



Education and Culture DG

Lifelong Learning Programme

## **COMENIUS PROJECT**



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Het Assink Lyceum, Haaksbergen/The Netherlands  
Kybartų Kristijono Donelaičio Gimnazija, Kybartai/Lithuania

2009 - 2011

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## Introduction:

„Together in Europe“: this was the title of our COMENIUS-Project 2009 - 2011. The title gave as well an idea of the central aim of the project: “to make the involved students aware of the diversity of their cultures as well as of common European grounds and to promote European co-operation among young people”.<sup>1</sup>

More than two years students from five European schools tried to reach this aim by doing research on five different topics. More than two years? Yes, even if a COMENIUS-project runs just 2 years officially, we started our common work half a year before we received the approval, just after the preparatory meeting in February 2009. This is a proof for the high motivation of both students and teachers involved.

We tried to follow our objectives by doing research on 5 different topics. Each of the participating schools was responsible for one of them:

*Alexander-Hegius-Gymnasium, Ahaus/Germany:*

Problems of migration in Europe: Reasons for and consequences of emigration/immigration; integration and/or discrimination

*Het Assink Lyceum, Haaksbergen/ Netherlands:*

Management of environment: what are the different approaches in partner countries and regions?

*ITC Enrico Tosi, Busto Arsizio/Italy:*

Problems of leisure activities for the Young: Everywhere the same or important differences?

*Kybartų Kristijono Donelaičio gimnazija, Kybartai/Lithuania:*

Our schools: In which way do they differ and what is their position in the educational system of the country?

*I Społeczne Liceum Ogólnokształcące, Gorzów Wielkopolski/Poland:*

What do people eat? Local and regional habits

To achieve the objectives of the partnership, the students from a school in charge of a subject had to prepare concrete questions and tasks of interest and to forward them to the partner schools. The partner schools were requested to make remarks on it, which may have lead to modifications. After the agreement about the questions and tasks, the partner schools were supposed to provide the school in charge of a topic with the requested information about their own local, regional or national structures of the respective matter. The responsible school had to collect and evaluate the received data and to present the results of their evaluation during one of the project meetings. After the discussion on the occasion of a project meeting they had to complete or to modify their report, taking into consideration additional information from the partners, and to prepare a final documentation.

Now, at the end of our project, we are able to present a final product, including 5 final reports, each of them made by one partner school. Their structure differs a lot: The Italian and the Lithuanian report mainly consist of the evaluation of questionnaires and their presentation by means of diagrams whereas the Dutch and the German report draw comparisons between the different countries more by text, using diagrams and tables only to a lower degree. The Polish report, last but not least, ended up in a European cooking book.

We hope to give interested readers an idea not only of the chosen subjects, but also about how European co-operation between partner schools within a COMENIS-project can work.

Ahaus, July 2011

Hartmut Liebermann

Co-ordinator of the project

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<sup>1</sup> Application for our project, topic 5.3, February 2009