



ЦЕНТЪР
ЗА РАЗВИТИЕ
НА ЧОВЕШКИТЕ
РЕСУРСИ



Education and Culture DG

Lifelong Learning Programme



VICHO GRANCHAROV SECONDARY SCHOOL
GORNA ORYAKHOVITSA
BULGARIA

LIFELONG LEARNING PROGRAMME A COMENIUS PROJECT - MULTILATERAL PARTNERSHIPS



POLAND



ROMANIA



TURKEY



SWEDEN



ITALY



SPAIN



CZECH
REPUBLIC

TEACHING INNOVATIVELY
(WITH FOCUS ON ICT) AND ITS IMPACT ON
THE QUALITY OF EDUCATION

01.08.2011 - 31.07.2013



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**ROMANIA
COLEGIUL NATIONAL DE INFORMATICA „TUDOR
VIANU”
BUCHAREST**

Education in Romania and Tudor Vianu

Currently, compulsory education in Romania starts at 6 or 7 years, with four grades of primary school, followed by four years of middle school education. After these eight years, a nationwide term paper in Romanian Language, Mathematics and Maternal Language (if different) is taken. A high school admission grade is calculated, taking into consideration both the results from this test and the General Yearly Average from grades 5 to 8. The first two years of high school are compulsory, but secondary school takes four or five years to complete.

In Romania, currently, high school starts with the ninth grade. The high school admission system has been under heavy restructuring in the last few years, and the requirements have changed yearly. For admission to a high school, students still have to pass a middle school completion examination in Romanian Language and Literature, and Mathematics.

The term “class” describes a group of 20-35 high-school students who take all courses together from the 9th grade to the 12th grade. The class is advised by one teacher, who also teaches one of the courses, called “diriginte”. He or she carries out the same job as that of a counselor from the American educational system. In every high school (grades nine through twelve), all courses offered are compulsory. Difficulty can vary in classes that include more hours weekly for one subject like Mathematics, Natural Sciences, or Computer Science. Each year, students have two or three hours for elective-courses and they can choose subjects for each of those hours. These courses are called “optional subjects”, or “CDS – Curriculum at School’s Disposal Subjects”. However, due to space restraints, usually all the students in a class have to take the “optional subjects” that the majority of the class chooses. Advanced Placement or Honors courses are not available, but students who pursue Computer Science courses can receive an Assistant Programmer’s Diploma at the end of high school, after presenting an individually designed project.

The academic program of any Romanian high-school student is composed of twelve to fourteen compulsory subjects each semester. A normal school day is made of six or seven periods usually of fifty minutes each. Romanian high school students study the following subjects every year: Mathematics (Algebra and Calculus; Geometry and Trigonometry are included), Romanian Literature, History, Geography, Biology, two foreign languages (one of them is usually English), Physics, Chemistry, and Physical Education. Besides these, the

following courses are included, based upon the type of the high school: Economics, Computer Science, and Philosophy. In many of the courses studied, students have to complete day-to-day homework, which can take from two to six hours every day.

The grading system consists of marks (grades) from one to ten. The passing grade for each course is five. In order for a student to promote in the next academic year, he or she must get a minimum GPA of five in all courses.

After graduation, students from every Romanian high school take the National Baccalaureate exam, which includes oral and written tests. A minimum grade of five is required for every test in order for a graduating student to be considered for admission at a Romanian college or university.

High schools offer few extracurricular programs (like occasional School Projects Exhibitions or School Anniversary Day Festivals) given the rather tough academic schedule. This is the main reason why Romanian teenagers almost never employ during high school. Also, one who wants to get involved in any activities outside school is solely responsible for finding such opportunities.



The profile of our high school classes is a combination of Mathematics and Computer Science. In each academic year, students have to take four to seven hours a week worth of Computer Science classes and four to five hours a week worth of Mathematics classes. This is the most intensive program offered by our school.

Established in 1928 as a women's high school, this institution has had a Computer Science profile for the past 34 years. One of the top secondary schools in Bucharest at that time, "Tudor Vianu" has one of the best selections of students in the country. Graduation has constantly been at or very close to 100%, and the same percentage goes for those who pursue higher education.

The past few years have seen a vivid upgrade of the standards to be found here. The number of Computer labs has been extended to six, whereas the facilities in other labs have been upgraded with modern hardware. The teaching methods have been alleviated as well, as "Tudor Vianu" is among the few schools that provide computer based lessons, most of which are designed by our teachers themselves. Although not very different from any other public secondary school in Romania from the general education point of view, the teachers feel it is

natural to work with their students more than the curriculum stipulates, and their counterparts are delighted to be further enlightened. Therefore, a Performance Center has been setup, comprising about 80 students (more than 10% of the entire student body) who have earned awards at National or International Olympiads and Contests. Their fantastic achievements place the high school at the pinnacle of secondary education in Romania. Only this last year, 57 prizes and honorable mentions at various Olympiads have reached our showcase. The competition here is really tough, so those who are in the top decile are all very dedicated students. Although some teachers might prove to be more lenient, so more than half of the students have General Yearly Averages above 9 (out of 10), keeping a very high grade is difficult, implying constant efforts.

According to the school statistics made available to the media, about 15 of the best students in each senior year are offered full financial aid by the top USA Universities . This is an uncommonly high number, given that few students actually consider enrolling in the United States. The school encourages them, broadening their perspective by means of a vast array of extracurricular activities in comparison to other Romanian equivalent institutions. Students at “Tudor Vianu” can be engaged in sports, literature, theatre, science or debate clubs. Additionally, volunteering and community help are moderately advertised.

All in all, it can be inferred that, while leaders and teachers at this high school strive to offer their best to ensure that dedicated students come as close to the needs of adulthood as it is permitted by the Romanian tuition system, making “Tudor Vianu” the acme of Romanian secondary education.





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Education and Culture DG

Lifelong Learning Programme

TURKEY
HASAN HUSEYIN AKDEDE ANADOLU OGRETMEN
GUDUL, ANKARA



Education in TURKEY

THIS ORGANISATION IS A TEACHER TRAINING HIGH SCHOOL AIMING AT PREPARING THE PROSPECTIVE TEACHERS FOR THE FUTURE. THE STUDENTS ARE CHOSEN BY A NATIONAL EXAMINATION. THEY COME FROM DIFFERENT PARTS OF TURKEY AND FROM LOWER-INCOME FAMILIES. WE DON NOT HAVE ANY PARTICIPANTS AT RISK OF SOCIAL EXCLUSION OR REFUGEES. THE SURROUNDING OF THE SCHOOL WHICH INCLUDES FEWER SOCIAL ACTIVITIES IS FAR FROM THE CITY CENTER. THE PROVINCE IS NOT VERY CROWDED. OUR SCHOOL IS A NEWLY ESTABLISHED BOARDING SCHOOL. TEACHERS OF THE SCHOOL ARE ALSO CHOSEN BY AN EXAMINATION. AS THE SCHOOL HAS CURRENTLY BEEN CONSTRUCTED, WE HAVE GOT THE LABORATORIES RELATED TO ALL CLASSES. THE TECHNOLOGICAL OPPORTUNITIES ARE USED ACCURATELY. THIS TYPE OF SCHOOLS (TEACHER TRAINING HIGH SCHOOLS) WERE FIRST ESTABLISHED TO TRAIN STUDENTS AS TEACHERS BUT NOWADAYS THEY GIVE STUDENTS THE CHANCE TO CHOOSE OTHER OCCUPATIONS BY UNIVERSITY ENTRANCE EXAMS.



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**POLAND
II LICEUM OGOLNOKSZTALCACE IM. MIKOLAJA
KOPERNIKA**

CIESZYN



Education in Poland

Our school, with its 80-year history and great traditions, prepares the pupils for study in Universities, academics and polytechnic institutes. It continues the work of the National Gymnasium with Biological and Mathematical profiles. Cieszyn is situated near the border with Czech Republic so we are open to the different kinds of cooperation. Our students take part in different projects promoting the knowledge of the European Community. We have student exchanges with schools from Germany, Finland, France and Czech Republic. More students come to school from rural areas. The economy has changed during the last years generating the closing of factories and the people are unemployed in connection with this situation; thus, we have some pupils at risk of social exclusion. They are talented and we want to motivate them to learn more and to reduce early school leaving.

Participation in the project will be the next step for the positive experience in achieving new competences and intellectual and social development of the students. Cooperation with the different countries will be a chance to recognize new cultures, lifestyle and improve students' motivation to learn foreign languages. Meetings students with their colleagues will be an opportunity to combat xenophobia and stereotypes, emphasizing tolerance and respect for others, change of biased opinions about partners.

The teachers and students could compare the schools systems. Our priorities are advancement of pupils and teachers skills in using new technology ICT, searching new methods, awakening and reinforcing creativity and innovation. We want to make the lessons more attractive for students and, thus, motivate them for learning different subjects, for best results of the secondary school certificate.





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BULGARIA Vicho Grancharov Secondary School

Gorna Oryahovitsa Education in Bulgaria



The Republic of Bulgaria, with its territory of 110 993 square km and population 7,3 million, is a member of the European Union since 2007.

The educational process is overseen by the Ministry of Education, Science and Youth and its regional subdivisions- the regional inspectorates. The compulsory education for our students is between the ages of 7 and 16. The educational system comprises 12 grades, organized in two major levels: basic and secondary. Basic education (grades first through eighth) is subdivided into two sub-levels: elementary (grades first through fourth) and presecondary (grades fifth through eighth). Secondary education encompasses grades eighth through twelfth. The curriculum is structured into three components: compulsory, elective, and optional. Subjects fall into eight major areas of content.



Traditionally the school year starts on September, the 15th. The first day of school is a festive occasion. The duration of the school year varies by the school level and grade. It ends on May 24, the Day of the Slavonic Alphabet and Culture, May 31, June 15 or June 30. The school year is divided into two terms.

Students normally spend half a day at school. There exists an option called “extended care” for students to spend the other half of the day at school working on their lessons under the control of a teacher. The tendency is to provide conditions for a daylong regime of studying.

The grading system is based on numerals, 2 to 6, with six- the highest grade. Students do not pass automatically to a higher grade level. If they have a poor mark, they sit exams and may repeat grades.

Gorna Oryahovitsa is situated in the central part of Bulgaria.

The town of Gorna Oryahovitsa was built on the ruins of the old Rahovets fortress, which existed in the 5th and 6th century AD. Between the 12th and the 14th century it played a major role as a guard fortress to the old Bulgarian capital – Veliko Tarnovo. In the 14th century the fortress was destroyed, earthquakes and plague scared away the population of the fortress to build a new settlement. Life began to revive.

The official document, by which the existence of the settlement is certified, is the firman of Sultan Mahmud the Second from 16th of July 1810. Then the name “Gorna Oryahovitsa” is mentioned. It is determined to be “sultan’s territory”, which meant privileges. The settlement developed as a trade and artisan center. During the 20th century the town became an industrial centre.

The history of the school is the history of the enlightenment in Gorna Oryahovitsa. In 1822 the monk Zotik set up a school in the convent of the Saint Trinity monastery. The way from a convent to modern school was hard during the centuries. At the end of the 19 century the school became central for the town.

The patron of the school is the fighter for liberation and enlightenment from the 19th century – Vicho Grancharov. Teachers and students keep the traditions and the legacy of their patron.

In 1988 a new beginning was set. The presecondary school became secondary. The building of the school changed, too. In 1937-1938 a new two-storey building is erected, in whose bedding the white ashlar is embedded, as a symbol and legacy. During the second half of the 20th century the building was renovated. The third floor, a new wing of the building, 2 gyms, ateliers for musicians and artists, a canteen, a hall were added. In our school students take part in different activities. There is a youth brass orchestra and five majorette groups.

For 22 years the headmaster of the school is Mr. Milcho Savov. He is a bearer of prestigious prizes of the Ministry of Education, Science and Youth – Neofit Rilski and Ivan Rilski.

An assistant headmaster in our school is Mrs. Nikolinka Popjordanova. She teaches History. Together with her students she won many prizes in competitions and olympiads. She is also a bearer of the Neofit Rilski prize, given by the Ministry of Education, Science and Youth. Mrs. Popjordanova is a part of the Comenius project team and assists the teachers and students in its realization.

The Library- an heir to the oldest school library in the town- has a rich book-stock, music collection of tapes, graphic issues, video and CD programs. Here students can also use the internet. Repairworks were made and new equipment was bought by means of our participation in a project with The United Dutch foundations. Here is the place where students and teachers prepare their projects. Here is set the beginning of many projects for exchange of knowledge, ideas, culture and art with students from different countries.

Vicho Grancharov Secondary School provides qualitative education for students from first to twelfth grade, 6 to 19 years of age. These are our little students.

Our Comenius project team consists of 12 teachers, teaching different subjects. One of them is Mr. Krasimir Borisov. He teaches one of the major subjects- Bulgarian Language and Literature, presenting the literary works and characters in an interesting way.

Mrs. Rosica Petrova takes our students back in time in her History lessons. She helps them realize projects, so they not only learn about the history of different countries but also successfully take part in competitions.

The difficult Chemistry becomes attractive when Mrs. Stefka Bereketova teaches, makes experiments and demonstrations.

All our students study the English language as a first foreign language. One of the young teachers, teaching English, is Mrs. Diana Nikolova.

There are many noted sportsmen among our students. They have many prizes, won at municipal, regional and national competitions. National athletes started their sports career as students in Vicho Grancharov Secondary School. Mrs. Elenka Yotova and Mr. Mitko Tonchev are teachers, trying to motivate students do more sports.

This is room number 205 – the place where we do our Comenius project work. Mrs. Vanya Hristova is the administrator of the project and an IT teacher, and Mrs. Polina Moskova is the coordinator of the project and an English teacher. They built up a team of students and teachers, who will work enthusiastically with their colleagues from Romania, Turkey, Poland, the Czech Republic, Sweden, Italy and Spain.





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SWEDEN
Hässelbygårdsskolan
Stockholm
Education in Sweden



Interview with the Swedish National Agency for Education

A. What is the task of the Swedish National Agency for Education?

B. We are the central authority for the Swedish school system for children, young people and adults, as well as for preschool, preschool class and child care for school children between 6 and 12, the so called "Leisure Time Centers"

A. What is your task concerning goals and guidelines?

B. We specify the goals in the Education Act and work actively for the achievement of these goals. We steer, support, follow up and evaluate the work of municipalities and schools to improve quality and ensure that all pupils have access to equal education.

A. Are all schools organized through the municipalities?

B. No, the organizers of the schools are either the municipality or private owners (so called "Free schools"). There are no Swedish state schools. A handful of boarding schools known as "private schools" are privately-paid.

A. Are the Free Schools in Sweden very expensive?

B. No, they are free of charge just like municipality-run ones. With every pupil comes a "school subsidy" - and it goes to whatever school the pupil chooses. Every pupil has a right to choose schools, a Freeschool or a municipality-run one. Teaching materials, health services at school etc. are free as well.

A. Health services?

B. Yes, usually every school has its own school nurse, its own school counsellor and to a certain extent a psychologist, at least part-time.

A. How can you assure that the so called Free schools provide for equal education?

B. We visit all kinds of schools and we develop national tests in some of the school subjects. We also collect information from the schools, for example grades. We have different kinds of steering documents, for example syllabi and grading criteria.

A. For how long do the Swedish school children have to go to school?

B. Compulsory schooling is for all children between 6 or 7 and 16, altogether 9 years.



A. You mentioned the word "pre-school class". What is that?
B. It is a non-compulsory school year - which the majority of 6-year-olds attend.

A. Is that the same as pre-school?

B. No, pre-school is a kindergarten and it's being offered to children between 1 and 6 years of age. But some parents choose to leave their children with a private child minder (in her (it is often a woman) own home).

A. What is the purpose of pre-school?

B. To provide an environment that stimulates children's development and enable parents to combine parenthood with work or studies.

A. Is that free of charge as well?

B. No, the parents have to pay a certain fee (about 80 euros a month) for either a kindergarten or a private child minder.

A. What about school lunches?

B. Every school from pre-school class to upper secondary school serves cooked food for lunch, free of charge. The younger children also get a snack in the afternoon - sandwiches, fruit and milk.

. What does the Swedish grade system look like?

B. It is a goal-based system, not course-based, with a high degree of local responsibility. We are for the time being changing our grade system. We used to have three levels for "approved", but now we'll have 5 : From A-as the top note- to E. And for not approved an "F"

A What do you mean by "a high degree of local responsibility"?

B. Every school has its own budget and decides how to distribute resources and how to organize education such that pupils are able to achieve the national goals. They choose their own work methods.

A. What does the Swedish school year look like?

B. A school year consists of one autumn and one spring term, divided by Christmas holiday. School starts in late August and runs to early June.

A. What does a school day look like?

B. The pupils usually start at 8.20 and quit at 3-4.

A. When do the pupils start learning foreign languages?

B. It is up to every single school to decide, but usually they start with English in year 1 or 2. In year 6 they can start learning Spanish, French, German or extra English/Swedish.

16. A. Are there any other subjects that the pupils can choose among?

B. Well, in year 7 they can choose between Woodwork and Needlework - and

many schools also offer different "profiles". A school could for example offer the following: Dance and Drama, Sports, Science or Art. The pupils get a couple of extra lessons in the chosen profile.

Many Free Schools also offer a special orientation. Apart from these possible options all pupils stay together in the same system for 9 years.

A. Are there different levels of one subject at school?

B. No, usually not. All pupils take the same course. It is for the teachers to individualize their teaching.

A. Why do you have this system?

B. It is a conscious effort to streamline education, in the hope that it will favour students from families with lower levels of educational attainment.

A. Are there any drawbacks about this?

B. Well, critics have claimed that it has lowered results among talented students without raising them within other groups. But it is a political decision.

A. When do the pupils start receiving grades?

B. For many years it has been from year 8. In two years it will be from year 6.

A. And what happens after year 9?

Then the pupils can choose what upper secondary school they want to go to. If a pupil gets accepted or not, depends on the students' grades. Some upper secondary schools are more popular than others and here you'll need really good grades. They also apply for a certain "program": theoretical or practical. After these three years they can go on to College.

A.And now it is high time for some lunch, isnrt it?. Would you care to join me, Mr Rodriguez Sjulund?

B.Yes, why not? Miss Nassir. A splendid idea! =>

Written by: Ylva Lindahl





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CZECH REPUBLIC
EDUCAnet - Soukromé gymnázium Brno, o.p.s.
Brno – Bohunice

EDUCATION IN THE CZECH REPUBLIC



1. Division of schools

- Kindergarten (the last year is compulsory for everyone)
 1. Part of preschool system
 2. 2-5 years old (with last year being mandatory)
 3. Parents can work while their kid is safe
 4. A place to learn basics of behaviour
 5. Rich social interaction between kids
 6. Very basic education
- Primary school (from 6 to 11). One teacher for every subject. Basics from wide variety of subjects
 1. Mathematics, Czech language, English language, German language, biology, geography, art, PE..

2. Number of lessons increases with years
 3. 1st grade has maximum of 4 lessons
 4. 5th grade up to 7 lessons
 5. Secondary school
- Lower secondary (from 11-15)
 1. Mandatory for anyone
 2. Different teachers for different subjects
 3. A bit more in-depth knowledge required
 4. Czech grammar knowledge expected
 5. Preparations for upper secondary entrance exams
 6. Up to 9 lessons a day
 - Upper secondary (from 15-18)
 1. Voluntary!
 2. Either specialized school or grammar school
 3. Various specializations (ranging from barber to information science)
 4. Knowledge should be sufficient to work in given discipline or for further education
 5. Preparations for maturita exam and university entrance exams
 6. University
 - Voluntary after finishing upper secondary
 1. In-depth study
 2. 3 years for bachelor's degree (Bc.), another 2 for masters degree (Mgr.)
 3. some subjects differ (Ing. , MUDr. for example)
 4. Future research for Ph. D. title
 5. again, may differ
 6. TOP UNIVERSITIES: Charles University (Prague), Masaryk University (Brno), Czech Technical University (Prague) and Brno University of Technology

2. Changing the grades

- entrance exams

Usually found between

1. lower and upper secondary (3 applications for upper secondary)
 2. upper secondary and university (unlimited number of applications for university although we have to pay fees for each)
- maturita exam

Testing collection of upper secondary knowledge

1. Serves as entrance exam for some universities
2. 4 subjects (Czech, foreign language, mathematics etc. - may differ)
3. Maturita exam is divided into two parts:
 - a) State part consists of two subjects - Czech language and foreign language or maths
 - b) School part consists of other two subjects chosen by students

- Typical school day

Our typical lesson lasts for 45 minutes

1. 10 minutes break with 20 minutes break after every other lesson
2. Afternoon lessons are separated by free lessons
3. We can't spend breaks outside, but we can go out during our free lesson (fast food restaurants seem to be the most popular)

- School atmosphere

Number of students in class varies

1. less on private schools (14-20)
2. a bit more at public schools (up to 30 students in a class)

We have to write tests quite often with mid-term tests being mandatory in most of subjects)

The absence limit is usually 30 to 20% depending on school and subject

We're free to ask teachers for help after school (to catch up and such)

A cinema or theatre is occasionally visited, not more than twice a year

EDUCAnet

Education Network

Two fields of specialization

Information Technology-Learning about computers and using the most sophisticated techniques (is all about computers hardware/software and the Internet, but with some grammar school subjects as well).

Grammar school- Basic educational system and all the aspects needed for further education (Specialization is focused on the basic educational system, develops all the aspects needed for further education).

Our school

Our school belongs to smaller-sized schools- Other EDUCAnet schools can be found in Prague, Ostrava, Kladno etc.

E-learning

AES -Asynchronous e-learning system (we use e-learning system called AES, which was created by Jan Zbořil in 2005)

Examples of the usage of AES (Login page, User's profile, Messages, Subjects, Marks, Some sites are forbidden)

Philosophy

Using IT in educational process (Our school supports using information technology in educational process)

Labs equipped with latest technology devices

Language teaching is based on an active communicative method

Exchange programmes in foreign countries

Learning with experienced teachers

EDUCAnet is a great opportunity to gain great education



Impressions from the visit in Turkey

Turkish people are very friendly. In fact the friendliest people I know because in comparison, for example, with the Czech Republic there is a huge difference. When we arrived in Turkey to their school they were obviously truly happy and they even took some pictures of us the very moment we arrived.

And that's not all. Later that day when we went to find our room there weren't any sheets so I just walked in the room next door and asked them nicely if they could help us with that and they said yes and immediately went for some. When they returned they had everything we asked for and needed and they even wanted to make our beds even when we said that it was okay and we could do that by ourselves they said that it would be very impolite and make them bad hosts and because we didn't know this we let them do that but we still felt somehow wrong because we aren't used to such treatment. We tried to explain them how it is in the Czech Republic that we don't do this at all and as far as we know no one else does and they said that they understood. So we learned something and I'd say that they did too.

Anyway it was a great trip. By Tomáš Kuthan (student)



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SPAIN IES NEWTON-SALAS VILLANUEVA DE LA TORRE

Our High School is located in a rural area on the outskirts of Madrid. Although the area itself is rural, the people living here are almost all of them coming from Madrid. Most of the families have still big mortgages to pay and therefore, in most of them both parents work, mostly in low qualification jobs. The timetables are very tight and most of our students spend the evening alone until 8-9 PM, without much control from their parents. This has a clear implication in their results, in their behaviour in the classroom, and especially in their motivation, and in fact we are in another project in order to motivate the students and have a better control over their performance at the school. In our school there are almost no immigrants.





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ITALY
Istituto di Istruzione Superiore I.P.S.S. "M. LENTINI"- L.S.
"A. EINSTEIN "
MOTTOLA



Istituto di Istruzione Superiore I.P.S.S. "M. LENTINI"- L.S. "A. EINSTEI is situated in a small town, Mottola, the province of Taranto. Mottola is located between Bari and Taranto, 30 km away from Taranto and 67 km away from Bari, being very accessible to both. In relation to the socio-economic and cultural dominance of the population the school sees the component factory workers, artisans and employees. The families are mostly single-income, on average, with two children and their schooling stood at national levels. In terms of the socio-cultural reality in which it operates, the school has the following main issues:

- mixed economy;
- progressive increase of families in situations of socio-economic development;
- presence of children with socio-emotional and relational problems often linked to the crisis of the traditional family;

- presence of foreign students immigrants whose number is constantly growing; pupils who are more recent immigrants have not yet acquired sufficient expertise in Italian to enable them to successfully follow the various educational activities;

Mottola has a high unemployment rate, for this reason, the training provided by Istituto di Istruzione Superiore I.P.S.S. "M. LENTINI"- L.S. "A. EINSTEIN " seeks to answer the question of socio-economic and cultural environment, forming young people able to continue their studies at various universities, professional specifications. In order to achieve this, they maintain fruitful contacts with the world of work of the entire territory, with the Ionian University of territory, with institutions, banks, laboratories and professional firms seeking young people who have specific technical knowledge, knowledge of languages and secure computer skills.

The high school is a state-judged only in Apulia. It underwent adjustment to earthquake standards, thermal insulation and acoustic, with solar thermal plant in compliance with the standards of school buildings. It consists of 22 classrooms, eight laboratories, library, auditorium, gym-certified for racing at a competitive level and with 22 showers and two medical rooms, a total of 3400 m2 of coverage.

In this project our school will foster innovative learning and teaching so as to make students more learning aware and teachers more teaching aware. Hopefully, this will enable graduates to acquire a more stable socio-economic status. Also, it will allow the exchange of European values and traditions with all partner countries.

