

Dilemmas

Comenius Multilateral Partnership Magazine Online



Fourth Issue

June 2012

Dilemmas Magazine Online

is published as a product within the Comenius Multilateral Partnership shared by **Gefion Gymnasium** (Copenhagen, Denmark), **Colegiul Tehnic Henri Coanda** (Tulcea, Romania), **IES LaMadraza** (Granada, Spain), and **Theresien Gymnasium** (Munich, Germany).

It mainly focuses on the activities and results of the Workshops organized in each school all along the Project's development; but it also deals with other issues and products related to this Partnership



Summary

Workshops in Copenhagen

Pages 2 to 14

Meeting at Gefion Gymnasium

Page 2

Summary of the German Workshop

Page 3

Spanish Workshop on Migrations

by Miao xin Li & Aurora Palma Nieto

Page 4

The Danish Workshop

Page 5

An Evaluation

Page 6

Christiania by Chris Neal

Page 7

Rosenborg Castle and Dinner in Families by Raffaella Castiglione & Camilla Klaffenböck

Page 8

Tivoli by Lavinia Keller

Boat trip by Benyamin Rida & Furkan Öztürk

Page 9

Three Spanish girls in Copenhagen

by R. López-Andrade, S. Martín & M. Quesada

Page 10

Survey Results

Page 11 / 13

Participants

Page 14

Last News

Page 15

Workshops in Copenhagen



Gefion's coordinator, Birgitte Munk, welcomes the guests



First morning at Gefion: students and teachers introducing themselves. It was a great way to start interaction among participants.

During their workshop on Thursday morning, students from Tulcea tried to give us an idea about the ethnical complexity of their region through music and dances. To say the truth, they had a great success!



Meeting at Gefion Gymnasium from the 25th to the 27th of April 2012

The topic of the workshop was “**Social Minorities**”. The presentations focused on different aspects of the subject: Theresien-Gymnasium team dealt with the living conditions in different Munich neighbourhoods (income, living-quarters, security, ethnicity). Students from “Henri Coanda” made a presentation on the different ethnic groups in the Tulcea area, their origin and culture, focusing on different folkloric dancing traditions. The team from IES “La Madraza” proposed a reflection on the immigrants in Spain and the attitudes of students towards immigration. Finally, two teams of Danish students made their presentations on the situation of the homeless in India and Denmark and the concepts of absolute and relative poverty.

An important focus of the workshop was the interaction among the participants. Therefore, the workshop included both discussions and presentations in mixed groups.

Besides the obligatory visits to some of the Copenhagen tourist sites, the group visited the social experiment Christiania. Students worked in mixed groups on a presentation of topics related to this visit.

Furthermore, the students were invited to have dinner in Danish homes and to participate both in a language class and in a typical Danish school party.

Gefion's corridor. At the end, on your right, you'll find Comenius classroom.



Workshops in Copenhagen



On the left, German students with migration background

Discussion after the presentation



Summary of the German Workshop

Between the 24th and 27th of April four different schools of different countries (Spain, Denmark, Germany and Romania) met in Copenhagen to discuss the topic of social minorities. For that purpose every school prepared a talk about one special aspect of social minorities and introduced a discussion about their theme.

Our talk specialised on problematic neighbourhoods in Munich. We started our presentation with introducing German students with migration background.

We went on with showing some pictures of Munich landmarks e.g. the Munich city hall etc. and asked the students if they recognize some of the buildings.

Afterwards Daniel and Lion spoke about their personal experience about this topic. Daniel told us that his grandma is living in a critical neighbourhood called Hasenberg. Because of that he often came into contact with daily problems like drunken people going through the streets at 12 am. Also Lion told us about his friend that is living in Hasenberg. He told us about the police breaking into the flat of his neighbour. Parallel to this we showed pictures of Hasenberg.

Moreover we talked about the agenda of our presentation. First we gave a definition about social minorities; next we said some facts about the critical neighbourhoods in Munich. After this Lion told us something about the population of Munich, the percentage of people with migration background, where they come from and why they live in these parts of Munich. Then we showed the multiculturalism of our city using the example of our soccer team. Furthermore Lion explained why Munich needs immigrants. And finally Daniel said something about governmental and non-governmental measures to integrate them.

After our presentation we started a discussion in mixed groups.

Conclusions

1) Do you have a migration background yourself?

Most of the people didn't have a migration background, but some students of the Comenius group came from countries like China, England and Morocco.

2) Do you know people from social minorities and spend time with them?

Everyone had some friends with a migration background, although not all of them are considered a social minority.

3) What are you personally doing to integrate people from other countries?

Our conclusion was that every person, who doesn't reject people with migration background, is doing something for integration.

4) Does your school have any activities concerning integration?

Every participating school had some project for assisting integration, namely the Comenius project.

5) Do you think the Comenius-Program will help to advance integration?

We all had the opinion that the Comenius project is good for integration, because you can get in contact with persons from other countries. So you can get an impression of other cultures and become more open-minded for them.

Spanish Workshop on Migrations

by Miao xin Li & Aurora Palma Nieto



Spanish team getting its job ready at Generator Hostel



Students trying to find someone who...

Miao xin and Aurora during the presentation



Our project on *Migrations* was presented by Mayte Quesada, Sara Martín, Rosa López, Miao xin Li and Aurora Palma. Rosa López introduced the topic with an enjoyable game called *Find someone who...* Everybody had five questions like *Do you live in the same city where you were born?* Then we had to find at least one person for each question and write down their names. Next, Sara Martín explained the definition of migration and why people migrate for many reasons. Later, Miao Xin talked about troubled borders and illegal migrations and she explained some experiences about the shocking story of these people (immigrants). Then she shared her opinion and her experience in Spain. Aurora Palma added the Schengen Agreement and polemics that there are among Europe's borders. Mayte Quesada continued telling the history of migrations to and from Spain. She explained that Spain was previously a country where people emigrated and then passed to be an immigrant country. After that, Rosa López presented the video that she had made in Spain interviewing three immigrants and three Spanish students. She asked different questions about immigrants and Spanish people like *Why did you come to Spain?* Or *What do you think about immigrants coming to Spain?* Finally, Aurora Palma started the discussion presenting the dilemmas. We divided the students in four mixed groups (with students from each country) to discuss about the dilemmas. The leaders of the each group gave conclusions, which were very interesting.

The first dilemma was if they would emigrate and the reasons that would make them take this decision. Almost all our partners said that they will have to emigrate for different reasons. For example, look for a better job, to have a better life, learn other languages and play football. Nevertheless, there were some people who think they won't emigrate. For the second one, we asked them to imagine that their country was outside the Schengen Agreement and they wanted to enter the EU for any reason. The question was if they would become an illegal immigrant to achieve their goal. The conclusion was that almost all our partners thought that they would become an illegal immigrant for their family and job.

The third dilemma asked the students if border controls and the Schengen Agreement offer a good solution or not. Most of them were in favour of border controls because, otherwise, anybody can get in your country. However everybody thinks that the Schengen Agreement is good because you don't need to show your passport to go from one country to another.

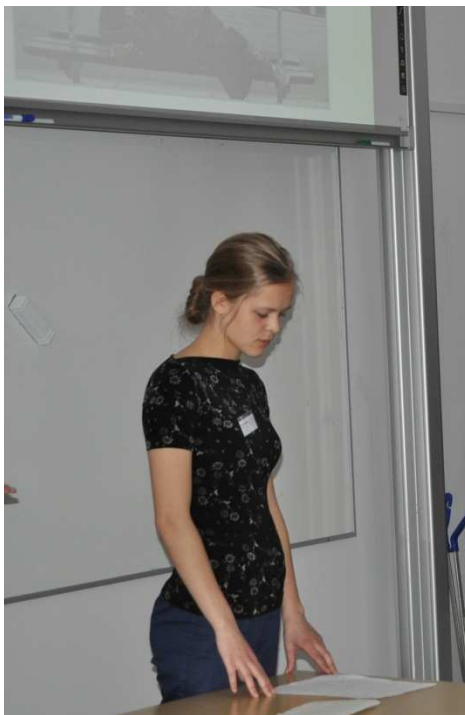
The last dilemma asked their opinion about the type of migrations that could be allowed and their control to prevent terrorism and mafias. The conclusion was that migrations related to science, education, sport and music should be allowed. There was an interesting opinion about this dilemma. A group said that no type of migrations should be controlled more than the others. About the second part of the dilemma, they thought that countries have to spend more money on detectives and police.

In the end we were happy because our presentation was a success and we enjoyed our time with our partners from Denmark, Romania and Germany.

Workshops in Copenhagen



Danish students during their presentations



The Danish Workshop

On April 26th the Danish workshop was held as the third workshop in Copenhagen. It was split into two. With our PowerPoint presentations we wanted to show two different aspects of our main topic: poverty.

First we did a presentation about homelessness in India, because we had been there on a study trip in March. It mainly concerned street children in Delhi, their way of life and projects trying to help them get off the streets. We presented a project called Project WHY and another called the *Salaam Baalak* Trust, both based in Delhi. Project WHY has an education centre for slum children and a special education centre for handicapped children and adults. They survive solely on donations, and therefore they have to close down projects all the time because they don't have the money to run them. When they have more money, they open up the projects again.

The *Salaam Baalak* Trust works to get street children off the streets and give them an education. They have three shelters for boys and two for girls in Delhi, but altogether there are around 300.000 street children in Delhi. This means that only a small part of them can be helped by an organisation. In addition to talking about street children in India, we also talked a bit about India as the fastest growing economy and explained absolute and relative poverty from the UN and World Bank definitions. In India 34,3 % of the population live below the World Bank definition of absolute poverty, which is 1 US\$ pr. day.

The **second presentation** was about homeless people in Denmark. We intended to find the relation between homelessness, poverty and mental illness. We started out giving a definition of homeless people in Denmark. Since there's no official definition of homeless people in Denmark, it's difficult to make statistics on the topic. The first thing we can conclude is that homelessness often implies more complex issues than the lack of money. We found that the process often goes on like this:

Mental health problems or drugs → Inability to take responsibility → Inability to pay bills → Homelessness

To answer the question: "*Are homeless people in Denmark poor?*" we had looked up several studies at www.dst.dk to find out who the homeless people in Denmark are. Which sex, which ages, ethnicity and income? We concluded that the average homeless person in Denmark is a man between 30 to 49 years old who receive financial support from the government.

To find the relation between homelessness and mental health problems, we had found statistics on homeless people (in different situations and ages) who have a mental health problem. We found that the most important factor is home situation and not age. We did some calculations that showed that the average homeless person isn't absolutely poor. A homeless person on social security has 135 DKK pr. day. Since the unofficial poverty line in Denmark is 100 DKK pr. day, the average homeless person is not absolutely poor. But even though the average homeless person has over 100 DKK pr. day, he may be relatively poor in Denmark. Our final conclusion is that many homeless people do have an actual poverty problem. The basic issue of homeless people often isn't poverty, but mental health problems. Our conclusion was illustrated like this:

Mental health problems → Homelessness → Poverty.

Altogether with our two presentations we showed that homelessness and poverty in India and Denmark are two very different things. The street children in Delhi live under much worse conditions than the homeless people in Denmark. There is no support system in India except for a few struggling organisations who try to make a difference. In Denmark the government and the taxpayers make sure that homeless people and other relatively poor people are taken care of and no one is absolutely poor.

Workshops in Copenhagen



Both students and teachers had to speak English as the only way of communication



One of the presentations on the visit to Christiania

An Evaluation

The Comenius project in Copenhagen was a nice change from our regular lessons, and besides that it was a great initiative, because it strengthened the students' talents in several fields.

First of all it improved the students' ability to speak English because the students were constrained to speak English, since it was the only way of communication. And owing to every student's willingness to talk about culture and the differences between the countries, we learned a lot about each other's home countries and cultures. This was especially due to the workshops, the dinner the first evening and the trip to Tivoli on the second day. At the workshops we had to cooperate and discuss our different points of view, and to the dinner and on the trip to Tivoli we got the opportunity to talk about everything that popped up. And in that way we learned a lot about each other.

Secondly it did not only give the foreign students a lot of new knowledge about Denmark and especially Copenhagen, we, the Danish students, also learned a lot about Copenhagen as well. For instance on our trip to Christiania, the guide told us many things about Christiania, which many of the Danish students did not know.

Thirdly all of us exceeded some boundaries - both social boundaries and linguistic boundaries - because we were forced to socialize with the other students whenever we had a break or were on a trip.

Therefore it gave us self-confidence, and as already mentioned it gave us a lot of new knowledge. Because of all the new knowledge about the others' home countries and points of view, the Danish students got some of their stereotyped ideas about the foreign students either denied or confirmed. It also opened our minds for other people's points of view, which sometimes were very different from the Danish students' points of view.

This experience definitely improved our group cohesiveness in the class, because we had to cooperate in a different way than we are used to. We had to take responsibility for other students, since it was our "home ground", and therefore us, who had to take the leading role.

All things considered it has been a great experience because we have learned a lot both about the foreign students and their home countries and also about Copenhagen. And besides that we have made new friendships.

Workshops in Copenhagen



A puzzling border in Copenhagen



Asterix in Christiania

When our visit to Christiania was coming to its end, we had the opportunity of listening to one official guide who explained a lot of interesting things about the origins and current situation in this “social experiment”. After his speech, we asked him his name (and his permission to mention it in this magazine). He answered that there was no problem and, producing a card from his wallet, he said good bye and immediately went away. In that card you can read:

Freetown Christiania
Culture and Information
Asterix
Tourist Guide

Christiania

by Chris Neal

History and society

Christiania was a military base before 1971. After being left behind by the military, political activists took over Christiania. They tried what never has been experienced before. They built up their own society with factories, hospitals, kindergartens and elementary schools. For political discussions everybody needs to attend the meetings. To legalize new laws or to stop old laws, every resident needs to accept. One critical criteria is that soft drugs like marihuana are legal, hard drugs prohibited. In fact the only prohibitions that exist are theft, violence, weapons, hard drugs and badges of motorbike clubs.

Problems with the Government

Of course the inhabitants of Christiania have a lot of problems with the Danish government and it tried to get rid of them multiple times but thanks to a strong will, courage and a strong society they succeeded and found an agreement with the government. The government set the plot of land free and sold it to the inhabitants.

Hotspots in Christiania

In Christiania every kind of religion has a home and there is even the only official Buddhist temple located outside of Nepal. There is also a famous cafe called *Nemoland* where people meet to drink coffee and smoke some weed. The famous drug dealer street where you can buy drugs on open street is the Pusher street. Taking pictures is prohibited in this street because of the possibility of someone being identified.

My favourite part of the Denmark visit was definitely visiting Christiania. I had fun connecting and communicating with the other students and also found new friends. I'm considering visiting Denmark another time to meet my friends there. I also had a possibility to meet my older Danish friends of the former Comenius meeting in Spain. Another very nice thing was getting to know the foreign Danish culture and language, which I tried to imitate but I failed completely. I was amazed how big the Gefion Gymnasium was and how many students they teach.

Workshops in Copenhagen



Rosenborg Castle

Students waiting for the guides outside the Castle



Rosenborg Castle and Dinner in Families

by Raffaella Castiglione & Camilla Klaffenböck

Rosenborg

On our first day we visited 'Rosenborg'. It is a beautiful little castle with a huge and lovely garden. It was built in 1606 by Christian IV. At first he just made himself a beautiful garden, then he decided to build a little summer residence which was finished in 1607. At a certain point he decided to expand it; between 1613 and 1615 the northern wing was made and between 1616 and 1624 a third floor and three towers were added to it. With the last tower built in 1634 Rosenborg's form as we know it today was finally completed. After Christian IV's death Frederic III and his wife lived there. The castle was used as a royal residence until 1710. In 1833 Frederic VI decided to turn it into a museum which was finished in 1838. The museum holds the Danish crown jewels for example. It was a very nice and interesting visit, but unfortunately we had to rush through everything because we didn't have enough time, as they closed soon after we arrived. The guide was very nice and we understood him very well. So although we didn't see everything of the castle, it was a very successful excursion.

Dinner

On our second evening the Danish students organised a dinner in their own families. The students were mixed and groups of 2-4 students went home to some Danish students. It was a very nice idea to put students of each country together to talk to each other and know each other better. Some of the students and teachers were offered traditional Danish food, so a few of us could indulge in the culinary experience of traditional Danish cooking.

We enjoyed the evening and the food and it was even more special as no other country did that during the Comenius workshops.

Workshops in Copenhagen



Comedia dell'Arte at Tivoli's Pagoda

Tivoli

by Lavinia Keller

On Thursday we were allowed to visit "The Tivoli Gardens", which is a big amusement park. The Danish, Romanian and Spanish students went there with us and we had a lot of fun, which was no surprise with all those roller coasters. There are 23 roller coasters and also 37 restaurants. This all came in August 1843, when it was opened, and that's why it's one of the oldest amusement parks of the whole world! The original name "*Kjøbenhavns Tivoli og Vauxhall*" comes from the Parisian *Jardin de Tivoli* and the Londoner *Vauxhall Gardens*, but the founder is Georg Carstensen. Besides the rides, Tivoli Gardens also serve as a venue for various performing arts and as an active part of the cultural scene in Copenhagen, which you can feel if they turn the lights on in the evening. Everything shines colourful and you walk through a big garden with thousands of lights and also lakes. People are offering you to taste their ice cream and you can listen to music and drive roller coasters or shoot for stuff animals. But it wasn't only us who made that experience. Tivoli is visited by 4.5 million annual visitors.

Our boat at Nyhavn dock

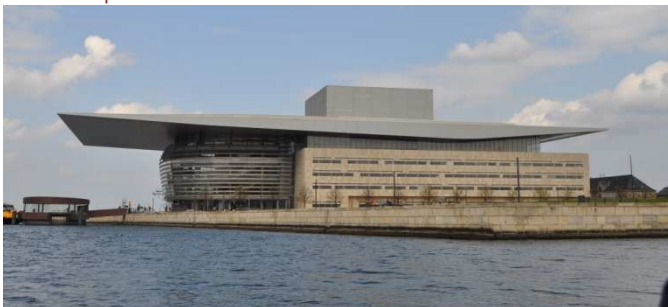


Boat trip

by Benyamin Rida & Furkan Öztürk

On the third day in Copenhagen we made a boat trip. At first we walked to the Christiansborg Palace, which is the seat of the Danish Parliament. There our boat trip started. The first sight on our way was the Old Stock Exchange, which is significant for its Dragon Spire shape as the tails of four dragons twined together. The next sight was the Royal Danish Playhouse. It is the national theatre of Denmark and it is used for ballet and opera. Then we entered Nyhavn. A beautiful canal from the playhouse to the inner city with many brightly coloured 17th and early 18th century townhouses and bars, cafes and restaurants. After a short stop in Nyhavn we saw the huge Opera of Copenhagen. It is the most modern Opera House in the world. The next famous building we saw was the Amalienborg Castle, which is the winter home of the Danish Royal family. It was built 1794 in the Rococo style. Then we saw the most famous sight of Denmark, the "Little Mermaid". Unfortunately we only see her back from the boat. After this we drove through Christianshavn. There we saw the "Our Saviour's Church" with its black and golden spire. At last we passed the Royal library, which is the biggest library in the Nordic countries. It contains all books that have been printed in Denmark since the 17th century. We left the boat at the Parliament where we joined it two hours before. At all it was a nice trip through the canals of Copenhagen and we saw many spectacular sights.

The new Opera House



Workshops in Copenhagen



Spanish team at Tivoli's entrance



They biked Copenhagen

Three Spanish girls in Copenhagen

by Rosa López-Andrade, Sara Martín Lupiáñez & Maite Quesada

We can't explain with words our experience in Copenhagen because it was one of the best experiences in our lives. We had a lot of funny moments outside the high school.

We tried the typical Danish food at the people's houses. It was a great experience, because it is a different from Spanish food. We tried baked potatoes with cheese and other things too.

We went to a neighbourhood called Christiania where the people are free and have their own laws. To make a decision it must be a unanimous vote. They don't have any social security, but they don't mind. Around one hundred families live there. They don't consider themselves members of the country. It was an interesting place, where people are different but they are happy.

On next day, we went to the Tivoli, there are a lot of recreations of famous monuments, like the *Taj Mahal*. It was very funny and we got on a lot of rides. There, we began to have a better relation with the other Comenius students.

On Friday night, we went to a party that the Danish people had organised in a sport centre. At the party, we wore sports costumes. For us, that was very amazing because all the people had a costume and in Spain people don't participate much in these activities. The party was organised by the students of the high school.

On Sunday, the last day, before taking the plane, we went around Copenhagen on bikes. The bikes were very heavy and difficult to ride. We went to see 'The Little Mermaid'. We thought that the statue would be bigger. We took a lot of photos there. After that, some of us went to visit part of the city and the others went to the hotel. Then, we took our baggage and went to the airport. That was our last day in Copenhagen.

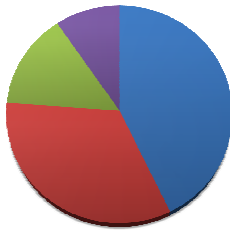


Discovering a different "Little Mermaid"

1 Please, rate from 1 to 5 the following items

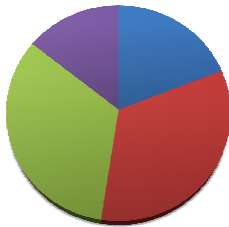
Students

1a Accommodation



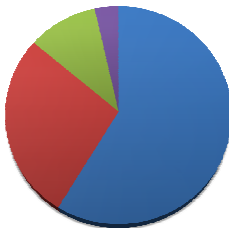
■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

1b Meals



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

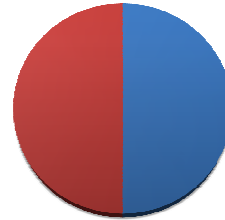
1c Organization



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

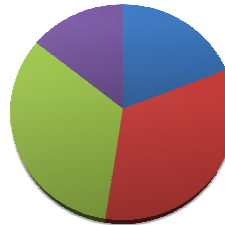
Teachers

1a Accommodation



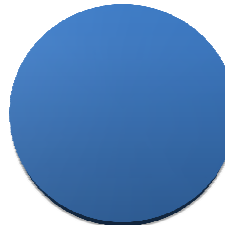
■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

1b Meals



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

1c Organization



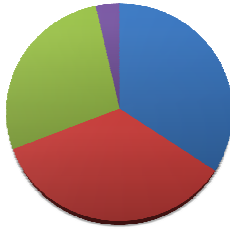
■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad



1 Please, rate from 1 to 5 the following items

Students

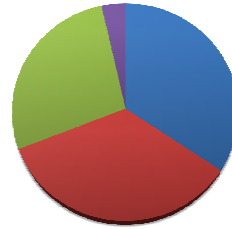
1d Activities interest (At School)



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

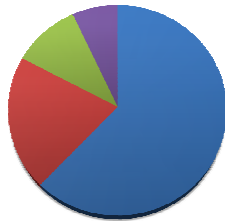
Teachers

1d Activities interest (At School)



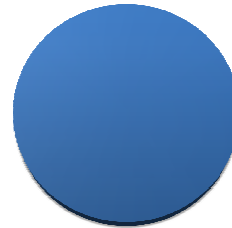
■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

1e Activities interest (Out of School)



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

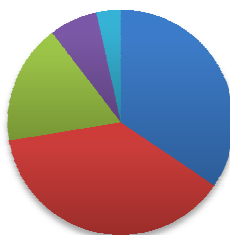
1e Activities interest (Out of School)



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

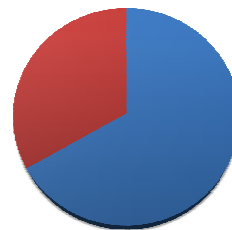


1f Interaction among participants



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

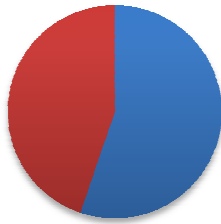
1f Interaction among participants



■ 1 - Very good ■ 2 ■ 3 ■ 4 ■ 5 - Very bad

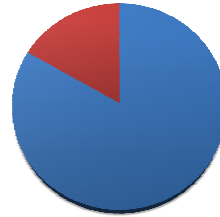
2 Did you find it easy to communicate with your partners?

Students



■ Very easy ■ Not so easy

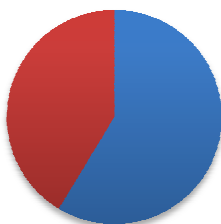
Teachers



■ Very easy ■ Not so easy ■

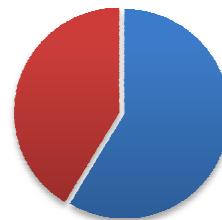
**3 Do you think you have learnt something new?**

Students



■ Yes, a lot ■ Well, something

Teachers



■ Yes, a lot ■ Well, something



Dilemmas

Copenhagen Workshops 2012 Participants

Theresien-Gymnasium

Teachers:

Claudia Bitzenbauer
Karoline Schwan

Students:

Raffaella Castiglione
Bela Erasmus
Lion Gallem
Yury Getfert-Ruiz
Maud Hofmann
Lavinia Keller
Camilla Klaffenböck
Daniel Mayr
Furkan Öztürk
Christopher Neal
Benjamin Rida



Gefion Gymnasium

Teachers:

Annette Nordstrøm Hansen
Birgitte Munk
Hanne Krogman Larsen
Jakob Hermann
Paul Bridgwater

Students:

Alex Grabowski
Amalie Langkjær
Anja Jørgensen
Ofelia Gravesen
Caroline Miller
Cecilie Lundqvist
Clara Christiansen
David Wiater
Ebru Erkan

Students:

Emma Danholt
Emma Wettendorff
Frederik Kristensen
Johan Gårdsvoll
Katharina Galsgaard
Kathrine Jensen
Louise Hessellund
Maria Christensen
Mikkel Celinder
Nassira Aoussar
Natascha Sepstrup
Cecilia Mendy
Rebecca Busk
Selma Møller
Shirin El-Khatib
Sidra Aslam
Yusef Suliman

C. T. "Henri Coanda"

Teachers:

Doina Stroe (Principal)
Irina Georgiana Bocaneala
Mihai Tiuliumeanu

Students:

Paul Casian
Marian Gheorghe
Mădalin Isac
Alexandru Nedelcu

IES "La Madraza"

Teachers:

José Casares
Luis López
Ignacio Mendiguchía

Students:

Miao xín Li
Rosa López-Andrade
Sara Martín
Aurora Palma
Mayte Quesada



Last News



From left to right: Bettina Huber, Karo Schwan, Mihai Tiuliumeanu, Birgitte Munk and Annete Nordstrøm Hansen

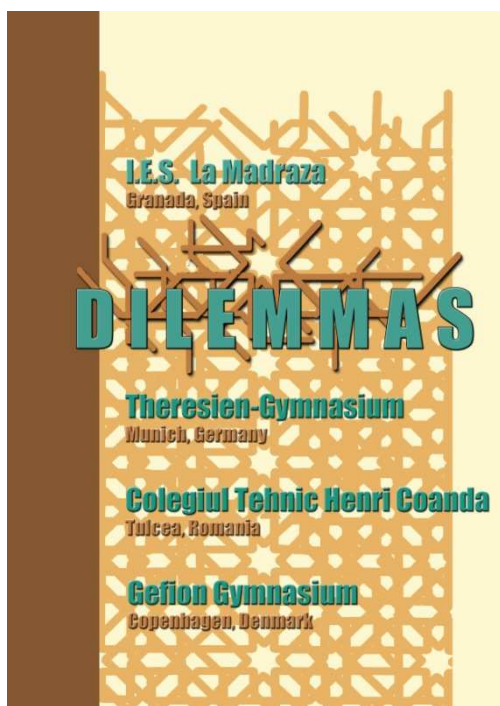
Coordinators Meeting in Granada 24th to the 25th of May 2012

Six teachers from the four Schools involved in this Partnership participated for two days in this final meeting, what had been scheduled with two main goals: to achieve an overall review of the Partnership's activities and products and to prepare a common draft of the final reports each School will send to their National Agencies.

There was a unanimous agreement about the high degree of accomplishment both of objectives and activities and, also, about the good performance of each School in carrying out the tasks as distributed in the initial project.

Besides preparing the final report draft, there was also a session to get started in the management of the EST (EUROPEAN SHARED TREASURE) database.

Working on the final report at IES "La Madraza"



Magazine "La Madraza" no 33

Dilemmas is a Comenius Special Issue of IES "La Madraza" school magazine published as a final product within this Partnership that we have been sharing since 2010. We quote here from its foreword:

"Our School has been in charge of the coordination of this two-year-Partnership and, now that it is about to come to its end, we feel proud of publishing an extra issue of our magazine as a tribute to the project's achievements. With this publication we also want to thank all our wonderful partners and everybody who has collaborated with the project in no matter which corner of Europe."

Find it at

<http://ieslamadraza.com/images/revista/33%20DIARIO%20ESPECIAL%20DILEMMAS.pdf>

Cover designed by Norberto Castillo, Arts teacher at IES "La Madraza"