

Erasmus+ 2023-24

“Open to the World”

Dissemination to the whole school
after the visits & students' mobilities
June 2024

Erasmus+

Erasmus+ is the European Union's programme to support education, training, youth and sport in Europe. It follows the objectives of the European Education Area 2025. Every year there is a new call for Erasmus+ grants.

Priorities of the program:

- Inclusion and diversity
- Digital transformation
- Environment and fight against climate change
- Participation in democracy

Our Erasmus+ project “Open to the world”

A short-term project (KA122)

15 months: from October 2023 to December 2024
with the participation of 4th ESO students and teachers

Objectives of our Erasmus+ project

01

Internationalization

The contact with other schools improves students' skills in foreign languages

03

Collaborative art

To acquire a more global perspective, more democratic and open

02

Sense of community

To increase the participation of families and make students feel they “are” rather than they “go” to the school

04

Environment

Concern to improve spaces and make progress towards a more sustainable school

Selection of students

54 students applied - 27 students selected after the form



Co-funded by
the European Union

Formulari de participació al projecte Erasmus+

L'opció per desar està desactivada

* Indica que la pregunta és obligatòria

DADES PERSONALS

Nom i cognoms *

La vostra resposta _____

Grup classe *

La vostra resposta _____

El programa Erasmus + promou la participació de joves amb menys oportunitats. *
Et consideres un/a jove amb menys oportunitats? En aquest cas, si us plau, detalla en quina situació de les 7 possibles et trobes, i descriu-la, si cal, a l'apartat "altres".

- Obstacles socials (discriminació per motius de gènere, ètnia, religió, orientació sexual, discapacitat... / precariatat / (ex) infractors o abusadors de drogues /famílies monoparentals o orfes)
- Obstacles econòmics (joves amb baix nivell de vida, dependència del sistema, en atur, sense sostre, amb problemes financers...)
- Obstacles geogràfics (habitar en regions perifèriques, en zones urbanes problemàtiques o en zones rurals o remotes)
- Dificultats educatives (dificultats d'aprenentatge, desmotivació, abandonament escolar...)
- Diferències culturals
- Problemes de salut
- Discapacitat (mental, física, sensorial)
- No em considero un/a jove amb menys oportunitats
- Altres: _____

MOTIVACIÓ PER PARTICIPAR EN EL PROJECTE

Aquest és l'apartat més important, la motivació per anar a qualsevol és el que millor assegura que l'intercanvi sigui un èxit.

Escriu les raons per les quals vols fer aquest intercanvi. *

La vostra resposta _____

Què pots aportar al projecte? Quines habilitats i capacitats tens? *

La vostra resposta _____

Què esperes del projecte? Què t'aportarà a tu participar-hi? *

La vostra resposta _____



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Erasmus+ visits from foreign schools

01 AFG

*Anne-Frank Gymnasium,
Aachen, Germany*

14th – 20th January 2024

10 students &
2 teachers



02 Nilüfer

*Nilüfer Anadolu İmam Hatip
Lisesi, Bursa, Turkey*

27th January –
11th February 2024

2 students & 1 teacher
International
Baccalaureate

03 BAL

*Bursa Anadolu Lisesi,
Bursa, Turkey*

27th January –
3rd February 2024

5 students
& 2 teachers



Erasmus+ mobilities

01 AFG

*Anne–Frank Gymnasium,
Aachen, Germany*

14th – 20th April 2024

9 students & 2 teachers



02 BAL

*Bursa Anadolu Lisesi,
Bursa, Turkey*

11th – 18th May 2024

9 students & 2 teachers



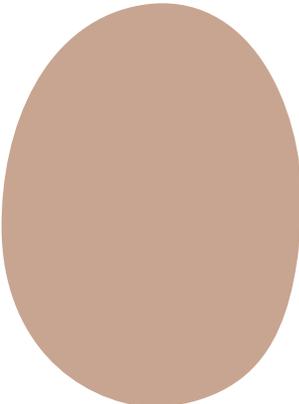
03 F.Estève

*Lycée des Métiers de l'Automobile et
du Transport Frédéric Estève,
Mont-de-Marsan, France*

26th May – 1st June 2024

9 students & 2 teachers





Tasks previous to the mobility

01 Anne-Frank-Gymnasium, Germany

Objective: COLLABORATIVE ART

**To acquire a more global perspective,
more democratic and open**

**TASK: Collection of some of the artistic
activities in the high school**

SOME OF OUR ARTISTIC ACTIVITIES



1ST ESO

Piet Mondrian

Imitate a picture by Piet Mondrian using different techniques as part of a cross-curricular project



1ST ESO

Artistic Literary Project

Theatre performance and poster about a book as well as a musical presentation



2ND ESO

The Adventures of Ulysses

Theatre performance with atrezzo and dramatization in a school trip to Empúries.



2ND ESO

Sant Jordi's Bookmark

Design of a creative bookmark for the festivity of Sant Jordi as part of the syllabus in Art class



3RD ESO

Drawing into Poems

Cross-curricular group activity where students record a video reciting and drawing a poem



3RD ESO

Poetry recital

Performance of poems in different languages with a storyline guided by professionals from Liceu Opera House



3RD ESO

Posters against food waste

Awareness campaign to promote the importance of healthy eating habits and to reduce food waste



4TH ESO

Let's be scientists!

Short theatre performances to show the life and discoveries of outstanding scientists to lower grades



4TH ESO

No Mobile Phones

Posters for the awareness campaign in school to remind students that mobiles are not allowed at school



ALL
GRADES

Sant Jordi Literary Contest

April 23: Literary contests in all including poetry, short stories, blog entries, advertising posters, podcasts and photographs. Concerts, roses, talks, games and roses...

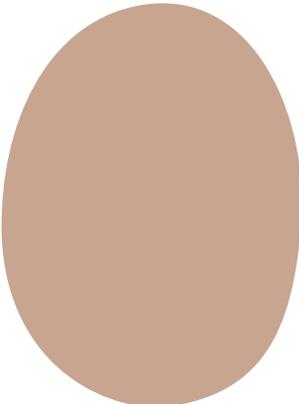


ALL
GRADES

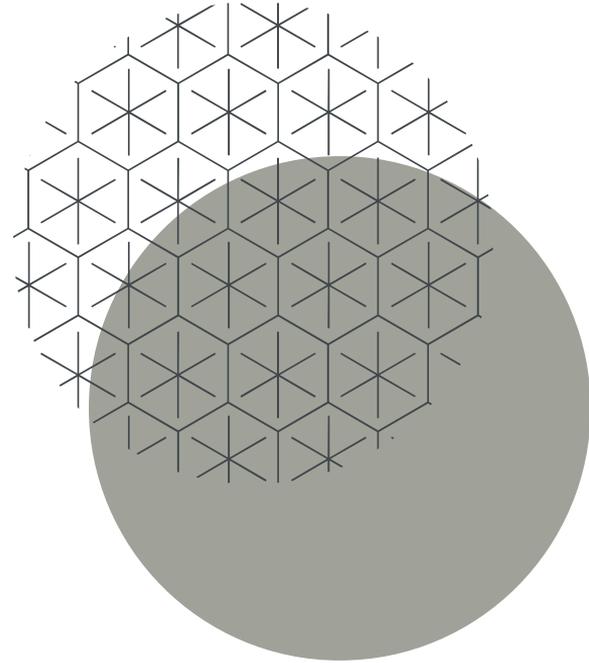
Carnival & Corpus Festivity

Performances of dances by every group class in which students are dressed up for Carnival. Design of flower beds for Corpus in the town.





Tasks during the mobility

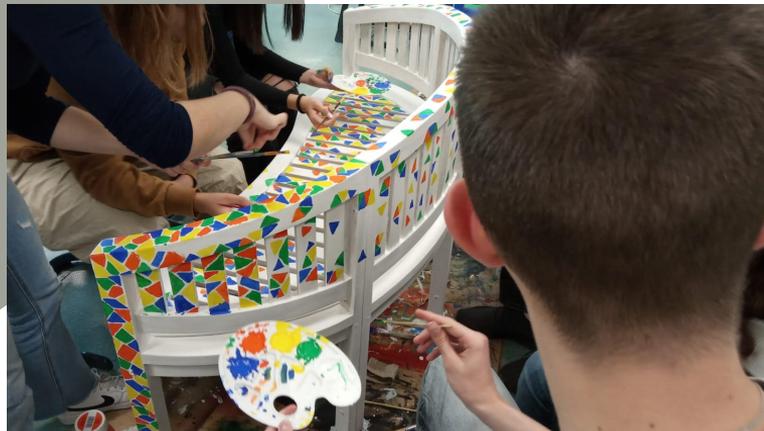


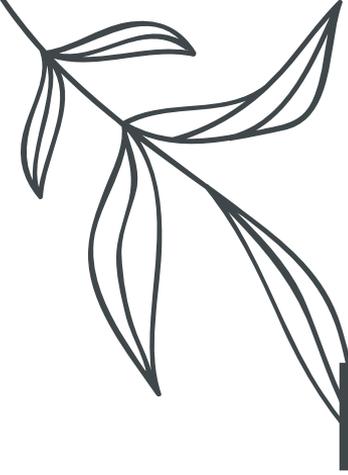
01 Anne-Frank-Gymnasium, Germany

Artistic projects

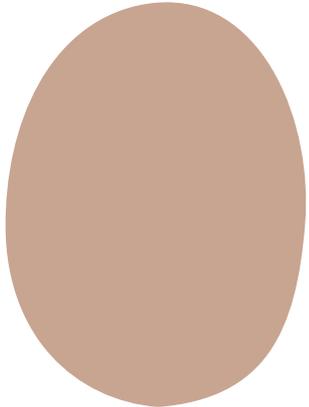
PROJEKTE / PROJECTS

- Botanical garden → Boxes
Benjamin, Jakob, Marvin
- Sitting area → Shopping plants
Philipp, Louis, Kaiya
Hannah und Gina
- building benches
Finja
- painting them in Gaudi style
Lion, N/S, Herzog, Max
- Arts projects → combining photos
with poetry
Anna, Alha, Aura, Nic, Miriam,
David and Bruno, Ana P.
Hector
- Whatever ideas we have ...





Tasks previous to the mobility



02 Bursa Anadolu Lisesi, Turkey

Objective: SENSE OF COMMUNITY

To increase the participation of families and make students feel they “are” rather than they “go” to the school

TASK: surveys of opinion to students, families and teachers

Survey of opinion to families



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the European Union

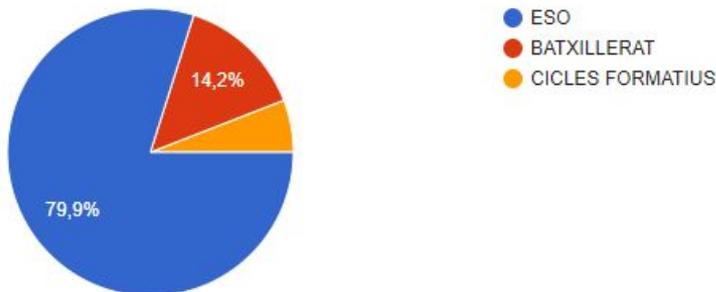
Enquesta Erasmus+ 23-24 (famílies)

Escull del 1 al 10 tenint en compte que 1 és gens i 10 és molt.

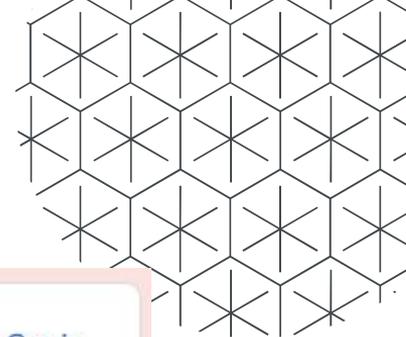
A quin nivell educatiu pertany el vostre fill o filla?

204 respostes

 Copia



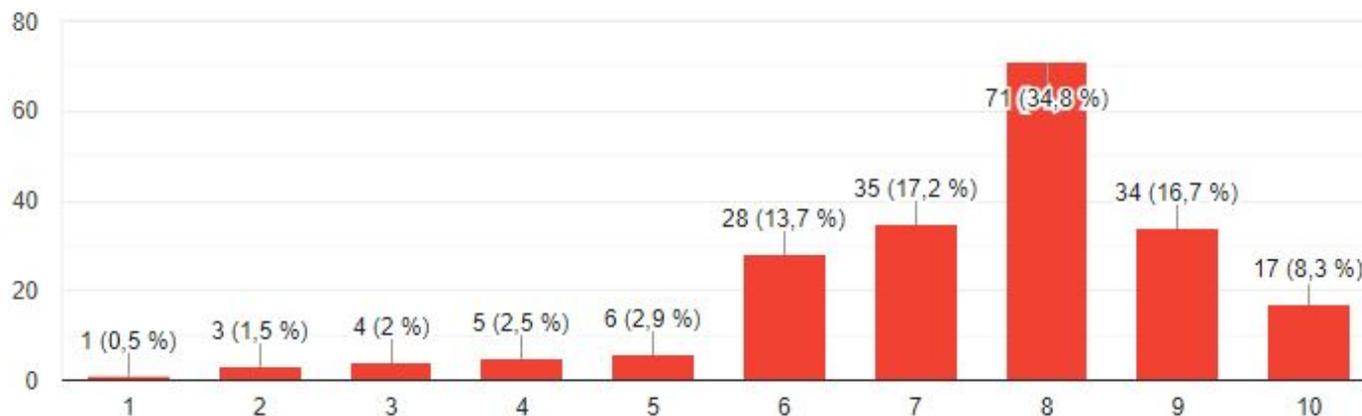
Survey of opinion to families



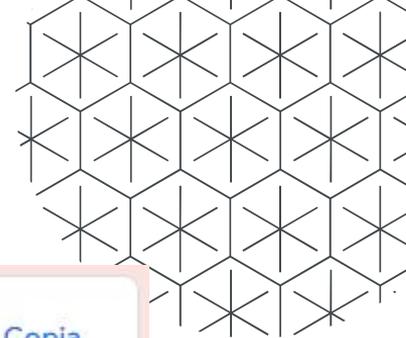
Creieu que el vostre fill o filla està a gust a l'Institut? (li agrada l'ambient, està bé amb els companys/es i el professorat...)



204 respostes



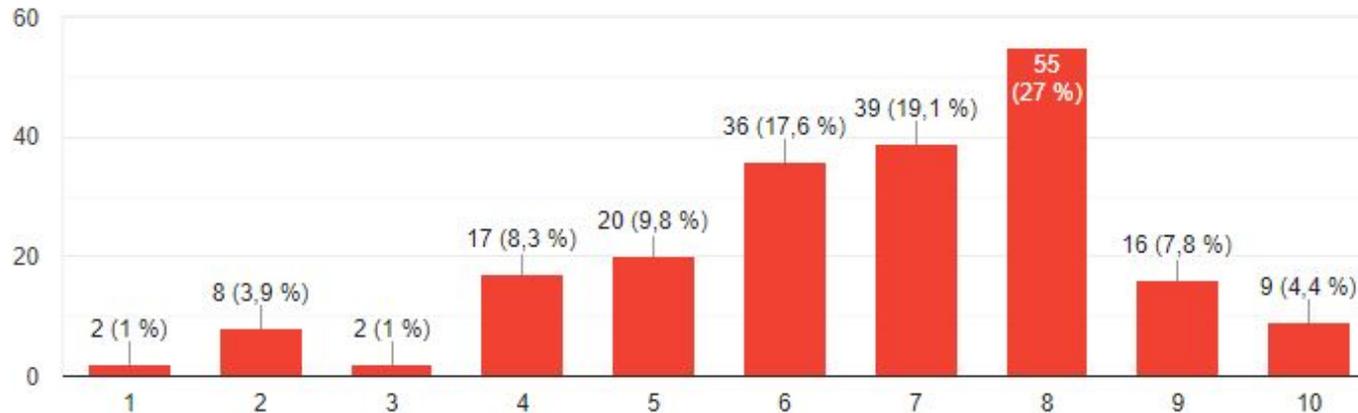
Survey of opinion to families



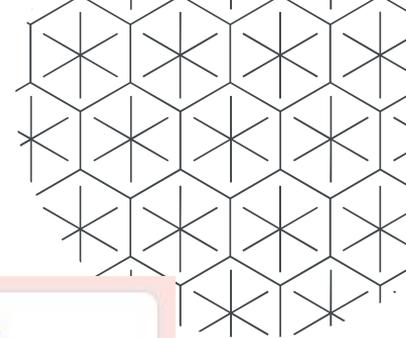
Penseu que al vostre fill o filla li agrada la metodologia de treball, les diferents matèries i l'atenció i seguiment que rep?



204 respostes



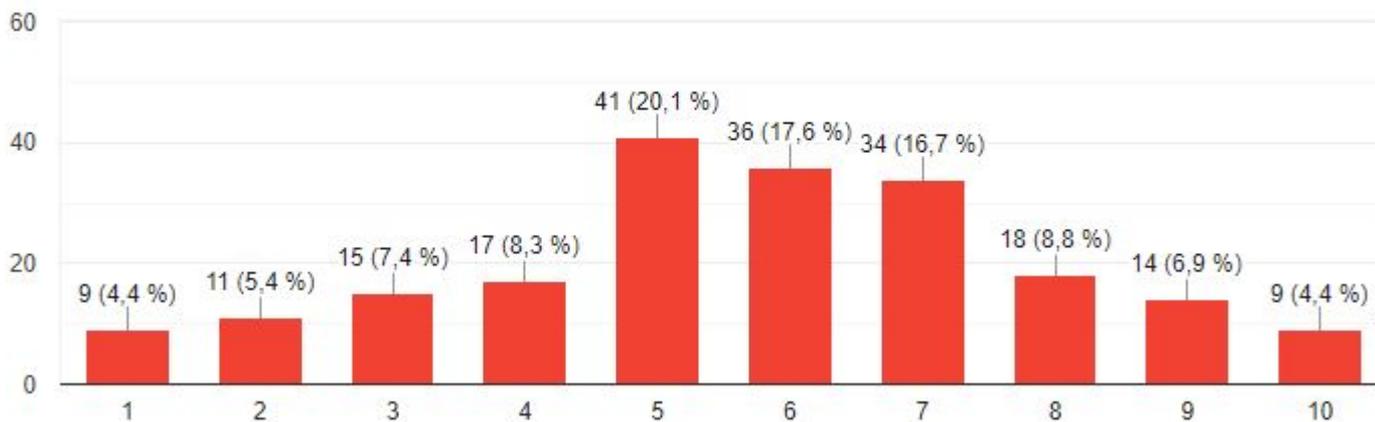
Survey of opinion to families



Com a família sentiu que formeu part de l'Institut, que hi esteu implicats/des?



204 respostes



Survey of opinion to students



Co-funded by
the European Union

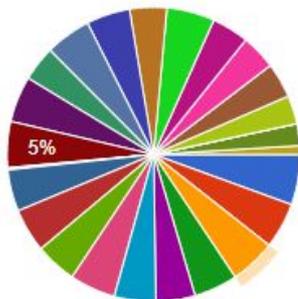
Enquesta Erasmus+ 23-24 (alumnat)

Escull del 1 al 10 tenint en compte que 1 és gens i 10 és molt.

Indica el teu grup - classe

416 respostes

 Copia



- 1r ESO A
- 1r ESO B
- 1r ESO C
- 1r ESO D
- 1r ESO E
- 2n ESO A
- 2n ESO B
- 2n ESO C

▲ 1/4 ▼



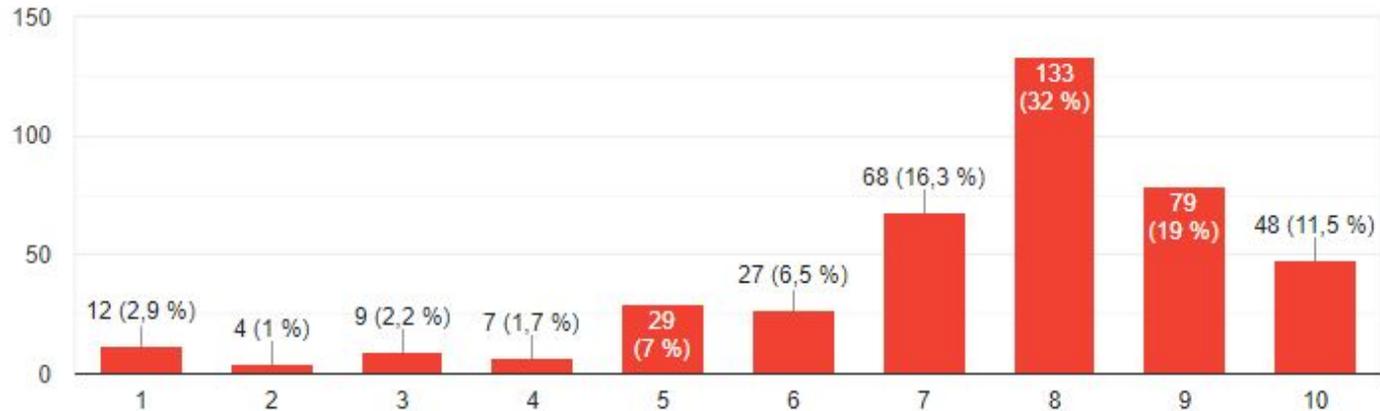
Co-funded by
the European Union

Survey of opinion to students

Estàs a gust a l'Institut Vil·la Romana? (t'agrada l'ambient, estàs bé amb els companys/es i el professorat...)



416 respostes

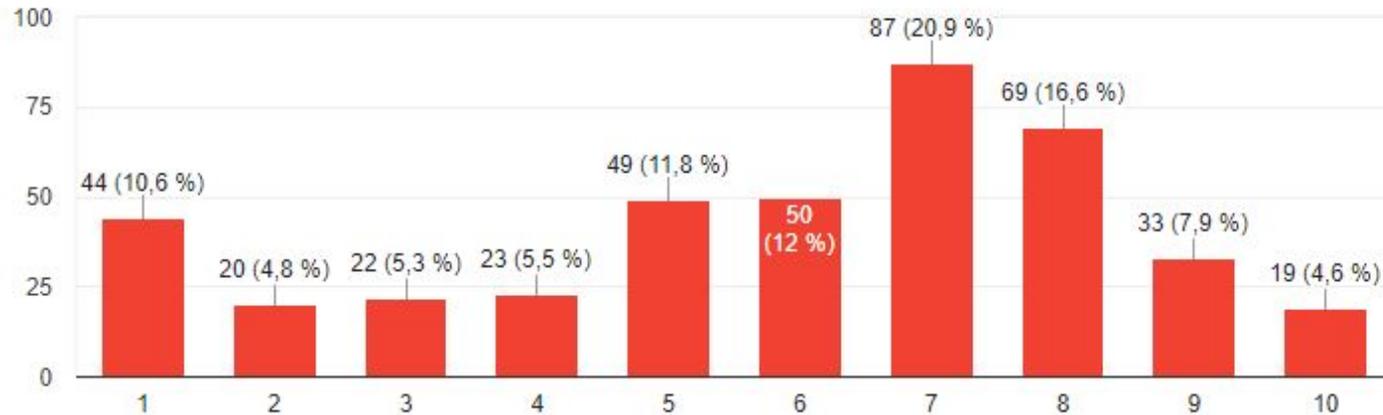


Survey of opinion to students

T'agrada venir a l'Institut? (t'agraden les classes, les assignatures, com s'apren,...)



416 respostes

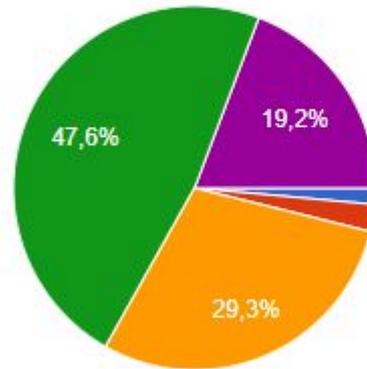


Survey of opinion to students

Quina relació tens amb el professorat?

416 respostes

 Copia



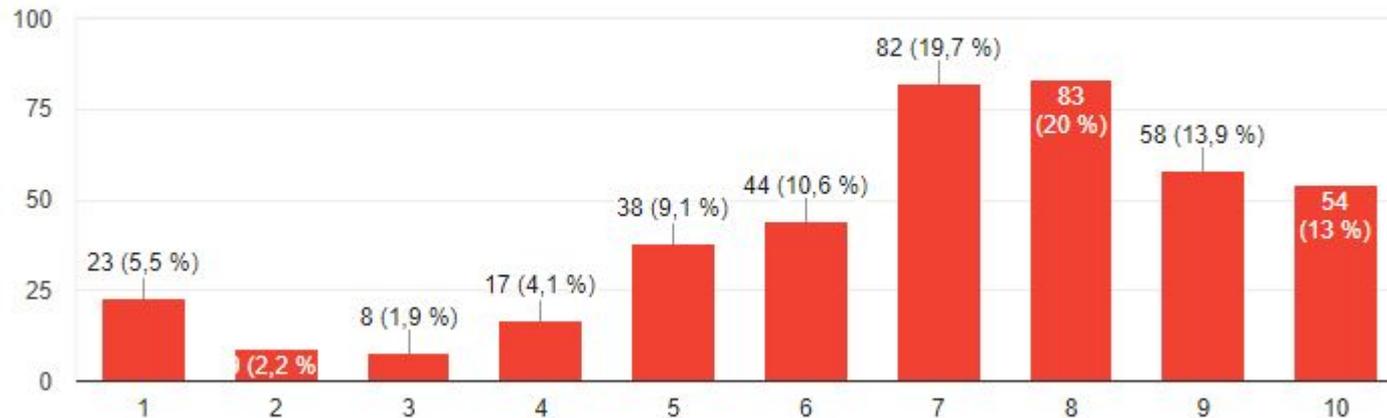
-  Molt dolenta
-  Dolenta
-  Neutre
-  Bona
-  Molt bona

Survey of opinion to students

Sents que formes part de l'Institut?

Copia

416 respostes

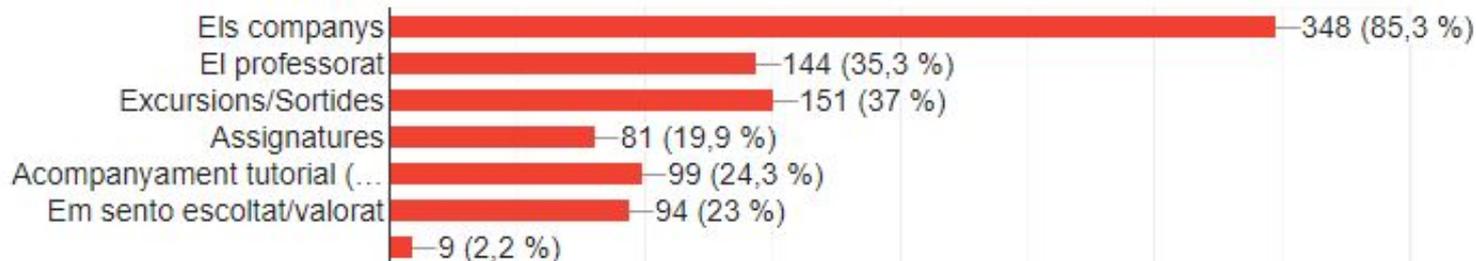


Survey of opinion to students

Què fa que et sentis part de l'Institut?

 Copia

408 respostes

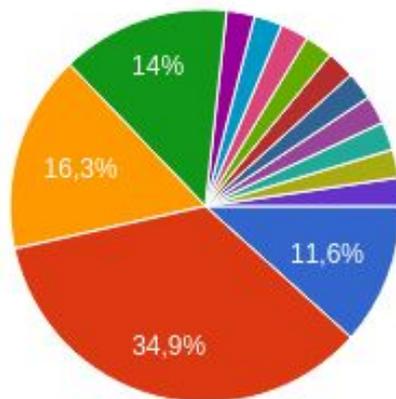


Survey of opinion to teachers

Com podríem millorar com a centre obert a l'entorn?

 Copia

43 respostes



-  Més difusió de les activitats (xarxes s...
-  Més activitats amb les escoles de pri...
-  Més presència en espais del poble
-  Més vinculació amb entitats i/o empre...
-  tots
-  Crec que ja es fan activitats
-  Preparant projectes vinculats a l'entor...
-  Participar en activitats esportives (cur...

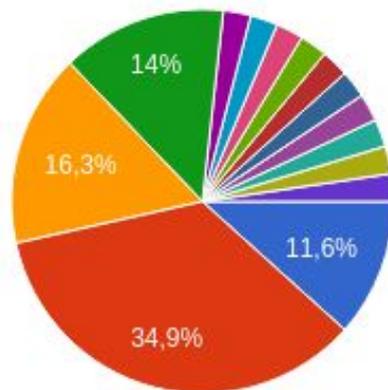
▲ 1/2 ▼

Survey of opinion to teachers

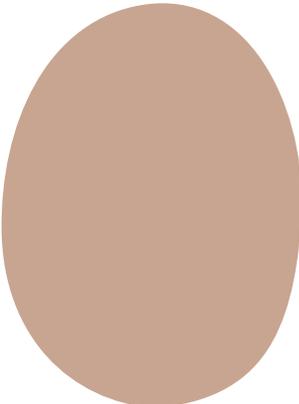
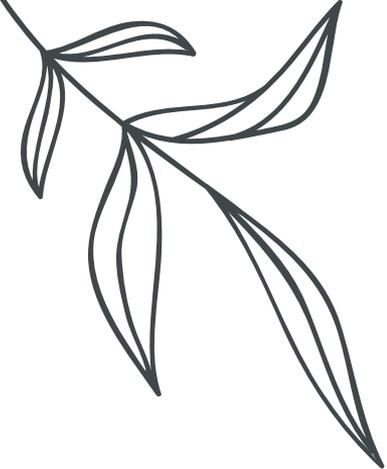
Com podríem millorar com a centre obert a l'entorn?

 Copia

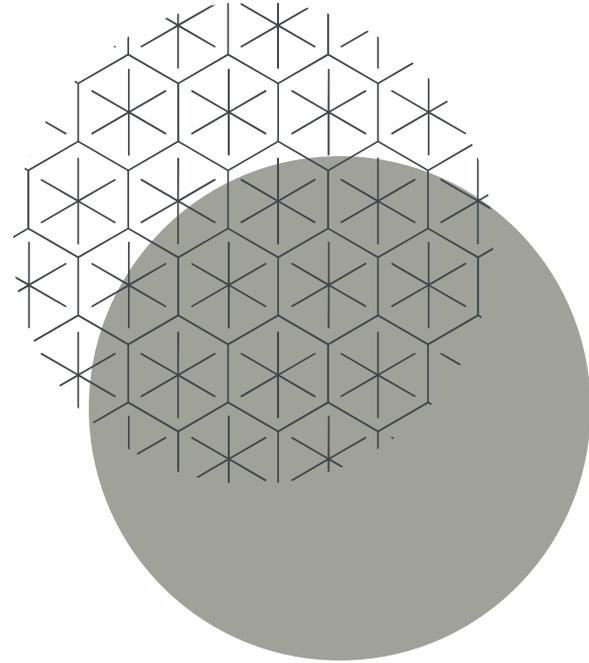
43 respostes



- fer xarxa amb les entitats, empreses i altres centres educatius del poble
 - -
 - Totes les anteriors. Tenim un poble preciós, amb molt de patrimoni cultura...
 - Sense comentaris
 - Més presència en espais del poble i més vinculació amb les entitats i empr...
 - Trobo que totes les propostes anterior...
- ▲ 2/2 ▼



Tasks during the mobility



02 Bursa Anadolu Lisesi, Turkey

families

INTERVIEW TO STUDENTS

13/5/24 from 9:30 a.m. to 10 a.m.

Why did you decide to come to this high school?

- It's a really successful school in Bursa, it's one of the top three best schools of Bursa.
- There are high quality teachers, subjects and social activities (music, theatre, folk dances, shows, karaokes, dance nights,...).
- Most of the teachers in Middle School (11-14 y.o.) recommended us to come here if they think we have the profile to go to BAL; some of the reasons are: being a very sociable person, or a very good and committed student.
- Students from BAL are very successful in their exams to access university, therefore, they can always choose the university they apply for.

What is the selection process to access BAL? Is it difficult to get a place?

All students at Middle school in Turkey (there are about 1 Million in total), when they are in 8th grade (13/14 y.o.), take a national exam. With the result of this exam, they can fill in an application form with the list of high schools where they want to study.

Only 200 students can start in 9th grade in BAL, so they're usually among the top 1.000 students in Turkey.

Students from Middle schools in the area come to visit BAL at the end of their 8th grade.

Ages and levels in Turkey:

- Primary school (6/7 y.o. - 11/12 y.o.) from 1st till 5th grade
- Middle school (11/12 y.o. - 13/14 y.o.) from 6th till 8th grade
- High school (14/15 y.o. - 17/18 y.o.) from 9th till 12th grade

Do you feel well at BAL high school?

- The time we spend in class and after class makes us feel well.
- The garden makes us feel at peace and somehow at home instead of being in a school.
- As students we have similar profiles, we want to get very good grades, we compare grades, but we also help and support each other, especially in difficult moments, exams or subjects. We also work together to get good grades at the exam to access university.
- We get used to stress. We feel we're pushing ourselves, we can feel stressed at times, but we like it because it makes us want to get better.

INTERVIEW TO FOUR TEACHERS FROM BAL

17/5/24 from 9:40 a.m. to 10 a.m.

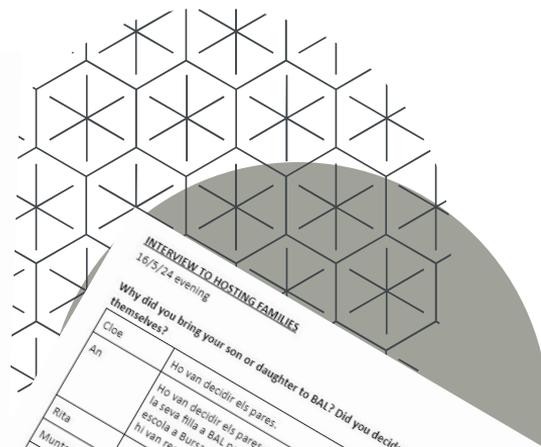
Why did you decide to apply to be a teacher at BAL?

- (B) I've worked in BAL for 7 years. My husband changed jobs and we moved to Bursa. I sent my CV to BAL because the students are clever, polite, kind and eager to learn. We live very near the school and it's very convenient since we have two little twin children.
- (L) I've been in BAL for 2 years as a guest teacher. I applied because it's a very nice school, and the 3rd best school in Bursa; students are always willing to learn, it's very rewarding to have students who are always compromised with their own learning.
- (M) I've been in BAL for 5 years. It's a good school and the students are great!

How does the selection process for teachers work?

The selection process has changed over the years, each teacher might have arrived through different ways. The points you have as a teacher are also a determining factor; these points are a result of your years of experience, the type of schools you've been to, the projects you've been involved in, etc. In the past teachers had to pass an exam to become Anatolian teachers.

- (B) I applied online and the Ministry of Education agreed according to my points.
- (L) I applied online and the school's principal decided if I could stay after an interview. I can become a staff teacher instead of a guest teacher only if the principal decides so, but he hasn't appointed me to be so.
- (M) I applied online and some of his colleagues gave my name to the principal, he interviewed me and one year later, I became a staff teacher.



INTERVIEW TO HOSTING FAMILIES
16/5/24 evening

Why did you bring your son or daughter to BAL? Did you decide it or did they decide it themselves?

Cloe	
An	Ho van decidir els pares.
Rita	Ho van decidir els pares però ho van parlar amb la filla. Van decidir portar la seua filla a BAL, perquè és una escola entosa, bons estudiants. Si a millor escola a Bursa, bons professors.... Alguns professors de primària també els hi van recomenar aquest institut.
Munsa	
Irina	
Gilda	Va decidir-ho la filla era una de les tres escoles amb més prestigi. A més, preferia una en la que també s'hi tractessin temes més socials, humanístics i artístics (BAL és un institut on hi fan ciències i retres). Per part dels pares, a ells se'ls hi feu indiferent quin institut triés sempre i quan sigués un amb bona reputació.
Bruna	
Laila	
Ioan	Ho han decidit tant la filla com els pares; ja que era un institut molt bo i amb prestigi. Té un nivell molt alt i això fa que després tingum més sortides exitoses els estudiants.

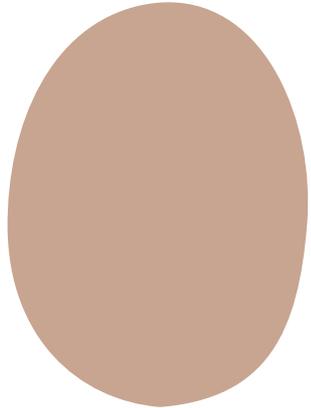
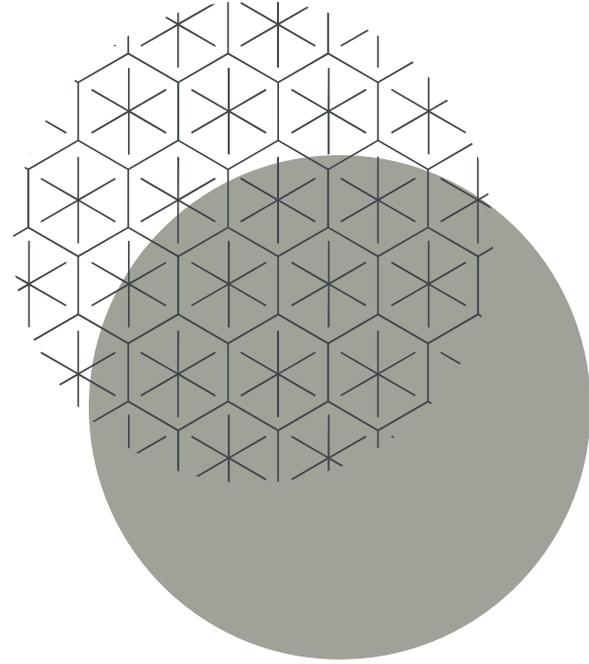
Active participation in the school's

festival





Tasks previous to mobilities



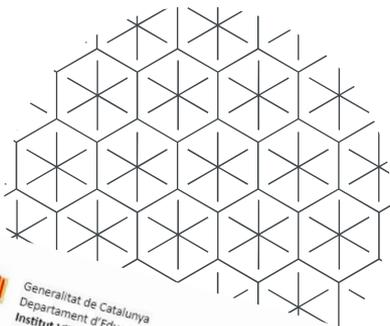
0 Lycée Frédéric Estève, France

3

Objective: COLLABORATIVE ART

**To acquire a more global perspective,
more democratic and open**

**TASK: Design of a comic about the
Erasmus+ experience**



Generalitat de Catalunya
Departament d'Educació
Institut Vil·la Romana

INSTITUT VIL·LA ROMANA
LA GARRIGA

EL CÒMIC

Origen i evolució

Diverses manifestacions artístiques de l'Antiguitat i l'Edat Mitjana s'ajusten a la definició de còmic: Pintures murals egipcies o gregues, relleus romans, vitralls d'esglésies, manuscrits, etc.

Entre els antecedents més clars del còmic s'acostuma a citar els jeroglífics, una forma d'escriptura de l'antiguitat que expressava amb dibuixos el significat de les paraules. En els murals egipcis els dibuixos i símbols s'ordenaven generalment en seqüències lineals per explicar històries. Relleus romans i vitralls medievals.

El còmic a França

Les bandes dessinées (singular bande dessinée; literalment "tires dibuixades"), BD i també anomenades còmics franco-belgues (BD franco-belge), són còmics que solen ser originalment en francès i creats per als lectors a França i Bèlgica. Aquests països tenen una llarga tradició en còmics, separada de la dels còmics en anglès. Bèlgica és un país majoritàriament bilingüe, i els còmics originàriament en holandès (stripverhalen, literalment "històries de tira", o simplement "tires") formen part culturalment del món de les bandes dessinées, fins i tot si la traducció del francès a l'holandès supera amb escreix l'altra direcció.

Entre les bandes dibuixades més populars es troben Les aventures de Tintin (d' Hergé),]

Còmic

Dia 1: Preparació Viatge

Català:

(Vinyeta 1 tots esperant dins de la classe als professors)
Vam reunir-nos per primera vegada, no sabíem que era el que ens esperava amb aquella reunió, en teníem ganes, però teníem neguit perquè no conèixiem els professors que venien amb nosaltres.

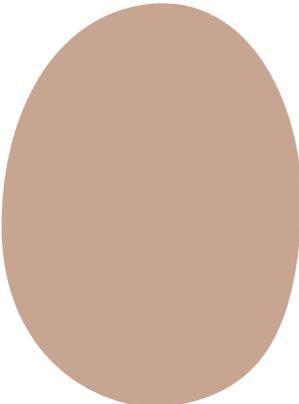
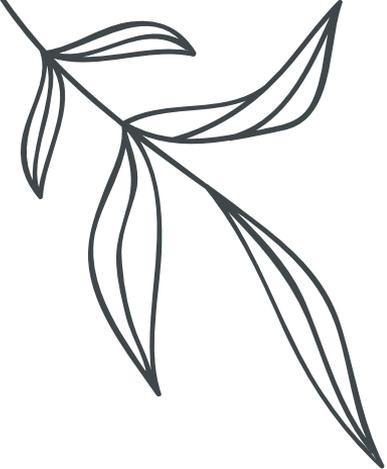
(Vinyeta 2)

- Hola nois
- Hola (responen tots)
- Som en Fransesc i la Pilar i som els dos professors que us acompanyarem en aquest viatge, qualsevol cosa que necessiteu ens la podeu demanar a nosaltres. (Diu la Pilar)

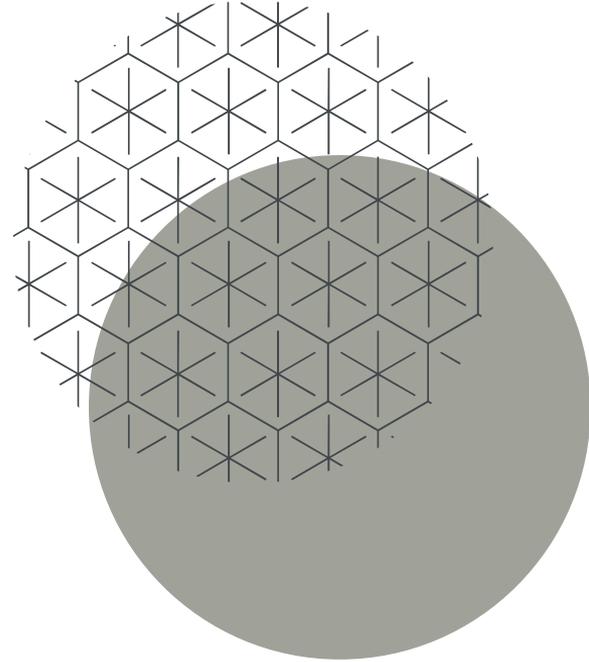
(Vinyeta 3, es veu a algun de nosaltres amb la mà aixecada i el Fransesc assenyalant-nos)

Durant aquell dia en Fransesc i la Pilar ens van estar ensenyant el producte que fariem i nosaltres com sempre els vam fer infinites preguntes sobretot el que passaria en el viatge.

- Les habitacions de quants són? (pregunta la isona)
- No ho sabem (Diu el Fransesc)
- ! sabeu que farem allà? (pregunta la Lucía)



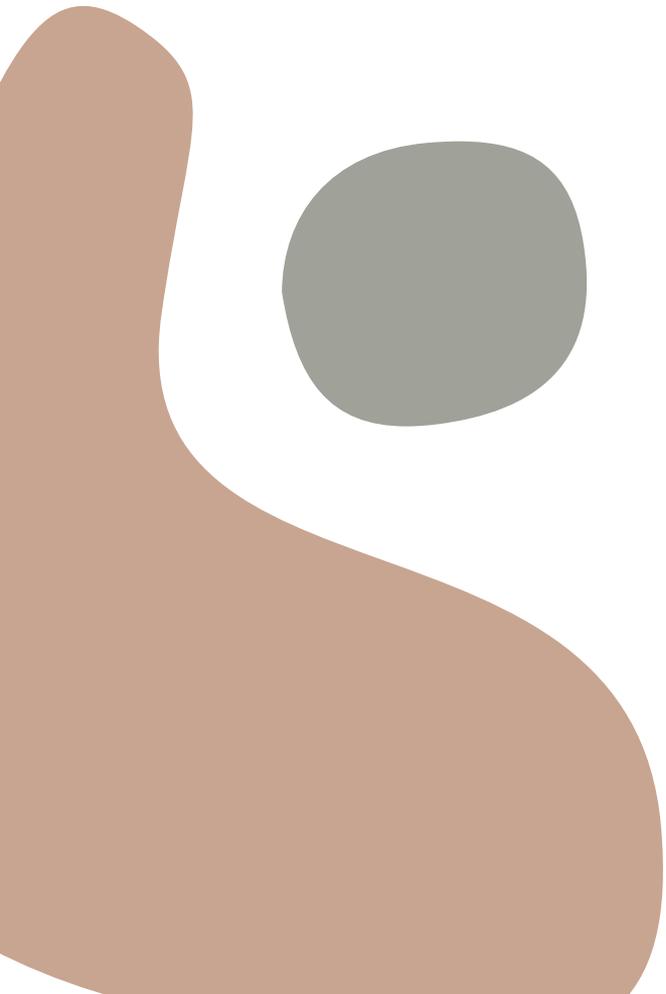
Tasks during the mobility



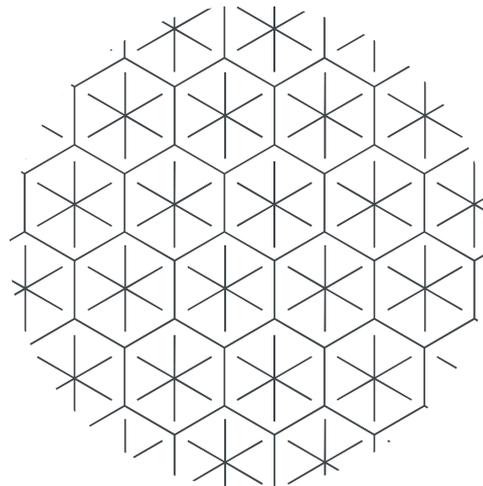
02 Lycée Frédéric Estève, France

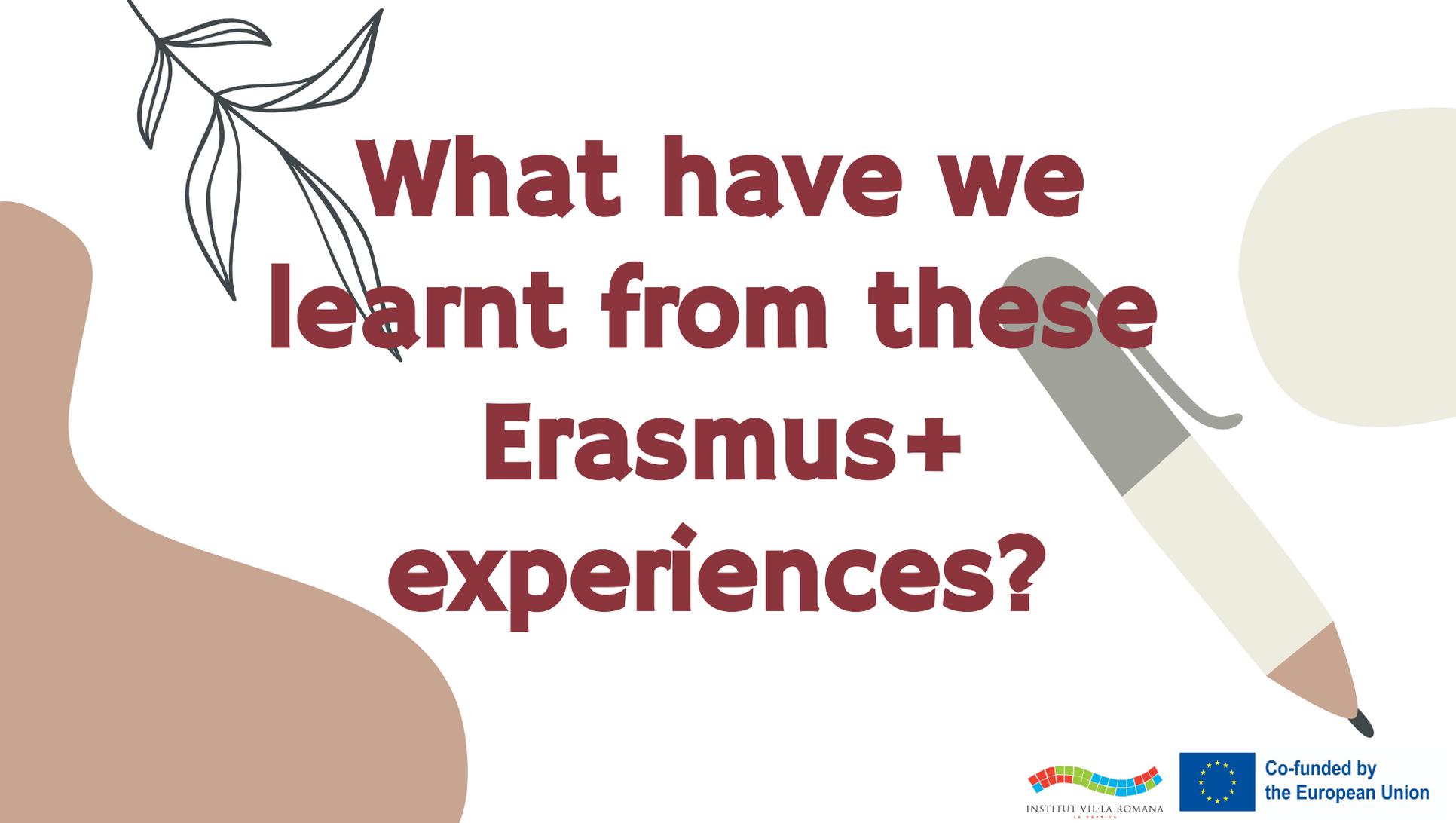
Artistic projects





Video





What have we learnt from these Erasmus+ experiences?