

FRANCE
Les Pavillons-sous-Bois



ITALY
Qualiano



SPAIN
Madrid

The logo competition

The students of the three countries had to choose the logo of the project among the following six logos.

Contesto Logo: un'esperienza meravigliosa

Prima di Natale abbiamo partecipato ad una competizione per scegliere il "logo" per il nostro progetto. Abbiamo partecipato con grande entusiasmo. Abbiamo approfittato di un incontro con le famiglie per chiedere ai nostri genitori di votare per il miglior logo. Abbiamo lavorato sodo per disegnare ed inventare un'immagine che potesse rappresentarci. Abbiamo chiesto anche ai nostri compagni di classe di votare e ci hanno anche aiutati ad organizzare il giorno delle votazioni. Tutto era ok ed il giorno delle votazioni è arrivato il 22 Dicembre quando i due migliori loghi italiani sono stati scelti. Antonio Merenda e Russo Salvatore sono i nomi dei due vincitori italiani. Essi hanno ricevuto un premio che la nostra insegnante aveva acquistato a Parigi all'Hard Rock Café. Ci siamo molto divertiti e tutto era perfetto. Abbiamo intervistato i vincitori per condividere il loro entusiasmo.

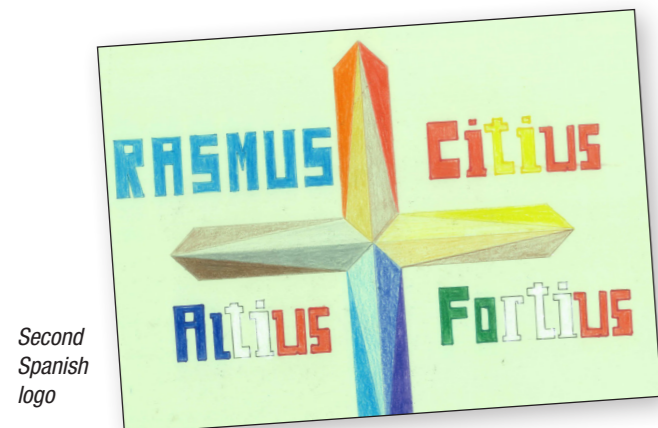
Come ti senti pensando alla possibilità che il tuo logo possa rappresentare l'intero progetto?

Antonio: è molto emozionante pensare che la mia creazione possa diventare l'immagine in grado di rappresentare noi e tutti gli altri studenti francesi e spagnoli.

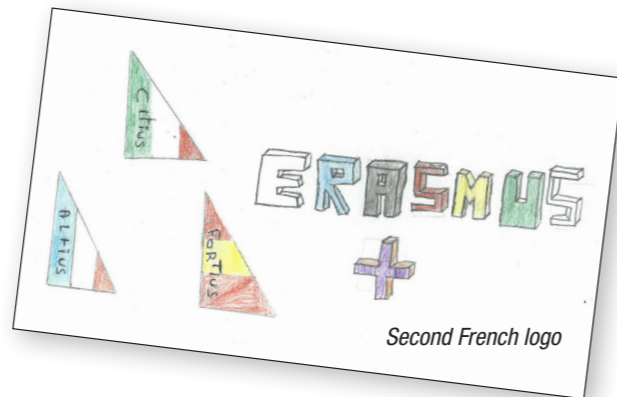
Salvatore: Si sono completamente d'accordo con il mio amico Antonio, è un'emozione molto forte.

Ma... dopo Natale e dopo il secondo incontro transazionale dei nostri insegnanti, un altro giorno di votazione è stato stabilito. Il logo di Antonio è risultato il migliore per la squadra italiana che si è scontrato con i due vincitori di Francia e Spagna. O tre loghi risultati migliori sono i seguenti:

Il vincitore finale è il logo francese che rappresenterà tutti noi durante l'intero progetto intitolato Citius, Altius, Fortius di cui siamo molto orgogliosi. Siamo molto orgogliosi anche del nostro lavoro e ringraziamo i nostri professori e la nostra scuola che hanno reso tutto questo possibile.



Second Spanish logo



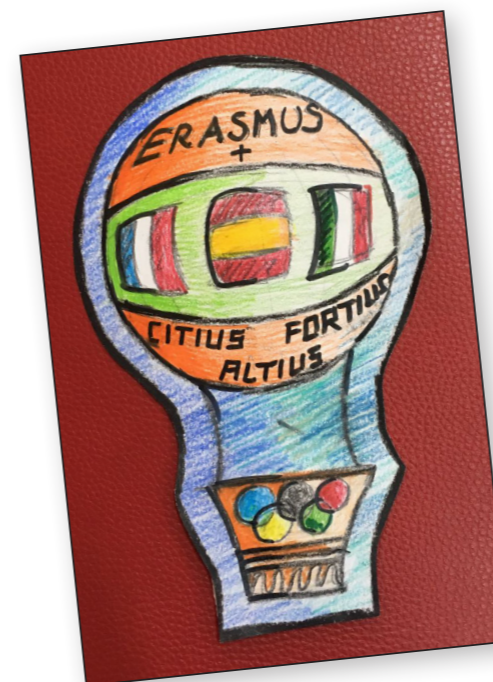
Second French logo



First Spanish logo



First Italian logo



Second Italian logo

Logo Contest: a wonderful experience

Before Christmas we took part of a competition to choose the "logo" for our project. We have participated with great enthusiasm. We have profited of a meeting with the families to ask to our parents to vote for the best logo. We worked very hard to draw and make up a figure that could represent us. We also asked to our schoolmates to vote and they all have helped us to organize the voting day. Everything was ok and the day to vote has arrived on 22th of December when the two best Italian logos were chosen. Anonio Merenda and Russo Salvatore are the name of the Italian winners. They received a present that our teachers bought in Paris to the Hard Rock Café. We really enjoyed and everything was perfect.

We have interviewed the two winners to share their enthusiasm.

How do you feel about the possibility the your logo could represent the whole project?

Antonio: it's very exciting thinking that my creation could be the image representing us and all the others French and Spanish students.

Salvatore: Yes I completely agree with my friend Antonio, it's a really strong emotion.

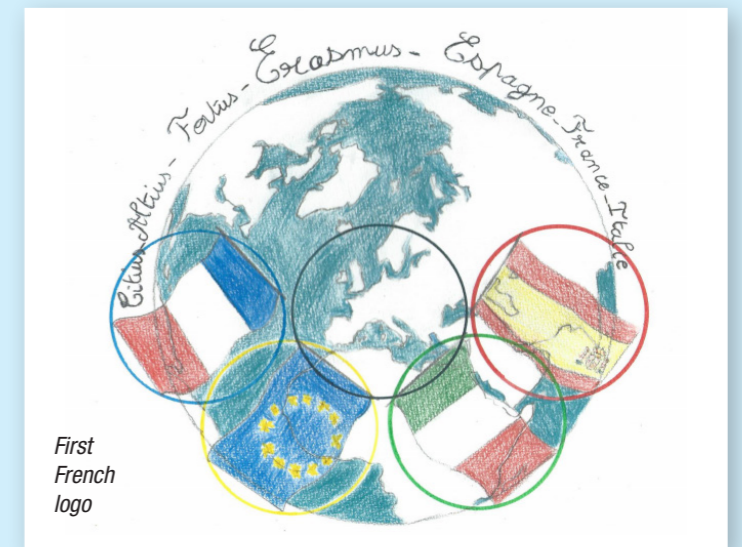
But... after Christmas time and after the second transnational meeting of our teachers, another voting day was established. Antonio's logo was the best from Italian team that had to compete against the best logos from France and Spain. The three best logos are the following:

The final winner is the French Logo that will represent all of us during the whole project titled Citius, Altius, Fortius, which we are proud of. We are also very proud about our work and we thanks our teachers and our school that made all this possible.

Mathéo from the French team is the winner of the logo contest



“ First I drew the Earth and I put the Olympic Circles in the middle, on Europe. Then, I added our three flags plus the flag of Europe who gave us the Erasmus+ grant. I also added the name of our project and the three countries.”



First French logo



Le collège Anatole France au centre d'un nouveau quartier

Transféré le long du canal de l'Ourcq, le nouveau collège Anatole-France de Pavillons-sous-Bois se distingue désormais par son environnement de qualité et ses équipements numériques.

Les élèves viennent des écoles primaires des Pavillons-sous-Bois, de Bondy et de Livry-Gargan. Nous entrons au collège à l'âge de 11-12 ans et nous terminons l'année de nos 15 ans.

Le bâtiment

Inauguré en 2014, le collège a l'air très spacieux pour l'instant car nous ne sommes que 550 sur les 700 élèves prévus. C'est un « bâtiment vert » conçu selon des normes écologiques. Par exemple, la toiture est végétalisée, la chaudière fonctionne au bois, l'eau de pluie est récupérée pour les toilettes, les lumières s'éteignent automatiquement. Il est beau, agréable, moderne car il y a une quinzaine d'ordinateurs par classe et des chariots de tablettes, des tableaux numériques interactifs.

Pupils come from several different elementary schools situated in 3 cities (Les Pavillons-sous-Bois, Bondy and Livry-Gargan). We start middle school when we are 11 years old and we finish when we are 15.

The building

The building was inaugurated in 2014 and it is big. It seems very spacious for the moment because we are just 550 instead of 700. It's a "green building" built with the idea of protecting the local space. For example, the roof grows plants, rain water is used for the lavatory, and the lights turn off automatically. The building is beautiful, pleasant, and modern because there are fifteen computers and smartboards in each classroom and carts of electronic tablets.

Il y a un gymnase, avec des terrains de basket, de handball, des voies d'escalade, des tables de ping-pong. Il y a aussi une piste d'athlétisme sur le toit du parking. Nous allons aussi dans un autre gymnase, à 10 minutes à pied du collège ainsi qu'à la piscine et au stade municipal pour courir.

Les différents niveaux

La scolarité dure 4 ans, de la 6ème (première année au collège) à la 3ème (dernière année au collège). En 3ème, nous passons un diplôme qui s'appelle le DNB, Diplôme National du Brevet. Pendant les épreuves, dont les sujets sont les mêmes dans tout le pays, nous sommes interrogés sur tous les sujets étudiés dans l'année en français, maths, histoire géo, SVT, Sciences physiques et technologie.

Les classes particulières

Dans notre collège, il y a deux classes particulières :

La classe d'ULIS : elle accueille des élèves en situation de handicap. Ils ne sont pas nombreux : une dizaine. Quelques élèves d'ULIS participent à certains cours avec des classes ordinaires (en SVT, en histoire-géographie...). Lorsqu'ils sont en inclusion, ils sont souvent aidés par une assistante. Elle les aide à travailler, à comprendre les exercices, à écrire les leçons.

La classe d'UPE2A : elle regroupe 20 élèves au maximum qui viennent d'autres pays. Cette année, ils viennent d'Egypte, d'Italie, de Roumanie, de Russie, du Sri Lanka... Ils ont plus de cours de français pendant un an, puis ils intègrent une classe banale.

There is a gymnasium with basketball, football, and handball grounds, plus climbing walls and ping pong tables. There is an athletics track on top of the parking lot. We also go to another gymnasium which is 10 minutes away from our school. Plus, we go to a nearby swimming pool and to the city stadium to run.

The different levels

The first year is called the 6th form. The second year is called the 5th form. The students in the Erasmus + team are in the 5th form. The third year is called the 4th, form. The last year is called the 3rd form. At the end of the last year we have a final exam: called the DNB (Diplôme National du Brevet). The subjects of our exam are the same in the whole country: Mathematics, French, History and Geography, Physical Science, Chemistry, Biology and Technology. We cannot redo a school year anymore.

The special classes in our school

There are two special classes:
- ULIS, who are students with special needs. They are about 10 students in the class. Some of them come to normal classes (History, Mathematics...). An assistant comes with them.
- UPE2A, who are students coming from abroad (Egypt, Italy, Romania, Russia, India, the Philippines, Sri-Lanka. . .). They learn French during one school year and then integrate into ordinary classes.



The students have a beautiful view from the library (above) and learn how to take pictures and make interviews during photography workshops.

Nombre d'élèves et emploi du temps

Aujourd'hui, il y a environ 550 élèves au collège. Le nombre d'élèves augmente chaque année car la population du quartier augmente. Dans quelques années, nous serons 700 élèves.

Il y a environ 25-26 élèves par classe.

Le matin, les cours commencent à 8.30 et terminent à 12.35. Il y a 4 cours de 55 minutes. Nous avons 5 minutes entre chaque cours pour aller dans la salle suivante et 15 minutes de récréation à 10.25.

Beaucoup d'élèves ne rentrent pas chez eux et mangent donc à la cantine qui est un self-service.

L'après-midi, les cours reprennent de 14.00 à 17.00. Certaines classes travaillent jusqu'à 18.00. Nous avons une seconde récréation de 10 minutes à 15.55.

Le mercredi, nous n'avons cours que le matin jusqu'à 12h35.

Le mercredi après-midi, certains élèves reviennent au collège pour faire du sport (basket-ball, gymnastique et escalade).

Number of students and schedule

We are about 550 pupils. The number of students is growing, just as the population of the district. In the next few years we will be 700 students.

We are about 25-26 students in each class.

In the morning, we have class from 8.30 to 12.35.

We have 4 periods of 55 minutes.

We move from one classroom to another classroom.

We have a 15-minute break at 10.25.

A lot of students have lunch at the self-service canteen.

In the afternoon, we have class from 14.00 to 17.00 and occasionally 18.00. We also have a break of 15 minutes at 15.55;

On Wednesdays, we have class from 8.30 to 12.35.

On Wednesdays afternoons, some students come back to school to practice sports (basketball, gymnastics and climbing).



In the gym : the climbing wall

Le calendrier scolaire et les vacances

L'année scolaire commence vers le 1er septembre et se termine la première semaine de juillet.

Nous avons 4 périodes de 2 semaines de vacances : en octobre, en décembre, en février et en avril.

Puis nous avons environ 8 semaines de vacances en juillet en août.

School calendar and holidays

School year starts around September 1st and finishes the first week of July. We have 4 periods of 2 week-holidays: in October, in December, in February and in April.

We also have almost 8 weeks in July and August.

Les matières que nous étudions

- Anglais ou allemand (à partir de la première année)
- Mathématiques • Français
- Espagnol (à partir de la seconde année)
- Histoire et Géographie • EPS (Education Physique et Sportive)
- Musique • Arts plastiques • Physique-Chimie • Technologie
- SVT (Sciences de la Vie et de la Terre)
- Certains élèves étudient le latin.

Les règles

Dans la classe, il y a un certain nombre de règles :

- ne pas boire, ne pas manger, ne pas mâcher de chewing-gum
- pas de casquette, pas de bonnet, aucun signe religieux car les écoles françaises sont laïques.
- pas de téléphone
- ne pas tutoyer les professeurs, ni les appeler par leur prénom.

The subjects we study

- English or German (starting the first year) • Maths
- French • Spanish (starting the second year)
- History and Geography • Physical Education
- Music • Arts • Physical science and Chemistry • Technology
- Biology • Some students study latin.

Some rules

In the classroom, there are a lot of rules. Here are some of them:

- no drinking, not eating, and no chewing-gum
- no cap, no hat, no religious signs because French public schools are secular.
- no phone
- we don't call the teachers by their first name;



Madame Aline Michel*

Un soutien indispensable au projet

Quels sont les principaux défis auxquels vous devez faire face en tant que Principale ?

On va tout de suite parler de la sécurité. La sécurité des enfants, des personnels (enseignants, agents) et de tous les visiteurs qui arrivent dans l'établissement.

Ensuite, c'est que les choses se passent bien. Quand il y a des conflits, il faut les désamorcer. Ça peut être des conflits entre les élèves, comme des bagarres. Pour pouvoir gérer, il faut qualifier la gravité du fait. On a tellement à faire qu'il faut hiérarchiser les choses à faire dans une journée. Si c'est très grave, on arrête tout ce qu'on fait et on intervient. C'est primordial car les élèves sont là pour apprendre, pour être bien, pour vivre ensemble. C'est très important, il faut que tout se passe bien. Quand j'ai atteint cet objectif dans une journée, même si je n'ai pas tout fait, je suis sereine et je repars tranquille à la maison.

Si vous deviez changer quelque chose dans votre collège, ce serait...

J'essaierai d'avoir plus d'adultes pour encadrer les jeunes. Ensuite, j'essaierai d'avoir des moyens financiers pour payer des

What are the major challenges that you face as principal?

My first concern is security – the security of the school's students, teachers, personnel, and visitors.

Second, I want everything to run smoothly. When there are conflicts, we must find their solutions. It can be conflicts between students like fights. To manage the situation, we have to weigh out its importance. There are so many things to do during the day that we must prioritize. If the situation is serious, we stop everything to work it out. The most important thing is that the students are here to learn, to feel good, and to live together. It is my mission that all goes well. When the school day goes well, I am serene and can go home peacefully.

If you had to change something in your middle school, what would it be...

First, I would try to have more adults to manage the students. Second, I would try to find the financial means to pay our teachers extra hours to take care of the students who eat lunch at the cafeteria, or even create workshops if there are no classes. That would give an added dimension and comfort to our middle

heures aux enseignants pour occuper les enfants le midi, les demi-pensionnaires ou même créer des ateliers si il n'y a pas cours. Cela permettrait de donner une autre dimension au collège, qu'il n'y ait pas que l'aspect enseignement. Il y a déjà des activités sportives, culturelles, mais si je pouvais mettre un atelier cuisine par exemple, cela donnerait plus de vie.

Le 3ème axe serait d'accompagner individuellement chaque élève, surtout ceux qui sont en difficulté, pour les amener à réussir le DNB.

Pouvez-vous citer des projets menés dans votre collège et dont vous êtes particulièrement fière ?

Je vais en oublier quelques-uns mais je suis fière de tous les projets qui sont menés. Je suis arrivée cette année dans l'établissement. Je suis très heureuse d'être là parce que les enseignants sont très dynamiques. Lorsqu'ils viennent me voir pour me présenter un nouveau projet, je suis forcément fière, parce que le collège est vivant, ouvert sur la culture ou le sport. C'est un plus par rapport à l'enseignement car on vous ouvre vers l'extérieur.

Je vais citer le projet Erasmus, évidemment, mais il y a aussi Odyssée Jeunes, des concours en technologie et en mathématiques, Osez l'Ourcq qui vous permet de découvrir l'environnement et de mieux l'appréhender. Et j'en oublie d'autres.

Selon vous, quels sont les bénéfices du projet Erasmus pour le collège ?

Ils ont multiples. Pour les élèves, c'est une chance d'avoir une ouverture culturelle vers d'autres pays, d'autres cultures.

En Espagne et en Italie, ils vont découvrir plein de choses, faire des rencontres, qui, j'espère, vont perdurer.

Puisque c'est un projet sur 3 ans, les élèves vont évoluer : leur maturité, leurs attentes. Ils devraient parler de mieux en mieux anglais et s'initier à l'italien, qu'on n'enseigne pas au collège. Cela peut leur donner envie d'apprendre une nouvelle langue.

Pour certains élèves, le projet peut les aider à vaincre leur timidité. Peut-être voudront ils ensuite aller vers d'autres personnes et voyager pour découvrir de nouvelles choses.

Si votre enfant participait au projet Erasmus, quels conseils lui donneriez-vous ?

Le premier conseil est d'oser, oser parler. Si on fait des erreurs de syntaxe, de grammaire, c'est pas grave. Il faut oser parler en anglais et dans la langue du pays qu'on visite parce que les gens qu'on rencontre sont prêts à nous entendre, à faire les efforts pour nous comprendre.

Profiter de tous les instants. Ouvrir grands les yeux pour les couleurs, les oreilles pour écouter les subtilités des langues, le nez pour les odeurs car on s'aperçoit qu'il y a des odeurs différentes dans les pays. Au niveau de l'alimentation, il y a des odeurs qui donnent envie de déguster des mets qu'on ne connaît pas. Il faut être ouvert à tout.

*Madame Aline Michel est la principale du collège Anatole France des Pavillons-sous-Bois

school. There are already sports and cultural activities but if I could create a cooking class, for example, that would bring more fun and life to our school.

Third, I would like individual attention for each student, especially those students with difficulties, to help them succeed their final exam.

Can you cite the projects in your school that make you particularly proud?

I am probably going to forget certain ones but I am proud of all the projects being lead. I arrived at the school this year. I am so happy to be here because the teachers are very dynamic. When they come to me to present a new project, I am so proud because it shows how lively our school is, open to new culture and sports. It is something extra, more than just teaching, which opens a new world to the students.

Of course I am proud of the Erasmus project. There is also "Odyssée Jeunes" which will take students to the Dominican Republic. Plus, there are projects for technology and math competitions. Finally, there is "Osez l'Ourcq"

which allows you to discover and better understand the environment. And I am sure I forgot other great projects.

“ Erasmus, c'est une chance d'avoir une ouverture culturelle vers d'autres pays, d'autres cultures ”

According to you, what are the benefits of the Erasmus project at your school?

Many. For the students, it is a chance to see and understand other countries' cultures. In Spain and in Italy, they will discover new things and meet new people, which I hope that they will always remember.

Since it is a project that lasts three years, the students will evolve in their maturity level and in their expectations. They should speak better English each year and learn a bit of Italian which we do not teach at the middle school. That could give them the desire to learn a new language.

For certain students, this project will help them get over their shyness. Perhaps they will then go towards new people and travel to discover new things.

If your child participated in the Erasmus project what advice would you give him/her?

First, I would advise him/her to dare to speak. It is not a big deal to make mistakes in syntax and grammar. We must dare to speak in English and the country's language which we are visiting. The people we are meeting are ready to listen and to make the effort to understand.

Second, take advantage of every moment. Open your eyes wide to see new colors, open your ears to listen to the language's subtleties, open your nose to a country's new and different smells, and taste new foods! There are smells that make us want to taste foods we do not know. We must be open to a whole new world.

*Madame Aline Michel, An essential support for the project The principal of collège Anatole France in Les Pavillons-sous-Bois



Preside Angela Carandente Sicca among students and teachers during a school trip at the 2015 Milano expo.



Intervista al capo d'Istituto

Martedì 11 Aprile 2017 alcuni studenti Erasmus hanno intervistato la Preside Angela Carandente Sicca dell'I.C. Salvatore Di Giacomo-3S. Chaira sui seguenti punti:



Francesco Magliuolo teaches his students the common roots of Neapolitan dialect and French and Spanish.

➡ **Quali sono i principali compiti cui lei fa fronte nella vita scolastica quotidiana?**

Lavoro all'intera organizzazione della scuola, il che non è facile perché abbiamo 1200 alunni, tutti con esigenze diverse, devo far fronte alle emergenze che improvvisamente si presentano, devo organizzare l'insegnamento e gestire l'intera organizzazione della scuola, compreso il coordinamento della segreteria.

➡ **Se potesse cambiare qualcosa della sua scuola, quali sono le sue idee?**

Organizzerei tanti laboratori con le cosiddette "classi aperte" sul modello americano, dove al cambio dell'orario gli studenti cambiano classe, così si potrebbe provvedere a fornire tutti gli strumenti necessari per espletare un'ottima lezione.

➡ **Può dare qualche esempio di "risultato" di cui lei è particolarmente fiera?**

Sono fiera del lavoro degli studenti e dei risultati che abbiamo ottenuto nel corso di questi anni, quando sono arrivata in questa scuola ho trovato un insieme di classi, oggi, invece, abbiamo ragazzi che lavorano e che, accanto alla teoria, fanno anche tanta pratica.

➡ **Quali sono secondo lei i benefici di un progetto Erasmus plus per la sua scuola?**

L'apertura mentale, ragazzi che fino ad ieri erano chiusi nelle loro classi, oggi hanno la possibilità di visitare grandi città come Parigi e Madrid, con lo scopo di ampliare i loro orizzonti.

➡ **Se lei fosse genitore di uno studente Erasmus+ quale consiglio darebbe a suo figlio/a?**

Dire: "vai, viaggia per il mondo, scopri nuove realtà, perché solo attraverso la conoscenza e la scoperta si può diventare un "vero cittadino".

Interview to the boss

On Tuesday the 11 of April 2017 some Erasmus' students have interviewed the headmaster of the I.C. Salvatore di Giacomo-3S. Chiara about the following items:

What are the main challenges as a principal you face in your ordinary school life?

I work about the whole school organization. It isn't easy because we have 1200 students in our school with all different needs, I have to face emergencies, to organise teaching. I handle the general organisation including coordination of the secretariat.

If you could change something in your school, what will your ideas be?

I would organise a lots of laboratories with the so-called "open classes" on the American model, where with the change of the timetable the students change the classroom, in this way we could provide classes complete of all instruments in order to offer an excellent lesson.

Can you give some examples of your school achievements that you are especially proud of?

I'm proud about the student's work and about the results we got over the years. When I arrived in this school I found just a combination of classes but with our daily work we have turned the school, today the students don't do just theory but also lot of practice.

What are, in your opinion, the main benefits of Erasmus+ Project for your school?

This project promotes the open-mindedness. Students that were locked in their classrooms until yesterday, now have the possibilities to visit big cities such as Paris and Madrid in order to extend their horizons.

If you were a parent of one of the Erasmus+ student, what advice would you give to your son/daughter?

I'll say: "go out, travel around the world and find out new realities because only through knowledge and discovery you can become a real citizen.





Entrevista con el director del ies Blas de Otero, don Miguel Ángel Villa

¿Cuáles son los principales retos a los que se enfrenta como director en sus funciones del día a día?

“Los principales retos los suelo resumir en dos grandes apartados. Por un lado pretendemos que sea un centro de la mayor calidad posible, es decir, nos esforzamos para que los estudiantes reciban una enseñanza de calidad y una oferta educativa amplia y adecuada, lo cual conlleva unos buenos resultados académicos. Por otro lado, resulta un gran desafío, no solo para mí, sino para todo el personal del Centro, incluyendo a los profesores, los estudiantes, los auxiliares de control, personal de cafetería, personal de limpieza, etc., el hecho de crear una convivencia democrática y saludable en el colegio. Hay que tener en cuenta que diariamente nos reunimos aquí en torno a 800 personas, adultos y jóvenes que provienen de una gran cantidad de países, alrededor de 20 nacionalidades distintas de 4 continentes y convivimos aquí diariamente personas de 6 confesiones religiosas diferentes. Esta riqueza cultural con la que cuenta el centro exige un esfuerzo mutuo de tolerancia y respeto máximo para poder tener un ambiente de estudio adecuado. Afortunadamente podemos decir que se está consiguiendo este objetivo con la colaboración de todos los miembros de la comunidad educativa.”

Si pudiera cambiar algo en el instituto, ¿qué sería?

“Si pudiese cambiar algo en el centro, sin lugar a dudas, sería la cantidad de espacio físico con el que contamos. Me preocupa

Interview with the principal

What are the main challenges you face as a principal in your ordinary school life?

“I usually focus on two main challenges: On the one hand, I strive to direct a maximum quality school, I mean, I struggle for the students to have an excellent quality teaching choice and to have an extraordinary performance and high academic results. On the other hand it's a great challenge not only for me but for anyone in the school, including teachers, students, janitors, cleaning staff, etc. to have a democratic and salutary coexistence and harmony in our premises. We are more than 800 people getting together everyday: adults, teens and young kids who come from a numerous variety of countries, maybe 20 nationalities, from all over 4 different continents, who belong to different cultures and whose families identify with half a dozen of different religions. That richness in different cultural backgrounds requires a mutual effort of tolerance and respect to work together and coexist for the appropriate educational atmosphere in the school. Fortunately, we are proud of achieving that goal with the collaboration of every single member of the school community.”

If you could change something in your school, what would it be?

“If I could change something that would definitely be the amount of physical space we have in the school. I'm personally worried

personalmente el hecho de que tenemos un espacio muy reducido. En los últimos dos años no hemos podido matricular a todos los alumnos que así lo deseaban. Este año, ha habido 25 alumnos que se han quedado fuera por este problema de espacio, de modo que si pudiese pedir un deseo sería claramente tener unos equipamientos más modernos y adecuados para mis estudiantes y más espacio en nuestras aulas y en las instalaciones del Centro en general.”

¿Podría darnos algunos ejemplos de logros conseguidos por su instituto y de los que se sienta especialmente orgulloso?

“A parte de haber tenido un 100% de aprobados en la PAU en años pasados, me siento especialmente orgulloso de la gran cantidad de profesores que se implican con proyectos que no son estrictamente obligaciones suyas y lo hacen de forma voluntaria. Estos proyectos suponen una mejora significativa de la calidad educativa que se ofrece en el Centro.

Si se consulta la página web del Centro <http://ies.blasdeotero.madrid.educa.madrid.org/> se puede constatar la cantidad de proyectos y programas que hay en vigor actualmente, como ‘Global Classrooms’, intercambios con institutos de Francia y Alemania, el programa ‘Star’ y otros tantos.

También me siento muy orgulloso del premio a nivel nacional que recibimos hace tres años por nuestra contribución a la lucha contra la drogadicción. Tuve el honor de conocer a la Reina en persona debido a este reconocimiento.

Por otro lado, estudiantes nuestros han sido seleccionados en las tres últimas ediciones de ‘Global Classrooms’ gracias al gran trabajo que han hecho los propios alumnos y los profesores, no solo los de Inglés, sino todos los profesores implicados de otras materias que se imparten también en inglés en nuestro centro.

Aparte, un estudiante de este centro fue galardonado el pasado junio con un reconocimiento por su contribución a la Feria Agroalimentaria, por no mencionar dos de nuestras estudiantes que han viajado un fin de semana a Bruselas, otro premio por su buen trabajo en el centro.

¿Cuáles son, en su opinión, los beneficios fundamentales del proyecto Erasmus+ para su instituto?

“Son muchos, pero en mi opinión, el principal es la posibilidad que tienen los alumnos Erasmus + de conocer diferentes culturas europeas, no solo a nivel académico, sino a nivel cultural, de costumbres, de horarios, de hábitos gastronómicos... y todo ello por una mínima aportación económica.

Tiene una importancia muy relevante que los países miembros de la Unión Europea pueda conocer otras realidades y otras costumbres a parte de la suya propia.”

Si usted fuera padre / madre de uno de los estudiantes que participan en el proyecto Erasmus+, ¿qué consejo le daría a su hijo/a?

“Le aconsejaría que aprovechara al máximo esta experiencia en todos los niveles que ésta ofrece.

Le diría que mostrase interés y respeto por las distintas culturas y además que, terminada esta experiencia, siguiese viajando y conociendo otras culturas entendiendo su historia, sus peculiaridades, sus razones para pensar y comportarse como lo hacen, enriqueciendo así nuestros propios puntos de vista.”

about our limited facilities. In the last two years we haven't been able to accept in the school to any student who wished to register in our school. Only in this year, 25 students couldn't do their registration due to room problems. So, if I could make a wish, that would be, without hesitation, better and more modern equipments for my students and more space in our classrooms and in every facility in general.”

Can you give us some examples of your school achievements that you are especially proud of?

“Apart of having a 100% of 2nd Year of Bachillerato students passing their University Entrance Exam (PAU) last year, I can definitely name a great number of achievements that I am proud of. I feel especially proud of the teachers' involvement and concern in projects that are not a strict part of the school educational syllabus. These numerous projects entail, nevertheless, a significant increase in the quality of the education we offer in our school. ‘Global classrooms’, exchanges with Germany and France, ‘Star Program’, and a number of other different projects and programs that can be seen more in detail in our web site: <http://ies.blasdeotero.madrid.educa.madrid.org/>

The above mentioned programs and projects are possible thanks to the teachers' voluntary work and dedication.

I'm also very proud of the national acknowledge we were awarded with three years ago for our contribution to the fight against drug addictions. I had the honor to meet the Queen herself because of this achievement. Besides, our students have been selected to the final stage of Global Classrooms in the last three years thanks to their hard work and to the different teachers involved in the Bilingual English-Spanish Project. To continue with, one of our students was awarded last June in the Agro-Food Processing National Championship, not to mention two of our students who have been in Brussels as a recognition of their good work.”

What are, in your opinion, the main benefits of Erasmus+ Project for your school?

“As I see it, only with a small quantity of money, the Erasmus+ students are able to meet new different European cultures. It is of utmost importance that every member state of the European Union meets different realities apart of its own. It's not only an academic activity but also a great human experience (different habits, time tables, food habits, etc.)”

If you were a parent of one of the Erasmus+ student, what advice would you give to your son/daughter?

“I would advise him/her to make the most of this experience at every level showing interest and respect for different cultures. Besides, I would recommend him/her to continue travelling and meeting different cultures to understand their history and reasons in order to have a deeper knowledge and to see different points of view.”

From left to right in the photo : don Miguel Ángel Villa, the headmaster of ies Blas de Otero, Esther Gómez, mayor of the district of Aluche, Donatella de Simone, Italian teacher, Maud Duhirel, French teacher, Stéphanie Jarrad, French teacher, Vera Brancatelli, Italian teacher, Beatriz Muñoz, Spanish teacher and Aline Michel, principal of college Anatole France



les Blas de Otero school

En nuestro instituto tenemos un patio con canchas de Baloncesto y porterías de fútbol. También tenemos un gimnasio donde practicamos los deportes cuando llueve. En el instituto tenemos muchas aulas de trabajo como por ejemplo: Las aulas de informática donde tenemos una impresora 3D, también tenemos un laboratorio de biología y física y química y un taller de tecnología. Tenemos una biblioteca donde podemos ir a hacer los deberes y leer en el tiempo libre. También tenemos un salón de actos donde hacemos las reuniones y donde se representan las obras del instituto. Y por último, uno de los lugares favoritos de muchos alumnos es la cafetería donde venden bocatas y bollos muy ricos. También hay muchas chuches, bolsas de patatas...

In our school we have a big playground with basketball courts and football fields. We also have a gym where we practise sports when it rains. In the High School we have many work rooms, for example: a computer room where we have a 3D printer, a Biology and Geology laboratory, a Physics and Chemistry laboratory and a Technology workshop. We have a library where we can go to do homework and read in our free time. There is also an assembly hall where we do the meetings and the performances. And finally the favourite place for many students, the school cafeteria. There they sell sandwiches, snacks and delicious sweets.

