during the breaks.

7. Do the teachers take part in your decisions?

I think it depends on the decision. As long as the decision affects the function of the school or the teachers' programme we ask for their advice and we talk on this issue. We usually spend our free time during the breaks in the headmaster's office and he advises and informs us about the laws that exist so as to take better decisions.

8. Do the rest of the students accept your decisions?

Most of the times, they accept our decisions as long as we ask for their opinion before the meeting. However, there are always those who disagree with our decisions and disapprove us. These students don't know the school rules. We try to explain but they just don't listen to us.

9. What kinds of events are organized by the School council?

There are many events during the year like lotteries and parties. Most of times the aim of these events is to raise money for the school trips, so as some students come for free. Furthermore, the money are used for the improvement of the facilities of school or for buying equipment for school. However, the most popular event is the school's annual party. This event is located in a club or the school's gym and students have fun until twelve. During this party, students organize happenings to have more fun.

10. After being a president for 4 months tell us your personal opinion for the school councils and if there is a personal benefit from this.

The existence of the school council is vital since it's the only way that students participate in school decisions.

Personally, I have benefits and drawbacks from it. I spend too much time and sometimes money on school needs, losing time from studying. However, on the other hand I really like it. I gain experience for my life in the future and the appreciation and the trust of my schoolmates. Before I finish, I would like to say that student councils are really important especially nowadays as we are able to protest or show our disapproval about this awful situation in our country.

➤ Here is a video of dances in Giannitsa

<http://www.youtube.com/watch?v=4nh5uYOJJYk&hd=1>

➤ Here is a video of gifts given by authority of Giannitsa

http://www.youtube.com/watch?v=Cfj_l3PH6X0&hd=1

INTERVIEW WITH GREEK MAYOR

- What kind of activities (sport and other) take place in our town every year?

- We are a few weeks before the 8th Annual Marathon "*Alexander the Great*". It's the greatest sport activity we participate in, which is more and more accepted by the public. Simultaneously with the Marathon, a 1000 m. race takes place in the same area for primary students.

Also, there some other sport activities, such as the semi-marathon, in the beginning of September, in honour of the victims of the 2nd World War, only for the citizens of our prefecture. Furthermore, cycling races are organized. Other type of activities concerning young people are the annual computing seminar, which took place for the first time, the year before last, theatre performances, revival of local customs. These are the activities for the youth.

- What kind of facilities and equipment are offered for the youth?

- There are 5 gyms, which is an extremely big number for our area where games and training take place, such as weight lifting gym and a gym for gymnastics. And, of course, Loudias, the river, offers the possibility to young people to be occupied with rowing.

- Is it easy for the young people of our area to cultivate their artistic inclinations and skills?

- To start with, there are some centers for primary school children, where they can be occupied with artistic activities and, also, pottery, etching, painting, mosaic and stained glass seminars for young people and adults, which are free for all.

For the friends of music, there is the Municipal Music School, where many instruments are taught and - last but not least - the three (!!!) philharmonic bands of our prefecture.

- How can young people be familiar with their local history?

- First of all, the most significant part of our local history is related to the ancient history of Alexander the Great's Era and so the point of interest is the archaeological sites of Pella and Pella's New Museum. It is a landmark for our area and it is essential to be visited by the students of Pella as well as by everyone.

The year 2012 was the 100 year anniversary of our town's liberation, so a project called "*Guided Historical Walk of Giannitsa*" was organized so as for the students to get to know the Muslim monuments, the Historical Folk Museum and the Military Museum of our town.

- Are there any programmes, pertinent to the democratic ideas, organized in order to develop social attitudes and behaviours and to eliminate the social racism and the xenophobia?
 - As in many other countries of the EU, we are trying to integrate successfully the three Roma minorities of our area, which is sometimes rather difficult, as you know.
 - Which are the difficulties you are confronted by in order to fulfil all the citizens' expectations due to the financial crisis?
 - It would be very easy if I told you that our funds are reduced. But money is not what matters. We could succeed more if we all were more energetic without being indifferent and that is not only the citizens' responsibility but they should be challenged by the Town's Council in a common effort. That could be a result of responsibility and communication between the citizens and the Council. As the Mayor of our town, I invite you to participate in innovative activities.
- We would like to improve our town's profile.
- Thank you for your time.
 - Thank you.

- Here is a Greek song karaoke version sung in Poland
<http://www.youtube.com/watch?v=VY3mwpTjhBM&features=youtu.be&hd=1>
- Here is a game of Comenius
<http://www.slideshare.net/canantas2102/comenius-game-2>

SURVEY

STUDENT RIGHTS AND RESPONSIBILITIES

1. Gender: Male 3 Female 7

2. Are student rights widely known in your school?

Yes 9 No 1 Don't know

3. Do you know where to find the information on student rights and responsibilities?

Yes 9 No 1

4. Which of the following student rights do you find the most important? Tick three of them.

- To the freedom of speech 10
- To study 1
- To be informed about grades 1
- To feel safe (physically and mentally) 3
- To privacy 2
- To the freedom of belief 6
- To improve grades
- To be treated with respect 6

- To pursue interests 1
- To use school rooms, equipment and teaching aids.

Others (specify what?)

5. Are student rights respected in your school?

Yes 6 No 3 Don't know 1

6. Are student rights violated in your school?

Yes 4 No 5 Don't know 1

7. If you have answered 'yes' to the previous question, tick the student rights which, in your opinion, are violated in your school?

- To the freedom of speech 2
- To study
- To be informed about grades
- To feel safe (physically and mentally) 2
- To privacy 1
- To the freedom of belief
- To improve grades
- To be treated with respect 4
- To pursue interests
- To use school rooms, equipment and teaching aids.

Others (specify what?)

8. Which of the following student responsibilities do you find the most important? Tick three of them.

- To attend classes punctually and regularly 5
- To obey school rules and regulations 5
- To prepare for lessons systematically 2
- To care about the school property 3
- To respect schoolmates, teachers and other school workers 6
- To represent school adequately
- To care about physical appearance
- To justify absences
- To help others 3
- To study
- To have good manners 4
- To represent school in competitions, events etc.

Others (specify what?)

9. Do you fulfill your school responsibilities?

Yes 6 No It depends on the situation 4

10. Who can you turn to when your student rights are violated?

- The teacher you trust 4
- The school headmaster 3
- Schoolmates/Classmates
- Student organisations 2
- Parents
- Nobody
- Others 1

- Here is a video of planting tree in Giannitsa
<http://www.youtube.com/watch?v=fe8kwHg1I1A&hd=1>
- Here is an interview about our project with Greek local tv
<http://www.youtube.com/watch?v=QwC1dYzCYpl&hd=1>
<http://www.youtube.com/watch?v=AV6g7ao8Vuc&hd=1>

PICTURES

Belgium



Germany



Greece

First celebration





Presentations



Topic related pictures





Visits





Poland



Portugal



Spain



Turkey



Comenius Music Evaluation

1. Macklemore- Thriftshop Belgium/Germany
2. Queen- We Are The Champions Belgium/Germany
3. Daler Mehndi- Tunak Tunak Tun Spain
4. Los de Rio- Macarena Spain
5. Queen- I Want It All Turkey
6. Michael Jackson- Beat it Turkey
7. Black- Wonderful Life Poland
8. Bon Jovi- It's My Life Poland
9. Beyonce- Rise up Portugal
10. Imagine Dragons- On Top of the World Portugal
11. U2- Beautiful Day Greece
12. Swedish House Mafia- In My Mind Greece
13. The Comenius song

USEFUL PHRASES - Hrisimes Phrasis

Hello, my name is Hector.

– Geia, to onama mou einai Ektoras

I'm 16 years old.

– Eimai 16 hronon

Enjoy your meal, everyone !

– Kali orexi se olous

What is the weather like today ?

- Pos einai o kairos simera;

I like Comenius projects and speaking English together.- Mou aresoun ta programmata Comenius kai na milame Agglika mazi.

Where do you live ?

- Pou meneis;

I'm a student at the school in town

.- Eimai mathitis sto scholio stin poli.

Happy birthday to you !

- Hronia Polla!

I'm really motivated by this project.

- Eimai poly prothimos na symmetexo sto programma.

Been there, done that as a young European citizen

.- Imoun eki kai to ekana san neos Europeos politis



COMENIUS PROJECT 2012-2014



BEEN THERE, DONE THAT
AS A YOUNG EUROPEAN CITIZEN !



Been there done that as a european citizen



Been there done that as a european citizen



October 2013

Spanish Week

Conclusions

Countries' Responsibilities:

Spain: Comenius video

Portugal: Comic book

Turkey: Guidebook of Rights

Mobility Reports:

Turkey – Poland

Portugal – Germany

Poland – Turkey

Mobilities

Portugal: 13-18 January 2014

Poland: 10-15 March 2014

Turkey: 05-10 May 2014

Students' Travel Journal and Diary

Done in Groups

Reference to positive aspects

Comments or remarks allowed

Tasks for the following Mobility

Portugal: Students should write what Comenius represents for them

Poland: send the music of a traditional song

Turkey: Final Report

Mobility to Portugal

13-18 January 2014

Airport: Lisbon

Teachers will stay in a hotel





SPAIN



I.E.S. Nuevo Scala is situated in the Subbética region, which has several challenges, eg. a large number of immigrants, low-income families and students from rural areas. The high probability of being unemployed for a long time can trigger the phenomenon of exclusion and social marginalization is a high risk.

The school offers the possibility of studying humanities or science. Students select one of the two options. We believe that our school would greatly benefit from a project which highlights the rights of young people. We hope that through

this project our students will challenge themselves and learn from others so that they see the opportunities they have and raise above their expectations.

- **LEGAL REGULATIONS**

- *LEY ORGÁNICA 6/1981, de 30 de diciembre, Estatuto de Autonomía para Andalucía.*
- *LEY 30/1992, de 26 de noviembre, de Régimen Jurídico de las Administraciones Públicas y del Procedimiento Administrativo Común.*
- *LEY ORGÁNICA 8/1985, de 3 de julio, reguladora del derecho a la educación.*
- *LEY 27/2005, de 30 de noviembre, de fomento de la educación y la cultura de paz.*
- *LEY ORGÁNICA 2/2006, de 3 de mayo, de educación.*
- *LEY 9/1999, de 18 de noviembre, de Solidaridad en la Educación en Andalucía.*
- *LEY 17/2007, de 10 de diciembre, de Educación de Andalucía. (BOJA 26-12-2007)*
- *ORDEN de 27 de abril de 2005, por la que se regula el programa de gratuidad de los libros de texto dirigido al alumnado que curse enseñanzas obligatorias en los centros docentes sostenidos con fondos públicos.*
- *DECRETO 327/2010, de 13 de julio, por el que se aprueba el Reglamento Orgánico de los Institutos de Educación Secundaria (BOJA 16-07-2010).*
- *ORDEN de 20-08-2010, por la que se regula la organización y el funcionamiento de los institutos de educación secundaria, así como el horario de los centros, del alumnado y del profesorado (BOJA 30-08-2010).*
- *ORDEN de 8 de septiembre de 2010, por la que se establece el procedimiento para la gestión de las sustituciones del profesorado de los centros docentes públicos dependientes de esta Consejería (BOJA 17-09-2010).*

DEFINITION AND OBJECTIVES OF THE ROF

The ROF is the document which is used for agreeing on the organization and the running of the center in order to facilitate the consecution of the right climate for getting the purposes that the center defines in the Educative Project and let maintain a respectful, confidence and collaboration relationship among every sector of the educative community.

The objectives pursued with the ROF are the next:

- a) To establish functional and organizative rules than are not written in the educative regulations, or are not specifically considered in the valid legislation.
- b) To provide the government organs and the teaching staff instrument and resources related to the use of the center's resources.
- c) To make the educative community aware of the importance of a right school organization and of the procedure to make it better.

- d) To make the educative community aware of the importance of a global vision of the school organization, above particular objectives, understanding the education as a public service.
- e) To guarantee the correct development of the academic activities.
- f) To get a good life level between all the members of the Educative Community that allows to increase the level and the quality of the education.
- g) To establish the organization and participation structure in our Educative Community.

This must be an open document, revisable and dynamic with the objective of reaching the educative purposes expressed on the Center Project.

CENTER'S CHARACTERISTICS AND SURROUNDINGS

The I.E.S. Nuevo Scala is located in Rute, town of around 10,500 inhabitants, set at the southwestern of the Córdoba province, in the Subbética region. It is in a natural enclave neighbouring with many provinces and has a communication junction which makes it be equidistant from Córdoba, Málaga, Granada and Jaén. The social-economic activity is basically farming. The most notable industries are the anisette and sweets. There is a huge number of people who practice their work temporarily.

The center is set in the southern part of Rute, specifically between the Málaga and Loja streets, in the zone called “El Junquillo” (the little rush), where the communications with Iznájar, Cuevas de San Marcos and Encinas Reales are. The plot, almost rectangular, is set in the suburbs emphasizing the entry by Málaga Street, the border plot with a piece of open ground and the one of Loja Street where several industrial plants are placed and, finally, the youth's fun zone at the weekend.

It is a public center of Secondary Education which was open in 1997. It is born from the fusion of the former Bachillerato High School and the Professional Formation High School. Although it has a newly-built building and partially equipped with the set material, it was designed for four ESO units and six Bachillerato units, occupation clearly lower than actual. This is causing that in the latest years specific classrooms are being used for activities which they were not initially designed for.

The educative offer of our center is made of the Obligatory Secondary Education, the Nature and Sanitary Sciences Bachillerato and the Humanities and Social Sciences Bachillerato, a Medium Grade Formative Cycle of Administrative Management, a PCPI of Office Auxiliary Services and the second cycle of the Adults Secondary Education. The school day is developed in the morning timetable from 8:20 to 14:45 and in the afternoon timetable from 16:30 to 20:00, dedicated last one to the education of 2nd cycle of the ESA, parents meetings, etc.

Besides the classrooms and their corresponding department we can emphasize the multiple uses room (SUM), the cafeteria and the library on the ground floor. On the first floor, the Sciences, Physics and Chemistry laboratories are placed, the PCPI classroom and a Technology classroom. On the second floor we can emphasize the other Technology classroom with computing equipment, the Music classroom and the Design and Plastic Education classrooms. It is also provided with a covered pavilion and several sports pitches. The huge extension of the location shots make very difficult its maintenance and cleanliness.

Educative Community characteristics

Our center is the only one with Secondary Education. It receives all the ESO students from Rute and besides, from near small villages such as Zambra, Llanos de Don Juan, Lorite, Las Piedras, Los Pérez, Vadofresno, etc. For the post-obligatory education of Bachillerato and Formative Cycle, it receives also students from other towns like Iznájar, Encinas Reales, Benamejí, Palenciana o Cuevas de San Marcos. Lately, as it is happening in many localities, in each school year students from different nationalities are registered due to the high immigration percentage. Besides, the locality has a Home School and a Shelter which is owned by the Andalusian Board, so that it also receives the secondary education students from both institutions, with the personal problems that generally have this kind of students.

Formerly the center was a Bachillerato high school with students from 14 to 18 years old which voluntarily went to the school to study this educative phase. Nevertheless, with the financing of the implantation process of the LOGSE, the arrive of students of 12 years old to the high school and the obligatory nature of the education until the 16 years old, it can be seen how the difficulties for the student adaptation of the center to the characteristics, interests and needs of that huge diversity of students have been progressively increasing. It is necessary to add the overcrowding in the center in the last four or five years which has almost doubled the students from the first cycle of the ESO. Nowadays, it does exist a problem related to the lack of motivation and interest in a big part of the students, to which we must add acts of insubordination and disruption, which are the main causes of a worsening in the working quality in the classrooms.

The teaching staff is made nowadays by over sixty teachers, from which the 85% are permanent, considering the working staff with a high stability level. With regard to the Administration and Services Staff, they make up an altogether of nine professionals, being clearly insufficient the destined for cleaning and secretary, in view of the high area of our center and the students number (around eight hundred).

Relationship with the families and other environment institutions

The families are related to the Center mainly through the tutors, who call the parents at the beginning of the school year and after every evaluation session. Individually, they meet every time they consider it necessary in their own initiative or by the parent's request. The school agenda is a good communication document between the center and the families. Any occasion is used to make the parents aware in this sense.

We consider with a high importance the revision of the agenda for the immediate awareness of those aspects of the school life of the student that teachers, tutor or directive staff want the parents to know. In the same way, it is a good tool in common tasks with the center like absences justifications, authorized journeys, etc.

The figure of the parents delegate must be important in the relationship between the center and the families. The Life Together Plan will control the election of the parents delegate and its functions.

It is important the parents' participation in the tutorship meeting that takes place in the first two weeks of November. In some way the working order of the group is established and the parents are informed of its running. It can be used as a start for that relationship of the family with the center. The outline of that meeting must have at least the sections which are now expressed.

Relationship with families and other institutions in the environment

Families relate with the High School because of the guardians who meet parents the first day of school and in each assessment. They can also meet when the parents want. The school diary is a good way of communication between the high school and families. It's very important to revise the school diary in order to know if a teacher or the headmaster wants to inform parents about something. Also it's very useful if the student doesn't go to school or if he/she arrives late in the morning.

The deputy of the parents must get in touch with the school. This deputy is chosen and controlled by the "Coexistence Plan".

It's very important the meeting between parents and teacher in the beginning of the academic year, it can be the first fifteen days of November. The script must have at least the following steps

Historical and cultural pictures taken by Spanish people







SURVEY

STUDENT RIGHTS AND RESPONSIBILITIES

1. Gender: Male 4 Female 6

2. Are student rights widely known in your school?

Yes 7 No 2 Don't know 1

3. Do you know where to find the information on student rights and responsibilities?

Yes 10 No

4. Which of the following student rights do you find the most important? Tick three of them.

- To the freedom of speech 4
- To study 4
- To be informed about grades 3
- To feel safe (physically and mentally) 5
- To privacy 1
- To the freedom of belief 3
- To improve grades 1
- To be treated with respect 7
- To pursue interests 1
- To use school rooms, equipment and teaching aids. 1

Others (specify what?)

5. Are student rights respected in your school?

Yes 10 No Don't know

6. Are student rights violated in your school?

Yes No 9 Don't know 1

7. If you have answered 'yes' to the previous question, tick the student rights which, in your opinion, are violated in your school?

- To the freedom of speech
- To study
- To be informed about grades

- To feel safe (physically and mentally)
- To privacy
- To the freedom of belief
- To improve grades
- To be treated with respect
- To pursue interests
- To use school rooms, equipment and teaching aids.

Others (specify what?)

8. Which of the following student responsibilities do you find the most important? Tick three of them.

- To attend classes punctually and regularly
- To obey school rules and regulations 9
- To prepare for lessons systematically
- To care about the school property 1
- To respect schoolmates, teachers and other school workers 10
- To represent school adequately
- To care about physical appearance
- To justify absences
- To help others 4
- To study 5
- To have good manners 1
- To represent school in competitions, events etc.

Others (specify what?)

9. Do you fulfill your school responsibilities?

Yes 9 No It depends on the situation 1

10. Who can you turn to when your student rights are violated?

- The teacher you trust 7
- The school headmaster 6
- Schoolmates/Classmates 1
- Student organisations 1
- Parents 3
- Nobody
- Others

Group pictures



School activities



Topic related pictures



- Here is a presentation of role plays
<http://www.slideshare.net/canantas2102/role-plays>
- Spanish version of role plays
<http://www.slideshare.net/canantas2102/gymkhana-37123669>

- Here is a video of comenius song directed by Jonathan Oliva CARVAJAL
<http://www.youtube.com/watch?v=9ERjFR9-24w&hd=1>

Comenius'song: November 2012 in Belgium

When you are with Comenius

You can find the words to say

Imagine a desert island

Where we are all the same

In a golden family

You can have a good party

You can meet a lot of friends

And you spend good time with them

Here in Belgium all is great

And the food is very good

And the friendship can be born

Doesn't matter where you're from

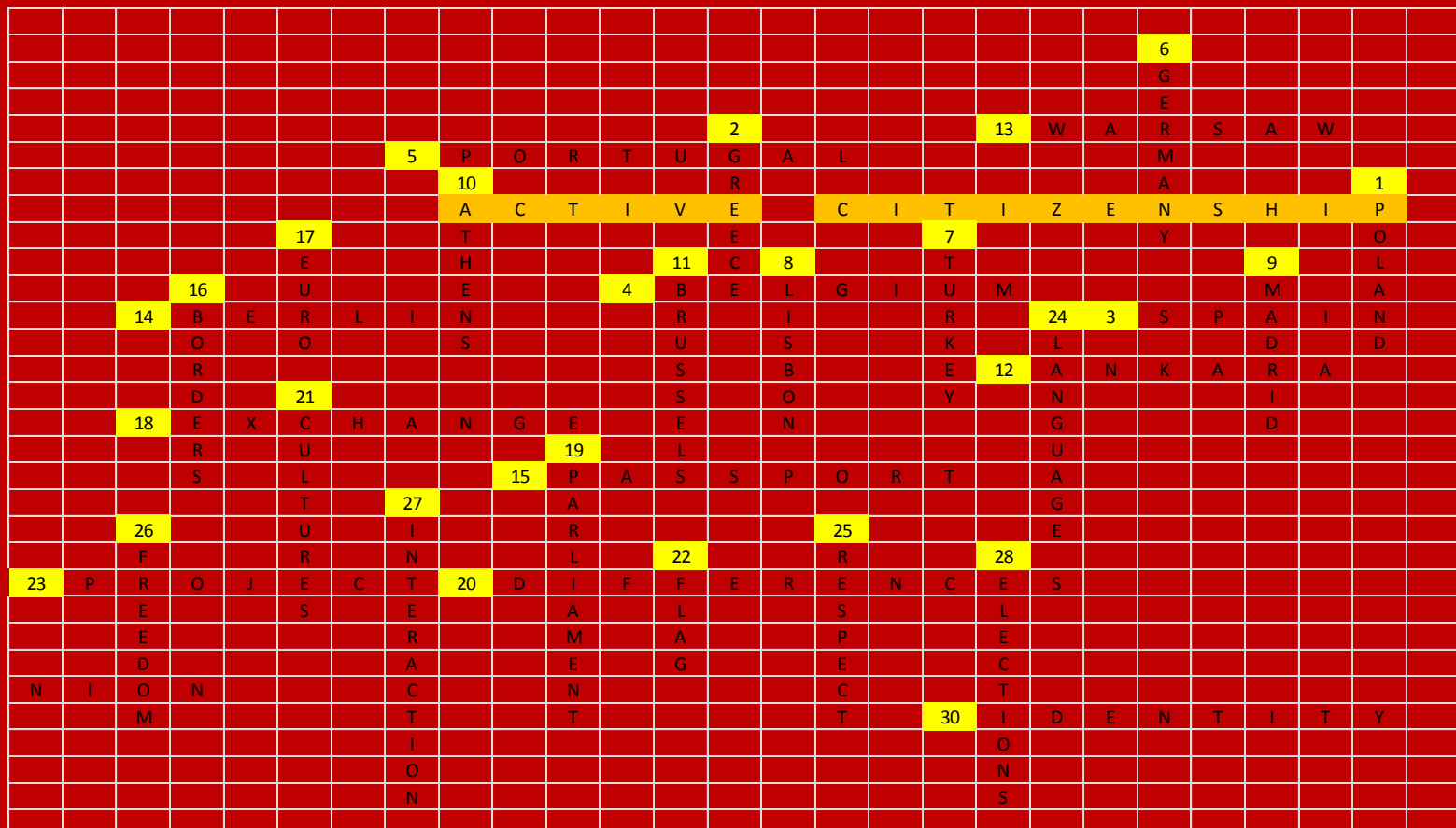
I'm afraid we'll have to split

But later we'll meet again

Have great fun in abroad lands

And come home full of glory

Chorus: In Belgium, Poland and Spain



- Here is a video of Bitagora's book – Germany
<http://www.youtube.com/watch?v=4lqiKZaDHu0&hd=1>
- Here is a video of Bitagora's book – Greece
<http://www.youtube.com/watch?v=yut7XBCtqJE&hd=1>

COMENIUS PROJECT

BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN!



Mar 2013

Interview to the Mayor-Questions

1. How is youth participation in the structures of the City Council achieved?
2. Is there any project exclusively dedicated to young people in the Municipality?
3. Young people, Municipality, education and sports, what is the relationship?
4. What types of support are provided to young people?
5. What does the County value the most for young people, as far as the educational, recreational, sports areas are concerned?
6. To what extent do the activities developed by young people contribute to their future?
7. Do you think that young people have all the resources needed to develop their activities?
8. Despite the crisis that we all live in, do you think that young people have the potential to work and to get their dream jobs, without having to leave our county or the country?
9. Would you like to see a greater involvement of young people? If yes, at what level?
10. Are you optimistic about the future of young people in our Council?

- Here is an interview with Spanish Mayor
<http://www.youtube.com/watch?v=rR9To0pSR9A&hd=1>

- Here is a movie. Comenius Movie ☺



<http://www.youtube.com/watch?v=7gmyp9xU4Ko&hd=1>

- Here is an interview in Spain
<http://www.youtube.com/watch?v=n0PYkKI7Q5g&feature=youtu.be&hd=1>

- Here is an interview with council members at school
http://www.youtube.com/watch?v=0yT2Su_2_2e&feature=youtu.be&hd=1





PORTUGAL



Escola Secundaria Poeta Joaquim Serra is the head office of a large group of 12 associated schools. Our school is a secondary school with approximately 950 students and 130 teachers. There are also 25 assistance personnel, such as a school receptionists, a building maintenance officer, housekeeping assistants, assistant librarians, printing assistants, among others. Physically the school has the following structure: Blocks A, B, D, E: Regular Classrooms, Information and Communication Technology Rooms, Art and Design Room, Design and Technology Rooms, a Study Room, Department

/ Conference Rooms and Physics, Chemistry and Biology / Geology Laboratories. Block C: Direction Board, School Administration Services, School Library, Office of Inclusion and Citizenship, Department of Educational Support Specialist and Career Advisor, Class Directors Rooms. Block R: Canteen, Bar, Printing room, Students' Common room, Hall of Staff and Students Association Room. The Sports facilities include: Sports Pavilion with Physical activities equipment, locker rooms and showers and a 2,800 m2 large outdoor sports area.

The role of school is "to prepare for life." Therefore, all educational activity must be directed not only to scientific knowledge but also to the social, emotional and ethical aspect of knowledge. The inclusion of families in school life, provided by the openness and dialogue, stimulates a key to an understanding of the students. It is essential to promote: knowledge and know-how, creativity, autonomy, critical reasoning skills, personal responsibility, the real growth as human beings, tolerance and respect for the rules of social coexistence. This knowledge involves growing "through" and "with" innovation, on one hand, and new technologies on the other.

The regular age of our students is between 12 and 18. There is the Regular Curriculum for 7th, 8th and 9th Grade and Education and Formation Courses (8th and 9th Grade). At a Secondary Level we have several courses, including courses for further studies and professional technicians. The Professional Courses are equivalent to the 12th Grade, and include the following courses: ICT Management, Sports Management Assistant, Kindergarten Support, Psychosocial Support and Multimedia Technicians. Additionally, our school has a centre which recognizes the qualification of skills of adults as well as vocational education (CQEP).

Our school is located on the outskirts of the city of Montijo and it is intended for students who come from remote areas of the city and rural areas of the Municipality of Montijo. Most of our students are socially disadvantaged and have the tendency to leave school too early. A significant number of students come from families with huge financial and social difficulties, namely: children of broken families, abandoned children, children living with host families or institutions and young people under the protection of the Children and Young People's Protection Committee (CPCJ). Another feature of our school is that there are many students from immigrant families, coming mostly from Eastern Europe, Brazil and from the Portuguese-speaking African Countries (PALOP).

Trying to fight against all these adversities, our school has created a special department: Office of Inclusion and Citizenship (Gabinete de Inclusão e Cidadania - GIC) whose main objective is to ensure students' well being and improve student behaviour.

Due to the socio-economic reality, in which our school is located, most youngsters do not have at their disposal social or financial resources to broaden their horizons. It is up to the school to provide their learners meaningful experiences that make them grow both personally and socially. The contact with other realities will allow these young people to develop innovative scientific, social and cultural skills that they can put into practice in the future and is essential to their growth as responsible European Citizens.

➤ Here is a presentation of Montijo

<http://www.slideshare.net/canantas2102/montijo-presentation>

➤ Here is a presentation of Portuguese rules and duties

<http://www.slideshare.net/canantas2102/rights-and-duties-final>

➤ 'Why do we have rules' presentation

<http://www.youtube.com/watch?v=upixldVid20&hd=1>



Comenius Project

“Been There, Done That, as a Young European Citizen!”



Agrupamento de Escolas
Poeta Joaquim Serra

Poeta Joaquim Serra Group of Schools **Internal Regulation - Summary**



Montijo - PORTUGAL



Lifelong
Learning
Programme

1. All children and young people from preschool education, of the 1st, 2nd, 3rd Levels of primary, elementary and secondary levels, who have their registration confirmed, are students of the group of schools.
2. The Student Status establishes the general rights and duties enshrined in the applicable legislation. The special rights are defined in the Internal Regulation Document.
3. According to the Law, students are responsible, in appropriate terms to their age and capacity for discernment, the inherent rights which are conferred within the education system as well as to ensure the other members of the educational community the same rights that are granted to him, especially respecting actively the exercise by other students, the right to education.

Students will lose their status:

- a) When they are over compulsory education age (18); when they have failed as a result of by excessive absences or cancelled their inscription;
- b) When they are transferred to another school, following the application of disciplinary measures.

Student Individual Process

1. The educational background of the student must be documented, in a systematic manner, in an Individual Process that accompanies students throughout their educational path. It provides a global view of the fundamental development of the student, facilitating the monitoring and adequate intervention of teachers, parents and possibly other technicians.
2. The organization of the Student's Individual Process is the responsibility of the class teacher. It follows mandatorily, the student whenever he changes school.

COMENIUS PROJECT BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN!

Jan 2013

Poeta Joaquim Serra – Group of Schools

Internal Regulation - Summary

“BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN!”

3

SCHOOL COMMUNITY

Rights of the Members of the School Community

All Members of the school community have the right to:

- a) Actively participate in the School life, particularly in the creation and implementation of the Educational Project (PEA) and the Internal Regulation (RI);
- b) Be elected and to elect the their Representatives for bodies, positions and other functions;
- c) Present, orally or in writing, critical suggestions about any aspect of the life the group of schools;
- d) Be informed about everything that concerns the life of the school;
- e) Be treated with respect and correction by any other member of the educational community;
- f) Get their safety in school safeguarded and their physical and moral integrity respected;
- g) Get the confidentiality of information, constant in his personal file of nature personal or family ensured;
- h) Not to see their pictures disclosed, in accordance to the Law;
- i) Be assisted promptly and appropriately in case of accident or sudden illness;
- j) Use the schools' facilities and services in agreement with the particular regulations;
- k) Enjoy good conditions of work, either in facilities, or equipment;

l) Have access to minutes of meetings in which they participate;

m) Know and fulfil all rules and legislation.

Duties of the Members of the School Community

Every member of the school community has the duty to:

a. Collaborate in the realization of the Educational Project of the Group of Schools.

b) Participate in the board of directors and management of the Group of Schools;

c) Respect the physical and moral integrity of all other members of the educational community and treat them correctly;

d) Being diligent and punctual in school / professional activities;

“BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN!”

4

e) Perform their functions and duties appropriately, with diligence and collaborative spirit;

f) Preserve all workspaces, materials and furniture, as well as green or recreation spaces;

g) Not photographing, filming and recording in classrooms or other workspaces without parental consent and the consent of those responsible for the spaces;

h) Not posting any pictures taken at school without the permission of the Director, the students or their legal guardians, in the case of younger students;

i) Not using mobile phones, IPODs, PDAs and headsets or other similar equipment personal in classrooms, school library / Centre for Educational Resources, except for strictly educational purpose and with and parental consent and the consent of those responsible for the spaces;

j) Providing aid and assistance to other members of the educational community;

k) Respect the ownership of the assets of all members of the educational community;

l) Know and fulfil these Internal Rules and the legislation.

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5

SPECIFIC DUTIES AND RIGHTS OF THE SCHOOL COMMUNITY

Students' rights

1. According to the Law and this set of regulations any student is entitled to:

a) Be treated with respect and correction by any member of the educational community;

b) Enjoy teaching and quality education, according to the provisions of Law, in effective conditions of equal opportunities in access in order to facilitate the achievement of successful learning;

c) Benefit from the Educational Project that provides the conditions for their full physical, intellectual, moral, cultural and civic development and the formation of his personality;

d) See their merit, dedication, diligence and effort in work and school performance valued and recognized and be inspired accordingly;

e) Benefit from the recognition of his/her commitment to meritorious deeds in support of the community or society in general, practised at school or outside of it, and be enthused to proceed;

f) Enjoy a proper schedule according to the year attended, as well as a balanced planning of curricular and extracurricular activities, including those that contribute to the cultural development of the community;

g) Benefit under the Services of School Social Action, from a support system that enables them to overcome or compensate for the social, familiar, economic or cultural shortcomings, that impede access to school or the learning process;

h) Be able to enjoy awards that distinguish meritorious deeds;

- i) Benefit from other specific support through the Psychology and Guidance Services or other services of Specialized Educational Support;
- j) Get their safety in school safeguarded and their physical and moral integrity respected;
- k) Be assisted promptly and appropriately in case of accident or sudden illness incurred or manifested during school activities;
- l) Participate, through their representatives, and according to Law, in the administrative bodies and school management, in the creation and execution of its Educational Project, as well as in drafting of the Internal Rules;
- m) Submit comments and suggestions, in all matters that justly are of its interest, related to the functioning of the school, and be heard by class teachers and the board of directors and school management;
- n) Organize and participate in initiatives that promote education and free time occupation;
- o) Be informed about the school rules (Internal Regulation) and all matters that justifiably are of its interest;
- p) Participate in other school activities, according to Law, and the Internal Regulation;
- q) Participate in the evaluation process, through the mechanisms of self and hetero evaluation;

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6

2. Students also have the right to:

- a. Stay on school grounds, including school library / Centre for Educational Resources, during the school hours;
- b. Organize activities of associative or cultural kind;
- c. Attend classes in one or more subjects in which they are not registered, when authorized by the Director and the teachers of the subject;
- d. Convene Students General Meetings (SGM) through the Student Association or upon request addressed to the Director, with at least fifty percent of all signatures, accompanied by the agenda. The request must be submitted 5 days (at least), before the date set for the SGM accompanied by an announcement to inform all classes of its realization and inviting them to participate;
- e. Establish a Student Association, under Law no. 23/2006, of June 23rd;

3. The Student Association has the right to be consulted by the School Management Bodies, in relation to the following matters: School's Educational Project, Internal Rules, Annual Plan of Activities, projects to combat school failure, organizing extra-curricular activities and school sports;

4. Working Students also have the rights provided by the Law no⁹ 7/2009, of February 12th.

Students' Duties

1. In addition to the provisions of this Regulation and in accordance to Law no. 30/2002 of December 20th (changed by Law no⁹ 39/2010, of September 2nd) any student has the duty to:

- a) Study by engaging in their education and integral formation;
- b) Be assiduous, punctual and committed to fulfilment of all its duties within school activities;
- c) Follow the supervision of teachers regarding their learning process;
- d) Treat any member of the educational community correctly and respectfully;
- e) Be loyal to all members of the educational community;
- f) Comply with the instructions of teachers and non-teaching staff;
- g) Contribute to the harmony of sociability between all students and their full integration in school;
- h) Participate in formative or educational activities developed in the School, as well as other organizational activities that require student participation;

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- i) Respect the physical and psychological integrity of all members of the educational community;
- j) Provide aid and assistance to other members of the educational community, according to the circumstances of danger to their physical and psychological integrity;
- k) Ensure the preservation and cleanliness of school facilities, teaching material, furniture and landscaping, making correct use of them;
- l) Respect the assets ownership of all members of the educational community;
- m) Stay at school during their schedule, except with written permission from the parents or school board;
- n) Participate in the election of their representatives and provide cooperation;
- o) Know and comply with the Law, the Internal Regulation, subscribing annual statement of acceptance and active commitment to its full implementation;
- p) Not to have and not to use addictive substances, in particular drugs, tobacco and alcohol, or promote any form of trafficking, facilitation and consumption;
- q) Not to carry any materials, technological equipment, instruments and devices, capable of objectively disturb the normal functioning of school activities or could cause physical or psychological harm to their peers or others;
- r) Respect the authority of the teacher;

2. Students must also:

- a) Validate their Identification Card daily;
- b) Not disturb the regular functioning of the activities taking place in different areas of the school;
- c) Attend classes with the necessary materials;
- d) Comply with the operating rules of the various spaces.

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Teachers’ Rights

1. In addition to the provisions of this Internal Regulation and the rights enshrined in statute of the teaching profession, teachers are entitled to:
 - a) State preferences regarding the teaching levels, which may or not be met by the Director in accordance with the principles set by the Teaching Council;
 - b) Summon a Teachers General Meetings, requested to the Director, 15 days in advance and signed by at least 50 teachers, accompanied by the respective agenda;
 - c) Be consulted before appointment to any office or specific task.

Teachers’ Duties

1. In addition to the provisions of this Internal Regulation and duties enshrined in status of the teaching profession, teachers have the following duties:
 - a) Maintaining good atmosphere, calling attention to attitudes and less appropriate behaviours;
 - b) Report all instances they deem serious.

Rights and Duties of Operational Assistants

1. The technical assistants have, in addition to the rights and the duties laid in legislation regarding their career, the right and duty of training their specific areas of expertise, according to the Teaching Personnel Training Plan defined by the Director, after consultation with the Council of Education;

2. Technical Assistants have the right to call General Meetings of Staff, after presenting at least fifty percent of signatures and their agenda to the Director.

3. Technical Assistants also have the right to:

a) Ensure the good atmosphere of the Group of Schools, in carrying out their functions, calling attention to inappropriate attitudes and behaviours;

b) Report all occurrences they deem serious;

c) Use uniforms, distributed by the Group of Schools and present the personal identification; they should also ensure the maintenance and cleaning of uniforms, being the return mandatory at the end of the contract or in the event of dismissal.

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9

Rights and Duties of Parents and Guardians

Parents and Guardians have the right / duty to:

1. Be informed about everything that relates to their child and follow student's school life;

2. Develop socio-educational independent projects, upon approval of the Annual Plan of Activities;

3. Actively monitor their child's school life;

4. Promote articulation between education in the family and teaching at school;

5. Endeavour to ensure that children benefit from their rights and strictly fulfil the obligations provided under this Regulation, proceeding with correction and commitment in their behaviour in the learning process;

6. Contribute to the creation and implementation of the Educational Project and the Internal Regulation of and participate in the life of the Group of Schools;

7. Cooperate with teachers, during their pedagogical mission, especially when so requested;

8. Contribute to the preservation of discipline and harmony of the educational community in particularly when so requested;

9. Contribute to the correct investigation during disciplinary procedure;

10. Contribute to the preservation of safety, physical and psychological integrity of all participating in school life;

11. Actively integrate the educational community;

12. Attend school when necessary or when so requested;

13. Know the regulations of the students as well as the Internal Regulation of the Group of Schools, and subscribe its annual declaration of acceptance and active commitment to its full compliance;

14. Be responsible for compliance with the Internal Regulation namely their learners' duty of attendance, punctuality and discipline.

“BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN!”

10

AWARDS

Awards for Merit aim:

1. Recognize the merit of the students who distinguish themselves by their human qualities, both inside and outside the Group of Schools, regardless of the levels / evaluation obtained;

2. Provide a stimulus for all students;

The parameters are:

a) Assiduousness and punctuality;

b) Sense of responsibility;

c) Organization at work; technical assistants;

d) Regularity and persistence at work;

e) Exceptional attitudes;

f) Autonomy;

- g) Critical reasoning;
- h) Expression of solidarity and justice;
- i) Actions of benefit toward others;
- j) Correct behaviour.

Award for Excellence

1. The Award for Excellence recognizes students who show great academic results, produce works of academic value or other projects, both in the area of curriculum, or in the extra-curricular field.
2. The candidates are: - Primary school Students (1st Level); - Elementary Students (2nd and 3rd Level) who have obtained an average classification of 4,5 (in 5);
- Secondary school students, with an average classification of 17, 5 points (in 20), without any evaluation any under 10 points (including National Examination results).

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11

ATTENDANCE

Absences

1. An absence is when the student misses a class or other activity compulsory, or optional.
2. Absences can be justified for the following reasons:
 - b) Illness of the student, which must be declared by a doctor to determine impediment exceeding five working days;
 - c) Prophylactic Isolation determined by infectious disease of person who cohabits with the student, supported by the declaration of the competent health authority;
 - d) Death of a family member;
 - e) Birth of brother applicable to the day of birth and the day immediately later;
 - f) Medical treatment due to illness or disability;
 - g) Assistance to a family member in case of disease, when proven that such assistance cannot be provided by any other person;
 - h) Attendance at antenatal, childbirth and breastfeeding period, in accordance to the Law;
 - i) Act arising from the religion professed by the student, provided that the same cannot take place out of the students' schedule;
 - j) Participation in sporting or cultural events, according to the Law;
 - k) Participation in associational activities, according to the Law;
 - l) Compliance with legal obligations;
 - m) Other factors impeding the presence at school, when there is evidence that it is not attributable to the student and considered worthy of consideration by the class teacher.
3. Lack of justification must be submitted in advance, or in other cases, up to 3 working days following the absence.
4. The request for justification of absences is presented in writing by the parent or guardian of education, or when the student is of legal age, by himself, the class teacher.
5. The class teacher may ask the parents or guardian for additional evidence if it deems necessary.
6. Parents or Guardians must be informed within three days if absences were not justified or if the justification was not accepted.

7. The student's attendance at school activities, unaccompanied by the necessary material or being late for classes, gives rise to the following procedures:

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12

- a) The teacher notes in the school diary and informs the parents.
- b) From the third occurrence on, the teacher will mark an absence mark in the school diary which will subsequently be recorded by the class teacher in the informatics program.
- c) Absences recorded in accordance with the preceding paragraph may be subject to justification by parent, but the reasons should be assessed by the class teacher.

8. The class teacher is responsible for the information provided to the guardian.

9. When entering, at 8.30 and 13.40, the student is allowed to be 10 minutes late. In the remaining periods, the student is considered absent when he enters the classroom after the teacher.

Excessive Absences

- 1. Primary school students cannot take more than 10 unexcused absences.
- 2. Elementary and Secondary students' unexcused absences cannot be more than twice the number of academic times weekly, per subject.
- 3. In Professional Courses and Training and Education Courses (CEF), the number of absences in each subject, regardless of its nature, may not exceed 10% of the total workload.
- 4. For the purposes of paragraphs 1 and 2, are also counted as unexcused absences by the application of disciplinary sanction.
- 5. Parents are summoned to school when students reach half the limit of unexcused absences.
- 6. If the student still does not fulfil the duty of assiduousness and the seriousness of the situation is appropriate, the Committee for Protection of Children and Youth should be informed.

Effects of Exceeding Limit Unexcused Absences

- 1. In regular education, the violation of the limit of unexcused absences obliges the implementation of a Recovery Activity Plan (PAR), which will focus on subject (s) or curriculum in which the student has exceeded the limit of absences, enabling him to catch up lost learning.
- 2. The execution of the PAR by is not done during student' regular schedule and is set by teachers.
- 3. The use of the PAR can only occur once during each school year.
- 4. If the student persists in the repeated failure of duty of attendance he will be retained in the same year he attends.

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13

DISCIPLINE Violation Qualification

It is considered a violation if the student ignores his duties fixed by the Internal Regulation of the Group of Schools, when his behaviour proves disruptive of normal school activities or relationships within the school community.

Criminalization of Behaviour

- 1. Incorrect behaviour: unpremeditated failure of specific duties, without recurrence.
- 2. Severe behaviour: intentional violation of duty and spontaneous verbal attacks.

3. Very severe behaviour: intentional verbal attacks, the use of profanity and particularized psychological harm, intimidation and beatings.

Purposes of Remedial Measures and Disciplinary Sanctions

1. Remedial sanctions and disciplinary measures pursue educational and preventive purposes, aiming integration, and fulfilment of duties, such as student's respect for the authority of teachers and other staff, as well as the security of the entire educational community.
2. Remedial sanctions and disciplinary measures also aim to ensure continuation of regular school activities, correction of disruptive behaviour and strengthening of civic education of the student viewing the balanced development of its personality, their ability to relate to others, their full integration in the educational community, their sense of responsibility and of their learning.
3. The disciplinary sanction, takes into account the importance of the violated duty and the seriousness of the offense committed, pursuing punitive purposes.
4. The remedial sanctions and disciplinary measures should be applied in coherence with the student's educational needs.

Determination of Disciplinary Measure

1. The determination of the disciplinary or corrective sanction to be applied takes into account the seriousness of the violation, mitigating and aggravating circumstances, student's maturity and other personal, family and social circumstances.
2. Previous good behaviour and academic success and are extenuating circumstances.

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14

3. Student's responsibility or premeditation, collusion as well as the accumulation of disciplinary infractions and recidivism, particularly during the same academic year, are aggravating circumstances.

Remediation Measures

1. Corrective measures pursue remedial educational, dissuasive, integration and preventive purposes.
2. Corrective measures:
 - a) Warning;
 - b) Order to exit the classroom or any other place where the work is being developed;
 - c) Carrying out of tasks and activities of school integration;
 - d) Conditioned access to certain school areas, or use of certain materials and equipment.
 - e) Changing of class.
3. The verbal warning is a reminder to the student's disruptive behaviour in order to alert him / her that he / she should avoid such conduct and hold him /her accountable for fulfilling of his duties.
4. In the classroom, reproof is the exclusive competence of the teacher, while outside, any teacher or non-teaching staff member is empowered to reprimand the student.
5. The order to exit the classroom, or any other place where school work is being developed, is of the exclusive competence of the teacher. The student cannot leave school premises and the teacher determines the period during which the student must stay out of the classroom and the type of the corrective action / activities students should develop during this period.
6. The application of corrective measures provided for in paragraphs c), d) and e) is the

competence of the director of the Group of Schools.

7. The application, and subsequent implementation of corrective measure provided in subparagraph d) cannot exceed the period of time corresponding to one academic year.

8. Integration activities in school, when there is severe behaviour, imply a program of pedagogical tasks, which contributes to the improvement of the student's civic education.

They include:

a) Supportive tasks of school services;

b) Cleaning of school yard and gardens;

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15

c) Cleaning of classrooms;

d) Recovery of school spaces that have been ill-treated;

e) Maintenance tasks and recovering furniture, teaching materials, and buildings;

f) Support to younger colleagues;

g) Others the director may consider appropriate.

Disciplinary Sanction Measures

1. Disciplinary measures reflect disciplinary penalties charged to student behaviour, which should be given notice to the class teacher. 2. The disciplinary sanctions are:

a) A written reprimand;

b) One day suspension;

c) Suspension from school up to 10 working days;

d) School transfer.

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16

EVALUATION

Summative Evaluation 1. In Primary schools (1st – 4th grades) the summative assessment is descriptive and qualitative, in all curricular areas. 2. In Elementary school (5th – 9th grades), the summative assessment is expressed:

a) in levels, from 1 to 5, in all subjects. a) in a descriptive way in curricular areas.

Effects of Summative Evaluation - Progression and Retention

1. The summative evaluation, conducted at the end of each cycle (4, 2, 3 years) originates the decision on student's progression and retention: Approved or not approved.

2. The decision of the student's progression to the next grade depends on the achievement of essential skills demonstrated by the student.

3. First grade students are never retained.

4. A student retained in the 2nd or 3rd grades must integrate the same class till the end of the Level (4th grade).

5. The decision of progression of a student, at the end of the 2nd or 3rd Levels (6th or 9th grade), who has not developed the essential skills in the Portuguese Language and another subject or more than two other subjects, must be taken unanimously by all teachers.

6. If the decision is not taken unanimously, there should be another Class Council meeting, in the presence of the coordinator of class teachers and the decision on progression should be taken by two-thirds of teachers who comprise the Class Council.

7. At the end of 5th, 7th and 8th grades the decision of progression of a student who has not developed core competencies in Portuguese and another subject or three other subjects should be taken by a majority of teachers who integrate the Class Council.
8. When a student does not progress the Class Council writes a report that identifies unfulfilled leanings, which must be taken into account in the class in which that student will be integrated in the subsequent school year.
9. The decision about a second retaining of a student in the same Level is preceded by hearing of the student's parent or guardian and agreement of the Pedagogical Council.

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17

FIELD TRIPS AND OUTDOOR CLASSES

Field Trips 1. A field trip is a curricular or extra-curricular activity resulting used as an educational or pedagogical strategy that takes place outside the school environment.

2. The activity referred above should always be in line with the Educational Project of the Grouping and integrated into the Annual Plan of Activities and / or Class Curriculum Project / Department Plan of Activities.
3. Study visits will be proposed on the basis of a careful selection of their training objectives defined in the curriculum development of (the) class / group and should be presented in an organized and coherent manner.
4. Each year, the Pedagogical Council set the maximum number of study visits / day per class.
5. A study visit should be prepared in the Department meeting/ Class Council and is included in the Annual Plan of Activities of the Group of Schools at the beginning of the school year.
6. The teacher (s) responsible for the field trip must be clearly identified before its approval.
7. In case of grouped classes that work together in some subjects should, whenever possible, match day of the field trip.
8. Parents and guardians of each class must be informed by the class teacher of the annual planning of field trips.
9. Additional study visits, not included in the Annual Plan of Activities, must be submitted to the director for approval and subsequent ratification by Pedagogical Council.
10. The teacher who organizes the visit must prepare a worksheet to be delivered to students before the visit, which will allow a better collection of information and the possibility of drafting a report.
11. The teacher who organizes the visit writes an authorization requests for parents, which should be returned duly signed 2 days before the date of the visit.
12. All study visits made in pre-school and primary school, within the perimeter of the locality where the establishment is situated, do not require specific authorization, if the guardian has signed an authorization to allow these trips, at the beginning of the school year.
13. Whenever payment is required this is the responsibility of parents / guardians. It should be done to the class teacher within the stipulated date, prior to field trip.
14. Except in extraordinary cases, duly justified, the ratio teacher / student should be 1 teacher for every 10 students in pre-school education and 1 teacher for every 15 students in primary,

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18

elementary and secondary school. Whenever a study visit integrates students with severe limitations, he / she must be accompanied by a Special Education teacher.

15. The abandonment of the field trip must be reported, in writing, by the parent, indicating the reason within 5 working days of the date of the visit. Groundless withdrawals or exceeding this deadline lose the right to refund.

16. Participating students and their parents or guardians must be given the specific goals of the field trip.

17. The teachers summarize 'Study visit', number the lesson in the school diary, and write a lesson plan for those students who do not participate in the study visit. They also write lesson plans equivalent to the classes that they will not teach.

18. Teachers who do not comply with the study visit, for which they were designated, without specifying a replacement, will be considered absent.

19. Students who do not participate in the study visit or attend activities at school be considered absent.

20. Study visits must take place in the school year and should always have their starting and finishing points at school.

21. After each study visit or activity, teachers are responsible for the respective evaluation document, which should be delivered to the director twice in a school year.

22. The class teachers and parents must be informed of those students who do not appear to fulfil the visit.

23. In accordance with the Law, safety equipment must be used on the public road, during the field trips.

Outdoor Classes

1. Outdoor Classes abroad are those that are not performed in the school premises; but meet the goals and time schedule provided in school.

2. Outdoor Classes do not require the specific authorization of the director, when limited to the area surrounding the school and the physical integrity of students is not at risk.

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19

SPECIFIC PROVISIONS

Visitors

1. There is limited access of elements outside the educational community to the schools which are part of the Group of Schools. Anyone who wants to access one of the schools has to present an identification document at the entrance.

2. The direction and school coordinators may restrict the entry of people outside the educational community, for reasons of safety of students, duly justified.

3. In Esteval Elementary School and Poet Joaquim Serra Secondary School, once visitors have presented their identification document, they will receive an entrance permit that must be properly signed when exiting the premises.

Canteen

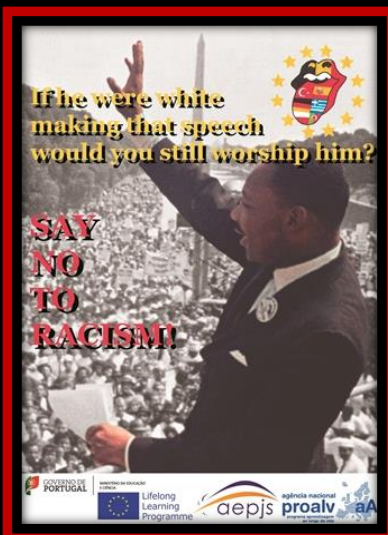
1. The canteen provides full meals to students, teachers and other staff within a schedule determined by the Director at the beginning of each school year.
2. The canteen vouchers must be bought on the eve at stationery store using the magnetic card or via the school's website
3. At the entrance of the canteen, the consumer must validate the voucher /show their identity card.
4. Each week there will be a menu posted on the school Webpage.
5. Meal vouchers purchased on the same day shall be subject to an additional fee, defined in accordance with the Law.

Comic book drawn in Montijo



- Here is a presentation of Portugal
<http://www.youtube.com/watch?v=RR0557KDCxQ&feature=youtu.be&hd=1>
- Here is a presentation of Montijo
<http://www.youtube.com/watch?v=ywnQ5w1bISY&feature=youtu.be&hd=1>
- Here is a presentation of Portuguese school
<http://www.slideshare.net/canantas2102/aepjs-portugal>

Discrimination posters



- Here is a presentation about Concentration camp-Majdanek in Poland
<http://www.slideshare.net/canantas2102/10-comenius-projectpolandmajdanek>

Pictures in Belgium



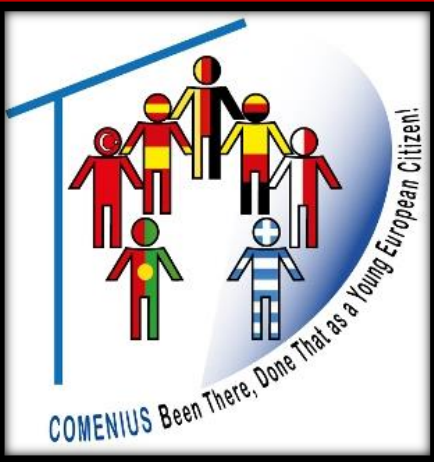
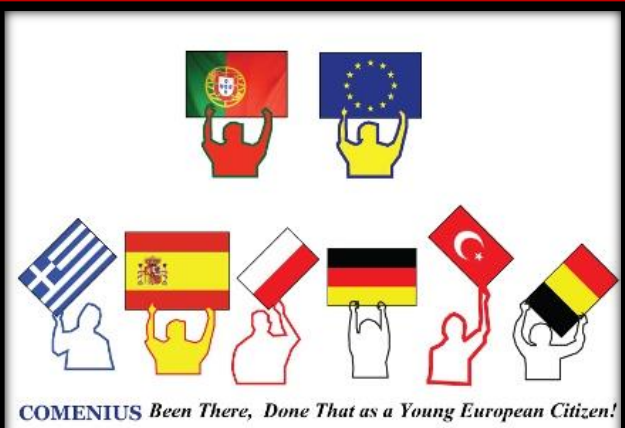


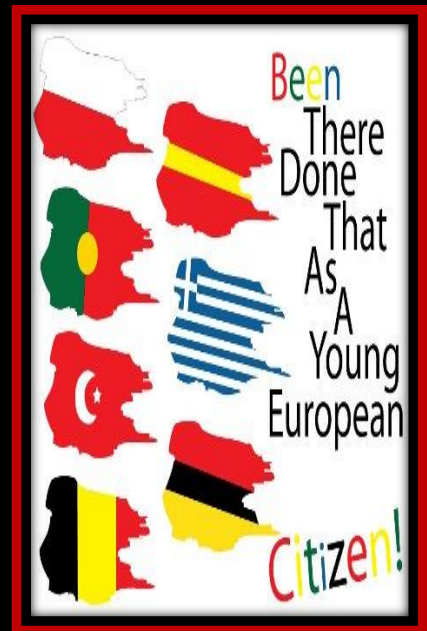
➤ Here is a presentation of Portuguese people in Belgium

<http://www.slideshare.net/canantas2102/1-comenius-project-belgium>











Been There, Done That



as a Young European Citizen!



Been There Done,
That as a Young
European Citizen!



Been There Done,
That as a Young
European Citizen!



Been There, Done That as a
Young European Citizen!



Pictures in Germany





- Here is another video of Portuguese people in Germany
<http://www.youtube.com/watch?v=EsEHuKj5Zj3&feature=youtu.be&hd=1>

Setubal district newspaper article

Os trabalhos realizados no âmbito da valorização e ampliação do Cemitério da Vila Chã. Neste momento, estão a decorrer os trabalhos de construção de moldes de visitação (num total de 168) e de nichos/gavetas (num total de 300). Esta obra inclui a pavimentação e rede de drenagem do caminho de ligação entre a zona antiga e a zona nova do cemitério, sendo como

os trabalhos realizados no âmbito da valorização e ampliação do Cemitério da Vila Chã. Neste momento, estão a decorrer os trabalhos de construção de moldes de visitação (num total de 168) e de nichos/gavetas (num total de 300). Esta obra inclui a pavimentação e rede de drenagem do caminho de ligação entre a zona antiga e a zona nova do cemitério, sendo como

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MONTUO Comissão foi recebida esta segunda-feira pela vereadora Maria Clara Silva

Alunos e professores de sete países da Europa na Secundária Joaquim Serra

Uma comissão composta, no total, por 68 alunos e professores, oriundos de sete países europeus, estão desde esta segunda-feira em Montuio, no âmbito da Parceria Multilateral do Programa de Aprendizagem ao Longo da Vida - Conenius "Euro Young Citizen".

A comissão é acolhida, até ao próximo sábado, 18, pela Escola Secundária Joaquim Serra e integra estudantes e docentes de Portugal, Bélgica, Alemanha, Turquia, Grécia, Espanha e Polónia.



COMITIA. Os alunos e professores de sete países europeus

Maria Clara Silva, vereadora da Educação da Câmara de Montuio, recebeu a comissão esta segunda-feira no Salão Nobre das Paços do Concelho e realçou a importância da iniciativa que, no seu entender, "incentiva os jovens a reflectir sobre temáticas europeias" no mesmo tempo que os envolve "na discussão sobre a construção e o futuro da União Europeia".

A autarca sublinhou ainda que o projecto permite a todos os envolvidos "a oportunidade de identificar valores comuns com outros participantes de di-

ferentes países, independentemente das suas diferenças culturais".

O projecto Conenius, lançado a autarquia, foi criado por iniciativa da Comissão Europeia com os objectivos de "desenvolver o conhecimento e sensibilizar os jovens para a diversidade, o valor das culturas e das línguas europeias, bem como para os ajudar a adquirir as aptidões e as competências básicas da vida necessárias ao seu desenvolvimento pessoal, à sua futura vida profissional e a uma cidadania europeia activa".

School newspaper article

Programa Curricular

Parceria entre Escolas-Multilaterais

por Clara Santos e Rui Martins

Nesta sexta-feira, foram apresentadas 2 novas parcerias entre escolas multilaterais, a convite do Conselho Europeu da Escola. A primeira, "Euro Young Citizen", é uma parceria entre a Escola Secundária Joaquim Serra e a Escola Secundária de Vila Chã. A segunda, "Euro Young Citizen", é uma parceria entre a Escola Secundária de Vila Chã e a Escola Secundária de Vila Chã.



O projecto "Euro Young Citizen" é uma parceria entre a Escola Secundária Joaquim Serra e a Escola Secundária de Vila Chã. A segunda, "Euro Young Citizen", é uma parceria entre a Escola Secundária de Vila Chã e a Escola Secundária de Vila Chã.

Testemunhos

Amélia, aluna do 1.º ano

No primeiro dia de Montuio, fomos para a Escola Secundária de Vila Chã. Foi muito interessante conhecer a escola e os professores.

Diogo, aluno do 1.º ano

O projecto é muito interessante porque nos permite conhecer outros países e culturas.

Isabel, aluna do 1.º ano

Nesta sexta-feira, fomos para a Escola Secundária de Vila Chã. Foi muito interessante conhecer a escola e os professores.

João, aluno do 1.º ano

Este projecto é muito interessante porque nos permite conhecer outros países e culturas.

Amélia, aluna do 1.º ano

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Pictures in Greece





- Here is a video of dance and music groups and their performances in Giannitsa

<http://www.youtube.com/watch?v=UE9ui1NYCdc&feature=youtu.be&hd=1>

SWEETSHIRTS DESIGN



Pictures in Spain







➤ Here is a presentation about moments in Spain

<http://www.youtube.com/watch?v=LSu83VPIZDU&feature=youtu.be&hd=1>

Project ID Cards

Comenius Project ID Card



School Name: Escola Secundária Poeta Joaquim Serra

Country: Portugal Location: Montijo

Coordinator: Maria Clara Santos



MINISTÉRIO DA EDUCAÇÃO
E CIÊNCIA



Comenius Project ID Card



School Name: College Visitation La Berliere

Country: Belgium Location: Lessines

Coordinator: Sabine Callens



Lifelong
Learning
Programme



GOVERNO DE
PORTUGAL

MINISTÉRIO DA EDUCAÇÃO
E CIÊNCIA



Comenius Project ID Card



School Name: Özel Denizli Doga Anadolu Lisesi

Country: Turkey Location: Denizli

Coordinator: Canan Tas



Lifelong
Learning
Programme



GOVERNO DE
PORTUGAL

MINISTÉRIO DA EDUCAÇÃO
E CIÊNCIA



Comenius Project ID Card



School Name: Liceum Ogólnokształcące im. Stefana Czarnieckiego
Country: Poland Location: Nisko
Coordinator: Marcin Folta



MINISTÉRIO DA EDUCAÇÃO
E CIÊNCIA



Comenius Project ID Card



School Name: IES Nuevo Scala
Country: Spain Location: Rute
Coordinator: Jonathan Oliva Carvajal



MINISTÉRIO DA EDUCAÇÃO
E CIÊNCIA



Comenius Project ID Card



School Name: Gymnasium Marne Europaschule

Country: Germany Location: Marne

Coordinator: Julia Friedrich



Lifelong
Learning
Programme



GOVERNO DE
PORTUGAL

MINISTÉRIO DA EDUCAÇÃO
E CIÊNCIA



Comenius Project ID Card



School Name: 1st Lyceum Of Giannitsa

Country: Greece Location: Giannitsa

Coordinator: Theodora Grammatikou



Lifelong
Learning
Programme

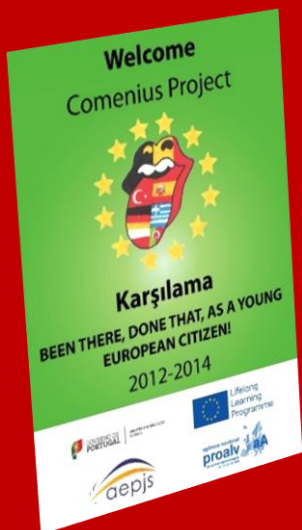
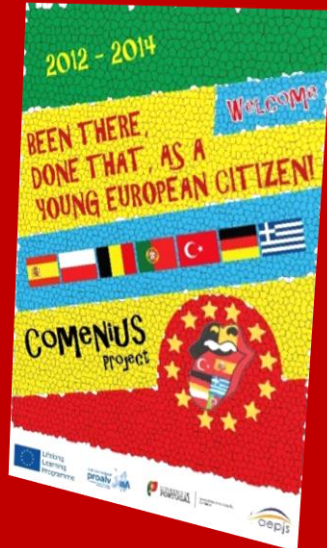


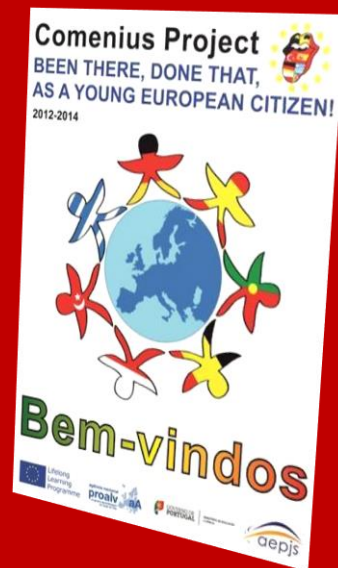
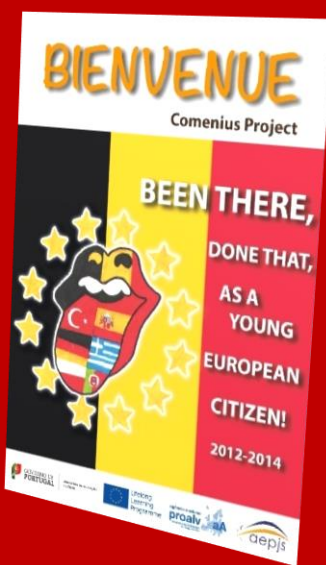
GOVERNO DE
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E CIÊNCIA



WELCOME POSTERS





In Portugal

Group pictures



➤ Here is a presentation of everyone in Portugal

<http://www.youtube.com/watch?v=sn7mkv1OyXE&hd=1>

Historical and cultural visits



Interaction pictures



Schoool activities

Comic book



Dance group



Music group





Role play



Wall painting



Teachers meeting



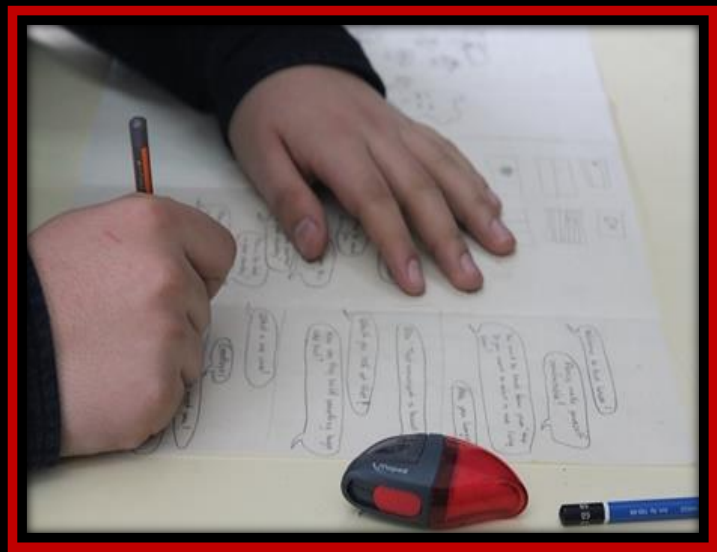


Topic related

City hall



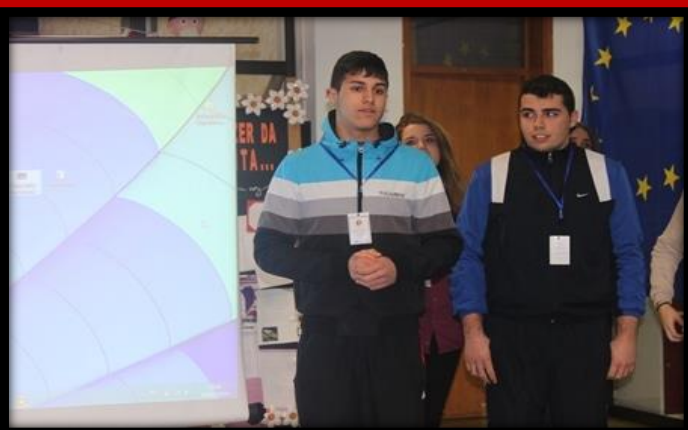
Comic book



Parliament



Spanish mobility film



- Here is presentation of mobilities till Polish Mobility
<http://www.youtube.com/watch?v=1FgXMmDq0Wl&feature=youtu.be&hd=1>
- Here is a video of Portuguese people in Poland
<http://www.youtube.com/watch?v=sMeGQnN3IMs&hd=1>

Poland pictures





Pictures in Turkey





COMENIUS PROJECT



Been There, Done That, As A Young European Citizen

May 2014

Musical Evaluation

FINAL SONG SELECTION

The songs we chose to describe our Comenius experience are:

Yves LaRock - *Rise Up*

http://www.youtube.com/watch?v=zoMYU_nQGNQ

The reason we chose these songs lies on the positivity and happiness they transmit.

“Rise up” is a song that talks about how we should try to achieve what we want and what we care the most, in this case an incredible opportunity to travel abroad and meet new people, which many are now our friends. Tell us to rise up, stand, and overcome the barrier that separates a different culture from what it is known to us, and to enjoy each and every moment of our experience.

Imagine Dragons - *On Top of the World*

<http://www.youtube.com/watch?v=1km2a5W1Tt0>

“On Top of the World” talks about the feeling of looking forward for what’s to come, in this case our trip. But not only the trip, but the benefits that come after it. When we went to Greece we set our minds free and acted a bit more like ourselves, we felt like we were “on top of the world” from a spiritual point of view. So when we came back, we were not only tired, but we brought with us the happiness and freedom of mind that we gained there. And we continue like that until this moment.

INITIAL SONG SELECTION

These songs were chosen because they talk about young people and their problems, fears and expectations. According to our opinion, the whole Comenius experience is about sharing and friendship, and how we overcome our deepest fears through the help of friends. These friendships are very important and therefore should be considered gifts that have to be treasured and kept forever.

Rihanna – *Umbrella*

<http://www.youtube.com/watch?v=21PthYQUztg>

Demi Lovato – *Gift of a Friend*

<http://www.youtube.com/watch?v=UsiCoI2PY3Y>

Dionne Warwick, Stevie Wonder, Luther Vandross & Whitney Houston – *That's What Friends Are For*

<http://www.youtube.com/watch?v=wTcHT4zpAGs>

Stephan Jerzak – *You Make Me Smile*

<http://www.youtube.com/watch?v=YKuKRczPpFg&list=PL539AB279DFC0D05C>

Queen – *Friends Will Be Friends*

<http://www.youtube.com/watch?v=0A1x08fZos>

The song “Remember My Name” talks about young people’s dedication to a cause and how they do all in their power to succeed. We have dedicated ourselves to our “Cause” which is to make our Project a success. It is only through hard work, persistence and dedication that we can achieve our ultimate goal.

We have done it through various forms. They include dancing and performing which is also the main topic of this song. We have been learning many things, and most importantly, many people, through the performing arts.

<http://www.youtube.com/watch?v=5B1QTEGL3t0>

This last song Queen – One Vision was chosen because it is about human rights and how we should pursue them, and, after all, our Project is about young people’s intervention in our society.

<https://www.youtube.com/watch?v=dmwOFw8vQmI>

- Here is a presentation of arrivals of all partners to Lisbon

<http://www.youtube.com/watch?v=HnK-vHYpGak&hd=1#>

- Here is a presentation of Portuguese week

http://www.youtube.com/watch?v=U-YGR_8LzLg&feature=youtu.be&hd=1

- Here is a presentation of experiences in one year

<http://www.youtube.com/watch?v=5R9xZFCCROQ&feature=youtu.be&hd=1>



SURVEY

STUDENT RIGHTS AND RESPONSIBILITIES

1. Gender: Male - 4 Female - 6

2. Are student rights widely known in your school?

Yes - 7 No - 0 Don't know - 3

3. Do you know where to find the information on student rights and responsibilities?

Yes - 9 No - 1

4. Which of the following student rights do you find the most important? Tick three of them.

- | | | |
|---|---|---|
| • To the freedom of speech | 8 | |
| • To study | | 3 |
| • To be informed about grades | | 2 |
| • To feel safe (physically and mentally) | | 3 |
| • To privacy | 3 | |
| • To the freedom of belief | | 1 |
| • To improve grades | 0 | |
| • To be treated with respect | 8 | |
| • To pursue interests | 0 | |
| • To use school rooms, equipment and teaching aids. | 2 | |

Others (specify what?) - 0

5. Are student rights respected in your school?

Yes - 7 No - 2 Don't know - 1

6. Are student rights violated in your school?

Yes - 5 No - 3 Don't know - 2

7. If you have answered 'yes' to the previous question, tick the student rights which, in your opinion, are violated in your school?

- | | |
|-------------------------------|---|
| • To the freedom of speech | 0 |
| • To study | 0 |
| • To be informed about grades | 0 |

- To feel safe (physically and mentally) 1
- To privacy 3
- To the freedom of belief 0
- To improve grades 0
- To be treated with respect 3
- To pursue interests 0
- To use school rooms, equipment and teaching aids.2

Others (specify what?) - 0

8. Which of the following student responsibilities do you find the most important? Tick three of them.

- To attend classes punctually and regularly 6
- To obey school rules and regulations 8
- To prepare for lessons systematically 0
- To care about the school property 2
- To respect schoolmates, teachers and other school workers 7
- To represent school adequately 0
- To care about physical appearance 0
- To justify absences 0
- To help others 1
- To study 4
- To have good manners 2
- To represent school in competitions, events etc. 0

Others (specify what?) - 0

9. Do you fulfill your school responsibilities?

Yes - 5 No - 0 It depends on the situation - 5

10. Who can you turn to when your student rights are violated?

- The teacher you trust 8
- The school headmaster 2
- Schoolmates/Classmates 0
- Student organisations 0
- Parents 2
- Nobody 1
- Others 1

➤ Here are some videos featured by students

<http://www.youtube.com/watch?v=99BeBmgIK5M&feature=youtu.be&hd=1>

<http://www.youtube.com/watch?v=q3iGYjO8QoY&feature=youtu.be&hd=1>

<http://www.youtube.com/watch?v=4ayEh-AzFug&feature=youtu.be&hd=1>

<http://www.youtube.com/watch?v=Z76KpIVYsfw&feature=youtu.be&hd=1>

http://www.youtube.com/watch?v=L_g-1OEIMyw&feature=youtu.be&hd=1

<http://www.youtube.com/watch?v=qzPdulosWz0&feature=youtu.be&hd=1>

COMENIUS PROJECT



Been There, Done That, As A Young European Citizen

May 2014

Student -Teacher Participation

MOBILITY	PARTICIPATION	
	Students	Teachers
Lessines – Belgium (5 th to 10 th November 2012)	Sorala Nogueira Patrícia Tinoco Cláudia Almeida Mara Silva Yasmin Puzino	Clara Santos Rui Martins
Marne – Germany (11 th to 16 th March 2013)	Beatriz Nunes Raquel Amorim Rita Pacífico Diogo Pereira Nuno Almodovar	Clara Santos Rui Martins
Giannitsa – Greece (15 th to 20 th April 2013)	Diogo Maia Joana Nascimento Rui Freitas	Clara Santos Rui Martins
Rute – Spain (21 th to 26 th October 2013)	Stefan Popsoi Ana Sofia Portasio Susana Silva Catarina Lourenço Mónica Romão	Clara Santos Susana Monteiro
Nisko – Poland (10 th to 15 th March 2013)	Diogo Ventura Denisa Boldor Sara Concelção Milene Pereira Cristina Mousinho	Clara Santos Ana Paula Esperto
Denizli – Turkey (5 th to 10 th May 2014)	Rita Pacífico João Silva Pedro Pinto	Clara Santos Rui Martins

COMENIUS PROJECT



Been There, Done That, As A Young European Citizen

May 2014

Students / Parents Testimony

January 2013

I admire anyone who can describe the emotions that every second of Comenius causes, because I cannot. But I confess to a scary fear that I may forget all the details. For example, the first time I crossed eyes with a specific person or the first time that there was an exchange of smiles. Honestly the weirdest emotion that Comenius provoked on me was that I felt extremely small in the world. Because until we open our horizons to the rest of the people with whom we share our planet, we do not realize how small we are. If we died tomorrow we would appear the city newspaper in that part of the deaths (which I do not know the name). The same way that people whom we know through Comenius could die and there would be no difference in our lives. Obviously this is not a happy feeling, but it is certainly one that most made me think. The project changes the way to see ourselves and others totally and our own. This is something that makes me truly confused: Was not the primary goal to speak English with each other? And now that I look back we see that we could realize even those who were not able to answer us. Or those who were, but they did not want to. It is amazing that many people believe in the fact that those who only speak their language will die of starvation in China or in another strange place, many miles away from our little Portugal. We can understand what everyone wants just by looking into his or her eye. We realize when our cats are hungry and they do not speak English! The English language was obviously much needed and proved to us that it is the best way we perceive others. But what I want to express is that more than anything else, Comenius makes us better people.

As to my opinion about Portugal: Our Portuguese home is good for sure. Although I have always avoided our language, the contact with the Portuguese popular music, the sardines, I hate so much and the Portuguese folklore, which I have always "hated". However, after seeing my guest writing in Polish, I reflected upon how weird how we sound with our "à" and the "ç". It seems so normal, but it is so strange: a cedilla instead of "c" and a stress accent on "a". And how do we sound when we say a common expression like: "I'll be late". Have you ever thought about it? Surely, I now much more appreciate the emotion demonstrated by the Portuguese people when they speak and which intrigued my guest.

However, Comenius is Comenius and leaves us so tired that there is no time for philosophical reflections before a night's sleep. But it sure gives us time to "sing" (in quotes of course) and "dance", basically enjoying ourselves to the great Portuguese way!

Probably everyone will mention the well-known "Family Pictures". These no one forgets. But no regret! It is the only way to know that is everyone is really there. And the photos were taken from so far away that if you are the only one with your eyes closed, no one will notice. Teenagers admit: everyone loves that kind of advantage.

After three months of reflection on the experience, I admit that if I went back in time I would probably try to know everyone, which is obviously technically impossible because I cannot even remember the names, moreover the more the shoe number or favorite color. I would try to show Sabine more about city to Sabina (my guest who would be my host two months later). "I feel so happy" - was the first thing she told me. Her accent will stay forever in my mind.

Polish Mobility

After more than 10 hours of travelling, when we saw the sign that said "Nisko" the entire bus clapped and beamed. It seemed that this bus ride would never end. I remember we suddenly decelerated: a boar had crossed in front of us. Something we are very used to see Portugal, what an idea! And the license plates of the cars... they all seemed to start in a similar way.

We were expecting snow and freezing cold, and we were wrong. Going out in Poland is such a good and inexplicable feeling. The interior of the buildings made me feel ailing: going into a building meant almost going into a furnace.

The dream boys were constantly passing by: blond and blue-eyed. Total paradise.

The school was different, very different. Upon entering I felt a victim of bullying in an American high school: everyone looked at us in the main hall. Actually, it was the building with the best temperature from all those I have visited. If there was one thing that was not missing were no lockers and hangers where we put the coats when we arrived: I do not imagine arriving at school after a snow storm and stay in short sleeve.

Luckily or unluckily it did not snow during this week and the weather was great. We visited several cities, but the most striking monument was obviously a long-awaited visit to Majdanek Concentration Camp, where we could even see the gas chambers where unfortunately many died during the Holocaust. The children's shoes were still preserved there. Such as the ashes of people. We could observe them closely and basically breathe in. They are outdoors, in a place reserved for that purpose. Stepping on stone floors and getting inside a barrack where people were basically waiting for their death was an inexplicable experience.

But not everything is depressing. The next day we visited a palace / castle that had belonged to a wealthy family. However, what shocked us the most was while visiting a castle in Portugal is equivalent to getting 3 feet away from everything you are seeing, in that place we could even sit down and touch the paintings.

Having lunch at 13:00 and dinner at 16:00 was also a funny experience. As well as being at a party for hours and while our classmates have not even left school in Portugal.

And nothing was no more exciting than "calculating" everything from Polish Zloty into Euro and to realize that we were about to pay 2 Euros for something that would normally cost about 10.

But what about coming back home? Having to say goodbye to Sabina (my host) forever? Sure I hope it is not a "forever", but at that point we could not think. I have cried so much on the bus ride back to Warsaw, where we would catch a plane to Germany.

Coming home felt so good! I had not realized how important my room was. After 22 hours of travelling, which I'm still unable to fully compensate a month later, our country becomes the best in the world.

With the Comenius I have definitive learned that: Yes I was born in Portugal, but because of this, I was born in Europe. And I hope that one day I will realize that I was born in the World.

Cristina Mousinho

Comenius was an incredible experience. To go to a different country with our friends, to have contact and make friends with people from different countries, to live for a week with a different family with which we live and the only way to communicate is in English (and some gestures and "half - words", of course) is without a doubt an experience for life and that, unfortunately, we cannot repeat (at least not in the same circumstances) .

In March of 2013, I first went to Germany with Nuno, Rita, Rachel and Diogo. I still remember the nervous tension the days before the trip and the "butterflies in the stomach" before entering the plane. We were all so nervous and anxious to know our "hosts", I remember like it like yesterday.

Going to Germany always seemed surreal. I never well realized was happening because I did not know what to expect to find there, except for the snow and the bitter cold.

Only when we arrived at their school, in Marne, with our families already waiting for us, did I realize that ultimately it was always happening.

During this week I become aware of the customs of the Germans. The big difference I noticed was that they are a bit "colder" than we are, but this does not what makes them bad people, quite the opposite, because German people are spectacular. During the time we spent there, we made field trips to places such as Hamburg or the Black Sea, workshops in school, a European day and, of course, the afternoon excursions and the " final party".

Despite having amazing memories that will stay with me forever, not everything can be a "bed of roses". Sometimes it can happen that we do not have a very good relationship with our "host" and do not leave the house all week to be with other people in the project, while virtually all others go. Unfortunately this happened to me but it was not because of things like this that the trip and the memories of Germany were bad.

In January 2014, it was time for the Portuguese to act as "hosts". The weeks before we received people from Germany, Belgium, Spain, Greece, Turkey and Poland in our homes can be featured in a lot of effort and commitment of everyone. We had to meet at school till late form a Facebook group to begin to arrange everything, especially the nights out, in order to try to give our guests an unforgettable week, preferably with good memories. But it seems that we started our week "with wrong foot" because instead of visiting Portugal in days of sun and heat, which is quite usual, we had rainy, cold and windy days. With this weather some even got sick, which spoiled their experience a little bit, and to my regret, Sina, was one of two girls who stayed in my house, ended up getting sick and would rather stay at home than go night out with us - a perfectly natural behavior, after all who is standing with fever, headaches and a sore throat wants to go out at night?

But during the week, the activities and trips we did overlapped to bad weather, and eventually compensated it.

We went to Sintra, Guincho, Cascais, Belem. Sites with fantastic scenery. At school we also had our workshops and during the night we were going out, usually to a few bars and cafes in our neighbourhood. Of course, these weeks we can never miss the "couples". The most important of all the Comenius experience to know different cultures, we can get along with people and make friends who I hope will endure for long.

I wish these weeks could last longer and maybe happen again, and again and again... despite having the inconvenience of incompatible personalities, this experience will always be unforgettable and fond memories will always prevail. I wish all people could have access to Comenius, to understand in a different way what I wrote. It is an experience for life and that everyone should have!

Beatriz Nunes

Comenius Experience

The Comenius project is one of those experiences you'll never forget in life.

When I was proposed to be part of the mobility my intention was to go to Germany. Until then I had never even thought to visit another country, to top it, with my fellow classmates. This first attempt failed, since my parents were more afraid and I was unable to convince them in time. I thought the story had ended there; I would never have the opportunity to go to another country to meet other people, other realities.

Time passed and the chance came to sign up for the mobility to Spain. This time I was more cautious, without dreams or destination in mind. I talked with my parents and managed to convince them. This achievement was largely due to the fact that Spain is Portugal's "brother" country and not so far away. I grabbed the opportunity, I signed up and the next thing I was in a van with 4 other girls on our way to Spain.

The summer before that event took an eternity to go by, but when the departure day finally came I could not wait to embark on this adventure, to break the routine, to disconnect from a school week and go to a place where everything was new.

When the van finally pulled off, I left everything here in Portugal. At that time it was just me and 4 other colleagues on the way to an adventure that would shape our lives.

The trip was long, tiring, but the excitement that moved us comforted us. We encountered the first whiff of Spain when we reached a shopping center. Of course there are shopping centers here, but it was as if we were in another reality, with new people, new places, a new language.

Throughout the trip we were able to enjoy the magnificent Spanish scenery and when teacher Clara said we were almost there, our faces lit up and we were excited but also a little afraid of how this first contact with the host families would be.

Nothing could have been better, there were the families, we open arms, ready to welcome us, as excited as we were or even more than.

The first contact was brief. Our bags were put into the car and we went with some Spanish students for a ride around Rute. We were waiting for the reception. And what a welcome! One thing I can say for sure: these people know how to welcome, and in this case it was a

lively welcome.

That night we made a first contact with families. We toured the house, our room; we had our first Spanish meal. It was as if we had another reality. And that's when the adventure began!

Spain is a spectacular place, not only for its people but also for its cultural heritage. We visited fantastic places like Córdoba and Granada; we saw iconic monuments, all mixed in a fraternization between various nations, cultures and people.

I loved the experience, the activities, the visits, the people that I met and that I will never forget, the parties and the passions. Everything has shaped me and helped open my eyes to other realities and expand my horizon of knowledge.

Of course the worst part is always the departure. It is hard but it must be. Then there are always those farewell promises that are rarely fulfilled. But what matters the most is how this project served to enrich us as human beings.

A few months later Portugal took its turn for its mobility.

That morning I was the first to pick the student who would stay with me. He was and the rest of the Spanish students attended our Math class. The first day of contact between us all was fantastic. Everything was new, everything and everyone. And throughout the week I made many friends and created moments that I will never forget.

For me this mobility also provided an opportunity to get to know places that, even living here, I had never had the opportunity of visiting, such as the Palace of Sintra or the Cabo da Roca.

The Portuguese mobility was the most productive in terms of couples. It was maybe because of the weather that being a bit cloudy served to help us know each other better.

And basically this was the goal of the activities that we undertook, including the workshops: to know each other better, both among us and among different cultures. It is an unforgettable feeling to be among a group of people and hear many different languages, not to mention that at a general level this experience served to brutally improve our fluency in the English language.

My parents had an early trepidation, as it is normal in all of us, but as time went on with the interacting, they gained a very positive view of the project and in my father's words to a Spanish student: "you really could come back here in the summer!"

The final day was the most intense, and the most striking in my view. There were parties, trips to the disco, the hugs, the sorrow, tears and longing.

They left, taking in their suitcase a story to tell, and we were wishing we had another week, lamenting that they had left in the best moment, but like everything in life: what is good does not last forever.

Stefan Popsoi

Participating in the Comenius Project was truly a unique and a very rewarding opportunity. It is a project which allows you to know different countries, foods, habits and develop new friendships, but it also allows us to share our culture, our food and our habits, when we receive other participants in our country.

This experience not only helps us improve our English, but it also helps our personal growth.

In my opinion I believe that there are aspects to improve. The English language skills of some participants. It is obviously not necessary to speak perfectly English (improving your English is one of the goals of the program) but it is essential to have a basic knowledge so that we can communicate without great difficulty and so that there is a greater exchange of ideas.

I strongly recommend anyone, who has the opportunity to participate in the project, to do so.

Yasmin Puzino

Comenian Experience

My experience with Comenius began in March 2013, when I went to Germany (Marne) and ended this year, 13th to 17th of January. There were some unforgettable moments and some unpleasant ones. To leave to an unknown country, to find people with different thoughts, to be an actor for a day, having to speak English for several days and to make my food and my culture known, these were some of the moments that most cheered me, but as with everything in life, there were some moments I did not like, such as not having completed my obligation to have someone till the end of the week. This project always changes your life even if it is only a little bit.

I changed the way I am in certain places and showed a new person to the others.

Diogo Pereira

Comenius should be present in all the youth of our society. With this project we travel to other countries and it enriches our knowledge about other cultures, other languages and habits of other populations.

To live in an unknown house, with an unknown family and an equally unknown country is also a very strange experience at first. As the week goes by, relationships improve, and we create links with our host's parents and siblings. As we engage in activities, we create equally good connection with the rest of the young people present in the project.

According to my point of view, when we receive a person in our home, it is an even more fun experience, because to start, we never leave our comfort zone, but still manage to create the so called bonds with several young. We get to know several people and mainly manage to show how we live, how our parents (history) and how we are as people.

Rui Freitas

Mobility - Comenius Project – 2014

In January 2014, our family received a student coming from Poland - Sabina.

Of course there are always some concerns before receiving a person whom we have never seen and who comes to live with us. But by taking part in projects like this, we have to think also where our son / daughter will be with another family and that this same family will have the same concerns for our son / daughter. However, social networks facilitate a bit since young people will "know" each other in advance.

Shortly after her arrival, we could see that Sabina was a relaxed young girl who seemed to have known and Cristina for a long time. She is a young girl whose values of citizenship, which we praise in Portugal so much, are well assimilated. From getting out of bed, to thanking each meal, always greeting everyone up to wishing you a "Good night". These and other values were present. With the Sabine's stay in our house we had the privilege of knowing a different culture, in which the values of citizenship were clearly visible; We could value a little bit our "small" country, verify our level of English fluency (which is almost never used) - sometimes we noticed we were speaking English in public places where we were not supposed to (which was funny). It was also possible to realize that we can communicate with others when there predisposition for such. Although we had six very intense days, it was an extraordinary experience.

The stay of our daughter in Poland was a dream come true that would otherwise be difficult to achieve in the short / medium term. Cristina left Portugal thinking her country in one way and returned thinking it in another one.

Undoubtedly it broadened her horizons in many ways!

Mousinho Family

The experience I had with hosting Theodora was very enriching. I got to know a girl from another country with a different language. We tried to communicate using a dialect we all have in common: English. This opportunity helped me improve my language skills. I also learned about the Greek culture from her, some expressions, words, gastronomy and their regular habits. I was lucky to have such a sweet and very friendly a girl in my house, Theodora. After a week it was as if we were family, with and she was my oldest daughter.

I think Comenius should remain active for young people. It is a way for both parents as well as students to learn new things about different cultures, thus opening the horizons in a society that is becoming increasingly multicultural.

Isabel Vargas

We liked so much to have had the opportunity to host Alina. She a very friendly and very social girl. It was an absolutely unforgettable experience. Alina is a very sweet girl. We got along so well that she will come back in the Summer to stay with us for two weeks. We speak many times through the Internet. We didn't like the departure, but she had to go.

Thank you teacher for providing us this experience.

Pacífico Family

My son Diogo showed interest in participating from the first day we had contact with the principles of the Comenius project. We were surprised by the enthusiasm demonstrated. His usual behavior did not make us suppose that he would feel comfortable enough to interact

with strangers in a foreign country. We looked at the idea of his participation as something that could contribute to Diogo's behavioural and emotional development. We found that the willingness to learn about other cultures that my son showed supplanted the shyness that characterizes him. We therefore supported Diogo's decision and embraced the Comenius project as a whole. When this year, it was our family's turn to host a student, Diogo was warned that he should have as much information and knowledge as possible, of the preferences and hobbies of his "friend", and vice versa. If this had happened, perhaps we would have realized that his "friend" was afraid of dogs. So, as we have a dog, the "friend's" stay was reduced to two days and three meals with a sudden departure, in the middle of the night to one of Diogo's friend's house. The whole situation was frustrating for us parents and for Diogo, for not having been able to put the spirit Comenius into practice and what we had envisioned and prepared for so as to host the "friend".

Note that despite the fact that our experience did not match our expectations, Comenius was a very rewarding, positive and memorable experience for Diogo.

Thank you!
Sara Cardoso

I received in my house two students: a Polish and a Belgian, but I had the opportunity to interact with other students who in my daughter's friends' homes. I can only say that for us it was a fantastic week in which there was a mixture of cultures, and that formed bonds of friendship, who knows, may extend throughout life. We think such projects are always an asset.

Thanks to all who provided these moments, including the family that received my daughter in Belgium.

Anabela Almeida

All the words we may use cannot describe the experience our family went through during the intense week of 13th to 18th January! From the wonderful **family coexistence** with two unpretentious, humorous young Greeks in different daily situations to the sharing and exchanging of experiences were the most prominent factors during this period, which enlarged our family in number and emotions! We tore down communication barriers by adopting, in some situations, the "*Portinlish*" which proved extremely effective for some members of the family. We created situations of shared customs and traditions which enriched us all. We learned and taught, laughed with delight and tenderness, we strolled and indulged with some Portuguese delicacies that made the delights of our dear guests. Yes, Setúbal Moscatel and Azeitão cakes had to be on the menu! We have also revealed the beauty of some characteristic places of our region as the Castle of Palmela and Portinho da Arrábida...

Emotions cannot be expressed this way. They have to be lived, felt and shared with gestures, glances, smiles, words, expressions and some tears that insisted on falling on the fateful moment of departure!

The intercultural richness, with a scope of this size, cross-school, community and family makes this project unique and binding for the integration of our young people in European citizenship which we want active and dynamic!

Congratulations to the promoters who have done everything to make this experience a success!

Maia Family



Been There, Done That, As A Young European Citizen

May 2014

Director's Reflection

As the representative of the Group of Schools Poeta Joaquim Serra in Montijo, Portugal, I must express my appreciation for the work done during this project.

I am convinced that all these experiences can be useful to enrich us as human beings and serve as a model for what we want and should be built.

This project, because of its significance, is an excellent opportunity to motivate an active participation of young people in today's society as well as to promote respect for differences and to encourage environments of trust and respect.

I acknowledge the importance of teachers, pupils and parents' involvement in this partnership by granting us this opportunity which was so enriching for our community. Our participation in this project contributed to the development of real team work and interdisciplinary work. The whole community came together to carry out the initiative and to be able to show our partners the professionalism, determination, spirit of entrepreneurship and hospitality of the Portuguese people.

All the work could have had an even bigger impact on our school community if the stay of the partners could have been prolonged for a few more days.

According to my point of view, the future depends very much on our work. But, I believe that if we pull together, teachers, students and parents from various countries, sharing our longings and our work, we'll build up a Europe which stands up to our dreams and our ambitions.

I share a feeling of hope founded on faith in our youth, in the sense of community and shared ambition in building a better world. Together, we will continue to learn, granting an answer to the needs of present and future challenges, building an ever stronger and more cohesive Europe. This is a valuable asset which we want to offer our young people.

I conclude by quoting the Portuguese poet Fernando Pessoa: "The value of things is not the time they last, but the intensity with which they occur. Therefore, there are unforgettable moments, inexplicable things and incomparable people."

Maria Helena Lourenço





POLAND



Our school is situated in a small town in a rural area of Poland. The school has a hundred year old tradition.

There are not many possibilities for young people in Nisko and the access to cultural facilities is limited, thus the Comenius project is a great opportunity for them to meet people from other countries and communicate in English.

The students study English, German and Russian at school. They also have IT lessons where they can work on the school website. The students have the opportunities to take part in after school classes (sports classes, theatre classes etc.). They do a lot of volunteering work helping people in the area.

➤ Here is a presentation of Polish School

<http://www.slideshare.net/canantas2102/polish-school-and-nisko>



STUDENTS' RIGHTS AND RESPONSIBILITIES

§1

1. Student has the right to:

- 1) a properly organized process of education, with rules of hygiene and mind work;
- 2) an educational care and conditions of being at school providing safety and protection from all forms of physical or mental violence, protection and respect of dignity;
- 3) benefit from an emergency help scholarship, in accordance with separate rules;
- 4) a friendly fair treatment in an educational process;
- 5) freedom of thoughts and believes, especially connected with school life and religious and ideological believes if they do not hurt other people's well – being;
- 6) developments of interests, abilities and talents;
- 7) a fair, objective and open mark as well as established ways of controlling the progress of study;
- 8) tutoring in case of difficulties in study;
- 9) benefit from psychological, pedagogical and vocational counseling;
- 10) use of school utilities and equipment, educational measures and library in extra-curricular assignments;
- 11) influence the school life by the students' council activities and affiliation with organizations working at school;
- 12) elect and be elected to school organizations;
- 13) know the dates of knowledge - testing exams;
- 14) know every mark graded by the teacher.;

2. Student has the right to appeal to student ombudsman working at school as well as at school superintendent's office, if he/she considers his/her rights were contravened.

3. A student ombudsman at school is a teacher elected by the students' council.

§2

1. A student is required to comply with the provisions of this statute, and in particular his/her obligations include:

- 1) regular and active participation in lessons and school life;
- 2) reliable work on extending his/ her knowledge and abilities;
- 3) observance of the principles of co-existence in relation to peers, teachers and other school employees;
- 4) responsibility for their own lives, health, hygiene and self – development;
- 5) concern for the common good and order at school;
- 6) taking care of the order and appearance of their workplace, the order in the classroom, in the corridor and on school premises;
- 7) changing shoes in the school changing room;
- 8) wearing clean, neat and modest clothes;
- 9) doing their homework, having school equipment and reporting their lack before the lesson starts;
- 10) performing duty in the classroom;
- 11) behaving in a class in the right way, not disturbing others e.g. by using a mobile phone;
- 12) excusing absence from school within the time and in the form specified in the school assessment system.

§3

1. The students can possess a mobile phone or other electronic devices, with their parents' (or legal guardians') and class teacher's consent. However, they can only use them under specific conditions:

- 1) During the lesson the phone must be switched off and put away.
 - 2) The phone or other electronic devices cannot be used to take photos, make videos or recordings.
 - 3) If a student violates the above rules the form teacher has the right to prohibit bringing mobile phones or other electronic devices to school.
2. The school is not responsible for the damage or loss of mobile phones or other electronic devices.
3. Filming and photographing on the school premises is allowed only with the approval of the Headmaster.

§4

1. The students may be rewarded for:

- 1) excellent school results;
- 2) exemplary attendance in the school year;
- 3) outstanding achievements in competitions and contests;
- 4) dedication to working for the benefit of the school or the local community;
- 5) exemplary attitude towards the school responsibilities, peers and adults.

2. The reward may be granted in the following form:

- 1) a praise by the class teacher;
- 2) a praise by the Headmaster;
- 3) the Headmaster's praise in front of the school community;
- 4) a symbolic award or a prize in kind.

3. Prizes may be granted by the Headmaster, the class teacher or the parents' council.

4. The students may be punished by the Headmaster or the class teacher.

5. Prizes and punishments can be also granted when proposals are put forward by teachers, students' self-government and organizations that work at the school premises.

§5

1. Students can be punished for non-compliance with the School Statute regulations and in particular for:

- 1) ignoring the school duties;
 - 2) unexcused absences from class and tests;
 - 3) violation of school rules;
 - 4) disregarding teachers and other school staff;
 - 5) smoking inside and outside the school premises, at school events and trips;
 - 6) drinking alcohol on the school premises and at school events held inside and outside the school premises;
 - 7) using other prohibited substances having a harmful impact on health;
 - 8) improper behavior outside the school premises, especially violating the commonly accepted social norms;
 - 9) behavior making it impossible for the teacher to conduct a class.
2. The forms of punishment may be:

- 1) a reprimand by the class teacher;
- 2) an admonition by the Headmaster;
- 3) a reprimand by the Headmaster;
- 4) transferring to a parallel class;
- 5) transferring to another school by the school's superintendent at the request of the Headmaster.

3. The form teacher's reprimand should be written down in the class register.

4. The Headmaster's admonition and reprimand are administered to the student in a written form signed by the Headmaster, form teacher and school pedagogue (psychologist).

5. A student can be transferred to another school for:

- 1) inappropriate behaviour, hooliganism at or beyond school;
- 2) drug distribution.

6. A student who has turned 18 years old can be removed from the list of students in the following cases:

- 1) for peculiar vandalism at or beyond school;
- 2) for robbery on the basis of a final court sentence;
- 3) for using violence against the teacher and student;
- 4) for distributing drugs;
- 5) for skipping 100 lessons without any justification if educational activities led by the class teacher, other teachers and the Headmaster haven't brought any improvements;
- 6) if a person doesn't start education till 30 September without any justification of absences by the date specified in the school assessment system.

7. In case of deletion from the list of students, proceeding procedures are regulated by the separate document which is approved by a resolution of the pedagogical council.

8. Punishment (penalty) may not be administered later than one week after the student's misconduct was discovered and not later than one month after the time when this misconduct took place.

9. A student can be punished only once for one case of misconduct.

10. While administering the penalty, what is taken into consideration is the kind of misconduct, the degree of guilt and the student's attitude to his/her school responsibilities.

11. If the class teacher gives a reprimand to the student, he/she or his/her parents can appeal against the punishment to the headmaster within 3 days after the reprimand is given.

9a. A student or his/her parents have the right to appeal against penalties described in part 2 p.2-5 to the pedagogical supervision board.

12. The Headmaster makes the decision whether the appeal will be accepted or rejected after consulting it with the students' self-government, class teacher and student ombudsman in the school.

13. If the appeal mentioned in point 10 is rejected, the student or his/her parents have the right to appeal to the student ombudsman at the school superintendent's office.

§6.

The school informs student's parents (guardians) about the rewards granted to him/her or punishments administered.

- Here is a presentation of survey results about rights and responsibilities
<http://www.slideshare.net/canantas2102/students-rights-and-responsibilities-survey-results>

SURVEY

STUDENT RIGHTS AND RESPONSIBILITIES

1. Gender: Male Female

2. Are student rights widely known in your school?

Yes No Don't know

3. Do you know where to find the information on student rights and responsibilities?

Yes No

4. Which of the following student rights do you find the most important? Tick three of them.

- To the freedom of speech
- To study
- To be informed about grades
- To feel safe (physically and mentally)
- To privacy
- To the freedom of belief
- To improve grades
- To be treated with respect
- To pursue interests
- To use school rooms, equipment and teaching aids.

Others (specify what?)

5. Are student rights respected in your school?

Yes No Don't know

6. Are student rights violated in your school?

Yes No Don't know

7. If you have answered 'yes' to the previous question, tick the student rights which, in your opinion, are violated in your school?

- To the freedom of speech

- To study
- To be informed about grades
- To feel safe (physically and mentally)
- To privacy
- To the freedom of belief
- To improve grades
- To be treated with respect
- To pursue interests
- To use school rooms, equipment and teaching aids.

Others (specify what?)

8. Which of the following student responsibilities do you find the most important? Tick three of them.

- To attend classes punctually and regularly
- To obey school rules and regulations
- To prepare for lessons systematically
- To care about the school property
- To respect schoolmates, teachers and other school workers
- To represent school adequately
- To care about physical appearance
- To justify absences
- To help others
- To study
- To have good manners
- To represent school in competitions, events etc.

Others (specify what?)

9. Do you fulfill your school responsibilities?

Yes No It depends on the situation

10. Who can you turn to when your student rights are violated?

- The teacher you trust
- The school headmaster
- Schoolmates/Classmates
- Student organisations
- Parents
- Nobody
- Others

Historical and cultural photos of Polish partners



- Here is an interview with members of students' council at school
http://www.youtube.com/watch?v=R_uk4aDP-4&feature=youtu.be&hd=1
- Here is an interview with district governor in Nisko
<http://www.youtube.com/watch?v=H0XekirBH60&feature=youtu.be&hd=1>

COMENIUS PROJECT

BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN!



Mar 2013

Interview to the District Governor

1. How is youth participation in the structures of the District Council achieved?

There aren't any young people in the structures of the District Council these days. The councilors who represent the district are middle-aged. Yet, the youth are welcome to participate in the meetings held in the District Governor's Office.

2. Is there any project exclusively dedicated to young people in the district?

We are involved in the projects which are dedicated to the whole community of our district as well as the youth. *Comenius, Da Vinci, We Aim At Innovation* are the main projects which young people from our district can participate in.

3. Young people, District Governor's Office, education and sports, what is the relationship?

The relationship is strong as the youth are our top priority. We support these activities through the schools which function in our area. We support associations which are involved in these issues. We offer access to our facilities on the school premises and in other public buildings.

4. What types of support are provided to young people?

The support provided to young people includes scholarships, financial help, awards, distinctions and extracurricular lessons which we pay for and which allow the youth to pursue their interests.

5. What does the District Governor's Office value the most for young people, as far as the educational, recreational, sports areas are concerned?

Of course, education is of the highest value to us, both in an organizational and financial sense. Its expenses are up to 40% of our budget. It's a huge cost. Yet, it's not only for the future of our district, but also for the future of our country. The youth and their education are the apple of our eye and we support them.

6. To what extent do the activities developed by young people contribute to their future?

Apart from the activities undertaken by the District Council in order to provide right conditions for the development of the youth education, it's young people themselves who play an important part. It depends whether they can take advantage of the conditions and circumstances they function in or not. I hope their actions 'll have positive effects in the future.

7. Do you think that young people have all the resources needed to develop their activities?

It's hard to say. These days we have a crisis and lots of financial problems, but as much as we can, we are trying to provide resources the youth can use. Willingness is what counts. Financial conditions are not always the number one priority. They are important as far as facilities are concerned, but willingness, engagement, commitment and love for what one wants to achieve play a more significant role.

8. Despite the crisis that we all live in, do you think that young people have the potential to work and to get their dream jobs, without having to leave our county or the country?

This situation is difficult, especially in our district which has been a rural one so far. That's why there haven't been many vacancies. The society is used to finding work outside the district and today, as we are facing the global crisis in the world economy, a number of inhabitants and young people in particular are leaving the area in search of work and education. They find better opportunities for their individual development in large agglomerations. This is a kind of a trend. Nowadays we can see what used to happen in the West – people, not only the youth but the whole families, are moving out to the area where work can be found easily.

9. Would you like to see a greater involvement of young people? If yes, at what level?

Yes, I would. I appreciate young people very much. I'd like them to be more active in other fields of social life in our district. Apart from education and sport, I wish they were more educated in social issues and showed more involvement in the social life of their surroundings so that they can handle social problems successfully when they come to power in the municipality or district in the future. This civil education and engagement are very useful because the conditions we will live in in our district depend on the attitudes of all of us, including the youth who are our future.

10. Are you optimistic about the future of young people in our district?

Yes, I am. The district offers well-equipped schools, well-qualified teaching staff, conditions in which the youth can be educated and others. I believe young people 'll take advantage of this offer, which will contribute to the welfare of our community.

Group pictures





- Here is a presentation of Polish people in Belgium

<http://www.slideshare.net/canantas2102/polish-people-in-belgian-week>

Polish Logos



- Here is a presentation of Polish people in Greece
<http://www.slideshare.net/canantas2102/polish-people-in-greek-week>

Interaction Photos



- Here is a video of comenius team in Nisko

<http://www.youtube.com/watch?v=46KgDYvDK5I&hd=1>

Quiz on Spain

1. Among Spanish recipes we cannot find: gazpacho, yemista, paella, tortilla
2. Who is the present king of Spain?
Jose Luis Rodriguez Zapatero,
Francisco Franco,
Juan Carlos I de Burbon,
Juan II Castilian
3. The official language spoken all over Spain is:
Galician,
Catalan,
Castilian,
Basque
4. Match capital cities to the regions of Spain:

Toledo	Cantabria
Santander	Andalusia
Vitoria-Gasteiz	Castile
Barcelona	Catalonia
Sevilla	Basque Country
5. The first modern novel was written in Spain. It is
6. Spain has belonged to the European Union since:

1980
1984
1986
1990
7. You have got lost in the city centre. What are you going to do?
8. What do you expect after visiting Spain?

Quiz on Turkey

1. What is the name of the sea that Turkey's northern shore faces?
Caspian Sea
Black Sea
Red Sea
Dead Sea

2. What is the name of Turkey's currency?
- lira
 - dollar
 - dinar
 - drachma
3. What is the state religion of Turkey?
- Islam
 - none
 - Christianity
 - Buddhism
4. How many of the "Seven Wonders of the Ancient World" are located in Turkey?
- 1
 - 0
 - 3
 - 2
5. Turkey straddles two continents, Europe and Asia.
- True
 - False
6. What would be considered a must when you go and visit your next door neighbours?
- to dress formally
 - to take off your shoes when entering
 - to bring flowers for the lady of the house
 - to bring your own food
7. In the course of its long history Istanbul has had various names. Which of these is NOT one of them?
- New Rome
 - Constantinople
 - Byzantium
 - Troy
8. Which of the following is the capital city of Turkey?
- Antalya
 - Ankara
 - Istanbul
 - Izmir
9. When was the Republic of Turkey founded?
- 1905
 - 1923
 - 1919
 - 1876
10. Which of these countries does not share a border with Turkey?
- Armenia
 - Albania
 - Bulgaria
 - Greece
11. What is the approximate population of Turkey?
- 40 million
 - 60 million
 - 80 million
 - 100 million
12. Who was the founder of the Turkish Republic (and its first President)?
- Mustafa Ismet İnönü
 - Mustafa Kemal Atatürk
 - Süleyman Demirel

13. What do you expect of the Comenius trip to Turkey?

Quiz on Portugal

• Portugal joined European Union in 1986.

1. True 2. False

• Portugal is by the Atlantic Ocean and the Mediterranean Sea.

1. True 2. False

• Gaspacho is a traditional Portuguese dish.

1. True 2. False

• Portugal and Spain joined the EU in the same year.

1. True 2. False

• Portuguese flag is composed by two main colours: green and red.

1. True 2. False

• Portugal is bigger in area than Spain.

1. True 2. False

• Portugal is well known abroad for its wine.

1. True 2. False

• 5th October is the national day in Portugal.

1. True 2. False

• There is snow in Portugal.

1. True 2. False

• Aveiro is Portuguese Venice.

1. True 2. False

• Portugal is situated in southern-eastern Europe.

1. True 2. False

• Portuguese national anthem is called 'Vitória'.

1. True 2. False

• The typical Portuguese music is 'salsa'.

1. True 2. False

• The capital of Portugal is Lisboa.

1. True 2. False

• Portugal has 18 000 000 inhabitants.

1. True 2. False

• The two cities from which Portugal originated are Porto and Gaia.

1. True 2. False

• The highest mountain in Portugal is Serra da Estrela.

1. True 2. False

• What do you expect of the Comenius trip to Portugal?

➤ Here is a video of travelling an feelings

<http://www.youtube.com/watch?v=xHA5KFRSSkk&hd=1#>

Group pictures



- Here is some scenery of food market in Germany

<http://www.youtube.com/watch?v=SKqGKBmD7co&hd=1>

SURVEY RESULTS SUMMARY OF ALL PARTNERS

1. Gender: Male 32 Female 38

2. Are student rights widely known in your school?

Yes 54 No 1 Don't know 15

3. Do you know where to find the information on student rights and responsibilities?

Yes 65 No 5

4. Which of the following student rights do you find the most important? Tick three of them.

- To the freedom of speech 36
- To study 18
- To be informed about grades 11
- To feel safe (physically and mentally) 37
- To privacy 13
- To the freedom of belief 20
- To improve grades 5
- To be treated with respect 48
- To pursue interests 5
- To use school rooms, equipment and teaching aids. 10

Others (specify what?)

5. Are student rights respected in your school?

Yes 57 No 10 Don't know 3

6. Are student rights violated in your school?

Yes 10 No 49 Don't know 11

7. If you have answered 'yes' to the previous question, tick the student rights which, in your opinion, are violated in your school?

- To the freedom of speech 2
- To study
- To be informed about grades
- To feel safe (physically and mentally) 3
- To privacy 5
- To the freedom of belief
- To improve grades
- To be treated with respect 7
- To pursue interests
- To use school rooms, equipment and teaching aids. 2

Others (specify what?)

8. Which of the following student responsibilities do you find the most important? Tick three of them.

- To attend classes punctually and regularly 26
- To obey school rules and regulations 38
- To prepare for lessons systematically 8
- To care about the school property 10
- To respect schoolmates, teachers and other school workers 50
- To represent school adequately 2
- To care about physical appearance
- To justify absences 1
- To help others 24
- To study 23
- To have good manners 14
- To represent school in competitions, events etc. 4

Others (specify what?)

9. Do you fulfill your school responsibilities?

Yes 53 No It depends on the situation 17

10. Who can you turn to when your student rights are violated?

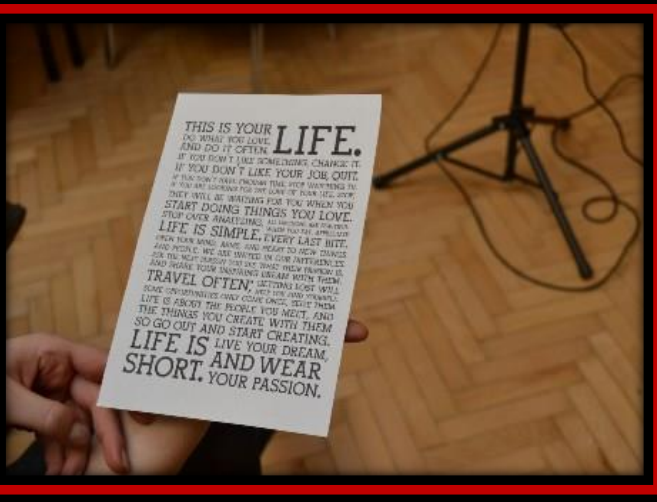
- The teacher you trust 41
- The school headmaster 25
- Schoolmates/Classmates 11
- Student organisations 4
- Parents 22
- Nobody 3
- Others 2

Thank you.

➤ Here is some scenery in Greece

<http://www.youtube.com/watch?v=oYgYy2HH8bE&hd=1>

Topic related pictures





PARENTS TESTIMONIES

Participation in the project has changed our son to a great extent. We've never seen him so much engaged in anything else.

Mrs Pacyna

The visit of foreign guests to our home and town has become an unforgettable experience. Comenius has turned out to be something completely exceptional.

Mr Dudzik

I think that for many young people taking part in Comenius project has been the biggest adventure ever. The youth have reacted spontaneously to the opportunity of getting engaged in the activity. It's something unusual.

Mrs Sempruch

It's a really fascinating experience. For everybody. Thank you.

Mrs Dziadek

It's a pleasure to watch young people learning to cooperate using a foreign language. Participation in the project means a good start to the future of common Europe.

Mr Blicharz

List of Participants to the mobilities

Belgium

Izabella Wiącek Mariusz Habiger Alicja Blicharz Agnieszka Królikowska Barbara Marut

Teachers: Marcin Folta Anna Beetz

Germany

Szymon Stelmach Michał Habigier Agnieszka Dechnik Paulina Dudzik Aneta Puk

Teachers: Marcin Folta Jerzy Stelmach

Greece

Natalia Rybak Mateusz Pacyna Paweł Koćmirski Monika Iskra Angelika Maziarz

Teachers: Marcin Folta Aneta Szybka

Spain

Jagoda Kumik Klaudia Dziadek Paweł Sempruch Mateusz Krawie Wiktoria Warchoł

Teachers: Marcin Folta Radosław Litwin

Portugal

Weronika Żur Karol Karnat Hubert Ślusarczyk Sabina Zielińska Paulina Molicka

Teachers: Anna Beetz Krzysztof Śnieżek

Turkey

Dominika Żur Gabriela Grzybowska Sylwia Kotuła

Teachers: Marcin Folta Anna Beetz

HEADMASTERS' TESTIMONY

„BEEN THERE, DONE THAT AS A YOUNG EUROPEAN CITIZEN“ is the first project run by our school as a part of Comenius programme. When we were to undertake it, we had no idea how many wonderful experiences were awaiting us. The project joining seven different schools from different countries has made our dreams come true. Above all, it's a great opportunity for our students to feel European citizens. It's a special occasion because the end of the project falls on the tenth anniversary of Polish membership in the European Union which our country aspired to for a long time.

The youth and we, the teachers, have got a brilliant two-year lesson of being Europeans, the lesson we will never forget about. We have made new friends. We have become convinced how important it is to be able to learn and speak foreign languages. We have learnt how to cooperate and build a common, multinational and multicultural identity.

It's really hard to express how many benefits our small community has gained. As the headmaster of the school I want to say thank you to everybody who has become engaged in the organisation and realisation of the project.

Jerzy Stelmach





TURKEY



Özel Denizli Doga Anadolu Lisesi is situated in a fascinating area next to the mountain in Denizli. Our school has got trees and animals in its garden making it very distinguished facility in Denizli. We have smart boards and internet connection in all of the classrooms. Thus the students can learn with developed technology. In academic concept, we have T-MBA education model as a unique concept. T-MBA is a teenager version of MBA education for high school students. Students have lessons such as marketing through all academic year and at the end of this time they get their T-MBA certificates which are signed by London Chamber of Commerce. In Denizli Doga High School students cover English lessons according to the CEF levels. Students take Oxford Placement Test and they are placed according to the results. At the end of the year the test is taken again to see how they have improved. Additionally, students can take KET&PET(by Cambridge University) exams in our school.

Briefly, the aim of our school is to provide an individual process within the students' capacities and enhance that capacity to a maximum level. By doing this our students will be multi-lingual, social, and broad-minded valuing local, national and global values.

➤ Here is a presentation of Doga College in Turkey

<http://www.slideshare.net/canantas2102/denizli-doga-college-and-denizli>



**“BEEN THERE, DONE THAT AS A YOUNG EUROPEAN
CITIZEN”**

DENİZLİ DOĞA COLLEGE (TURKEY)



Definition and objectives of Denizli Doga College

Denizlispor FC Denizli College which was one of the successful educational institutions of Denizli has joined Doga College family since 2010-2011 educational year. Denizli Doga College, which has a modern education building and experienced teaching staff, provides many social facilities and sports fields.

Denizli Doga College has all specialties that all Istanbul Doga Schools Campuses have. Denizli Doga College, which has smart board systems in all of its classrooms, is on the way of being the most powerful school of Denizli with its social facilities, indoor-outdoor sports and activity fields and classrooms.

On the basis of “Nature Based Learning” which is unique educational system with its differences and personalized education model; Denizli Doga College has Doga College flag which provides all kinds of physical facilities and technology for students social, sportive, cultural and educational development. Denizli Doga College aims at growing people who are creative and intellectual and creative, participant, has a broad view of science and strong self-confidence at its kindergarten, elementary, secondary and highschools.

RULES AND LEGAL REGULATIONS

- 1) Students are expected to be faithful to Atatürk's revolution and principles and his nationalism, to internalize, save and develop Turkish nation's national, moral, spiritual and cultural values; to love and elevate family, homeland, and nation, to be respectful to human rights, to know and make habit of his/her responsibilities toward the principles of republic's democratic, secular, social and state under the rule of law; to be balanced and healthy in terms of bodily, mental, moral spiritual and emotional, to have a developed personality, power of free and scientific thoughts, broad World view, to have responsibility and grow as people who are constructive, creative and efficient toward the society.
- 2) In this direction students are expected;
 - a) to be faithful and save Atatürk's revolutions and principles
 - b) to obey laws, society's ethic values and school rules
 - c) to be truthful, honest, righteous and hardworking to Show nice and kind attitude; not to say rude words and do behaviours to Show behaviours towards peace, appreciation of value, tolerance, patience, freedom, equivalence and interdependence
 - d) to behave tolerant, respectful to administrators, teachers and other on duties his/her friends and other people and his/her environment; to save the youngs and olders and help the people who are disabled and in need of help.
 - e) not to forget that other people, like himself, are also honoured and respectable members of family of mankind; to treat well to everyone without doing race, colour, sex, language, religion and nation discrimination; to Show the necessary sensitivity to the human rights and freedom and dignity
 - f) to be frugal; to save and not to damage domestic values his/her school and its possessions like his/her personal possessions and pay back when they damage them
 - g) not to use unhealthy and addictive substances, not to be in the places where they are used
 - h) to be far from all types of gambling and places where these kind of games played
 - i) to keep going his/her school and lesson regularly
 - j) to love and save the books, to gain love and habit of reading books, to spend time by doing beneficial Works
 - k) to obey the traffic rules by means of sense of responsibility and to set a good example with his/her behaviours
 - l) to manage their mental, physical and emotional strengths consistently, to develop their self control and ability that makes them efficient with their bodies, minds and emotions, to learn to respect themselves thus to put forward their beings that they developed in a balanced way for the benefit of family, society, homeland, nation and mankind.
 - m) to internalize the human rights and consciousness of democracy and turn them into their behaviours, to be sensitive against cruelty and every kind of exploitation.
 - n) to take part in teamworks with the understanding of total quality management.
 - o) to act in compliance with school, students, parents agreement.
 - p) to take care of human and human health.
 - q) to make a contribution voluntarily and finish the given work in the activities that made in the occasions of war, fire, earthquake and in extraordinary situations similar to them.
 - r) not to attend harmful, dividing, destructive, political and ideological activities. Not to have and use poster, emblem, rosette and publications related to them.
 - s) to use the information technology for the benefits of people, society and education.
 - t) not to use information technology for the purpose of harmful, dividing, destructive, incompatible with society's ethic rules and violence; not to help, produce, have, use and behave in the same direction on virtual media.

- 3) Rules and behaviours that must be obeyed are tried to gain in lessons, ceremonies, meetings, counselling Works and every kind of social activities.
- 4) School administration instruct students and their parents with every kind of communicative way in disobedience to these rules.

GENERAL SCHOOL RULES

- Nothing is put on to the desks except from the school objects, nothing is kept in the cupboards for the hygiene
- No speaking loudly indoor
- No damage to school and other students' belongings, no using others belongings without permission
- Taking care of environmental clean up no giving harm to green fields
- No staying at school out of the school time for any study without getting written permission from parents and getting permission from administrator
- No bringing too much Money and valuable items. Only the student is responsible for being loss of these objects
- No behaviours are done to others, that hurt their feelings, make them sad and disturbing (bantering, nicknaming, gossiping and cyberbullying)
- School and lesson objects are brought completely. No extracurricular object is brought to the class.

In the classroom students;

Be ready in the classroom in time with the necessary equipments

- Seat according to the sitting plan that was decided by the teacher
- Class representative or on duty student coordinates the class before the teacher comes
- Don't disturb the other students and the teacher during the class, just be interested in the subject
- Don't talk without getting permission, don't interrupt the teacher and other students
- Don't damage the materials like pictures, writings etc. which are on the bulletin boards
- Obey the stated rules at group or pairworks
- Do the homeworks, projects on time
- Don't damage the materials and equipments in the classroom and use them carefully
- Don't drink or eat anything in the classroom
- Don't sit in the classroom with coat, jacket, scarf, hat etc.

A) Being late-permission

- It is supposed to be being late entering the classroom after the teacher. In case of being late, it's allowed to enter the classroom by getting permission paper from the coadministator. It's written "late" attached the permission paper to the attendance sheet. Parents are informed by calling them by the counsellor teacher.
- Parents, whose students maket he habit of being late to the classes, are informed by the counsellor teacher.
- Students can get the permission when their parents cal lor come to the school

B) Attendance-nonattendance

- Students have to continue the school
- Students, who don't come to the school totally 20 days without an excusei in a school year are supposed to be unsuccessful.
- The total of the permission given by the school administiration and excusable-nonexcusable absence can't be more than 45 days.
- Students who attend the science, theatre, sports music, folklore, skills competition, activities etc. are supposed to be permitted and this period isn't supposed to be nonattendance.
- Students who attend the domestic activities are permitted by the province or country's director of education, and students who attend the abroad activities are permitted by district official.

C) Examination

**Testing and evaluating*

- Students' success is determined by evaluating the teaching and educating activities on the basis of teaching programme (curriculum) and according to characteristics of the lesson, with written, verbally practically.
- Teacher constantly control and evaluate wether or not the aimed knowledge and skills are gained by those activities.

C) School Uniforms

- School cothes are completed before leaving home
- Doga College reflects its' understanding of education to its' clothes. Our clothes those carry out the institutional logo of Doga College are produced by the firms which work for the worlds' best trademarks from the comfortable, environmental and healty material.
- Nano and hybrid technologies are used for our cothes which are produced by using organic fabric that keep warm in winter and keep cool in summer. These Technologies are first used in an educational institution in our school. Our clothes those have the "thermacool fresh" quality can be washed long periods and organic dyes are used

D) Social clubs

- There are various social clubs in our school in accordance with the students interests and wishes. Club meetings are done every week for one hour. Students join a club and start working.

clubs;

- 1.English club
- 2.History club
- 3.Civil defence club
- 4.Photography club
- 5.Nature sports club
- 6.Debate club
- 7.Science and technology club

I) Students' council

Students announce their candidacy for students council presidency to the teachers on duty in the students council. After defining the candidates, propaganda period begins for one week. In this period candidates make speeches to the students. With the voting of whole students and teachers president of students council is elected. President chooses the vice president, secretary and accountants. They get together regularly to organize their activities. They have meetings with the repsents of each class about their problems and wishes once a month. President makes meetings when needed by the school administiration. They make their announcement to the students when they are gathered by the permission they get from the school administiration. Students council has got a bulletin board in the school. They share the Works that they want to Show with their friends on this board. At the end of each school year, they finish their work by giving the students council presidency report to the school manager.

J) Psychological counselling

Guidance service aims at equip students with the necessary, contemporary, systematic and specialized knowledge in psychological, academic, and social problems that they may encounter in both their personal, social and academic lives.

Our schools' guidance service plays an active role in providing school orientation and directing the parents. By giving various seminars helps students and teachers about solving their problems on every subject they need. It has duties on running the social clubs, students presidency works, counselling hours. It makes surveys about evaluating the works done during the school year, parents comments about the school, finding out the students' expectations.

Translated by Doga Schools Students Council and English Club
Supervised by English Teachers Canan TAŞ and Celal EMER

Posters at school





- Here is an interview of Mayor in Denizli
<http://www.youtube.com/watch?v=plvpcOOibos&hd=1>
- Here is an interview with the members of students' council at school
<http://www.youtube.com/watch?v=P5O05IzE8rA&feature=youtu.be&hd=1>

Turkish Logos



- This a presentation of the first year of our project. It has shown in a gala in İstanbul to dissemination.

<http://www.youtube.com/watch?v=-NeA2eiE7OE&hd=1>

- Here is a video of the song we sang in Poland

http://www.youtube.com/watch?v=tzMlz_-sPM8&list=UUNSAFebhwhvmnPZmGtvALTW&hd=1

PICTURES IN BELGIUM



PICTURES IN GERMANY





PICTURES IN GREECE

Our national dance HARMANDALI



Atatürk's House



PICTURES IN SPAIN



PICTURES IN PORTUGAL



PICTURES IN POLAND



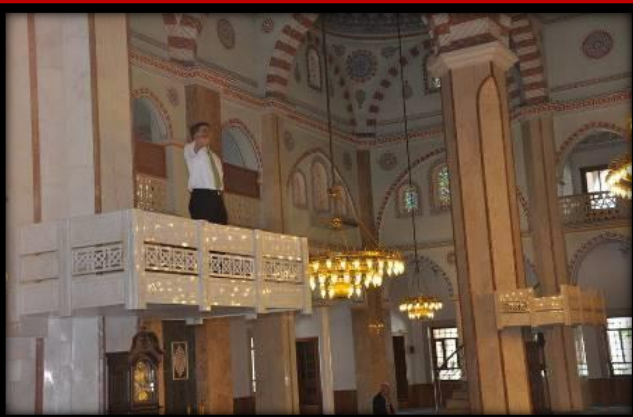
Visit to district governor

PICTURES IN TURKEY

Historical&cultural pictures



Visiting Pamukkale



Visiting Ulu Mosque and listening to Ezan



Shopping at Babadaglılar Historical Bazaar



Visiting Pamukkale



Visiting Kaklık Cave



visiting Laodikea





Visiting Pamukkale, Laodikea, Kaklık Cave

Topic related photos



Visiting Mayor of Denizli



Teachers' meeting

Interaction photos





School activities



Paper marbling



Dancing



Reading a poem 'Bir Dostu Olmalı İnsanın'

➤ Here is a link for the performance of this poem

<http://www.youtube.com/watch?v=rSXBdXa-ph4&feature=youtu.be&hd=1>

Translation of the poem

You must have a real friend
When you wake up tearing out of your bed
S/he must listen to you without asking
S/he must understand what you feel even if you don't speak
You must always feel that s/he is there for you
S/he must enfold you in his/ her safe arms
You could tell her/him your secrets
You could show him/her your deepest wounds without hesitating
A real friend who knows about you better than you
Confidant who trusts you more than you trust yourself
And when you cry
s/he must drop tears as well
I have such a real friend
Whom I know h/she is beside me all the time even if I don't see her/him often
We worked together
We ran together the difficult racetrack of the last two years
We laughed a lot together along the road
We shared our bread and pain
Again we came together
We were determined to change the destiny of our countries.
Actually at such times a person should have a real friend
You must hold your hands with trust
And you could say we are together
We have such friends (altogether)



Some cookies from kindergarden students to our guests and Drama – a typical wedding ceremony in Turkey





Planting our comenius forest

SURVEY

STUDENT RIGHTS AND RESPONSIBILITIES

1. Gender: Male - 6 Female - 4

2. Are student rights widely known in your school?

Yes - 9 No - 0 Don't know - 1

3. Do you know where to find the information on student rights and responsibilities?

Yes - 9 No - 1

4. Which of the following student rights do you find the most important? Tick three of them.

- To the freedom of speech 4
- To study 2
- To be informed about grades 2
- To feel safe (physically and mentally) 8
- To privacy 3
- To the freedom of belief 1
- To improve grades 0
- To be treated with respect 8
- To pursue interests 0
- To use school rooms, equipment and teaching aids. 2

Others (specify what?) - 0

5. Are student rights respected in your school?

Yes - 9 No - 0 Don't know - 1

6. Are student rights violated in your school?

Yes - 1 No - 7 Don't know - 2

7. If you have answered 'yes' to the previous question, tick the student rights which, in your opinion, are violated in your school?

- To the freedom of speech 0
- To study 0
- To be informed about grades 0
- To feel safe (physically and mentally) 0
- To privacy 1
- To the freedom of belief 0
- To improve grades 0
- To be treated with respect 0
- To pursue interests 0
- To use school rooms, equipment and teaching aids. 0

Others (specify what?) - 0

8. Which of the following student responsibilities do you find the most important? Tick three of them.

- To attend classes punctually and regularly 5
- To obey school rules and regulations 8
- To prepare for lessons systematically 0
- To care about the school property 2
- To respect schoolmates, teachers and other school workers 7
- To represent school adequately 0
- To care about physical appearance 0
- To justify absences 0
- To help others 1
- To study 4
- To have good manners 4
- To represent school in competitions, events etc. 0

Others (specify what?) - 0

9. Do you fulfill your school responsibilities?

Yes - 7 No - 0 It depends on the situation - 3

10. Who can you turn to when your student rights are violated?

- The teacher you trust 8
- The school headmaster 2
- Schoolmates/Classmates 3
- Student organisations 0
- Parents 2
- Nobody 0
- Others 0



Program of Turkish Week

Monday 5th May

Arrival of the groups

Tuesday 6th May

8:15	Meeting at school
09:00	Official welcoming at school and Tour of our school
09:30	Presentation about our education system
11:00	Meeting for teachers (final report) & workshops for students
13:00	Lunch at school
14:00	Meeting for teachers (final report) & workshops for students (dance-art-horseriding)
15:00	Free time
	Dinner at Tugçe's

Wednesday 7th May

08:15	Meeting at school
09:00	Turkish lessons at conference hall
11:00	Attendance to classes
13:00	Lunch at school
14:00	Departure for City tour, Visit to Ulucami, Kaleiçi (traditional bazaar), Babadağlılar bazaar, A walk through Çınar Street.,
17:00	Meeting with Mayor
20:00	Barbekü for sts at Onat's

Thursday 8th May

08:15	Meeting at school
9:00	Departure for Kaklık Cave
11:00	Laodikea
13:00	Packed Lunch
14:00	Visit to Karahayıt, Pamukkale, Hierapolis, Travertines
19:00	Free time

22:00 Returning forhome

Friday 9th May

08:15: meeting at school

09:00 planting of ComeniusForest

10:00 workshops (preperation for the evening)

13:00 Lunch at school

14:00 HAIKU Competition

Free time

17:00 Festivity

Saturday 10th May

Departure of partners

Teachers' hosts

Country	Arrival	Departur e	teachers	hosts
Belgium	18:30	08:15	Sabine CALLENS	Celal EMER
TK2578			Benoît URBAIN	HULUSİ ÇÖL
Greece	0035:	08:15	Theodora GRAMMATIKOU	CELAL EMER
			Makrina TOURPTSOGLOU	Umut ŞAHİN
Spain	00:45	05:50	Jonathan olive CARJAVAL	ERGİN VARDAR
			Carmen RUBIO	Canan TAŞ
Germany	4may 18:30	05:50	Julia FRIEDRICH	Hepgül VARDAR
			Sylvia FRIEDRICH	CELAL EMER
Portugal	23:25	11may05 :50	Maria Clara SANTOS	PAÜ
TK2580			Rui MARTINS	PAÜ
Poland	18:15izm ir	19:15izm ir	Marcin FOLTA	Hulusi ÇÖL
			Anna BEETZ	Cevriye DEMİREL

Students' hosts

COUNTRY	STUDENT	EMAIL	HOST	E-MAIL
BELGIUM	Constance Dejonghe	constancedejonghe@hotmail.com	EDANAZ SARI	zac_vani@hotmail.com
	Liétaert Gaétane	sakuracdc@yahoo.fr	GÖRKEM VURUŞKAN	efev123@gmail.com
	Ketsman Ruben	ruben.ketsman@hotmail.be	FURKAN KARAKAŞ	furkan_jb@hotmail.com
	Mathias Ferrari	Mathiaslaclasse2@hotmail.com	ONAT TİRİT	onat0522@hotmail.com
	DanaëSiperius	gaga-tise@live.be	FİLİZ KEYSAN	filiz.kys@gmail.com
GREECE	AsiminaLazaridou	Facebook	SİNEM SOLAK	siindii.s18@gmail.com
	Christiana Athanasiadou	athanasiadouchristiana@gmail.com	EDA BİLGETEKİN	eda__bilgetekin__@hotmail.com
	Katerina Tassiouli	kate.sparkle.22@gmail.com	ONAT TİRİT	onat0522@hotmail.com
	Matthildi Monastiridou	mattmon412@gmail.com	FİLİZ KEYSAN	filiz.kys@gmail.com
	Kalliontzi Myrsini	myrka4080@hotmail.gr	ESRA ETLİ	es_gs_98@hotmail.com
POLAND	SylwiaKotuła	www.sylwiak-1996@tlen.pl	MESUT ER	m.er@gmx.net
	Gabriela Grzybowska	dabi435@wp.pl	EZGİ ORHAN	ezg-orhan@hotmail.com
	Dominika Zur	www.dominikazur1@wp.pl	SİNEM SOLAK	siindii.s18@gmail.com
PORTUGAL	PedroPinto	pedro.pinto2505@gmail.com	KORAY TURGUT	korayturgut@live.de
	Rita Isabel Nunes Pacífico	rita-pacifico@hotmail.com	ONAT TİRİT	onat0522@hotmail.com
	JoãoSilva	joaopedrorosasilva@hotmail.com	İBRAHİM ÇABAR	gs_ibrahim_1997@hotmail.de
SPAIN	Marina Medina Muñoz	marina-rute@hotmail.com	MİRAY ERTEN	oleaspor@hotmail.com
	Sofía Medina Fernández	sofiamedina78@gmail.com	EDA BİLGETEKİN	eda__bilgetekin__@hotmail.com
	Juan José Toro Gómez	juanjiyo1@hotmail.com	AYSU BİLGİ	aysu_bilgi@outlook.com
GERMANY	RiekeUmlandt	rieke.umlandt@googlemail.com	MİRAY ERTEN	oleaspor@hotmail.com
	StinaMartheLoubier	stina@loubier.de	TUĞÇE ORHAN	tugceorhn@hotmail.com

Jan Regenbogen

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com

OGUZCAN BEREKET

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Lena Greiner-
Stürmer

Lena.g-st@gmx.de

ÇAĞATAY SAMANLI

cagataysamanli96@hotmail.com

Press release



Doğa Koleji önemli bir projeye ev sahipliği yaptı

Avrupa Birliği Ulusal Ajans İA Comenius projesi kapsamında, Belive it or Not başlıklı 'Sekiz ortaklı bu projenin Türkiye partneri olan koordinatörü-görevi İngilizce öğretmeni Arzu Akın Cem'in yürüttüğü Doğa Koleji Anadolu Lisesi yedi ülke öğrenci ve öğretmenlerini toplam 39 konuk misafir etti. Dolu dolu bir program ile Türk misafirperverliği çerçevesinde konuklarını memnuniyet ile yaladı.

Programda seminerler, vaka oyunları, tiyatro gösterisi, türk gecesi, akşam yemeği, turu kurma, bang duvan oluşturma gibi değişik etkinlikler bulunurken, Simce Papazın evi, Meryem ana, Elif Harabeleri, camilerimiz ve müzik anımsamaları ziyareti de yapıldı. Vali Yardımcısı Halil Canavar valilik ziyaretini sırasında İlimiz, AB Projesi ve diğer bilgiler verirken, çeşitli hediyeler de sundu.

Öğrencilerimiz, sabun, kolonya, elbise gibi değişik ürünler ortaya koyarken, kına yakma, voleybol, basketbol

tutma ve diğer etkinlikler gibi etkinliklerde bulundular. Teyar başlığı, BİON duvarı yapıldı.



Bugün 10 Mayıs 2014 Cumartesi

RESMİ İLANLAR

Üye Girişi

Bize Ulaşın

Künye

Reklam

Ana Sayfa

Hizmet

GÜNLÜK SİYASİ GAZETE



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SPOR

YAŞAM-İNSAN

KENT-İLÇELER

CHP

AKP

MHP

EKONOMİNİN DİREKSİYONU DENİZLİ'NİN ELİNDE



Denizli Doğa Koleji'nin davetlisi olarak ilimize gelen 6 ülkeden toplam 35 öğrenci ve öğretmen, Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu'nu makamında ziyaret etti.

Denizli Doğa Koleji'nin davetlisi olarak ilimize gelen 6 ülkeden toplam 35 öğrenci ve öğretmen, Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu'nu makamında ziyaret etti.

'Aktif Vatandaşlık Projesi' kapsamında Denizli'ye gelen öğrencileri, Merkezefendi Belediye Meclis salonunda kabul eden Başkan Muhammet Subaşıoğlu, öğrencilerle sohbet ederek projeleri hakkında bilgi aldı. Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu'na 'Aktif Vatandaşlık Projesi hakkında bilgi veren öğrenciler, proje kapsamında Belçika, Almanya, İspanya, Polonya, Portekiz ve Yunanistan'dan toplam 35 öğrenci ve öğretmen geldiğini ifade ederek, Başkan Muhammet Subaşıoğlu'na ilgi ve alakasından dolayı teşekkür etti. Ziyaretten dolayı duyduğu memnuniyeti dile getiren Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu'da Merkezefendi Belediyesi ve Denizli hakkında öğrencilere bilgi vererek, "Denizli'nin iki büyük ilçelerinden bir tanesi Merkezefendi ilçesidir. Bugün 262 bin nüfusu ile birçok ilden büyük bir ilçenin belediye başkanlığı görevini yürütüyorum. Denizli ekonomisi olarak tekstil ve mermer sektöründe yoğunlaşmıştır. Denizli istihdam konusunda da diğer illere göre çok iyi durumdadır. Şuanda 190 bin kayıtlı çalışanıyla işsizliğin olmadığı bir kenttir. Avrupa ülkelerinde olduğu gibi Türkiye'de ekonomik anlamda en güçlü ülkelerden bir tanesi. Ekonomi bakanımız da Denizli'de Belediye Başkanlık görevini yapan Nihat Zeybekci'dir. Kısacası Türkiye'nin ekonomi direksiyonu Denizlililerin elinde" dedi. Konuşmaların ardından Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu, öğrencilerin sorularını yanıtladı.

7/5/2014



HAMİT TEKKANAT
BU İŞTE BİR GATA
KULLI VARMİŞ!



AYFER
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Bütün suç
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HABER ARŞİVİ

BAĞLANTILAR

- Denizli Valiliği
- Denizli Emn. Müd.
- Milli Eğitim Müdürlüğü
- TC Kimlik No. Öğrenme
- Vergi No. Öğrenme
- Telefon Rehberi
- SSK
- Emeklilik Tarihi
- Motorlu Taşıtlar Vergisi





Ana Sayfa Belediyemiz Haberler Projelerimiz Kültür Sanat Bilgi Edinme Mevzuat İletişim Arama

Benzer İçerikler

-  DESOBTAN MERKEZEFENDİ BELEDİYESİNE ZİYARET
-  BAŞKAN SUBAŞIOĞLU'NDAN ANNELER GÜNÜ MESAJI
-  Merkezefendi AK Parti İlçe teşkilatından Başkan Muhammet Subaşıoğlu'na tam destek. Subaşıoğlu'nu ülkemize gelen yabancı öğrenciler ziyaret etti
-  Mayıs ay Meclis toplantıları sona erdi.
-  MERKEZEFENDİ BELEDİYESİ İŞYERİ AÇMA ÇALIŞTIRMA RUHSATLARINI VERMEYE BAŞLADI
-  Merkezefendi Belediyesi Meclis Toplantıları Devam Ediyor
-  Merkezefendi Belediyesi'nde Ruhsatlar Verilmeye Başlandı.
-  MUHARİP GAZİLER DERNEĞİNDEN BAŞKAN SUBAŞIOĞLU'NA ZİYARET
-  Merkezefendi Belediye Personeline Hizmetçi Eğitim Semineri Düzenledi

Subaşıoğlu'nu ülkemize gelen yabancı öğrenciler ziyaret etti

Denizli Doğa Kolejinin davetlisi olarak ilimize gelen 6 ülkeden toplam 35 öğrenci ve öğretmen Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu'nu makamında ziyaret etti. "Aktif Vatandaşlık Projesi" kapsamında ilimize gelen öğrencileri Merkezefendi Beledi Meclis salonunda kabul eden Başkan Subaşıoğlu, öğrenciler ile sohbet ederek projeleri hakkında öğrencilerden bilgi aldı.

07.05.2014



Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu'na "Aktif Vatandaşlık Projesi" hakkında bilgi veren öğrenciler, proje kapsamında Belçika, Almanya, İspanya, Polonya, Portekiz ve Yunanistan'dan toplam 35 öğrenci ve öğretmen geldiğini ifade ederek, Başkan Muhammet Subaşıoğlu'na ilgi ve alakasından dolayı teşekkür etti.

Ziyaretten dolayı duyduğu memnuniyeti dile getiren Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu'da Merkezefendi Belediyesi ve Denizli hakkında öğrencilere bilgi vererek, "Denizli'nin iki büyük ilçelerinden bir tanesi Merkezefendi İlçesidir. Bugün 262 bin nüfusu ile birçok ilden büyük bir ilçenin belediye başkanlığı görevini yürütüyorum. Denizli ekonomisi olarak tekstil ve mermer sektöründe yoğunlaşmıştır. Denizli istihdam konusunda da diğer illere göre çok iyi durumdadır. Şuanda 190 bin kayıtlı çalışanıyla işsizliğin olmadığı bir kenttir. Avrupa ülkelerinde olduğu gibi Türkiye'de ekonomik anlamda en güçlü ülkelerden bir tanesidir. Ekonomi Bakanımız da Denizli'de Belediye Başkanlık görevini yapan Nihat Zeybekçi'dir. Kısacası Türkiye'nin ekonomi direksiyonu Denizlililerin elindedir" dedi.

Konuşmaların ardından Merkezefendi Belediye Başkanı Muhammet Subaşıoğlu, öğrencilerin sorularını yanıtladı.



Millete efendilik yoktur. Hizmet etme vardır. Bu millete hizmet eden, onun efendisi olur. (M. Kemal Atatürk)

Borç Tahsilat



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Defin Bilgileri



Büyükşehir Belediyesi Şehir Kameraları



Nöbetçi Eczaneler



Denizli Sanal Tur

Press release

PARENTS' TESTIMONIES

In Poland Trip Comenius project is very important for my son and our family, new cultures and new places. When my son came from Poland, he was more sociable and more enterprising. The family with whom he stayed behaved him really sincere and friendly. We can't wait for comenius Turkey because we will show them the Turkish culture and a sample of Turkish family. It will be really good for my son. He will always speak english and it will be good for his skills, thanks to Canan Tas. When my son met to her. He loved and got interested in english and he discovered his own abilities. My son was in another country but we felt really relaxed because we trusted our teacher too much.

Furkan's family

My name is Birsal Er. I'm a 40 years old housewife from Denizli. In my opinion this multicultural project is a good chance to learn from other cultures' new things. The Comenius Project helps our children increase their English speaking skills and perform social integrity with students from all over the world. Thanks a lot.

Mesut's family

I like the fact that you made an excursion to an other country, because in my opinion it is the best way to increase you're own level. Talking to different people out of different country's with different accents is more challenging and also much more funny than just sitting in a school class and reading out of books... "Learning by doing"

I also like that you combined everything with different activities. Visiting a concentration camp as example. Getting a little bit of a sense, a little idea what happened to all these people will maybe let you think twice about how you will treat other people. And it educates you in history, increases you language abilities in a very specific and technical form. Talking about actual news, problems or crisis with totally different people from all over the world had maybe showed you a point of view you never realized before. And i'm sure this also opened and extended you're own horizon. Grab those kind of chances whenever you can.

Sinem's family

COMENIUS PROJECT



Been There, Done That, As A Young European Citizen

2012-2014

Student -Teacher Participation

MOBILITY	PARTICIPATION	
	Students	Teachers
Lessines – Belgium (5 th to 10 th November 2012)	İlayda Başbuğ Mesut Er Erkin Erdoğan Hazal Ertemur	Canan Taş Seda Kapucu
Marne – Germany (11 th to 16 th March 2013)	Nasuf Onat Tirit Tuğçe Orhan Aziz Oğuzcan Bereket Arhan Uluköy İbrahim Çabar	Canan Taş Celal Emer Özge Eray Altun
Giannitsa – Greece (15 th to 20 th April 2013)	Tibet Söyler Erkin Erdoğan Ömer Deniz Gülbay Mustafa Özpek Kuzey Aşçıoğlu	Canan Taş Bircan Kaymakçı Özkan Üreyen
Rute – Spain (21 th to 26 th October 2013)	Çağatay Samanlı Hevval Akan Semih Mutçalı	Canan Taş
Montijo – Portugal (13 th to 18 th jan 2014)	Aysu Bilgi Zeynep Zünbülcan Edanaz Sarı Ezgi Orhan	Canan Taş
Nisko – Poland (10 th to 15 th March 2013)	Sinem Solak Furkan Karakaş	Canan Taş

Headmistress' words

As the principal of Doğa School, I am glad to host such an academically and culturally fruitful organization with which our students have chance to express themselves as European citizens and introduce our culture to others. It is quite pleasing to see how our students improve their knowledge and skills to use a foreign language besides their social connections. I think it is the best way for youngsters to improve their personal qualities while they are acquiring great amount of knowledge and exploring the countries all around Europe. The most gratifying side of this organization is the feedbacks from the parents of the students who have opportunity to experience Comenius project. All the parents have a consensus about how beneficial the project was for their children; and they believed that the students will never forget those memories forever. That is why, we, as Doğa School, desire to take part in this kind of projects again as soon as possible...

Saide Beyhan TURÇUT



The end

