

# Dilemmas

Comenius Multilateral Partnership Magazine Online



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Lifelong Learning Programme

Comenius - School Partnership

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## Dilemmas Magazine

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

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



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## Workshops in Munich



Karo Schwan and Claudia Bitzenbauer getting the workshops started



Benyamin and Furkan explaining Theresien's history



Headmaster R. Baumgärtel opening the Comenius Evening

## Meeting in Theresien-Gymnasium

Our third project meeting took place in Munich from 10<sup>th</sup> to 13<sup>th</sup> of January. 13 students and 6 teachers arrived from Copenhagen, Granada and Tulcea on Tuesday evening to begin next morning with the planned workshops in Theresien-Gymnasium, where German students and teachers were waiting with a warm welcome and a very well organized programme.

This time the overall topic was **Gender Inequality and Violence**, which was approached from different perspectives by each team, always with some proposals for discussion.

*(See more about each session on next pages)*

Activities inside the school weren't restricted to the workshops classroom. Theresien's building certainly deserves a visit and, luckily, the first morning we had one guided tour through the school, followed by a Bavarian breakfast in the canteen.



## Comenius Evening

The best was to arrive on Thursday evening. Theresien's staff and students had carefully set up a *Comenius Evening* at school with students, teachers and parents. It was really a very interesting event: there were, of course, speeches and presentations which dealt with the work of each school during the previous year and, more in general, with the goals and meaning of a multilateral partnership as ours.

But we had also time for entertainment (this is not at all to mean speeches were boring), with a short concert of the school's pop-rock band and a magnificent cold buffet for dinner.

## Workshops in Munich



The Danish group, left to right: Annette, Mia, Frederik, Carl, Helene, Jonathan, Paul.

## Five Danish Reports

### Jonathan's report on the trip in general

Comenius lets you see Europe in a whole new way. At a time when the financial crisis seems to emerge once more, the EU finds the available funds to connect 19 students from 4 European countries. Instead of the usual teaching these students were given the opportunity to learn about different dilemmas and to represent their country in this main category. This rather unusual teaching was a definite success that not only connected the students, but also fulfilled the requirements which the EU had for the project. Furthermore it was without doubt very well put together, with museum and stadium visits as well as a guided tour in the heart of Munich. Not only did these trips make the students bond in a personal way but they also made sure that everyone gathered knowledge of the host country's (Germany/Bavaria's) history and culture. For the sake of Europe and students in its countries I sincerely hope that projects like Comenius will become mandatory in the nearest future.



Bavarian breakfast

### Carl's report on the trip in general

In general the trip to Munich was great. The 10<sup>th</sup> of January, we (5 students and two teachers) flew from Copenhagen to Munich. We landed around 6 PM and were all set to go to our hotel. Around 8 PM we went out to eat and after the dinner a few of us explored the area around the hotel. The next morning we met with the students from Romania, Spain and the hosts from Germany, at Theresien-Gymnasium. A few of us were a little nervous, because Denmark was the first country which should present their well-prepared work about dilemmas to the rest of the countries. The presentation went extremely well and we were all relieved, additionally we hosted some workshops which were made to activate the other students. The following days we heard the other countries' presentations and participated in their workshops. The food in the school canteen surprised everyone, Bavarian national food was served. White sausages did not exactly delight everybody. Although I guess you should try the different dishes a few times to really like them! All of the Comenius students and teachers had a few trips around Munich, for example we were shown a lot of historical features of the city. I do not have anything bad to say about our hosts or the participating countries. If I should sum up the entire event, I'd give the organization top grades. Exactly four days after our arrival we went to the airport, well rested and fresh as the morning we flew back to our home in Denmark.



Sightseeing Theresien-Gymnasium

## Workshops in Munich

### Helena's report on the workshops

Workshops can be extremely boring, but the Comenius workshops dealing with dilemmas were fun, actually. Workshops that last a whole day, and especially in a foreign language, can be both boring and hard to understand. But my expression of the three day long discussion on dilemmas ended up being a huge success, maybe because of the relevance to today's society. As I said, workshops can be quite boring, but when it involves important issues, workshops are catchy. Subjects such as domestic violence and violence in general were discussed on the behalf of a specific country, like Rumania or Spain. It was, for instance, shocking that a lot of women are killed every week in Spain. The first thing about these workshops is of course the social aspect, creating a relation to another country can be valuable for further international work. The second thing is the amount of information about another country and them handling these dilemmas. By collecting information we can create a greater understanding and accept for other countries that may not look like ours.



Helena working with the Spanish team

### Mia's report on the workshops

During the Comenius project, workshops were an interesting way of learning something about other countries and cultures. We were one or two persons from each country in each workshop group. In the groups we had to discuss some different dilemmas, and how they were dealt with in each country. It was a good way to learn something about other cultures. Furthermore the workshops were good because we could compare the differences, and then afterwards discuss them. There was, for example, a workshop which discussed gender discrimination. In Romania gender discrimination was a big problem because the girls were discriminated against by the men. In Germany, Spain and Denmark we didn't experience gender discrimination as a big problem, but in Romania it was a very big problem. Then we discussed the cultural differences between German, Spain and Denmark and Romania. To sum up, the workshops were therefore a good way of working with those dilemmas. I would say that I learned a lot about the other countries by working in workshops.



Mia and Carl during their presentation

### Frederik's report on the trip in general

Comenius was a fantastic experience. An experience that gave us a lot of new foreign friends and improved English skills. All in all, the trip exceeded all expectations – both socially and academically.

The Comenius project focused on ethics and morality and we, the Danes, talked about violent dilemmas in Denmark. We were the first country to present our work so we all were a bit nervous when we arrived at the Theresien-Gymnasium Wednesday morning. Luckily our presentation went well and so did our workshop. Afterwards we saw the other presentations and cooperated with the other students at the workshops. But most importantly the connection between the countries in between was very good. Socially the Comenius project was perfect and both the students and the teachers enjoyed time together. I am sure we will stay in touch.

## Workshops in Munich



Romanian teachers, Iuliana and Mihai, with a discussion group

**In any form of gender violence, the most important is the support of people around**



Romanian students during their presentation

## Romanian workshops

For the project meeting in Munich, the Romanian team prepared two workshops, "*Gender Inequality - School playground*" and "*Gender violence - Telling the story*".

The first workshop dealt with the problem of gender discrimination in school.

Our students have filmed a series of mini-interviews, about the situation of girls in a technical school where the majority are boys (more than 70%), also about women's position in the Romanian society today. The message of the movie was that in the Romanian society, in general, as well as in school, in particular, people are still confronted with prejudices about the place of the two sexes.

After watching the movie, students from all the partner schools filled in a questionnaire on the gender discrimination problems in their school/society.

During the second workshop, the students, divided into four workshops, had completed four stories that told four forms of gender violence in society, through an illustrating drawing, identifying the causes of violence, violence, reaction victim and aggressor.

Drawings were presented at the end of the workshop by members of each team. The message of the workshop was that in any form of gender violence, the most important is the victim's reaction and the support of people around.



## Workshops in Munich



German students & Waris Dirie (on screen)

### The German Presentation for the Comenius Workshop

by Lavinia Keller

As usual, every country which is included in the Comenius Project has to do a presentation. This year the main theme was Gender Violence.

The Romanian Students talked about *“Gender inequality - school playground”*, the Danish students gave their presentation about *“5 topics about gender and violence”*, the Spanish people spoke about *“Gender Problems among teenagers”* and the topic of the German students was ***“The role of women from ancient times until today”*** and ***“Female circumcision in Africa”***.

Marie, Sam and Annabel explained to us that circumcision is the violent removal of a piece of a girl’s vagina to make sure that the girl is still a virgin. It was used in Old Egypt as well as in Ethiopia and Phoenicia and Ancient Greece. Circumcision was used to make slaves more valuable because they were out of danger to become pregnant. The reasons were a tradition or part of religion, matter of aesthetics, conducted to assure that the women are still virgins when they get married, men want to be the “stronger sex”; sex hurts them so much, that these women don’t have sex with other men. The girls are circumcised either a few days after birth, because at this age, they can’t show resistance or it’s done at the age of 12 or 13, because it’s the beginning of puberty. According to approximations, one hundred and thirty thousand women are circumcised all over the world and there are two millions of new circumcisions of women every year, which is 6.000 per day, which was very shocking for all of us. The speakers told us the problem is that there’re not many statistics because it is usually done in complete secrecy.

Then we watched a part of the movie *“Desert Flower”*, which depicts the life of the Somali-born model Waris Dirie. We watched the scene where she was a child and got circumcised. It was very moving and everybody was quiet after that, because we didn’t really know that things like this are still happening in our time.

Every Workshop was really interesting and as always I learned a lot and enjoined the Comenius week very much.

**The movie *Desert Flower* depicts the life of the Somali-born model Waris Dirie, circumcised when she was a child. Watching it was a moving experience.**

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The audience was really shocked by the circumcision scene

## Workshops in Munich



Maria José reading her part during Spanish presentation

### A Riddle

A son and his father have a traffic accident, and the father dies. The son, who is still alive, is taken to the hospital. When he's about to go in the surgery room, the doctor says:

*-I can't operate on this boy because he is my son*

Who is the doctor?



Improvising a performance on jealousy

## Spanish Workshop in Munich

by Daniel Simón Barrio & Rafael Martínez Sevilla

The main goal of our trip to Munich (besides meeting people, making friends and getting to know another country) was to present the project we had been working on for the last month: **Gender Problems among Teenagers.**

Our team of five students talked about some issues that surround people of their age and gave some information, helped by a power point presentation. Daniel Simón started it with a little riddle to break the ice. After the right answer was given by a German student, he showed a video in which people from Granada gave some incorrect and somewhat funny answers.

Later, Maria José López, did a comment on the video and related it to some of the problems that are usually found among teens. She also showed a shocking graph which contained the number of women killed by their partner in Spain each year, since 1999 until 2011.

Then, the students asked for help from some volunteers and improvised a little sketch, which turned out pretty well, in which the mistreatment phases were seen. After this, Mari Martínez explained these parts more deeply. Once she finished Rafael Sevilla taught us about a survey the Spanish group had conducted at their high school. In this survey 15 boys and 15 girls were randomly chosen aged 16-18 to be asked questions. In those questions, topics like teenagers' sexual life and parental restriction were treated.

Finally, Miguel Acosta organized debate groups which contained a person of each country. These groups discussed four dilemmas, which basically treated issues that we often see in relationships. The leaders of the debate drew conclusions from this activity, which were pretty interesting:

One of these dilemmas was about how one would react if their partner didn't like what they wear. Most of the students stated that they wouldn't change their image. One has their own personality and no one should be forced into being something they are not. There could be, though, other solutions, like going shopping together and try to find something they both like.

The second dilemma that was treated was if we should leave our friends if our partner doesn't like them. People agreed that they wouldn't leave them. Friends are an important part of someone's life and if one wants to be in it, they have to accept them as a part of that someone.

The third one asked the students about if there's true love in a relationship with no jealousy. The conclusion was that there can be love with no jealousy but it's normal to be a little jealous. Furthermore, people said that a little bit of jealousy is needed, to make the partner feel wanted.

The last dilemma was related to sexual behaviour, and the students were asked if girls are judged in a different way than boys. The global answer was that definitely girls are judged differently. And although it's sad, it's a real problem that we should change.

This part was the last one, so one hour after it started, the presentation was finished and all we were happy about how the whole thing had gone and were ready to go eat a tasty hamburger with the rest of the students.

## Workshops in Munich



### Discovering the town

Besides activities *inside* the school, there is another kind of activity that is also an essential part of the workshops job as it's conceived by us. It's important to take the opportunity to learn outdoors and travelling certainly offers a lot of chances to do so.

Fortunately, all schools involved in this partnership are located in very attractive places and Munich, of course, is second to none as far as that's concerned.

Once again, the programme designed by our hosts in the town was a success. On Wednesday evening we had a guided tour departing, of course, from Marienplatz. For more than two hours we walked from there to the main spots in the ancient city, listening to our wonderful guide **Karin Neal**: she really made us forget the cold January weather with her explanations and we have to thank her for all we learnt about Munich's history and life.



We had also a quite interesting and well guided visit to *Nymphenburg Schloss* on Thursday morning and, last but not least for many among the participants, on Friday noon, once the job in the school was already done, we took the *U-Bahn* up to *the Allianz Arena*, the futurist stadium which represents in many senses a sharp contrast with the baroque palace we had enjoyed the day before.



### *An Unexpected Allegory*



While explaining us the iconological meaning of the rococo paintings by Zimmermann in Nymphenburg's main hall, our guide addressed our attention towards a big fresco in the wall depicting a mythological scene where Mars was courting Venus.

However, more than the usual love affair between Gods, what happened to be more significant to us was a detail in the left corner: Little Cupid, noticing the War God too much delighted with his Lady, finds easy to steal his helmet and weapons and to get away with them.

We were still dealing with gender violence in our workshops and, therefore, couldn't avoid thinking that Cupid's theft was indeed a very good idea.



## Workshops in Munich



Daniel and Miguel having their Bavarian breakfast

## My experience in Munich

by Miguel Acosta

Hi! I am one student that travelled to Germany in the Project Comenius and I want to tell you something about our experience in the first evening there, because it was the first moment that we stayed alone with other students of this project.

The evening began when we went to visit the city, with our teachers too. At this time we started to talk with German people, because they were of a similar age than us. They were nice and they were always trying to spoke Spanish, it was really funny.

When the guided tour ended, all young people went to look for a good place to have dinner, and I thought for a moment that the time had stopped and we were long live friends.

This was a very special travel and I think that is amazing how we met with people and how we used a common language, English. Thanks everybody!



In the end, we had snow



Girls and guys from different teams

## An Experience

by María José López & M<sup>a</sup> Ángeles Martínez

We are the girls in the Spanish team and we want give our opinion about the days we spent in Munich.

Our arrival was quiet and nice. We were happy to be there and having the opportunity to meet new people from others countries. It all started very well and finished even better.

The last day was Friday, the day of our exhibition.

When we finished we all went to visit the stadium of Bayern Munich, the Allianz Arena.

When we arrived to the stadium it began to snow, but soon stopped.

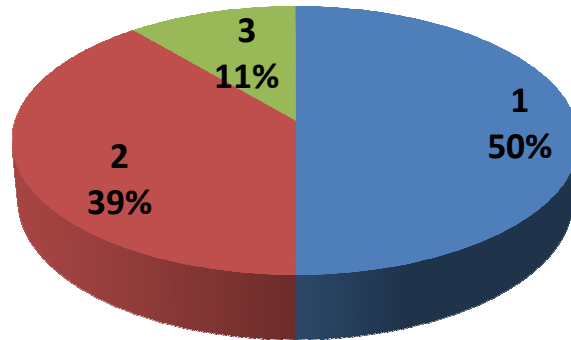
The visit ended and as we went to shopping it started snowing again. We did a snow war. At night, all Comenius students went to a party. It was an unforgettable night, but sad and happy, because we met a wonderful people and we had to say goodbye to them. We miss you!

## 1a Please, rate from 1 to 5 the following items

- a) Accommodation:  
Average rating 1,61  
[1 – very good, 5 – very bad]



## Accommodation

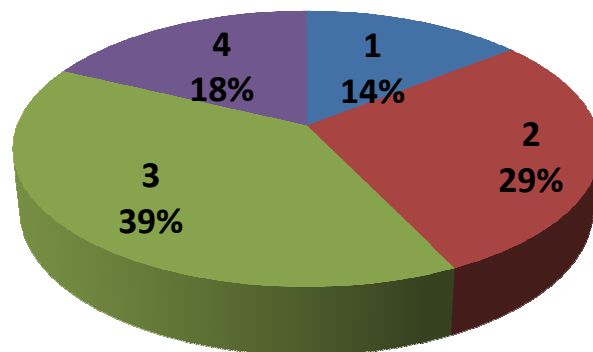


## 1b Please, rate from 1 to 5 the following items

- b) Meals:  
Average rating 2,61  
[1 – very good, 5 – very bad]

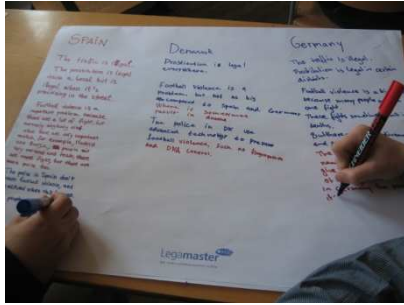


## Meals

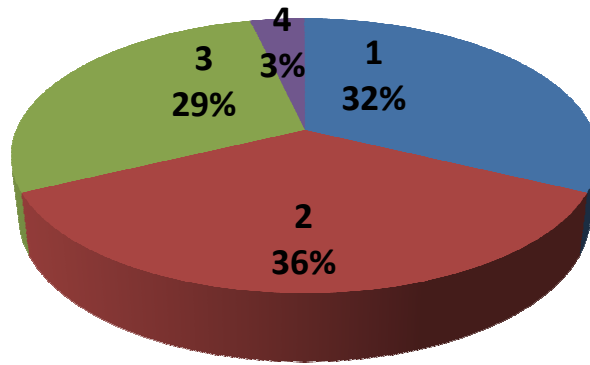


1c Please, rate from 1 to 5 the following items

c) Activities at school:  
Average rating 2,04  
[1 – very good, 5 – very bad]



Activities at school

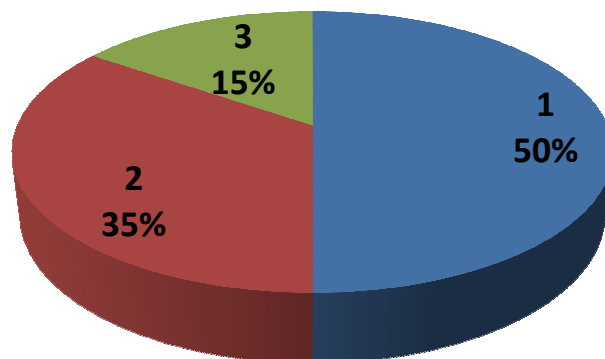


1d Please, rate from 1 to 5 the following items

d) Activities outside school:  
Average rating 1,65  
[1 – very good, 5 – very bad]



Activities outside school

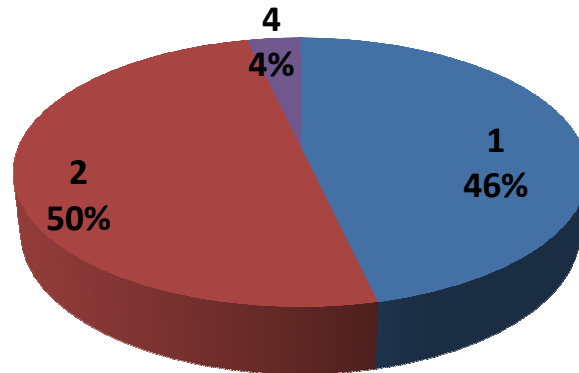


1e Please, rate from 1 to 5 the following items

e) Organization:  
 Average rating 1,61  
 [1 – very good, 5 – very bad]



Organization

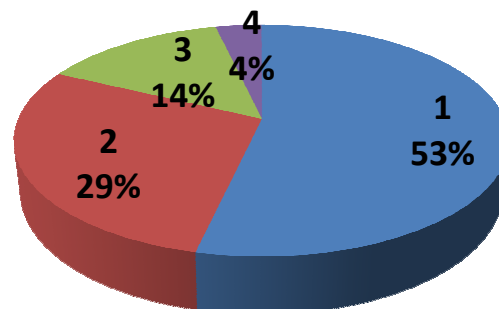


1f Please, rate from 1 to 5 the following items

f) Interaction among participants:  
 Average rating 1,68  
 [1 – very good, 5 – very bad]



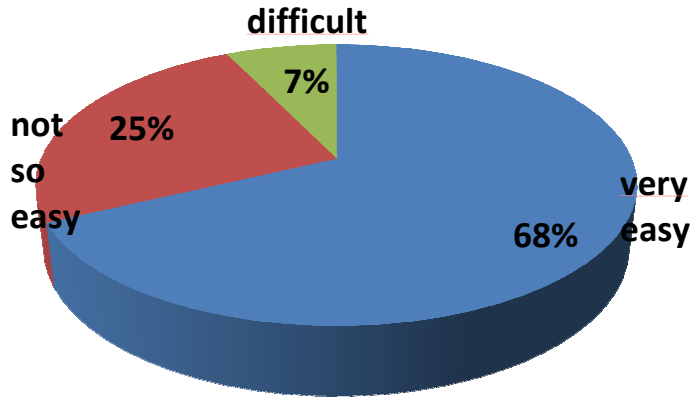
Interaction among participants



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



Communication



3 Do you think you have learnt something?

**Dilemmas**  
 Consensus Multilateral Partnership

**An European Code Of Values**

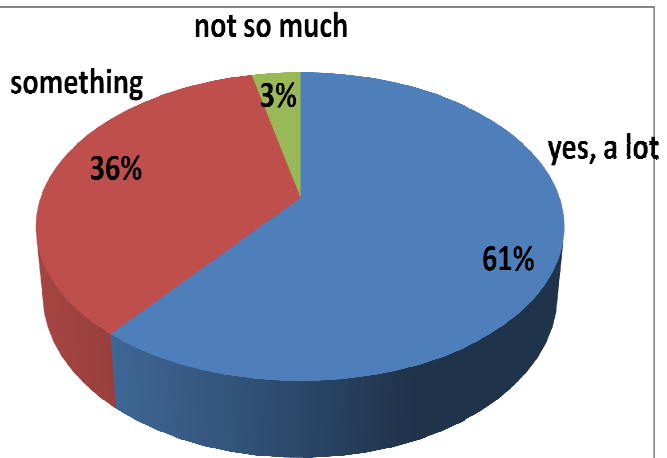
We have been discussing on gender discrimination and violence. Now, please, write down 10 values that you think are the most important relating to this issue.

We are not looking just for main "keywords" or "tags" describing our workshops contents, but for values related to them. Maybe this can help you to find out what a "value" is.

| Values frequently mentioned in previous workshops |
|---|
| Health  |
| Cooperation                                       |
| Freedom   |
| Beauty  |
| Education   |
| Knowledge   |
| Tolerance   |

Finally, try to mention positive values: things you think are worthy. Sometimes this is not easy, so if you decide to mention a particular negative one (as, for example, "CO2 emissions" —which, by the way, is not related to our current topic), make it clear that you think it's something to avoid.

| English    | Dansk      | Deutsch      | Español    | Română     |
|------------|------------|--------------|------------|------------|
| respect    | respekt    | Respekt      | Respeto    | RESPECT    |
| friendship | venstskab  | Freundschaft | amistad    | PRIETENIE  |
| quality    | Lighed     | Gleichheit   | igualdad   | EGALITATE  |
| education  | uddannelse | Erziehung    | educación  | EDUCATIE   |
| neatly     | ordrig     | Ehrlichkeit  | honestidad | ONESTITATE |



## Dilemmas

Munich Workshops 2012

## Participants



### Gefion Gymnasium

#### Teachers:

Paul Bridgwater  
Annette Nordstrøm Hansen

#### Students:

Helena Harrits  
Mia Ravn Hastrup  
Carl Mariager  
Jonathan Miller  
Frederik Rosendal



### Theresien-Gymnasium

#### Headmasters:

OStD Rainer Baumgärtel  
StD Reinhold Kunkel  
OStRin Judith Nitsch

#### Teachers:

Claudia Bitzenbauer  
Bettina Huber  
Karoline Schwan

#### Students:

Raffaella Castiglione  
Clea Duria  
Christina Emanuel  
Bela Erasmus  
Yury Getfert-Ruiz  
Marie Habdank  
Maud Hofmann  
Annabelle Jung  
Lavinia Keller  
Camilla Klaffenböck  
Kevin Kohl  
Furkan Öztürk  
Christopher Neal  
Ellen Neuhaus  
Benyamin Rida  
Sam van Wijk



### Colegiul Tehnic "Henri Coanda"

#### Teachers:

Mihai Tiuliumeanu  
Iuliana Buruiana

#### Students:

Ema Caragea  
Dorel Grigorov  
Madalin Isac  
Catalina Mihai



### IES "La Madraza"

#### Teachers:

Elena García Marín  
Ignacio Mendiguchía

#### Students:

Miguel Acosta García  
María José López  
María Ángeles Martínez  
Rafael Martínez Sevilla  
Daniel Simón Barrio



# Dilemmas

## 5th Dilemma

The weaker sex – truth or prejudice?



Are women the weaker sex?  
Is this concept still a reality nowadays?  
Has the balance of power changed?

## Our Weblog

We have recently completed the series of eight dilemmas planned in our project. In this page you can find the last four, two of them corresponding to the topics we have dealt with in Munich workshops (gender discrimination and violence, 5<sup>th</sup>&6<sup>th</sup>) and two more (7<sup>th</sup>&8<sup>th</sup>) related to problems concerning social minorities, which will be the main subject in our next workshops to be held in Copenhagen.

Remember you can find our weblog at  
<http://dil3mas.wordpress.com/>

## 6th Dilemma

What are the causes of violence in modern societies?



Video games, insufficient parental care,  
society or the media in general?

## 7th Dilemma

Should you step aside for the socially disadvantaged?



You have finished high-school and have applied to get into university. You have quite good grades, but you know that there is only a 50% chance of you getting in. Your friend, however, has the same grades as you, but is from a social minority. She is 100% sure that she will get into university, because the university in question practices "affirmative action". Is this fair?

## 8th Dilemma

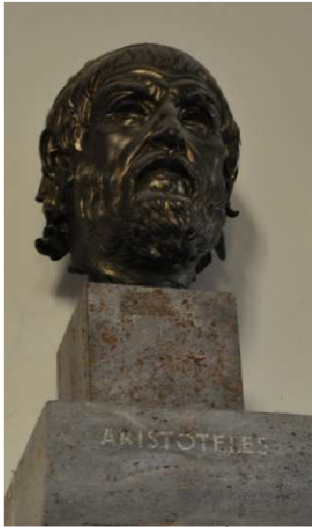
Should we be afraid of the poor people?



In 2009, a charity project called Coffee and Heat tried to start up a social centre near our high school in Granada. In this place homeless people could get food and a bath. This project finally didn't turn out because many people in the neighbourhood opposed it, organizing demonstrations and collecting signatures. The reason why the neighbours didn't want this centre to be placed in the area was the fear towards this kind of people, who could be loitering all day in the surroundings and were said to be a danger, mainly for the students.

Suppose something like this happened in your neighbourhood, would you join the demonstrations against the project or would you actively support it?

## A Code of Values



Aristotle's portrait  
(Theresien-Gymnasium)

One of the final products of our Partnership is what we have called An *European Code of Values*. At the end of each workshops meeting, participants, working in small groups, have been asked to write down ten values that they thought to be the most important relating to the topics in discussion. The result will be a kind of *code*, in English, Danish, German, Romanian and Spanish, reflecting the *values* selected in this process. We have to point out that this *code* does not intend to be a systematic one, but it is rather to be understood just as a *list* of things (qualities, beliefs, attitudes, actions or anything else) that *actually* have been considered desirable or valuable; therefore understanding *values* in the broadest sense of the concept and with no intention of making any normative proposal.

The table below shows which *values* have been more frequently mentioned in the three workshops we have held until now (the *code* is still under construction). Notice, first, that mentions are in some way biased because of the specific topics of each meeting and, second, that every mention reflects not an individual opinion but a choice made by teams of four to six students, who had to agree their proposals after a short discussion.

### AN EUROPEAN CODE OF VALUES

#### Values More frequently mentioned

