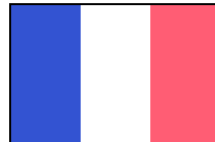




SUMMARY of the
Bilateral Comenius Project



**Towards a mutual understanding of our
regional history and cultures**

**Fedezzük fel saját és egymás
történelmét, kultúráját**

**A la recherche de notre histoire et de
nos cultures régionales**

**Jurisich Miklós Gimnázium, Kőszeg,
HUNGARY
(www.jurisich-koszeg.sulinet.hu)**

**Lycée Polyvalent G. Leygues, Villeneuve/Lot,
FRANCE
(www.ac-bordeaux.fr/Etablissement/GLeygues)**

2007 – 2009



Education and Culture DG

In this book we summerized the most important parts, conclusions of our two-year-project. We did not want to print everything in order to save more trees.
In case you would like to have more information do not hesitate to contact either ot the institutions.

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This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Az Európai Bizottság támogatást nyújtott ennek a projektnek a költségeihez.

Ez a kiadvány a szerzők nézeteit tükrözi, és az Európai Bizottság nem tehető felelőssé az abban foglaltak bármilyen felhasználásért.

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Coordinator school:
**Jurisich Miklós Gimnázium, Kőszeg,
HUNGARY**

It is a 332 year old school in a 100 year old building with about 450 students [between 14 and 19] and 35 teachers.

It is a boarding school.



Partner school:
**Lycée Polyvalent G. Leygues, Villeneuve/Lot,
FRANCE**

It is a 50 year old school in a huge, modern building with about 1135 students [between 14 and 18] and 185 teachers.

It is also a boarding school.



Both schools have good facilities, but different sizes. In the French school everything is larger: big parking lot, large garden – also large in Kőszeg – , cafeteria, and many classrooms, some of them even not in use. In the French school there are vocational courses, too, so there are also special classrooms to be prepared for the different trades.



However, the Auditorium of the Hungarian school radiates nobility, and it demands respect, with its size, beauty and the patron of youth: St. Imre. It is good for plenary sessions, concerts, performances etc.



Students:

At both schools there were more than 30 students participating in the project, and also in the exchange! They were paired after the project meeting in France, depending upon their similar personalities.



They started to communicate through e-mail, msn, skype. When the French group arrived, they already knew each other. They separated first, though, and then they spent more and more time in larger and larger groups.



Finally, they really got good friends, and spent much time together even if they could separate.

How did we learn?

During the project we all learned a lot. Sometimes it was painful, because we wanted to do something else, but it was worth to do so.

We searched in the Internet, to find out more about our partners' region. Then, we also got more authentic information through the presentations given several time during the exchange by our partners.



During the exchange we did not only listen to each others' lectures but we also visited classes, which allowed us to see what our partners study at school. Although it was not always easy to teach the classes for so many people, we still benefited from each of them.



Also, we took advantage of the non-formal learning methods like simulation, brainstorming, workshops, fieldtrips etc.



What did we learn – with comparing the two countries

We just realized: we have learned about almost everything. First is

LANGUAGE.

It was not easy. For the French group the completely unknown structure of the language, the difficult consonants and vowels gave a hard time. The Hungarian teacher spent a whole week there and taught language, songs, culture etc. It was the big surprise when the French group arrived they greeted the Hungarian group in Hungarian, and immediately they did sing “Nád a házam teteje” – the song which they learned in France from the Hungarian teacher.



For the Hungarian group the grammar of the language was not strange, it is similar to the one of other learned languages, but some special sounds made it difficult. But the motivation was great: one of the French teachers was their school mate. (However, also the Town Twinning Association helped with this task...) The Hungarian group also could give a surprise with the song: Sur le pont d’Avignon... and Jacque Frère...

To make sure we all will remember the most important expression, we also made a small survival dictionary. (The purpose was not to survive, as the members of both group did really speak English well, but we wanted to remember the proper expressions in both French and Hungarian.

Educational system

We made a small research about our partner's educational system.

During the meetings we summarized them in a Power Point Presentation. Then we compared the two systems. There are similarities and some differences.

Similar is that

Different is that

At lower grades there is only one teacher teaching everything for elementary school students.

Compulsory is education between 5 and 18 in Hungary (isn't always efficient), but 6 and 16 in France.

At lower grades classes are mixed, there is no difference, if students want to study or they don't.

That the school days are much longer in France than in Hungary, in France they often finish at 6 PM.

Students, who want to participate at vocational education, can do this only after the age of 16.

Many schools have both general and also vocational education in France.

Students at grammar schools have to study 2 foreign languages; one of them is English in most cases.

At most of the high schools students can choose also Latin and ancient Greek.

Students are graded with numbers beginning with an age of 10 approximately.

Students are graded with grades 1 through 5 in Hungary, as with 1 through 20 in France.

If students fail one or two subject, they can take re-exams, and they may continue their studies.

Passing grade is 2 in Hungary, and 10 in France. Under 8 no re-exam can be taken.

We also tried to collect their advantages and disadvantages – at least from our point of views. However, advantages and disadvantages depend very much on the personality of the students.

General opinion: students don't like long school days, and they would like to be separated depending on their attitude towards their academic work.

School traditions

Both schools have their traditions. However, probably because of the mentality, Hungarian traditions are more serious, formal. These formal traditions are in Hungary the last ball in January, when all seniors get a ribbon showing that they will graduate. Similarly, at the very end of April there is the “Last Walk”, when students walk around the school singing farewell songs. These two ceremonies are rather sad than cheerful.



However, in France students also celebrate their graduation, and 100 days before the end of the school-year they are dressed in funny costumes, walk around the school, making jokes. (Luckily enough the Hungarian group was there and also could take part in it.)



Our cities, regions

To understand each other, our culture and history we had to visit the cities and the regions. We had the time to explore the city during the evening, too, but we both organized guided tour around the cities.

The tour guides were obviously us, students.



We also visited the regions. This means different in France and in Hungary. As France is about 5 times larger than Hungary, the Hungarian group visited Aquitaine [with a cruise on Dordogne], which is almost as large as Transdanubia [including Budapest], which was observed by the French group.



During these excursions we actually had very efficient Geography, Science, Art, History, etc. classes. [As an extra benefit, we also learned a lot about our own regions while teaching our friends.]

History

Both schools are in a region which is full with historical monuments.

All History books begin with the paintings in the Lascaux cave, so obviously we included it in our program. [Obviously we also could visit only the duplicate, as the original has been protected for decades.] Although we knew it was only a copy, we all were impressed very much.



In Hungary we could see historical places, too. Kőszeg itself is such a city that its buildings radiate history, and the castle is one of the good examples for this.



Besides the Lascaux cave in Aquitaine we had the chance to visit the French and the English fortresses, too.

Environment, environment protection

Although we did not plan originally, we also included in the project some aspects of the environment protection, too. The purpose of this was that during the discussions it turned out the Kőszeg in working hard on a bioethanol factory, and Villeneuve-sur-Lot has already one.

So we also discussed the question, in an unusual way: with simulation. Environment protectors and the Arabic oil-sheiks had a strong debate on the topics.



Then also, the group observed the local biological observation center in Kőszeg



Cuisine

Cuisine cannot be omitted in an international project. We exchanged recipes, and studied them. More efficient was the culinary experience during the exchanges: both groups prepared food for the others. Travelling by bus allowed us to take Casoulette (meat with bean) and pörkölt (stewed meat) with nokedli (buttered noodle) to each other.

In case of the meat dish both groups considered that there are Muslims in the French group: some of the food was prepared with chicken.



Besides these, we also took typical deserts to each others. Apple pie, pie with plum, cake with walnut and poppy seed were those deserts which could survive the long trip.



Both international cuisines were organized so that visitors also had the chance to taste the foreign food. Before we had the lunch, we also gave explanation, how these dishes were made.

Plants

We also included plants into our project themes. We agreed to collect and describe the most important herbs and plants of our regions.

They are collected and described. Most of them are well-known in both countries, but in some cases they are different. Some features are surprising, too. E.g. only few of us knew that Chamomile, used all over the world, is not very welcome by farmers, as it is invasive.



In some cases the regional plants are grown in the other country, too. An excellent example is for this red pepper, which is famous in both countries.



Viticulture

Both regions are vine growing regions. France is famous for its wine, and also the Kőszeg region is well known as a red wine producer area.



For Kőszeg it is even more important, as its red wine enabled it to get the free royal city title several centuries ago. Also, Kőszeg has had a unique tradition for almost 300 years: every St George day people draw the new vine shoots in the Book of Vine Shoots.



Not only St George's day, but also Harvest is celebrated in Kőszeg.

Sport

During any exchange sport plays always an important role. This is because it teaches for team work, one of the best ice breaking activity. Besides this, PE is taught in English under the CLIL program in the French school.

French students described the Basque Pelot and the surfing, because they are the most important sports around Aquitaine.



Around Kőszeg there is no special local sport, so the Hungarian students described the most popular sport among young people: skateboarding. From this theme one of the students also prepared a scientific paper.



Intercultural dialog

The more than 3 weeks spent together allowed us to learn each others' culture. Besides this, we learned a lot culturally, too. We learned songs, poems, dances, music etc. One of the tools for this was the common multilingual performance at both places. They had a high visibility: many citizens, parents, other students have seen.



During these performances we read poems in three languages, sang songs separately and together, played music, danced.

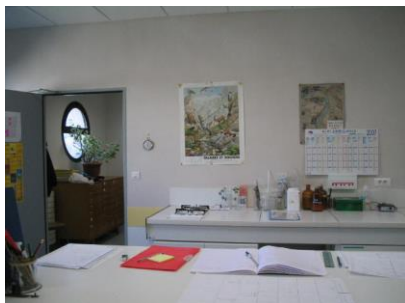


We also taught each other our dances, and explained national costumes.

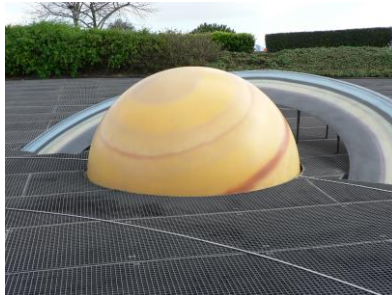


Science

Science is an important part of the high school studies. We also compared our materials we cover during the high school years. It was easy for us, as the final exam questions have been translated to several languages because of the bilingual classes. These courses allowed us to take part in some classes, visit labs etc.



Besides the school classes we also had the chance to learn some more science during our trips. The visitor center in Hungary, the caves, and space center in France all taught us a lot.



We had funny competition,



But the most important:

We got really good friends!





It was an excellent project with learning and fun,



but at the end we were exhausted, too.

