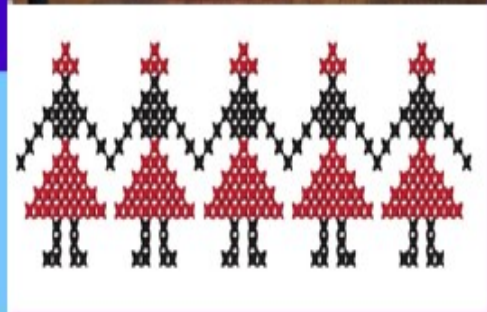




"IF I WERE" JOURNAL

An amazing story of how young minds become the voice of their generation

Co-funded by the Erasmus+ Programme of the European Union



’IF I WERE’ JOURNAL



An amazing story of how young minds
become the voice of their generation.

GALAȚI

2020

Co-funded by the Erasmus+ Programme of the European Union

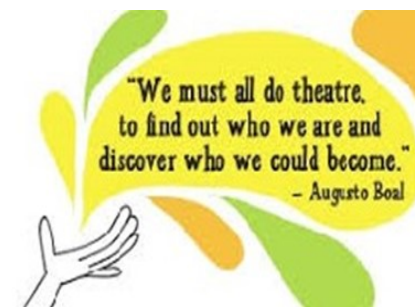


"If I Were" - Arts and Digital Democracy to Raise Participation to Social Activities Against Loss of Motivation and ESL / Early School Leaving

Project financed by the European Commission under Programme Erasmus+ KA229 – Strategic Partnership for School – School Exchange Partnerships

Reference number: 2018-1-TR01-KA229-059848

September 2018— December 2020



Consiliul editorial: Prof. Frunză Camelia—Raluca
Prof. Minciu Viorica
Prof. înv. primar Ciocan Anișoara—Mihaela
Prof. înv. primar Jora Nicoleta
Editor: Prof. Frunză Camelia—Raluca

Cofinanțat prin
programul Erasmus+
al Uniunii Europene



"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Co-funded by the
Erasmus+ Programme
of the European Union



CONTENTS

Section A.

A foreword from coordinators and the wonderful teachers who made a difference • 4

- Mesut Budak. TURKEY • 5
Anna Grabowska. POLAND • 6
Angel Fesneda. SPAIN • 8
Camelia Frunză. ROMANIA • 9
Mihaela Ciocan. THE IMPACT OF ERASMUS+ "IF I WERE..." • 10
Natalja Stupele. LATVIA • 11
Mesut Budak. THE PROJECT AT A GLANCE • 12
Mirela Vasilică PARTNER SCHOOLS • 12

Section B

Five countries, five schools, one voice.

A snapshot on five amazing LTTs. • 14

C1 Short term staff training .Anamur Anadolu imam Hatip Lisesi, Turkey • 15

- Mesut Budak. DESCRIPTION OF THE ACTIVITY: THE CONTENT, THE METHODOLOGY AND EXPECTED RESULTS • 16
Anna Grabowska. AMAZING ANAMUR • 17
Nicoleta Jora . LA PAS PRIN TURCIA • 18

C2 Short-term exchanges of groups of pupils. Szkoła Podstawowa im. Jana Pawła II w Łagiewnikach, Poland • 21

- Mesut Budak. DESCRIPTION OF THE ACTIVITY: THE CONTENT, THE METHODOLOGY AND EXPECTED RESULTS • 22
Anna Grabowska. MEETING IN POLAND • 23
Maria Datcu. A STORY FOR MY GRANDCHILDREN • 24
Rodica Tudose COMMUNICATION WITHOUT FRONTIERS • 24
Alexandru Soare POLAND FOR A WEEK • 24

C3 Short-term exchanges of groups of pupils . IES Isabel Martinez Buendia, Spain • 27

- Mesut Budak. DESCRIPTION OF THE ACTIVITY: THE CONTENT, THE METHODOLOGY AND EXPECTED RESULTS • 28
Anna Grabowska. MEETING IN SPAIN • 29
Aurica Cruceanu SPAIN • 30

C4 Short-term exchanges of groups of pupils

Scoala Gimnaziala „Grigore Moisil,” Romania • 33

- Mesut Budak. DESCRIPTION OF THE ACTIVITY: THE CONTENT, THE METHODOLOGY AND EXPECTED RESULTS • 34
Anna Grabowska. MEETING IN ROMANIA • 35
Camelia Frunză. OUR HEARTS ON DISPLAY • 36
Angel Fesneda. CONCLUSIONS ON ROMANIA'S C4 PART OF THE "IF I WERE..." ERASMUS+ PROJECT • 38

C5. Short-term exchanges of groups of pupils Jūrmalas pilsetas

Mezmalas vidusskola, Latvia • 40

- Mesut Budak. DESCRIPTION OF THE ACTIVITY: THE CONTENT, THE METHODOLOGY AND EXPECTED RESULTS • 41
Anna Grabowska. MEETING IN LATVIA • 42

Section C

Remarkable students at work • 44

- Mesut Budak. ON PROJECT ACTIVITIES • 45
Camelia Frunză. A FEW REMARKS ON AUGUSTO'S BOAL THEATRICAL CONCEPTS • 46
DEFINING A PROBLEM • 47
FINDING A SOLUTION • 51

Section D

Last but not least.... • 55

- Raluca Mușat THE ERASMUS EXPERIENCE • 56
Mihaela Ciocan. HOW THE "IF I WERE..." ERASMUS+ PROJECT CONTRIBUTED TO THE DEVELOPMENT OF THE ORGANIZATIONAL CULTURE IN ȘCOALA GIMNAZIALĂ "GRIGORE MOISIL" GALAȚI • 58
Nicoleta Jora (RE)ENCUENTRO CON ESPAÑA • 59
Chiriac Silvia
Leticia Mădălina ERASMUS • 60

**A foreword from
coordinators and
the wonderful
teachers**

who made a difference





TURKEY

Mesut Budak— Project Coordinator



Most of our students and other partners' students are low income families originated and live in the rural areas or regions where a high level of unemployment is common.

One result of these conditions is that most of our pupils are socially non-active, non-communicative children. We see that unsociability and isolation of our pupils in social groups and their unwillingness to take active roles in the process of planning and handling of the school subjects, give rise to numerous problems. One of these important problems is that this process gives rise to loss of motivation and willingness to success and to join school life and social activities, among our students.

If we can regain these students by including them into the process of formation of our school culture, we would be able to decrease levels of unsucess and early school leaving, both of which, are common problems of our.partner schools.





POLAND

Anna Grabowska— Project Manager



Taking part in the project „If I were” was a great adventure and experience for our students, teachers, parents and school.

During the past two years, we had a great opportunity to increase our ability of building a new culture of European citizenship principles of democracy in our school . Our school and local society participated strongly and willingly in most of the project tasks and also supported our work and art performances.

Taking part in online votings for the best art performances increased their ability of using ICT in everyday life

What is more, attending the mobilities enabled students and teachers to practice their language and social skill, as well as gave them a chance to make new friendships and learn about different cultures, how to be tolerant about them.

Our teachers learnt about different methods of teaching while travelling and observing the lessons in our partners’ schools; the school staff had a chance to improve their management skills.



Funny way of learning-magic paperglasses :))

Interactive whiteboard- my love :)))





Having an opportunity to be the host for the foreign teachers and students during the project in March 2019, our local community extended their perception of values of real „unity in diversity”, comprehended the new cultures and their potential in life.

Our students increased their motivation to solve the problems that they encounter in everyday lives. They also participated more actively in various art classes concerning the project and in the lessons themselves. Some of them learnt about their talents they hadn't been aware of before the project!

It was one of the most wonderful things a child may discover in life!

I am very grateful for having an opportunity to be a part of this wonderful project. I hope its impact on our school and local society will let us all be even better citizens of our wonderful country and Europe.





SPAIN

Angel Fresneda— Project Manager



Our students have been involved in this project, which has made an impact on their lives on the personal side, since they have made friends from four different countries and are still in touch with many of them. They have also learned to organise activities and carry them out in English, help other friends and share culture and traditions such as dancing, local food and natural environment.

It's a shame that only a short number of students could take part in this project, because the best part is that they have reflected on social problems that unfortunately are present all over the world, and they have done so while expressing their ideas through different artistic skills, which they have shared with the other countries.

They have been delighted to see how the same problems affect teenagers regardless of their origin.





ROMANIA

Camelia Frunza— Project Manager



It's not about the places we've been to, the people we met,, the friends we made, the voices we heard, the words we struggled to understand, the food we ate or the air we breathed. It's more than that!

What about the windows we opened, the doors we unlocked, the ideas we grasped, the cultures we immersed ourselves into and the ubiquitous realization that what sets us apart not only makes us unique but it also ties us together.

It's about the joy that was experienced by our students and the fact that they, **OUR STUDENTS**, may look at us not as the almighty providers or knowledge (which we aren't at all) but as the ones willing to cooperate, to support them, to listen to them and to understand their problems, their daily struggles, their own hopes and fears and ultimately their own point of view!





The impact of Erasmus+ „If I were...”

Mihaela Ciocan— Deputy Manager
Romania



Erasmus+ „If I were...” project offers learning opportunities for all the actors involved in the educational system in „Grigore Moisil” Elementary School, Galați.

As impact elements, the most important elements as relevance of the project are:

For students: being aware of the importance and understanding new cultures and countries, developing the belonging feeling to the European values; practicing the linguistic competences in different contexts, increasing the cooperation by exercising the talents according to different arts; increasing the degree of socialization and interaction, simulating the active involvement in school and community.

For teachers: getting familiar with the models of the European educational systems leading to improving the teaching system, developing the abilities to disseminate, to promote information gathered within the mobilities, but also to harnessing at the organizational level in the activities with students, colleagues; understanding and accepting the diversities in the students’ community; personal and professional growth, increasing the professional motivation.

For school management: the project brings new models regarding the role of the leaders in the institutional development and the contribution for taking decisions and also the awareness of the necessities for modernization of the institutional capacities within European and international cooperation.

For institution: our school is recognized as international school in the local community; the school is known as a good practice example as a way how an European project can inspire learning for the entire life span and cooperation for all the participants involved; developing the abilities to implement projects in partnership with other European organizations.

For community: increasing the parents trust in our school, increasing the parents interest in our school and for the activities developed as strengthen of the school-family partnership, developing a positive attitude towards education and school, developing the local partnerships for promoting the good practice example.



LATVIA

Natalja Stupele— Project Manager



“Jūrmalas pilsētas Mezmālas vidusskola” in Jūrmala, Latvia has 548 students 78 teachers. The school has great location, from one side we have the forest, from the other- Baltic sea.

When we started the project our students have very little willingness to our lectures. They mostly did not want to have academic success in their lessons. Because of it, we were trying to have more open classes and sport activities outside the school and we were also trying to give priority to dance activities and competitions among dance groups. While implementing the project, we can say the the attitude of our students changed for the better and that they are more involved during classes and during the activities that takes place in our school.

We are happy that we motivated our students by implementing innovative education practices in a digital era.



The project at a glance

Mesut Budak— Project Coordinator

Our project will open new ways for the participants to discover and comprehend other cultures and their local potential by using arts and online sharings.

It will also provide the participants a new dimension for evaluating real and digital democracy with five partners coming from five European countries who have different traditions of social transitions, economic structures, democracy and history.

We want to use dance, painting and especially theater to mobilize the potential of participation, creativity and willingness of our pupils, who are involved in the project. By the end of the project, we want to improve our students' true perception of the effectiveness of “Triangle of knowledge” (education, research, participation).

Evaluating, analyzing, comparing the art activities from the eyes of others coming from different cultures and nationalities will open new horizons for our students to practice and perceive the importance of modern arts to express people's desire to make the world a better place.

One cannot change the world but one can his attitude towards it, especially by using ways of different artistic explanations .

In our project, we want to overcome main problems of our school and form a new participatory atmosphere, create a new school culture here for our students That atmosphere will provide them a sense of belongingness to school environment, willingness and motivation to any academic, formal/unformalparticipatory/educative activities. This will, of course, decrease the ESL rates in our schools and increase the academic success of our students, in the long term.

Our artistic working groups, the students' desire to decide the bests of the performances of everygroup will increase a willingness to be together with their friends and to be a part of the school they have been educated in. We used real ballot boxes and online elections -digital elections-. and ourwebsite gave the opportunity to vote, comment, like, dislike the activities aof working groups for all of our students, families and teachers .Having new friends, new experiences from other countries andschools with different languages and learning about new social, cultural information brought a real excitement in our schools.

We want not just to increase their grades and their interest to lectures but we want to accelerate their adaptation to school and society rules easily and we want to increase their willingness to take active, participatory roles to change and arrange the environment they are living in.

Partner schools

Mirela Vasilică. Romania

The partnership in Erasmus+ Project If I were... is a formal and informal way of collaborating among schools to act together in reaching a common purpose. The four partner schools are:

1. **Anamur Anatolian İmam Hatip High School** is a public school located in **Anamur**, one of the sub-provinces of Mersin. There are 388 students. Most of our students come from low-earning families – most of them are children of agricultural laborers, small holders, farmers or civil servants.

2. **Szkola Podstawowa in Lagiewniki** is a public school for students between 7 and 15 years old (there are about 400 students). It is located in a small village of Lagiewniki, near Wroclaw, in Poland. The area is rural. Many youngsters are moving to bigger towns or abroad. In our school, to prevent students from negative effects of unemployment and social difficulties, we give a great importance to sports, arts and foreign languages.

3. **Isabel Martínez Buendía** is the only secondary school in the town of **Pedro Muñoz** and it is classified as a center of special difficulty. It has a total of 387 students. There is a percentage equal to or higher than 20% of students with Specific Educational Support Needs in the school.

4. **Școala Gimnazială „Grigore Moisil”** is situated in **Galați**. The school was opened in 1978 and has 14 classrooms, an IT laboratory, a library, a healthcare facility and two outside courts. We want our students to be more successful and go beyond the economic obstacles and forget about them at least in the school. As a school, we want to maintain an environment that promotes democratic values and practices and to carry out our activities in a climate that is favorable to learning, self-discovery and participation to public and private life, especially to artistic, social as well as political activities by fully exercising their quality as citizens of a democratic society

5. The partner in **Latvia** is a secondary school- “**Jūrmalas pilsetas Mežmalas vidusskola**”. It has students at the age between 7 and 18. But there are also 2 nursery classes. Total number of students is 548. Our school has great location; from one side we have forest, from the other- Baltic Sea. We are trying to have more open classes and sport activities outside the school and we are also trying to give priority to dance activities and competitions among dance groups.

Erasmus partnerships have the role of introducing a real change in professional development of the teachers involved in the project, to raise the student’s motivation for knowing and learning by enhancing the feeling of belonging to an European school community. The project offers the chance of knowing and comparing other educational systems and also allows the transposing the formal curriculum into interesting activities with high impact to children.

Five countries, five schools, one voice

A snapshot on five amazing LTTs





FIRST TRANSNATIONAL MEETING, ANAMUR, TURKEY

C1 Short term staff training

Anamur Anadolu imam Hatip Lisesi, Turkey

4.11.2018-11.11.2018

Description of the activity: the content, methodology and expected results

Mesut Budak— Project Coordinator

This is the first meeting with the teachers of the project who have active roles in our partnership and in art-activity groups.

In this meetings we had three days seminars with our teachers, about increasing the numbers of voluntary participation to art-group activities among pupils. Our partner school teachers learnt about the activities of the pupils of Turkish, coordinator school's students going on. They had meetings and watched art-activity performance shows from Turkish coordinator school's pupils. They had the opportunity to observe and assess on which basis the art group activities should be constructed in a detailed manner. All the participants also obtained more information about how to motivate their pupils within art-groups, how to support their willingness to active participation and encourage them to participate in art workshops and artistic activities.

Our teachers learnt the main principles of participatory, active students behaviour, relationship between the arts and willingness to participation and effects of these developments in schools for the formation and guarantee of future of European, conscious citizenship rules. They had a seminar about the digital democratic elections and how the internet sphere may become an area for democratic elections and how can we use this area for supporting the election of the best performances in our schools. We learnt in that seminar how to upload the art- activities of our students to the website and how to select the best performances from all the categories pre-determined, in the school sphere and in our web-based voting system.

The teachers decided the main principles of organizing their own pupils according to their competences and interest to relevant arts and relevant school subjects. They also prepared the division of tasks and duties of all the partner participants in details and they planed the future activities of participatory arts-based social workgroups of their pupils.

The decisions and planning of the main cornerstones of next phases of our project were the main goals of our meetings. This activity and our meetings was very helpful for developing the art-groups in the schools, methods of election of the students for art-activity groups. These activities which are main cornerstones of our project were to be designed in the context that they provide us to prevent early school leaving problem and producing solutions to pupils' unwillingness to participate in the school subjects and social activity groups. The participants watched the performances of Turkish art groups of students, especially the groups based on Literature and Theater performances.

The participants had a chance to learn and teach their social/cultural/educative problems and ways to solutions while learning the principles of choosing, best performances of their pupils. They developed their vision by learning the main conceptualizations and principles our project, the principles about interrelating and integrating multi-cultural, multilingual, multi-ethnic, multi-disciplinary and transi-arts and subjects based theoretical and practical applications within a context of participatory, communicative, democratic European citizenship idea.

Amazing Anamur

Anna Grabowska— Project Manager (Poland)



What an amazing week it was in Anamur, Turkey!

All the partners could finally meet and talk about the details of our project.

We spent some time on studying Web 2.0 tools, we learnt how to use eTwinning to manage our project.

We also discussed different topics related to it-management, dissemination and so on.

We also had a chance to do some sightseeing - fantastic bananas greenhouses, amazing cave Kosekbuku Magarasi, beautiful remains of Anamurium.

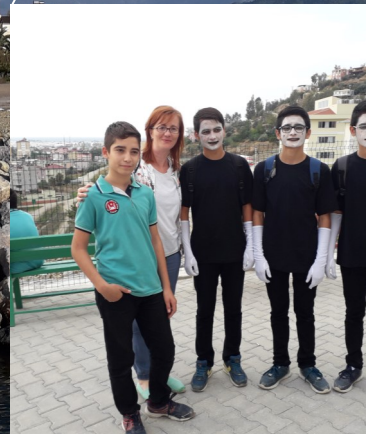
We had a meeting with the local authorities, we also visited the Great Mosque; while visiting the school of our partners.

We had a chance to watch the students and their teachers performing for us, displaying their artistic works. We could talk and exchange our experience.

We were so looking forward to our next meeting in Poland in March 2019 :)))

La pas prin...Turcia

Nicoleta Jora (Teacher from Romania)



Ce poate fi mai frumos pentru un profesor decât să aibă posibilitatea de a învăța practic ceea ce el avea impresia că știe la perfecție din cărți? Ce poate fi mai interesant pentru un autodidact decât a-ți pregăti valiza și a pleca spre o destinație teoretic cunoscută ca existând de mii de ani, dar practic indescifrabilă într-o perioadă de câteva zeci de ore, în care trebuie să se îmbogățească maxim cultural, profesional și uman? Ce poate fi mai inovator pentru o minte de educator decât o săptămână total ieșită din tiparul obișnuit, alături de oameni total necunoscuți, printre obiceiuri și tradiții seculare, dar totuși moderne?

Știți ce? Impresia rămâne doar o impresie... Nimeni nu poate ști, doar din cele citite, că Turcia este o țară minunată. Nimeni nu poate fi atât de învățat încât să vadă printre litere cât de primitivi sunt turcii, cât de minunat este soarele acolo, cât de gustoasă este pâinea autohtonă sau cât de dornici de conversație sunt oamenii. Și când pleci departe, te aștepți la orice. Însă culorile Turciei îți imprimă o paletă coloristică inexistentă în țările vestice, sunetele clopotelor sau rezonanța limbii turce și se adâncesc, fără scăpare în suflet, aromele zecilor de condimente te fac să înțelegi că mai ai mult de educat propriile papile gustative, iar eleganța vestimentară a femeilor îți arată o simplitate complicată, demnă de cele mai tari reviste în materie de modă, de machiaj și, de ce nu, de afaceri.

Trebuie să înveți să ascuți liniștea valurilor mediteraneene, ca să înțelegi istoria zbuciumată a poporului turc, trebuie să îți reglezi respirația potrivit sunetelor muezinului care te cheamă la rugăciune, ca să îți dai seama că ești doar un punct în prezentul trecutului milenar, care încă dăinuie printre ruinele turcești. Trebuie să atingi pietre în vechiul oraș Anamurium, să mângâi creștete de copii, să inspire adânc miresme culinare, trebuie să atingi veșminte tradiționale sau corzi de vechi instrumente muzicale, să guști merinde turcești, ca să înțelegi ce a însemnat și ce înseamnă măreția unei țări ca Turcia

Cu un picior care a atins Asia, cu celălalt în Europa și cu un bagaj de aproximativ 2760 de cuvinte românești de origine turcă pe care l-ai primit de la mama, te întorci acasă și te aștepti ca cei dragi, elevii sau colegii să înțeleagă cele trăite de tine.

Spui tot ce ai văzut în cuvinte pastelate, enumeri destinații de vacanță, muzee, magazine, restaurante, cursuri pe care le-ai urmat, descrii școli ca Anamur Anadolu imam Hatip Lisesi, amintești de profesorii lor minunați, desenezi verbal șosele impecabile, infrastructură de invidiat și vorbești, te agiți, gesticulezi, vrei să dai tot.

Și nu..., nu reușești, nu poți, ești limitat, ești om, chiar dacă Turcia ți-a mărit universal. Turcia merită văzută, merită trăită la pas, merită simțită la propriu.

Dar totuși bucățele din ea s-au desprins pentru a fi duse către Spania, Letonia, Polonia sau România; bucățele infime, dar în suflete mari, cu minți ascuțite, pentru care noțiunile de politică, de graniță și de distanță sunt inexistente, minți care sprijină arhitecturi infantile în formare și care speră la un viitor pașnic, plin de astfel de experiențe minunate.



What could be more revealing for a teacher than to have the opportunity of putting into practice all that insensitive theoretical knowledge? What could be more interesting for a Jack-of-all-trades whom we, most of teachers are, than to pack your suitcase and go to a destination known as having existed for thousands of years, but practically incomprehensible in a framework of several tens of hours, in which you must enrich yourself culturally, professionally and humanely?

What could be more innovative for an educator's mind than a week totally out of the ordinary, with totally unknown people, among secular but still modern customs and traditions?





SECOND LTT MEETING, ŁAGIEWNIKI, POLAND

C2 Short-term exchanges of groups of pupils

Szkoła Podstawowa im. Jana Pawła II w Łagiewnikach, Poland

24.03.2019-31.03.2019

Description of the activity: the content, methodology and expected results

Mesut Budak— Project Coordinator

We saw the best performances of art groups of Polish partner school, especially best groups and individuals in the drawing, digital arts oriented artistic performances. We also saw the other best groups of other guest countries and their performances.

In the second day we saw the most active -most participatory activities like forum sharings and commenting- member students of our system on the web. During the following days, we had visits to social and cultural centers of the city with our students. We also had workshops about the city and the country and Polish people and their administrative system. We had visits to their local authorities that day and learn information about the history, municipal system and administrative system of the country.

This phase of our project is important for us because it is the first step that our pupils who have been elected as the bests of their schools, perform their artistic creations in front of the students and teachers, all of the the visitors of the partner schools In this LTT activity the representatives of the best art performance groups exhibited us a pre-defined/pre-given social/cultural/educative problem. They showed how they could explain this problem within an artistic context integrating branches of arts with educational problem-based learning (PBL) models. This problem definition was important because in the following semester of activities the pupils tried to produce create another artistic explanation as the solution of that problem.

The students had the opportunity to learn how to take active roles in formation of arts based workgroups, social and sportive activities and activity groups in their schools, They were be able to observe and watch their friends' performances in the host school. They learnt how to form voluntary, integration/art working groups on the basis/solution of a pre-given problem. They learnt to create/prepare artistic, explanatory ways of defining a problem and they will learn the methods for using art performances for stating these problems and showing solutions to these problems by artistic methods. They acquired the knowledge of meanings of main conceptualizations of "real democratic participation", "digital Democracy and web based, European citizen behaviours", "changing the life by participatory artistic activities".

These activities and visits related with our digital platforms and arts-based participatory workgroups provided our students and teachers the opportunity to know each other, to create an informal framework appropriate to communication and freely expressing of their own opinions, They obtained an opportunity to exchange information about their national education/administration/democratic participation systems.

They increased their experiences for building up a European citizenship characterized activity groups and school sphere. They learnt the main conditions of "unity in diversity" to promote their national and local cultural diversity in European and transnational levels.

Meeting in Poland

Anna Grabowska— Project Manager (Poland)



All the partners came to Łagiewniki, Poland , on the last week of March 2019.

During the meeting the students were hosted by the Polish families, where they could get acquainted with everyday life habits, learn about Polish culture and make friends with their Polish peers. The teachers had a chance to talk about the project, establish the dates of next project activities, make conclusions after the first project task; the students and teachers from each country presented to public the „1st project problem presentations”. The teachers and students talked over the presentations and agreed that the goals of the presentation were achieved and the first project task has been completed by each country.

During the meeting our Guests had a chance to meet the Mayor of our community and learn about the history and culture of Łagiewniki; they also visited our local cultural heritage - the Ksiaz Castle and the Church of Peace in Swidnica, they visited Wroclaw with its most important places, and went on a trip to Krakow and Wieliczka Salt Mine. The students attended art workshops prepared for them by our Local Culture and Sports Centre in Łagiewniki. They also had a chance to make friends with Polish students while taking part in sport games, dances, karaoke party at school.

We were looking forward to our next meeting in Spanish school in November!

A story for my grandchildren

Maria Datcu (Student from Romania)



So, I have visited Poland, namely Lagiewniki for a change of experience for one week.

I was lucky to meet very nice people, a school as in American movies, you know: closets, school band, big classrooms with proper equipment and, of course, open minded teachers.

Students welcomed me with the smile and this helped me to accommodate.

The best thing for me was the fact that I lived at Oliwia Momot family, a very nice Polish girl of 15 years old and so I have succeeded to get in touch with this wonderful culture.

We started the week by taking part at their lessons. The pupils didn't have their own classroom, the school having a classroom for every subject.

The gym impressed me most. It was the kind of gym that I saw only in movies.

I will never forget the day when Olivia organized a party at her house and this time the Turkish team was there, we played UNO, we learned different kind of expressions in the languages of the project and we danced.

This project, the visit in Poland, the fact that I lived at Momots, the friends I have made, the experience I have gained, all this has helped me to develop myself. I hope I will visit this city again.

I can hardly wait the moment when I will stay in my rocking chair and I will tell these stories to my child.

One of the most important experiences in my school life was taking part in this project.

Thank you for everything that you have offered me, Erasmus+!

Communication without frontiers

Rodica Tudose (Romania)



It is said that "every person you meet enriches you, brings you a spark of light and joy."

The visit to the school in Poland was an experience that helped me understand and accept diversity and I learned that we can still learn new things and assimilate what is beautiful from the cultures we come in contact with. It is great to see how students and teachers alike have left their own cultural group, trying to integrate as well as possible in the activities presented by the host school.

I learned from the students that, although they belong to different cultural and educational backgrounds, the relationships established between them are free of communication barriers (they are receptive, sensitive, open to the new).

I acquired new knowledge, I discovered new landscapes, monuments and works of art, I met people with beautiful souls. I can say that although we are culturally different, we have proven that we can communicate effectively.

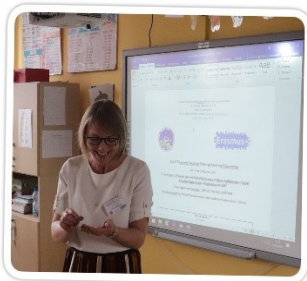
Poland - for a week

Alexandru Soare (Student from Romania)

In my trip to Poland the school we visited has impressed me the most because it was a modern and beautiful one and the students were very friendly.

I also liked the fact that, when the students were going to school, there was a lady who used to stop the traffic in order the students could cross safely.

This mobility was an unforgettable experience and if I can repeat it I would do it with lots of pleasure!





THIRD LTT MEETING, PEDRO MUNOZ, SPAIN

C3 Short-term exchanges of groups of pupils
IES ISABEL MARTÍNEZ BUENDÍA, Spain

19.10.2019-26.10.2019

Description of the activity: the content, methodology and expected results

Mesut Budak— Project Coordinator

We saw the best performances of art groups of pupils from Spanish partner, especially best group and individuals in literature and theater oriented artistic performances. We also saw the other best groups of other guest countries and their performances.

Sightseeing the city, Pedro Muñoz, was very influential on our pupils and teachers. Because our project is related with the arts and literature and all the region, this city is located, is very intermingled with literature and literary activities. Because the famous novelist, Cervantes, was born and lived in that city. The city has many activity centres and social activities designed for literary artistic works. For example, Cervantes Days are held, The comics school competitions of Castilla la Mancha are organized in the region.

This phase of our project is important for us because it is the first step that our pupils who have been elected as the bests of their schools, perform their artistic creations about the "solution" to the pre-given problems. They did their best to show a good performance in front of the students and teachers of all of the the visitors of the partner schools.

All partner schools' pupils read the literary writings, they wrote in English, about the solution to the pre-defined problems. This had great effect on our students' competences of usage of a foreign language. We also gave priority for creating an arts dictionary in this LTT. We decided the main categories of our dictionary.

In this LTT activity the representatives of the best art performance groups showed us a pre-defined social/cultural/educative solutions to the pre-defined problem. They showed how they could explain solution to the problem within an artistic context integrating branches of arts with educational problem-based learning (PBL) models.

They revealed an artistic explanation of the pre-given problem -with especially literature, creative writings and parodies. All the pupils of the schools involved in our partnership decided how appropriate are these solutions to the pre-defined problems in the prior phase of our project. They made an effort to make comments, correct the mistakes, remember the forgotten details in the artistic solution developed by the other pupils. They also began to vote and comment in the website of the project about the performances of their friends from all of the partner schools, which were to be uploaded just at the end of this LTT activity.

Our students developed the ability to interpret and understand the reality in an active comparison among cultures, through codes of artistic expressions by the use of different media, theatre, art, music, and especially literature, theater and creative writing.

Our teachers obtained the methods of creating a positive and attractive teaching/learning processes and environment by interconnecting traditional methods of educations and educative methodology of problem-based learning (PBL) with creative artistic approaches. Our teachers also increased their awareness of the career development through the exchange of good examples with the teachers of our partner schools.

They also increased their ability to develop themselves for understanding how to open new horizons in their students' eyes and how to make them understand the participatory, digital democracy processes in the local, national, European and International levels. They also got the ability to promote their ideas and democratic processes among their students by interrelating their pedagogical knowledge with artistic, literary works.

Meeting in Spain

Anna Grabowska— Project Manager (Poland)



All the partners came to Pedro Munoz, Spain , on the last week of October 2019; we met at IES Isabel Martinez Buendia. During the meeting the students were hosted by the Spanish families, where they could get acquainted with everyday life habits, learn about Spanish culture and make friends with their Spanish peers. The teachers had a chance to talk about the project (transnational project meeting)- establish the dates of the next meetings in Romania and Latvia, establish the dates of next project activities, make conclusions after the first project task and talk over the ongoing evaluation process of the project. the students and teachers from each country presented to public the „1st project solutions presentations”- as a PPT, dance or , drama. The teachers and students talked over the presentations and agreed that the goals of the presentation were achieved and the second project task was completed by each country.

During our stay in Spain we has a chance to meet with the vice-Mayor of Pedro Munoz, get acquainted with the Spanish system of education, ,compare it with other countries' systems . We spent time observing the lessons, visiting two schools in Pedro Munoz and talking with the teachers and students. We also had a great opportunity to do some sightseeing, as Pedro Munoz is very close to El Toboso, Campo de Criptana, Belmonte or Toledo which places are very famous for Don Quixote, a character from Cervantes's novels.

Spain

Aurica Cruceanu (Romania)



Departure on October 20, autumn in the northern hemisphere, autumn in Galați, Bucharest, Madrid.

When you say "autumn" you are thinking of vines, nuts and leaves.

October 20, a warm and beautiful day, which rocked its red sunset as if we regretted leaving the country, but the curiosity and desire are stronger.

After the excitement and the "miracle of the flight", a step closer to the sky, we land in Madrid at Barajas airport. Too bad it's night and we can't see too much!

With all the fatigue of the road, our eyes look greedily out the window of the bus that takes us to Pedro Muñoz; I can only distinguish that it is probably a wine-growing area.

What followed was a week of adventure, which began at the Isabel Martinez Buendia High School and continued at Almagro, El Toboso, Campo de Criptana, Toledo, Madrid.

The Spaniards, Latin people like us, warm, welcoming, noisy and eager to make friends with us.

A unique experience to know another culture, another nation and a different school.

Spanish children are playful, spontaneous and friendly, always starting with song and fun.

Their financial resources are not very high, but full of initiative and invention.

Their land, red and stony, greener than ours, everywhere you see with your eyes there are olive groves and vineyards.

(continued on the next page)

Spain

Aurica Cruceanu (Romania)



(continued from previous page)

In each village or town there are factories for wine production, the largest wine producer in Europe, more than 1 million hectares of vineyards. What a tradition, what a modern technique to obtain quality wines, despite the calcareous soils, with clay and well-drained alluvium.

Harvesting vineyards in Spain is done manually with the living labour force, in which Romanians also participate, because I have met many Romanians. The high school in Pedro Muñoz has classes in which, out of 24 students, 6 children or even 8 are Romanian. Sad for us, true for them, because this is where their parents found work. This is how we discover that we also aspire to the same noble position, and we also fight with “Windmills”, sentimental illusions, you and your thoughts, accompanied by your old nag, in the company of your own thoughts.

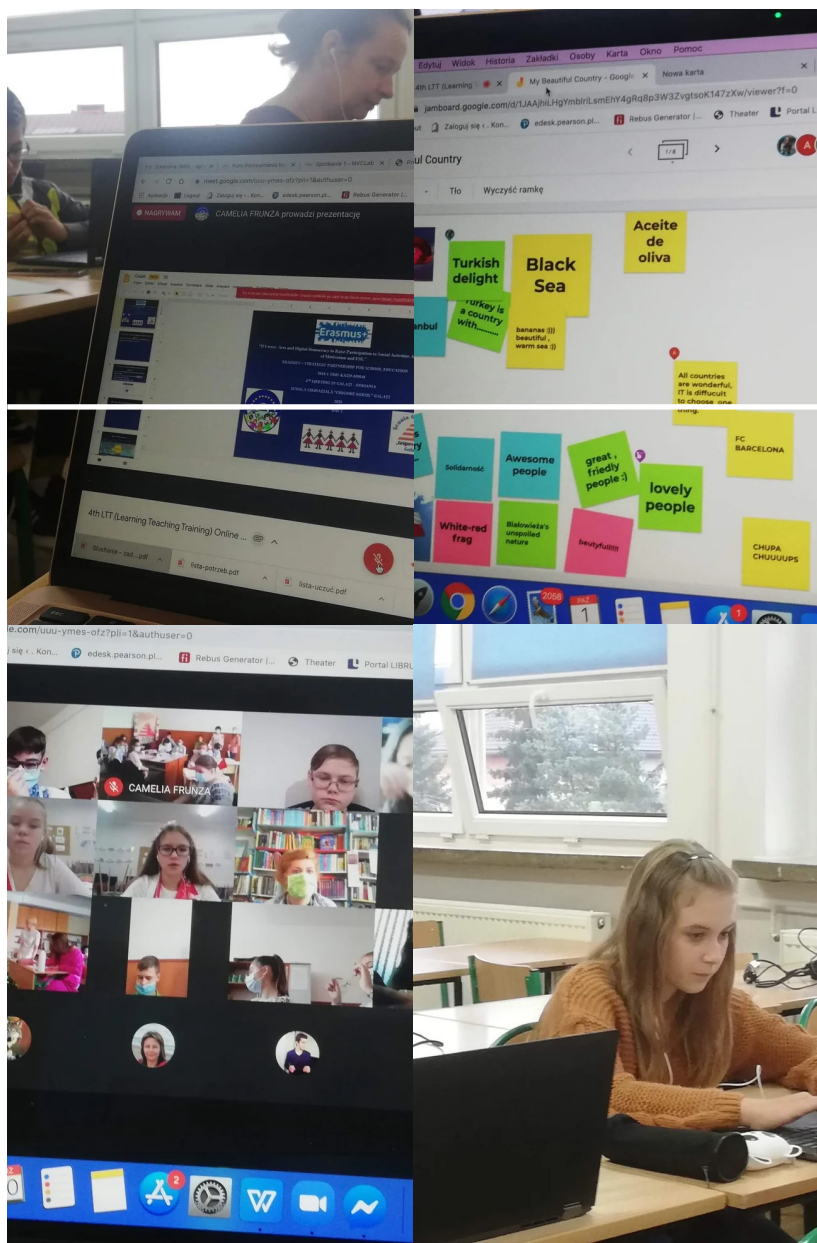
What about Toledo, a medieval city surrounded by a fortress of walls, a mixture of Latin, Mediterranean and Moorish culture? With a 1000-year-old cathedral?

You are overwhelmed by all the buildings, so well preserved and, especially, the mixture of cosmopolitan population, locals and tourists! We let ourselves be carried away by the tide and pour our amazement, lust, satiety on a paella with seafood, at a Spanish restaurant, which does not betray its traditional recipe. We find it in other ways, as well as the hot chocolate one with a well-baked "chucheria".

And Spain is.....just like us.....always enamoured and thirsty for knowledge and wonderful experiences!

.....”*Life is made for days that mean nothing and moments that mean everything.*”.....





FOURTH LTT MEETING, GALAȚI, ROMANIA

C4 Short-term exchanges of groups of pupils
Școala Gimnazială „Grigore Moisil,” Romania

28.09.2020-2.10.2020

Description of the activity: the content, methodology and expected results

Mesut Budak— Project Coordinator

We saw and evaluated the best performances of art groups of students in our Romanian partner school. They especially showed performances theater and role-play oriented artistic performances. We also saw the other best groups of guest countries and their performances. The guest student groups exhibited and introduced their performances related about the pre-defined second problem sets of the project. They showed us their artistic performances by using the rules of especially theater and role-plays.

In the following days, we had online workshops about the city and the country and Romanian people and the administrative system. We learned information about the history, municipal system and administrative system of the country.

This phase of our project is important for us because it is the last step of our problem explanation steps. We were able to see how much way our students have taken since the beginning of our project to define the problems they see in their environment. This showed us how much development in their perception of their interest to social problems they may come across in the school or in the other spheres of the social life. This point was important for our project because if the pupils developed their ability of explaining the problems they are given before, it showed us that they may become more motivated, have more willing attitudes to social and educational spheres. It implies that "civic consciousness" level of our pupils increased since the very beginning of the project.

We continued our observations, followed our students' behaviours both in our school and throughout the LTT activity in Romania goes on. We noted down the developments, changes, regressions -if there seems to be- in the attitudes of our students. This phase of the project in fact was important for the reason that we began to see what kind of changes took place since the beginning of the project in the data of our school registries, success rates, social activity participation rates, willingness to participate in the lectures. The phases following this LTT activity were revised and re-evaluated according to the general functioning of our project and its level of probabilities and possibilities of achievement of aims, goals and results juxtaposed with this step of the project. We evaluated the general flux and functioning of the project and we also re-evaluated and re-assessed the activities we had been applying in our schools at the local level.

The students had opportunity to learn the knowledge about how to take active roles in formation of theater based workgroups, Our students also got greater understanding of how to participate more actively into problem solution activities in their school life. This brought the results of a school environment which is going to be knitted by the powers of more fraternity, friendship, tolerance and empathy. This environment provided our pupils a sphere where they will have much more motivation and eagerness to participate in school subjects and that will result in a more successful school profile for us.

The teachers developed their competences for creating more effective collaborations with other colleagues in European and transnational level. They will be able to support their pupils with new educational methods by having more self-confidence, collaborative activities more easily.

Meeting in Romania

Anna Grabowska— Project Manager (Poland)



Our mobility to Romania was supposed to take place in March 2020; however, due to the Covid-19 situation and the European lock down , we were forced to change our plans. All the coordinators were given permission (from the National Agencies of Erasmus+) to conduct the mobility to Galati online.

We decided to have a 5-days meeting online in September (28.09.-2.10.2020). We were all meeting on Google Meet.

During the LTT activities the students obtained the opportunity to learn the knowledge about how to take active roles in the formation of theatre based workgroups. They also got a greater understanding of how to participate more actively into problem solution activities in their school life. The students understood and learnt "how to solve problems" they come across by using their own potential and their own point of view in daily activity groups and during classes as well. They are thus able and willing to learn and understand different people, cultures and languages in Europe and worldwide. This will certainly create a school environment which will be based on the ideas of fraternity, friendship, tolerance and empathy. This environment will enable our pupils to be much more motivated and eager to participate in school activities and this will result in a more successful school profile for us.

The teachers had an opportunity to collaborate with other colleagues at an European and transnational level as well.

Our hearts on display

Camelia Frunză— Project Manager (Romania)



(continued from previous page)

We were grateful that our students had the opportunity not only to share information, but they also learned how to take active roles in the world they live in.. They also got a greater understanding of "how to solve problems" they come across by using their own potential differentiations in daily school life.

We were also grateful that our students had the opportunity to learn and understand different people, cultures and languages in Europe and worldwide. This fact in itself will certainly impact the school environment which will be knitted by the powers of more fraternity, friendship, tolerance and empathy. We are positive that our school will be characterised by an environment that will provide our pupils a sphere where they will have much more motivation and eagerness to participate in school activities and that will result in a more successful school profile for us.

We are also grateful that the teachers in our school managed to develop their competences for creating more effective collaborations with other colleagues in European and transnational level. We are certain that they will be able to support the students in our school with new educational methods that will spark our students' interest and get them more involved in school life..

Conclusions on Romania's C4 part of the "If I were" Erasmus+ Project.

Angel Fresneda— Project Manager (Spain)



Spanish team, October 2020.

The elaboration and organisation of the activities was of great value to our participants.

Considering the fact that it was impossible to travel under the current circumstances, we appreciate having enjoyed a virtual tour of Galati, learned through interactive games, joined in a zumba class and received such a precious gift as it is the pottery we received.

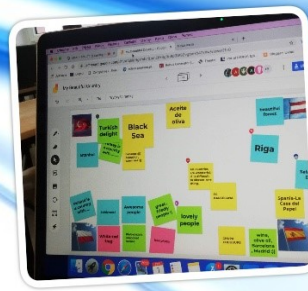
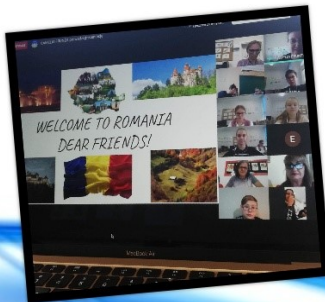
The activities were student-oriented and varied, where everyone felt part of the group and everyone had the chance to participate, such in Kahoot! or Mentimeter activities. We could also share some ideas with the rest of countries despite the technical difficulties, which did not stop us from enjoying interesting videos on Galati or the activities some countries presented.

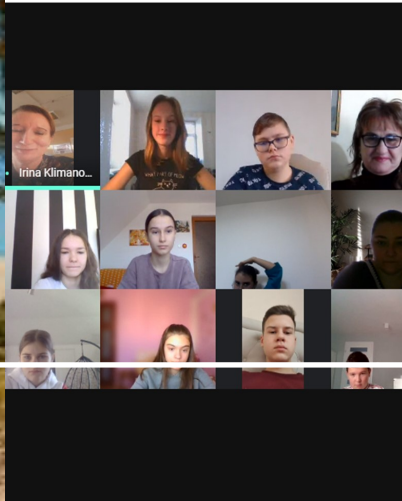
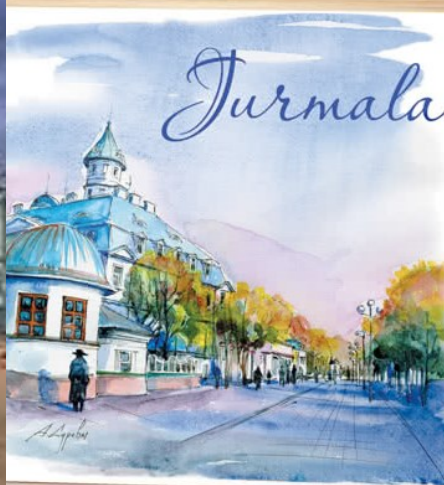
Romanian coordinators were reliable and punctual.

They led the conferences and activities very in a well-organised easy-to-follow manner.

They have put much effort in their part of the Project.

We'd like to thank the Romanian team for their dedication and effort.





FIFTH LTT MEETING, JURMALA, LATVIA

C5 Short-term exchanges of groups of pupils
Jurmalas pilsetas Mežmalas vidusskola, Latvia

23.11.2020-27.11.2020

Description of the activity: the content, methodology and expected results

Mesut Budak— Project Coordinator

We saw the last best groups of our arts-activity groups countries and their performances. The guest pupils and the host team's pupils introduced their performances as artistic solutions to the second pre-defined problems. We saw the best performances of art groups.

This is the last meeting and LTT activity of our project.

The last transnational administrative meeting was held in this LTT activity. We evaluated the total process of the past phases and the project itself. We had last meetings for the end reports of our project and compared the aims, objectives and results of the project. We also decided on how to continue the dissemination activities of the project. We revised all the former activities and performances and the results of digital web-based elections. We evaluated the achievement and success of school ballot organizations and elections and compared them with the digital platform -internet- results.

We also had a conference about what implications had our project on local, national, European basis brought about. We also had a last meeting and revise the last form and shape of our arts dictionary in this meeting.

We also prepared a memory booklet and publish it in PDF file format. Our pupils made a slide consisting of all the images and files, we obtained in our past project experience. We uploaded these media to our websites and copied it to our flash memories to disseminate in our schools.

This phase of our project is important for us because it is the last step that our pupils have taken exhibited their performances. So, we gave them the opportunity to explain their memories before the guests. They exchanged their e-mail addresses and other social media and sharing channels with each other.

Teachers developed their capabilities of collecting data, formulating data analyses, preparing digital publications and arranging digital and written resources in a manner suitable for using in developing new educative methods and guidelines for their pupils. They cooperated while preparing the memory booklet and arts dictionary. This brought about usage of English as communication language and that lead teachers to develop their language and communication skills.

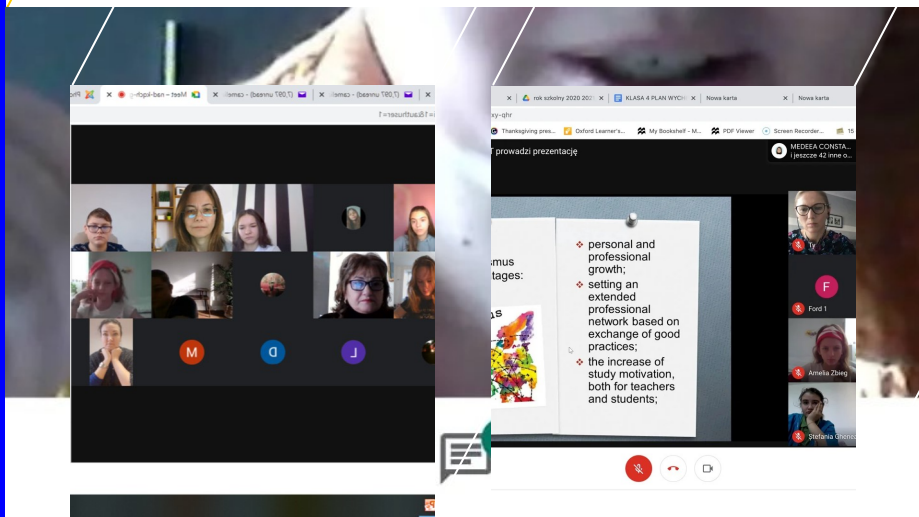
They also developed their capabilities of managing complicated jobs by cooperating with their colleagues. They will use these capabilities of managing complicated jobs in their schools, in the lectures and in their future career and will increase the organizational capacity and quality of their schools in long term.

We managed to build up a new culture in our organizations that is characterized by European citizenship principles of democratic participation and "unity in diversity". This will increase their ability to use all potential of every person working in the organization. That will lead to a new synergy and increase in their total quality in all of the fields related with management, education, correct management of financial and human resources. Increase in the experience of the schools that will be obtained after the project has been finished successfully, will lead them to create new partnerships in local, national, European and transnational levels.

They will have many benefits from every experience they get from these new partnerships. That will also bring about a very high increase in the total quality management of the school in all fields of their organizational structure.

Meeting in Latvia

Anna Grabowska— Project Manager (Poland)



Our mobility to Latvia was supposed to take place in May 2020; however, due to the Covid-19 situation and the European lock down , we were forced to change our plans. All the coordinators were given permission (from the National Agencies of Erasmus+) to conduct the mobility to Jurmala online.

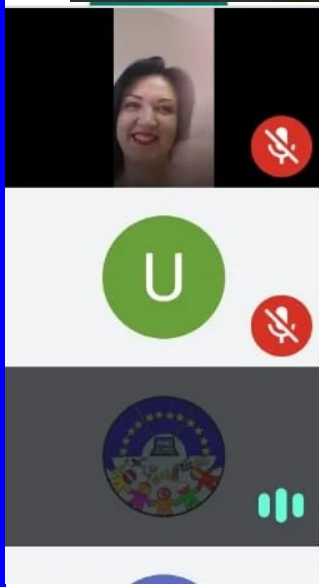
We decided to have a 5-days meeting online in November (23.11.-27.11.2020). We were all meeting on Google Meet.

During the LTT activities we had a chance to see the best art-activities prepared by the students as the solution to the second pre-defined problem. During the conference we evaluated the process of the past phases and the project itself. All the students and teachers had an opportunity to give their thoughts about the project - their experiences, memories and implication on their lives.

We also started creating a memory booklet, which will be published as PDF file. In this booklet the students will make a slide consisting of the images and files gathered throughout the project.

Students took part in a workshop of creating traditional Latvian mittens, which gave them lots of joy and ability to improve their knowledge on foreign cultures and traditions.

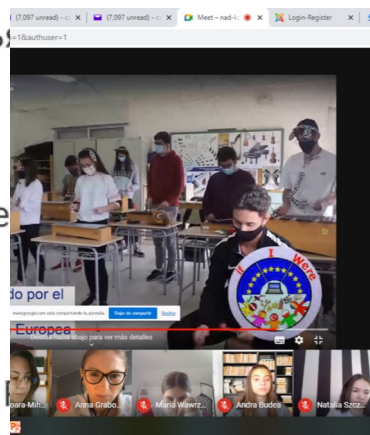
The teachers had an opportunity to hold the last transnational meeting- evaluate the project itself as well as talk about the final report and dissemination activities.

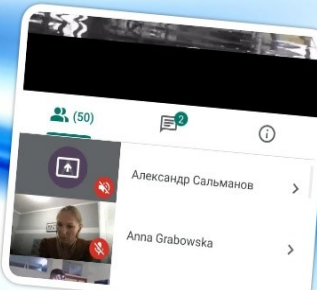
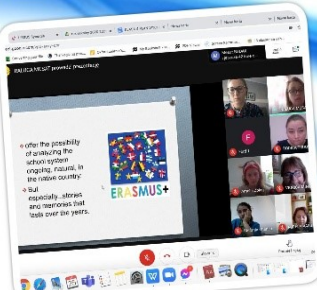
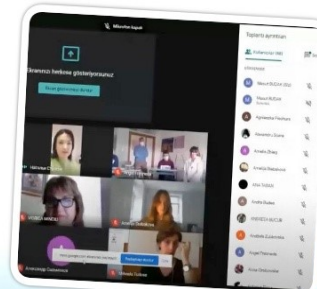
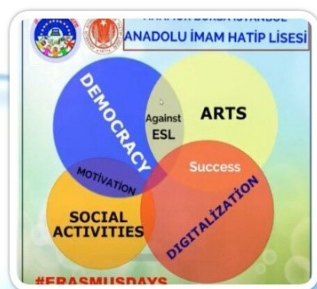
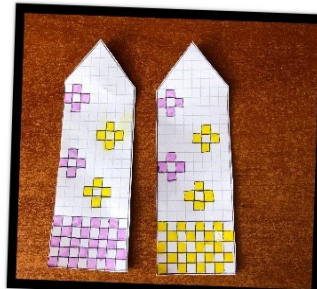
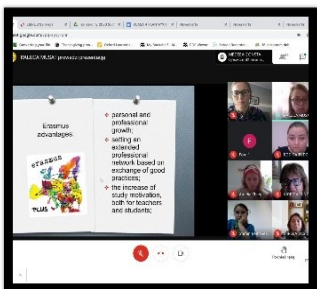
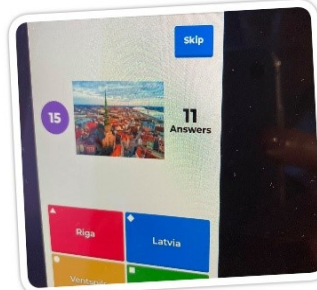
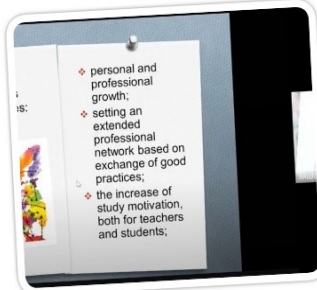
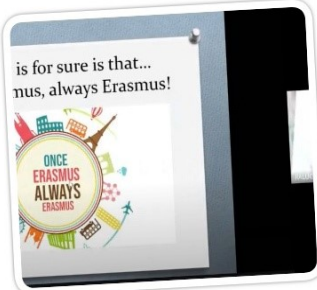


Наталья

Uğur Ge

IfIWere

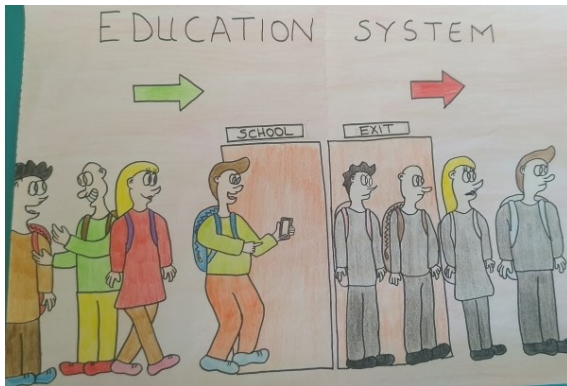




Remarkable students at work



A Happy Ending
Spain



Consuming Education System
Turkey

When I run

Performance by [alejandra_maro](#)

When I run, I'm not afraid of losing my pride.
When I run, I don't look for somewhere to hide.
When I run, I'm not training myself for a fight.
When I run, I don't try to do it among the light.
When I run, there's no one behind me back.

When I run, I listen to the music I love.
When I run, only the sky is above.
When I run, the soft breeze cares my skin.
When I run, gravity can't stop my feet.
When I run, it's because I'm free.

Or I should be.

When we run, we shouldn't be escaping.
When we run, we shouldn't turn off our music.
When we run, no one should try to follow us.
When we run, no one should try to hurt.
When we run, we should do it when we like.
When we run, there shouldn't be hunter or prey.
When we run, we shouldn't need to be brave.

When we run, we just want to be free.



Romania



Family vs. gadgets
I love my family vs.
I live my phone

Latvia



Come out! Don't be afraid!

Poland

On Project Activities

Mesut Budak— Project Coordinator

We wanted to interconnect the artistic approaches with educative methodology of problem-based learning (PBL) model and extend the results and implications through an “Internet and consequently, Digital Democracy” platform based on interactive communicative rules of discussion and sharing in a game-like environment. We wanted to promote social and active participation of our students into the social and cultural life of the school and the society. Firstly, we formed voluntary, integration and art working groups on the basis of a pre-given problem. At the beginning of every semester, we will define a social, cultural and educative problem for our students and wanted them to produce an artistic explanation of that problem with painting, music, dancing, literature and especially theater.

Through the end of the semester they prepared another artistic explanation as the solution of that problem. At the end of the semester they exhibited or performed their artistic creations in front of the other teachers and students from their schools and in front of the visitors of the partner schools. At the last semester every partner school chose the problem of the other partners and created a solution for their problematic situations. At the last semester of our project, we exchanged the problems and the solutions transnationally.

We also uploaded our pupils' art performances about the problem and how they created the solution to that problem to our websites. Other member students and teachers were able to evaluate, vote, like, comment and counter-comment the performances and the other commentators. We setup a website just similar to social sharing websites like Facebook and gave the opportunity to the students to develop themselves in the branches of arts and to understand the main cornerstones of the digital voting system and democratic participation, multi-cultural, interactive and communicative rules of discussions and the rules of European democratic citizenship. By using these methods our students were engaged to complex, challenging problems and collaboratively work toward their resolution.

Our methods provided our students the opportunity to inter-connect their disciplinary knowledge with real-world problems. Especially setting up a social media-like website and encouraging our students to produce artistic works that were elected and shared through that website and telling that they would become more popular on the NET, increased their motivation to solve problems, create new works and participate in the school life rapidly.

Shortly by implementing this project, we managed to exchange our students' “motivation to solve a problem” to “the motivation to learn”.

A Few Remarks on Augusto Boal's Theatrical Concepts

Camelia Frunză— Project Manager (Romania)

Augusto Boal was a Brazilian dramatist and a political activist, as well. He is best known for having founded what is currently known as the Theatre of the Oppressed which is basically a theatrical form that was originally used in radical left popular education movements. Augusto Boal developed most of his techniques once he understood the limitations of theatre in the poor areas where he worked. He also understood that his efforts to motivate the people living in poor or "slum" areas to rise up against racial and class inequality were repressed by his own racial and class background, as he was white and reasonably financially comfortable. His novel techniques permitted the idea of rebellion and the motivation for change to come from within the target group.

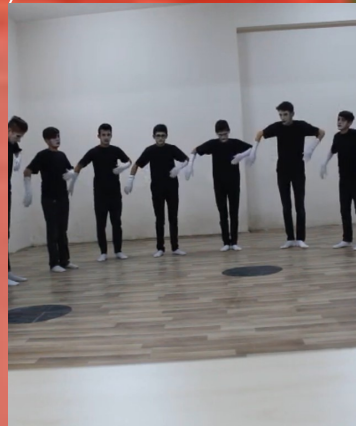
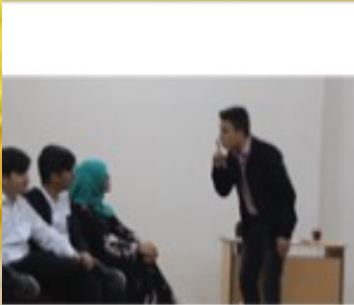
One of the techniques that was created under the umbrella term of Theatre of the Oppressed is the Forum theatre. This concept refers to the spectators getting involved actively in the performance as both spectators and actors. In fact, they are called "spect-actors" and have the power to stop and change the performance. The issues dealt with in forum theatre are often related to areas of social justice with aims to explore solutions to oppression featured in the performance.

As part of the activities organized by the teachers involved in our project, we organized exhibitions and shows that introduced the art activities of our pupils. Our students also had elections to decide which art group's activities were the bests and they commented about the activities. We tried to create an environment in which everybody would be able to talk about the activities and make evaluations about their quality and appropriateness. We had digital elections through the web. Every student, staff in the schools, the parents and if they want every person in our locality was able to comment, like, share the activities in the NET. We had a democratic digital election process and tried to move "Forum Theater" culture into the web.

Our pupils thus improved their critical abilities, creativity and consciousness of using their own personal resources and potentialities within the context of high-level artistic performances and problem-based learning models. They developed the ability to interpret and understand the reality in an active comparison among cultures, through codes of artistic expressions by the use of different media, theatre, art, music, and especially literature, theater and creative writing.

Finally, it will out of these experiences that forum theatre will be born in our school, with the forum as part of the overall show. This will create a new space of collective learning between the students and the community.

Defining a problem



Shut Up! You Do Not Speak! (Turkey)

Ours, the young people's biggest problem is being silenced.

We tried to show how the young people have been neglected and not given attention by their families and other mature people, by organizing a theater scene composing of a psychologist, a father, a mother and a young who have been invited to a TV program, a discussion program.

Please Dad, I want To Go On My School! (Turkey)

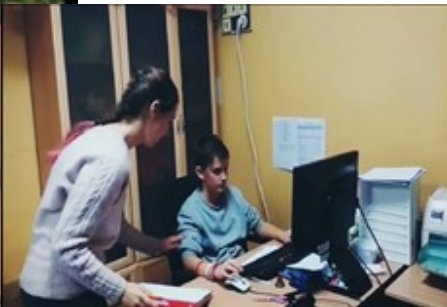
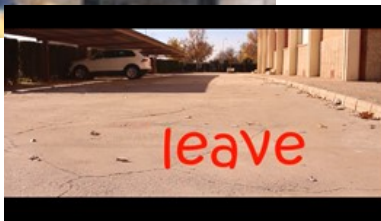
In that play, we wanted to explain/show the process of a girl named as Ünzile being taken from the school away and made to leave the school early by her father. Ünzile gives birth when she is very young -in her childhood ages- she becomes a subject of violence from her husband. She withdraws from all aspects of the life at the end. At the end of the play, all of the players show how to resist against the injustices in the life and unjust behaviors of the families of the students.

Mime Performans (Turkey)

Mime is part our cultural heritage. Pandomin is the theatrical technique of suggestion, character or emotion without words, using only gesture, expression, and movement. Our Study is about family communication.

When parents fight, children suffer (Romania)

Defining a problem



Dad, How Can I Count Money, Without Learning Maths in School? (Turkey)

Some Families take their children from the school, before they graduate. Because the families live in poverty and they need money. So they want their children work not to go to school.

Our Bags Are Heavy (Poland)

The dance is about problems that students have with their heavy bags; they have to carry many schoolbooks everyday, it's tiring and boring.

Leave (Spain)

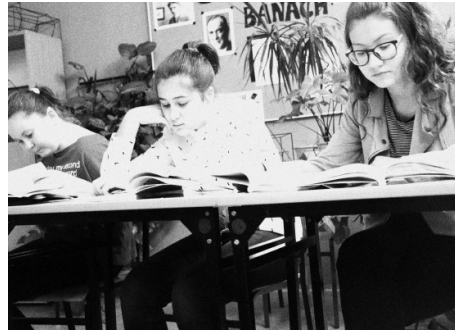
Leave is a short film about the school failure. Leave wants to make the people know that there are a lot of teenagers who want to leave school. Three students are the main characters and they are all the time laughing or going out of school. More than one thousand and five hundred people have seen leave in YouTube.

Hurry Up! (Poland)

This play is about is about a student who is always in a big hurry; he has no time for himself, he's frustrated; his parents are angry with him because he hasn't got good grades; in the end they admit that they help him with his homework secretly... We wanted to show that students nowadays live under stress, they always have to meet their parents expectations, and parents will even sometimes do their child's homework only not to be ashamed of his/her bad grades;

Gadgets or not?! (Latvia)

Defining a problem



Sometimes I feel like getting rid of all these...! (Poland)

This picture shows how students can sometimes be overloaded with their responsibilities at school and how they would like to feel free.

Studying, studying, studying... (Poland)

this is how we look like everyday at school.

Taking photos for bad purposes Poland)

This photo shows a situation, when some of your friends take a photo of you while you're not watching, and then they use it to make fun of you ; it may lead to many problems;

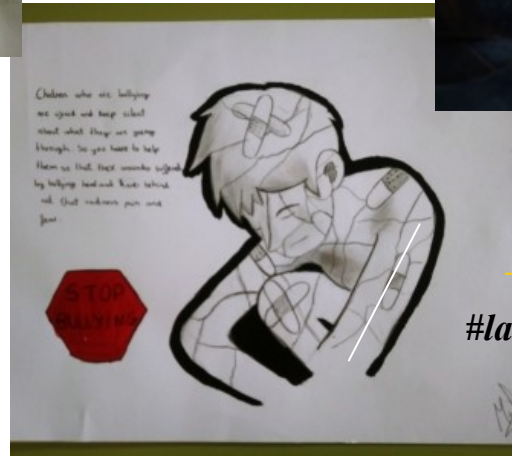
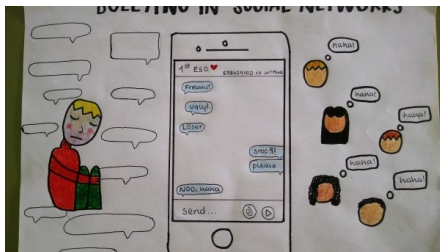


Bullying make up (Spain)

Stop bullying (Spain)



Cyber bullying (Spain)



#latvia#bullyingatvia



Defining a problem



Missing far-away parents (Romania)

Dancing has the power to refresh the children, making them more optimistic and more confident in their own strengths. Through dancing they express their joy, their hope but also the sadness they experience after their parents have left to work abroad. Dancing manifests itself as a vital energy, being useful for the human body and for the children's own feelings. For the children, the moment is a therapy through dance, such as a journey for soothing the missing of their parents.

Coordinating teachers: *Munteanu Elena Magdalena*
Nare Loredana

„Visit” by I.L. Caragiale (Romania)

One of the difficult problems which the young people, especially, have to face nowadays, is the lack of education. The famous play “ Visit”, which belongs to the great classic writer of Romanian literature, I.L. Caragiale, acted by 4 of our students, proves the destructive effects which the wrong education from some families can have on the young generation, as well as the incapacity of some parents who can't educate their own children.

Coordinating teachers: *Acasandrei Cristina-Ecaterina*
Minciu Viorica

Families Divided (Romania)

Through the multitude and the diversity of the problems faced by contemporary society, the phenomenon of parents leaving to work abroad for a better living and leaving their children at home in the care of grandparents or other relatives is more and more frequent. Children go through a tremendous amount of pain when separated by their parents, their school results are worse than ever and they usually associate themselves with social groups that exert a negative influence upon them.

In conclusion, family is the only environment a child may live and develop harmoniously.

Coordinating teachers: *Tudose Rodica*
Dumitrașcu Luiza

Finding a solution



Traditional values refer to respect , trust and loyalty.

Nothing like the bullies!(Romania)

We, Romanians appreciate relations based on trust, respect and loyalty. These are the attributes that we learn to appreciate early in our childhood and maybe if all of us understand to respect each other, the world would be bullies-free.

Families reunited (Romania)

This work presents the solution for the problem - Families divided. The students put the family in the centre of all the parts involved in child protection- the Romanian State, the parents(who have the biggest responsibility), the non governmental institutions, too .

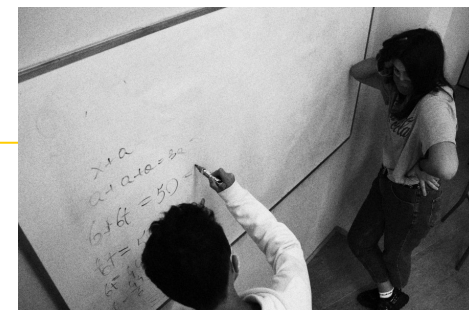
We are the same (Poland)

I can reach out high with the help of my Friends:)(Poland)

Look, how high you can reach with the help of other people :))) NO mobbing, NO bullying, NO calling names!! Let's be polite and helpful, let's make our lives better :)))

I'll help you- don't feel bad! (Poland)

It sometimes happen at school- you don't feel certain, you can't do your homework, you feel useless or not clever enough... This is the place for Friends- they should help :)



Finding a solution

The unconditional love of animals (Romania)

After a fight, the best place to take refuge are animals. Their love is unconditional.

Matilda (Romania)

Matilda represents the solution for the problem presented in the play "A Visit". It proves that the lack of education can be solved by self-education, like Matilda, a very smart girl, does. Even she has bad quality parents she succeeded in acquiring good general knowledge.

Touchin, trying, creating- the best way to learn (Poland)

Manual classes are great ! We love it when we can touch and play with items, see their shapes in real, sit together and talk; we learn better this way !

Help your parents- it's also a great toime to spend time with them :)(Poland)

Lessons can be fun! (Poland)



Finding a solution



Sport instead of phone (*Latvia*)

The key to solving conflicts (Romania)

The key to solving any conflict is to avoid the conflict itself. Everything starts from education! We should learn not to discriminate anyone. We are all equal!

Family Reunion (Romania)

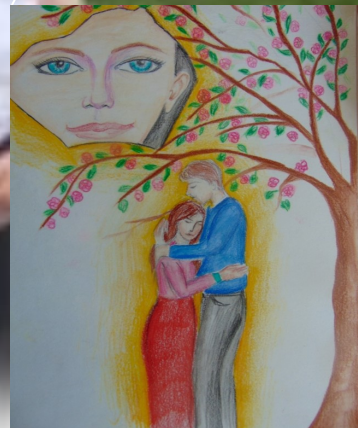
This drawing is a solution to the problem illustrated in the first cycle of the project: "Tears in heaven". When I illustrated the problem, I said that when parents divorce, children suffer the most. My solution is for families to reunite. It is not easy for the family to reunite. The members of the family will have to learn how to communicate so that the family enjoys and atmosphere of peace and love. They will eventually learn what it means to be a FAMILY.

She (Solution to the problem of gender violence) (Spain)

We love it when lessons are fun and innovative :) having fun with mirrors, interactive gadgets make lessons unforgettable :) (*Poland*)



Finding a solution



Destinies and Hopes (Romania)

This play presents the drama experienced by the families whose members are abroad trying to earn more money for a better living. The second part of the play presents the solution to the problem identified in the first semester. Now, the father is brought back home after the manager of the school (Mrs. Alina Rezemescu), Mrs. Malaxa (who intervenes with the authorities) and Eliza work together to reunite the family. Eliza's aunt will take care of the household and the girls will thus be able to go back to school.

I miss my mother (Romania)

This project represents the continuing of the first part „Dor de mama". It suggests as a solution for the children's longing for their parents, to reunite the little ones with their loved ones. A grandmother or an aunt can't replace a mother and a father.

Sweet seeing again (Romania)

Through this dance, we presented the solution for the problem referring to parents' departure abroad demonstrating the shown happiness when the parents return home. Combining the dance steps with the rhythm of the music proved the waiting and the happiness of meeting the parents, too.

The emotion could be seen at the end of the dance both on the parents' and the children's faces.

Love is the answer (Romania)

Mother comes back home



(Romania)



LAST
BUT NOT
LEAST.....

The Erasmus Experience

Raluca Muşat (Romania)



Why should we apply for an European financing mobility? Why not?! some of our colleagues would say.

This project changes so much that the professional life is divided in *before Erasmus* and *after Erasmus*.

In a period when the activity inside class is so tumultuous, any extra task would bring an imbalance. But this wouldn't happen if you become a member in the Erasmus project implementing team.

The benefits of such a project are numerous: personal and professional growth, increase of the study motivation, both for teachers and students, setting an extended professional network based on exchange of good practices.

In the globalization context and of intense promoting of different European school models, the Erasmus mobilities offer the possibility of analyzing the school system ongoing, natural, in their countries and so, it assures the possibility of learning them easier.

The advantages wouldn't be complete if we didn't mention the extra value that such a project brings to the children.

The Erasmus Experience

Raluca Muşat (Romania)



The socialization, the exchange of experience, the opportunity to spend time in the company of foreign children and not to be eager to go home and to make long lasting friends are some of the winnings of taking part in such a project.

The announcement of the selection for taking part in Erasmus mobilities brings emulation and the displaying of the results is expected with excitement both from children and from parents.

For each stage of mobility the selection announcement attracts tens of students although only four are selected.

The teachers and students in our school, *Grigore Moisil* in Galați, are enjoying taking part in an European financing programme "*If I were: Arts and Digital Democracy to Raise Participation to Social Activities Against Loss of Motivation and ESL*", code 2018-1-TR01-KA229-059848, conducted in partnership with Turkey (leader), Spain, Poland and Latvia, between 2018 – 2020.

The Erasmus benefits are countless. The ones that have taken part in the programme know them and for the ones that haven't taken part yet I won't enumerate completely in order to discover and enjoy them so as to thoroughly. What remain in the end are the stories and the memories that last over the years.

What it is for sure is that...once Erasmus, always Erasmus



How the Erasmus+ project contributed to the development of the organizational culture in Școala Gimnazială „Grigore Moisil” Galați

Mihaela Ciocan— Deputy Manager

The news that we were partners in an Erasmus + project made the whole school community happy. We had wanted such a project for a long time and we had had some previous unsuccessful applications.

A first benefit brought by the Erasmus + project “If I Were ...”, about which we were to become aware later on, was the decision of the coordinator to involve the whole school in this project. And, despite the fact that we used to spend a lot of time in the early stages of the project, we gradually developed an efficient way of working, in teams, with the responsibility and involvement of as many colleagues, students and parents as possible. What is more, the previous school year was characterised by the fact that the entire activity of the school was organized according to the objectives of the Erasmus + project, which became objectives of the school. Thus, the managerial activity gained coherence and the objectives were more carefully pursued and achieved.

Because the project also has a component related to digital skills, we were prepared for the transition to the online environment, although we did not know this then. In order to be able to vote in the project, we had to learn how to create personal accounts, how to use them or how to access certain platforms. Then, we needed a better website for our school, with more space and more visibility, as a result, we purchased a school domain in January 2020. Therefore, when the pandemic caused by SaR-Cov-2 started and the schools were closed, in a relatively short time we were able to organize and we passed all the school activity on the Google Classroom platform .

The mobility of March 2020, which was to be hosted by our school, led to the transformation of school spaces: all classrooms were redecorated, the entire display in the hallways was changed, the steps between the levels were written with motivational messages or book titles, we created indoor and outdoor learning corners. The school received a new look, and all school employees contributed to it. Unfortunately, the mobility could not take place with the physical presence of the partners in our city on the Danube, even though I had prepared a very interesting program. We had been waiting for the pandemic situation to change, but it became increasingly clear that the organization of mobility in our school was to take place online. We again had to learn, look for and find solutions to transfer the previously designed activities to the online environment. We thus discovered new attractive ways to organize online activities, we learned new applications for collecting feedback and evaluation, which proved to be very useful in both the hybrid yellow scenario and the imposed red one, from November 9, 2020 onwards.

Here are some beneficial aspects of a KA2 Erasmus + partnership project. We thank the project team for bringing a different perspective to the organizational culture of our school. Personally, I congratulate and appreciate all my colleagues for their involvement, creativity and perseverance. We are "All, at all times!", regardless of the challenges of the times we live in!



(Re)Encuentro con España

Nicoleta Jora (Romania)



Sin querer, el alma pasa por el modo *remember* varias veces, especialmente cuando necesita cargarse con energía positiva. Tienes destellos cuales forman tu libro con recuerdos inolvidables de tu vida. Vuelves a vivir partes de ellos y sientes que vuelvan a crecerte alas y que vas a volar, dejar atrás todo lo que cuelga de tus pies, en tu existencia actual: estrés, cansancio, monotonía..., el caparazón de tu existencia.

Y tienes la oportunidad de retroceder donde una vez floreció tu alma. Y te vas de tu casa con el alma rota por que dejas atrás tu lugar, tu tierra la que te llama, y por algunos hermosos recuerdos que te dieron los íberos, hace años, cuando estabas intentando abrirte paso por la vida .

Y das un paso adelante frente a lo que podría haber sido, sin dejar que tu alma tiemble de lo que era. Eres fuerte, puedes hacerlo, especialmente porque tienes almas a tu lado cuyas alas apenas se abren y para quienes quieres mostrar la maravilla de sentir otras partes del mundo, otras formas de ver la vida, de vivir, de la esperanza, de ser diferente, pero igual, de alguna manera.

Y llegas, caminas y te alegras con todo tu ser. Los 5 sentidos no son suficientes para el optimismo y la luz que te inunda, para las mismas personas cálidas que conoces, parece, de toda la vida, para la misma educación latina, para una civilización que ha estado más protegida por el tiempo y por los tiempos. Y vives al máximo esos días, y conoces otras almas que comienzan en la vida, algunas con las mismas raíces que tú, y ves, y aprendes y das de tu alma. Y das las gracias...

Y no olvides... Más flashes para más tarde...



ERASMUS

Am cunoscut oameni noi,
Cu numele lor pot umple multe foi.
Experiențe de neuitat,
Mă bucur c-au existat.
La plecare, puțin tristă am fost,
Însă totul a avut un rost.
M-am întors cu amintiri frumoase,
Care sunt cele mai prețioase.
Acum toți sunt încurajați,
Și mult mai implicați!

I met new people,
With their names I can fill in pages.
Unforgettable experiences,
I am glad that existed.
When we left, I was a little sad,
But everything had a reason.
I came back with beautiful memories,
Some of the most precious ones!
Now everyone is more motivated
And a lot more involved!

Chiriac Silvia Leticia Mădălina (Student from Romania)