

REGIONAL EDUCATION IN COMMON EUROPEAN CULTURE AND EDUCATION



Erasmus+



Project Reference: 2020-1-PL01-KA229-081982

EU Grant: 178.730,00 EUR

Programme: Erasmus+

Key Action: KA2 Cooperation for innovation and the exchange of good practices

Start: 01-12-2020 - End: 28-02-2023

Action Type: School Exchange Partnerships

Acronym: REG



Publication funded by the European Commission under the Erasmus+ program

This publication has been produced with the financial assistance of the European Commission. The publication reflects the views only of the authors and the European Commission and the National Agency of the Erasmus+ Program are not responsible for its content.

PUBLICATION FREE OF CHARGE

Table of content

Chapter 1: Information about the project.....	11
---	----

Chapter 2: Information about 6 partner schools	13
2.1. <i>Technikum nr 15 im. Tomasza Klenczara</i>	13
2.2. <i>Trgovačka Škola</i>	15
2.3. <i>Heydar Aliyev Mesleki ve Teknik Anadolu Lisesi</i>	17
2.4. <i>Lycée Toulouse-Lautrec</i>	19
2.5. <i>Liceul Tehnic Buzau</i>	21
2.6. <i>Centro de Estudos e Formação Profissional Diogo Dias Melgaz, Lda</i>	23
Chapter 3: Our 6 meetings	25
3.1. <i>Short-term Joint Staff Training Event "Creative Learning about Regional Education", 27.09. – 1.10.2021, Technikum nr 15 im. Tomasza Klenczara in Katowice, Poland</i>	26
3.2. <i>1st short-term exchange of groups of students „Regional and Traditional Food”, 6-10.12.2021, Trgovačka Škola in Zagreb, Croatia</i>	31
3.3. <i>2nd short-term exchange of groups of students „Rituals at Birth, Wedding and Funeral”, 14-18.03.2022, Heydar Aliyev Mesleki ve Teknik Anadolu Lisesi in Aliağa, Turkey</i>	36
3.4. <i>3rd short-term exchange of groups of students „Regional Costumes and Accessories”, 9-13.05.2022, Lycee Toulouse-Lautrec in Bordeaux, France.</i>	40
3.5. <i>4th short-term exchange of groups of students „Regional Dances and Music”, 10-14.10.2022, Liceul Tehnic in Buzau, Romania.</i>	44
3.6. <i>5th short-term exchange of groups of students „Forgotten Traditional Occupations and Objects”, 21-25.11.2022, Escola Profissional in Cuba, Portugal.</i>	48
4. Lessons plans about regional education.	52
4.1. <i>TOPIC: KATOWICE - A GOOD PLACE TO LIVE</i>	52
4.2. <i>TOPIC: INDUSTRIAL REVOLUTION OF THE XIX CENTURY IN KATOWICE - FROM HUTS AND MINES TO NEW TECHNOLOGIES AND START-UPS</i>	53
4.3. <i>TOPIC: AEGEAN REGION’S PLACE IN WORLD HERITAGE</i>	55
4.4. <i>RITUALS AT BIRTH, WEDDING AND FUNERAL</i>	56
5. 6 glossaries about regional education.....	58
5.1. <i>Polish-Silesian-English glossary</i>	58
5.2. <i>Croatian-English glossary about regional education</i>	67
5.3. <i>Turkish-Aegean-English glossary about regional education</i>	75

5.4. Portuguese-English glossary about regional education	84
5.5. French-English glossary about regional education.....	92
5.6. Romanian-English glossary about regional education	98
6. Thanks from the project coordinator	105

EDUKACJA REGIONALNA WE WSPÓLNEJ EUROPEJSKIEJ KULTURZE I EDUKACJI

Nr projektu: 2020-1-PL01-KA229-081982_1

Budżet: 178 730 EURO
Realizacja: 2020-2022



Polska – Katowice  Turcja – Aliaga  Portugalia – Cuba 
Chorwacja – Zagrzeb  Rumunia – Buzau  Francja – Bordeaux 

Chapter 1: Information about the project

The project "Regional Education in Common European Culture and Education" was created through the cooperation of 6 technical schools from Poland, France, Romania, Portugal, Croatia and Turkey. The coordinator of activities was the school from Poland.

The theme included the development of cultural, social, linguistic and IT competencies for awareness of the role of education through culture in the modern world. The idea was to take a deeper look at regional education, creative exploration of close spaces, and to prepare educational materials to expand the core curriculum of humanities subjects (mother tongues, history, English, knowledge of culture and art, geography) to include regional education. Our project idea turned out to be worth implementing. The activities were accompanied by enthusiasm and creative atmosphere.

The main goals of the project included:

- shaping an attitude of respect for the cultural heritage of one's region while opening up to the cultural values of residents of other regions and European nations,
- deepening the bond with the region of its young residents,
- developing a sense of responsibility by cultivating traditions and promoting the achievements of previous generations,
- improving the quality of humanities education at 6 institutions, including by incorporating interdisciplinarity.

The planned activities has concerned discovering the cultural, artistic and social richness of 6 regions, focusing on characteristic places with their own identity, which is not only worth of discovering and presenting to others, but also essential to do so. We chose activities that develop creativity, based on shaping attitudes, values and skills in various areas of art, traditions, history, and customs. We focused on activities:

1. visiting and discovering 6 regions:

Silesia: Katowice

Central Croatia: Zagreb

Aegean Region: Aliağa

Nouvelle-Aquitaine: Bordeaux

Alentejo: Cuba

Buzau County: Buzau

2. practical activities (workshops on regional culture: cooking, dancing, singing, customs, learning about objects and ancient professions).

3. exchange of good practices among partner schools and local institutions (museums, cultural centers, local companies, City Offices).

During 27 months we held numerous local meetings with regionalism educators and representatives of educational, social and educational institutions and: 1 short-term joint staff training event in Poland with a seminar and 5 short-term exchanges of student groups in 5 partner schools . The activities involved students with fewer educational opportunities, e.g., students from Ukraine (Poland), Mozambique and Cape Verde Islands(Portugal).

The topics of the 6 international meetings were as follows:

- 1. Creative learning about regional education*
- 2. Traditional and regional foods*
- 3. Rituals at births, weddings, funerals*
- 4. Traditional costumes and accessories*
- 5. Regional dances and music*
- 6. Old professions and passions, forgotten objects.*

Methodology included:

- participation in creative workshops: learning regional dances, songs, cooking traditional dishes or exhibitions of works by local artists,
- search and selection of information from various sources,
- creation of regional education dictionaries, lesson plans, conducting interviews,
- conferences and seminars on regional education, local events, meetings with representatives of educational authorities of 6 cities we wanted to interest in the subject of regional education,
- learning about the teaching methodology of other partner countries, observing learning methods, learning how to manage small and larger projects.

The results were prepared in 6 national languages and in English:

1. e-Book "REG" with lesson plans, dictionaries of regional education terms, photo collages, descriptions of thematic activities,
2. exhibitions of works created during the workshops,
3. project website with presentations, videos, evaluation results.

Thanks to the project, the participants integrated into the local community, learned about and visited institutions engaged in educational, cultural and social activities. An important result of the project is the development among students of the value and role of education through cultural activities. Thanks to joint local and international activities, the students opened up to new topics, touched the tangible and intangible culture of their region, and had the opportunity to identify with the richness of the culture of their regions and those of the partner schools. The project also enabled them to acquire openness to other communities and cultures and become more active citizens of their neighborhoods, cities and European society. The participants of the project expressed themselves in various forms and activities, e.g. through dancing, singing, creating works, speeches, working in small and large groups, and activities using IT tools. Our goal was also to sensitize young people to the need to preserve regional culture.

Our results are available on the project website: <http://www.reg-project.com/>, the Erasmus + Project Results Platform, the coordinating school's website www.klenczar.pl, and have been sent in e-book or printed form to local educational institutions and authorities. The printed version of the REG e-book is being used in extra-curricular classes, by English language teachers and regional education teachers.

Chapter 2: Information about 6 partner schools

2.1. *Technikum nr 15 im. Tomasza Klenczara*

Country: Poland

Region: Upper Silesia

City: Katowice



Website: www.klenczar.pl

Media: <https://www.facebook.com/Oxford.Katowice>

Technical school No. 15 Tomasz Klenczar is located in district Kostuchna on the southern outskirts of Katowice. Our town is the capital of the Upper Silesian Industrial District, and it has 300,000 inhabitants. We have a 78-year tradition in vocational learning. In 2019, we modernized a laboratory for an aircraft carrier technician. Next year, we intend to open another vocational technician course: road transport, adapting and broadening our offer to the needs of the labour market. We focus on preparing students for vocational and matriculation exams, involving them in additional and developing activities that broaden their knowledge, influence their cultural development, develop their skills: meetings with experts and educators, visits to local companies and the airport, participation in local competitions, cultural excursions: concerts, visits to museums, regional chambers, visits to places related to the history and culture of the region Silesia.

The school provides education for 125 students aged 14-20 and employs 32 teachers general and vocational education teachers. Currently, students are trained in 4 technical profiles: forwarder, economist, refrigeration and air conditioning and airport operational service. After 4 and 5 years of schooling, our students take vocational exams in their chosen professions and matura exams in Polish, mathematics and a modern foreign language. We teach 3 foreign languages: English, Spanish, German. Students undertake one-month work placements in local companies in grades 3 and 4. From 2018 we have cooperated with Ukrainian schools. We currently have 17 Ukrainian students. We opened integration classes and classes for students with special needs in September 2021. We are seeing an increasing influx of pupils with dysfunctions and opinions from educational and psychological counselling centres. We employ a psychologist, a pedagogue, a special educator and a support teacher, revalidation teachers.

This year we joined the eTwinning project "Cultural heritage, industrialization and its impact on the environment", engaging students from the integration class, to prepare them for informal work, working with IT tools and applications, education by doing, integrating a difficult team. Since 2018, students have been taking part in a multi-stage Regional Educational Competition organized by the Board of Education in Katowice. In many tasks,

we focused on the history of the region (important figures of Silesia, Silesian uprisings) and ecology protection in Silesia, making films about green areas in Katowice, writing and composing a song about the nature of the city, participating in competitions with students from other schools and workshops with Song and Dance Ensemble Śląsk. In both competitions we took 2nd and 3rd place in the province.

We have coordinated 8 EU projects and participated in 3 others, also in International Visegrad Fund, POWER and POWERVET. The school coordinate the project to strengthen the European strategy, promote the exchange of good practices in the community, improve organizational skills. We have the accreditation 2020-1-PL01-KA120-VET-095836. Our students go on 2-week internships (Germany, Sweden, Croatia) and weekly E+ exchanges, gaining various competences: professional, key, soft or cultural, social, personal and scientific skills. We want to develop students' key competences: creativity, entrepreneurship, learning foreign and native languages, working with ICT tools, active learning through informal methods, and promote vocational and European education.

Key people:

- RITA PAWŁOWSKA: teacher of Polish language; coordinator of European projects from 2014, has participated in POWER, Visegrad Fund, Erasmus+ programmes; secretary of the District Council No. 21 Kostuchna from 2018. She cooperates with local institutions as library, 2 primary schools, Municipal Cultural Centre. She led interpartner communication, cooperation with NA, school project groups, prepare reports, disseminative and local activities. She has taught also regional education since 2018, with successes of students in regional contests and Polish language for newcomers from Ukraine.

- DAMIAN SZMYT: headmaster of the school since 2005, teacher of vocational subjects, entrepreneurship, coordinates and participates in European projects: Erasmus +, POWER VET. He controlled project management, financial monitoring, communication with the city of Katowice.

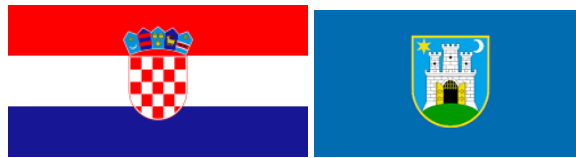


2.2. Trgovačka Škola

Country: Croatia

Region: Central Croatia

City: Zagreb



Website: <https://trgovacka-skola.hr/>,
<https://sites.google.com/view/erasmusprojekttrgovackeskole/po%C4%8Detna-stranica>

Trgovačka Škola is located in Zagreb, the capital of Croatia, and teaches students aged 14-19. It is a vocational school, our field of education is trade. The school educates students in two programs: salespersons, commercialists. The school also offers a program for tertiary education. Students learn English and German. The school currently has about 700 students, 55 teachers. The school is active in the Croatian community of vocational schools and collaborates with academics in Zagreb. Our school is very eager Erasmus-wise and has had 3 KA2 projects so far, 2 as the coordinator. The school strives to be hard-working and open-minded and wants to expose students to knowledge and skills necessary for lifelong learning process. This project will enable even more students to become a part of a larger European community, to explore the topic of cultural heritage and learn how this topic is important for our future generations too, especially in the age of the overuse of technology and foreign influences which make students uninterested in their own culture and heritage. Moreover, we believe this lack of interest stems from families which is why we need to react urgently and stop this trend of deliberate loss of traditional values. We are a vocational school which is why our courses contain only a very small amount of such topics and need a project like this to involve students in a different context where they will want to learn about our regional heritage and heritage of other EU countries.

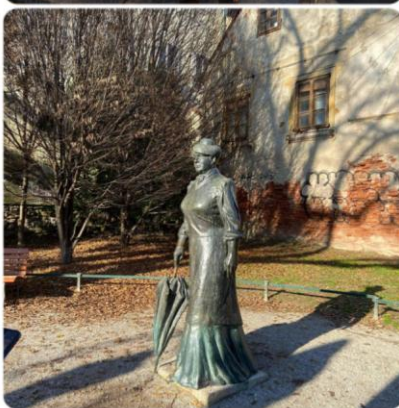
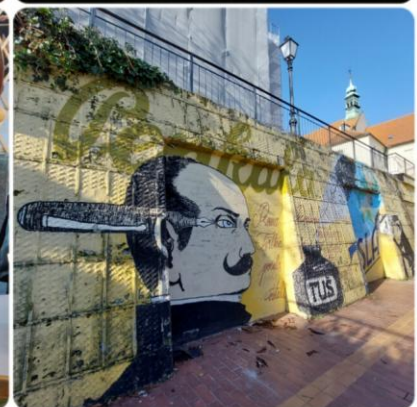
Our project team:

- GABRIJELA ČORKOVIĆ an English teacher, has worked on Erasmus+, e-Twinning projects. Skilled in IT, web 2.0 tools, project planning and implementation. With experience in organising school competitions, assessing county competitions, authorship of an English language handbook for senior secondary school students; she was school team coordinator working on all activities, mentor students, organize LTT activities, manage the budget, receive and write regular reports, prepare project results.

- DUBRAVKA LIEBL a vocational subjects teacher: entrepreneurship, marketing, sales; skilled in IT and web 2.0 tools; conducted teacher training, virtual company and dissemination. With her rich experience in teaching, mentoring students, teacher trainees, organising

numerous national vocational competitions, authorship of several student books for secondary school students she was valuable asset on all levels of the project.

SNJEŽANA ČUTURA - a vocational subjects' teacher (entrepreneurship, marketing, sales etc.): she oversaw and conducted creative workshops, dissemination and development of project results. Her rich experience in teaching and mentoring students helped with organisation of many school events.



2.3. Heydar Aliyev Mesleki ve Teknik Anadolu Lisesi

Country: Turkiye

Region: Aegen Region

City: Aliağa



Website: <https://heydaraliyevmtal.meb.k12.tr/>

Heydar Aliyev Technical and Vocational High school (HAMTAL) is a school constructed in 2012 by the Azerbaijani State Oil Company and was donated to İzmir Aliğa National Education Directorate. We have 698 students aged 14-18. The school has a dormitory with 216 student capacity and a 300-people conference hall. It is located in Aliğa, an industrial town of İzmir by the Aegean Sea.

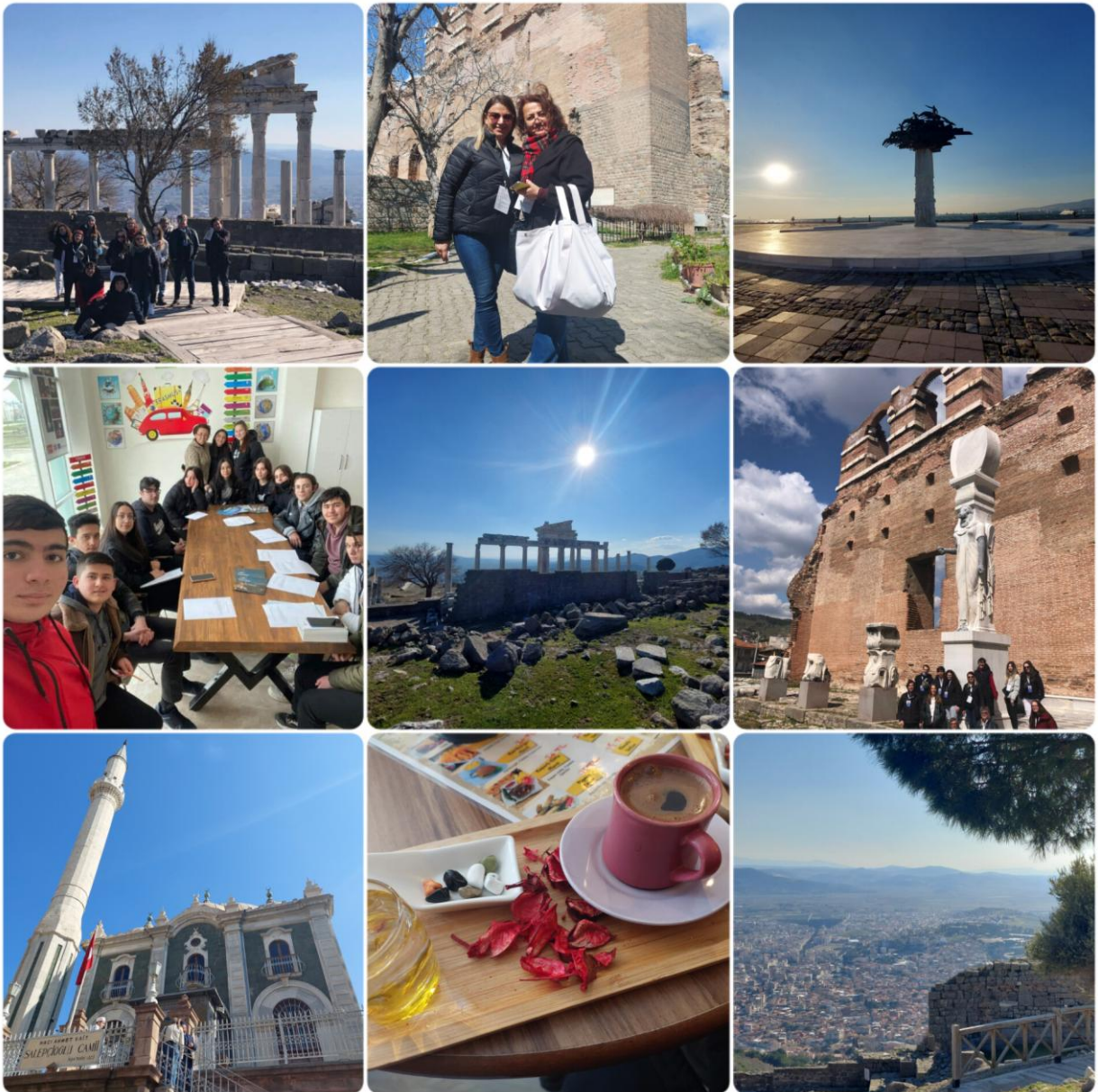
HAMTAL provides vocational and technical training in Chemistry with branches: Laboratory technician-Chemistry Processing, Electric-Electronics /Industrial Maintenance-Electro-magnetic Carriers Maintenance, Mechanic /Technical Drawing-Mechanical Maintenance disciplines with 25 vocational teachers, 35 academic teachers The school's mission is to provide 4 year training to students to be able to meet the intermediate labor force demanded by SOCAR, its subsidiaries and other industrial companies and make the students pursue an academic career in 3 disciplines for further education. HAMTAL is preferred by most of the students since the founders of the school, PETKIM a big petro-chemical company, SOCAR Azerbaijani State Oil Company give opportunities to successful students to work in their premises after graduation.

We have a project team to do their best to involve our students in EU and national projects to promote their learning. In 2018 we joined 3 E-twinning projects: "My European Friends' News", "My Next Trip", "History of Objects, Objects of History". From 2018 we have been involved in 3 K229 projects ongoing as partners. We also have a sister school project with an Azerbaijani technical school. Engaging our students in activities related to safeguarding intangible cultural heritages will help us strengthen their link with the school, parents and community, arise their curiosity and raise awareness about preserving living heritage through education. And with our strong stakeholders, PETKIM Academy, Aliğa Municipality, Aliğa and İzmir National Education Board, Directorate of Tourism and Culture Ministry in İzmir, we will be able to contribute to the project implementation and

dissemination phases. Aliğa is a big industrial town with a lot of big companies, two refineries, a shipbreaking recycling yard, and a port. Our town is also close to some historically important places such as Pergamon ancient city and Ephesus Ancient City. We have many Turkish rituals at birth, wedding and funeral to share with our partners and to create a digital platform to enlive them.

Our team consisted of:

- AYŞE KOLUKISAOĞLU: English teacher engaged in EU projects, will be responsible for LTT activities, evaluation, communication.
- YELDA ÖZTÜRK EFE: English teacher,
- EMINE EŞTÜRK: Biology teacher of 24 years, worked as the EU project counsellor in İzmir National Education Board, coordinated 3 successful projects in her previous school, was responsible for implementing, managing and disseminating results.



2.4. Lycée Toulouse-Lautrec

Country: France

Region: Nouvelle-Aquitaine

City: Bordeaux



Website: <http://www.lautrecbordeaux.fr>

Toulouse-Lautrec High School is a Vocational Art School located in Bordeaux city centre. Originally a girls-only school founded in 1941. In 2008, it became an Art High School in which graphic communication, photography, fashion design, upholstery and interior decoration, visual merchandising and dental technician are taught. We have 445 students. Most of the departments are rare and even unique in Bordeaux academy and in France. Our students come from Bordeaux academy, the surrounding regions, but also from all the regions of France. Its location in the city centre, the attractiveness of its training courses as well as its reputation, make our school a selective place. We have developed a very active inclusive education unit which, among others, enables us to welcome disabled students and to provide most of them with the help of an assistant.

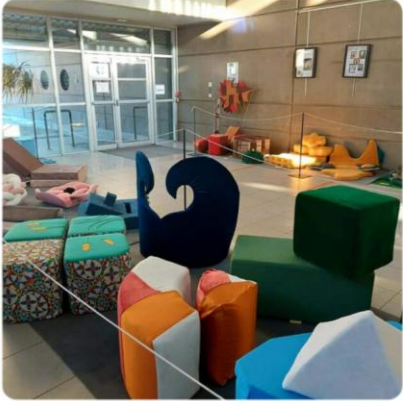
Being a Vocational Art High school, one of our priority is to develop artistic culture. Our aim is to teach our students how to be open-minded, to be their town, region citizen, but also European citizen and finally global citizen. All our students learn Art and design and participate in about 50 artistic and cultural projects. They can do so because of: the school location, the attractiveness and dynamism of the city (A WORLD HERITAGE city) which has a large number of artistic exhibitions, the various cultural centers, the wish to develop project-based learning, the existence of small, medium-sized and large companies. Another important issue is how to help our students get into the labour market successfully, by choosing a job which matches their diplomas, skills and personal ambitions. Our aim is to teach our students how to be open-minded, to be the citizen of their town and region, but also European citizen and finally global citizen. These events let students discover so many different fields of activity and help them in developing their creativity and choosing their future job.

Our role in the project: - to explain the importance of tradition in the traditional dress and fashion accessories in our region; - to promote the importance of French customs, traditions; - to promote the intercultural dialogue using the importance and the role of women in cultural traditions; - to promote and develop artistic and creative skills of all the participants (we are a vocational art school); - to promote active European citizenship and creativity using the traditional dress as a starting point; - to discover the richness of Nouvelle-Aquitaine with 5 school partners.

Key persons in our team:

MARIE-CHANTAL DIKA – Principal Educational Adviser, project coordinator, monitor project of evolution and progress, promotes the partnership and helps dissemination of results;

MARIE-HÉLÈNE KOURDO: History Teacher, promotes the partnership and helps dissemination of result;



2.5. Liceul Tehnic Buzau

Country: Romania

Region: Buzau County

City: Buzau



Website: <https://liceultehnicbuzau.ro/>

Media: <https://www.facebook.com/LICEULTEHNICBUZAU>

Technical High School is a technical high schools in Buzau with 53 teachers and 806 students in 33 classes. It is the only high school that is training in all 3 profiles: services, technical, natural resources and environmental protection in various qualifications: economic, confectioners, bakers, transportation, mechatronics, car mechanic, computing, ecology and environmental quality (liceultehnicbuzau.ro). Approximately 82% of our students are from rural areas, 50 students are accommodated in our school dorms, 6 pupils are declared Roma and 2 pupils are from Moldova, while two pupils have a certificate for special educational needs. Over 85% of students come from families with an income below 65€/family member, 20% are in the High School Money Program, their monthly income is under 150ron/family member, and over 40% of students have a parent working abroad. The unfavourable background of most of our students generates difficult situations: they become withdrawn and don't socialize as much. They don't always have their family members close to them in order to teach them cultural and social values or to emphasize their national identity.

We have a rich European experience: 3 Comenius partnerships, Leonardo IVT, 4 Erasmus + Vet Learner and staff mobility. We have also implemented local activities: presentations, visits of/to local representatives to try to solve the problem of cultural awareness. Many of our students come from unprivileged environments and are lacking in self confidence, which can be enhanced by focusing on social and cultural activities. As leaders we must strive to utilize every opportunity available to us to reinforce the values and beliefs that we hold dear. Tradition contributes to a sense of comfort and belonging. It brings families together and enables people to connect and tie lasting friendships. Thanks to the this project we would be able to work with experienced partners and create networks, involve local authorities, show the richness of our region, teach students cultural values,

regional music and dance. We can offer our own experience and help our partners discover Romanian old traditions. In some villages of Buzau area you can find men and women who have inherited the taste for beautiful simple things and who pass their skills on to the next generation. One can see weaving in goat hair, egg painting, piper making and playing, pottery, wood craft, traditional Romanian sewings made by craftswomen, wheelwrights in villages like Beceni, Vintilă Vodă, Sărulești, Mânzălești, Mărgăritești. Also our input on traditional dances and Balkan folklore is of great value.

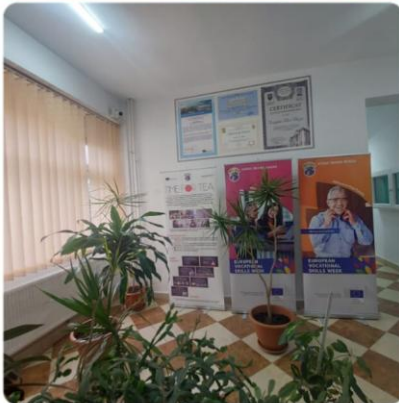
Key persons in our team:

MOISE POENARU CORINA - deputy headmaster, coordinator, responsible for communication, LTT activities,

Fotin Anca Mădălina - English teacher engaged in EU Project,

Rimniceanu Adriana – headmaster,

Harabagiu Robert - head of the European projects committee.

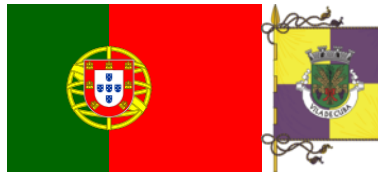


2.6. Centro de Estudos e Formação Profissional Diogo Dias Melgaz, Lda

Country: Portugal

Region: Alentejo

City: Cuba



Website: <https://epcuba.pt/>

Media: <https://www.facebook.com/eprofocuba>

Escola Profissional de Cuba develops its activity in the village of Cuba and gives both Vocational and Education and Training courses to a school population aged between 14 and 20 years old. The school is an entity dedicated for young people and adults, with dual certification, with capacity for 200 students. In 2019 we have 6 different technical courses: Multimedia, Audiovisuals, Sports, Health Assistant, Psychosocial Support and Child Support. We have 160 students and 16 teachers (www.epcuba.pt). Our mission is to educate for a global citizenship in addition to an education for a national citizenship, with a commitment to national identity values, connected to the universal rights and values; to promote the organized participation of school and its students with various entities, around a common strategy for effective intervention in the development of the region; to develop young people's motivation and confidence to engage them in solidarity, cooperation and integration activities, and creating affective ties with the space and the community; and to promote intercultural dialogue, taking into account its importance for the European identity and citizenship.

The school has a vast experience in international projects. We want to develop the European awareness and dimension, new technical and social abilities of students, that attend our courses, so that we can improve their competitiveness when entering the job market. We promote learner centred pedagogies, diversity, respect for the others. We focus on democratic principles in the implementation and development of educational process, focusing on identity trying to develop self-esteem, self confidence and respect for the others, in order to have better citizens in the future. We value education for global citizenship supported by national and universal values. With this project, it is important that the participants understand the importance of their regional and cultural identity, which has sometimes been neglected due to global

globalization. The process of acculturation has become important worldwide in order to bring people together, however, everyone should never lose sight of the tradition and customs that are inherent to a society, and in our case it is important to know and understand the habits, regional traditions and customs where we meet and make known to international partners.

Our team:

Prof. PEDRO DEODATO: 16 years of experience with international projects, 19 years as coordinator of courses; teaches Visual Arts and Multimedia.

Prof. MIGUEL AZEVEDO, was responsible for the technical office of Beja City Council, with 4 years of experience in international projects.

the Headmaster of the school, Dr. ARTUR LANÇA, PhD in Ontology, Mathematics degree, director of Infrastructures in UbiXploit, Ida, professor at the Polytechnic Institute of Beja,

ÁLVARO HONRADO, English teacher, works in Integration Area,

MARIA FRESCO, 28 years of experience with international projects.



Chapter 3: Our 6 meetings

EDUKACJA REGIONALNA WE WSPÓLNEJ EUROPEJSKIEJ KULTURZE I EDUKACJI

Nr projektu: 2020-1-PL01-KA229-081982_1



Budżet: 178 730 EURO
Realizacja: 2020 - 2022

-  Polska – Katowice
-  Chorwacja – Zagrzeb
-  Francja – Bordeaux
-  Portugalia – Cuba
-  Rumunia – Buzau
-  Turcja – Aliaga



3.1. Short-term Joint Staff Training Event "Creative Learning about Regional Education", 27.09. – 1.10.2021, Technikum nr 15 im. Tomasza Klenczara in Katowice, Poland

During these days we hosted 13 teachers from 5 partner schools from: Portugal, Romania, Turkey, France and Croatia. It was the first meeting of partner schools of the "Regional Education in Common European Culture and Education" project.

In the integration part, a meeting was held at the school: presentation of the project group, presentation of the educational offers of 6 schools, presentation of the project and activities in the field of regional education in T15. We also presented the works of students in the field of regional education. The coordinator presented the "Katowice Regional Education Program" implemented in Katowice high schools for 3 years. The program was created thanks to the involvement of employees of the Department of Education and Sport and the Mayor of Katowice.

Activities aimed at getting to know the region included: thematic trips, talks with guides, meetings with experts. We visited: the center of Katowice, the Culture Zone with the Silesian Museum, the historic mining district of Nikiszowiec, the historic "Królowska Luiza" adit in Zabrze, the palace park with bison breeding and the market in Pszczyna, Kapias Gardens in Goczałkowice, we entered Szyndzielnia in the Beskids. As part of learning about Silesian customs, we participated in a typical Silesian dinner in Nikiszowiec.

A meeting organized by the Department of Education and Sport of Katowice was held at the Katowice City Hall in Willa Goldsteinów. Head of the Department of Education, Mrs. Grażyna Burek, presented the regional educational program "Heart of the Metropolis. Katowice – my place on earth", the most important aspects of teaching this subject in schools in Katowice, the characteristics of the city of Katowice as a place of modernization and transformation.

The 5-day training was attended by: T15 staff and students, parents of students, representatives of the Municipal Cultural Center "Południe", educational authorities in Katowice. During the teachers' project meeting, we set the rules for the next mobility, the schedule and division of tasks for the coming months, we evaluated the meeting and planned the next project results.

The training in Poland was aimed at integrating the project group, strengthening school partnerships and exchanging good practices in the field of regional education. The classes were correlated with the following subjects: regional education, culture, Polish, English, ecology, art, geography, history.

Materials from C1 Short-term Joint Staff Training Event in Poland, Katowice.



SubeduregT15



Initialsurveyforstud



InterplacesSilesia



EvaluatPoland



FbT15



webpageT15



webpageedureg



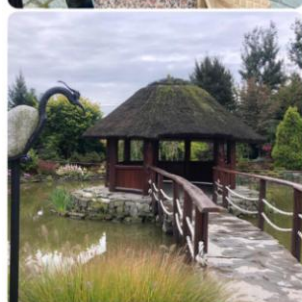
Polishschool



ProjpresbyRP



Regeducpres







ST NICHOLAS TRADITION



**TRAKOŠČAN
CASTLE**



Regional Education in Common European Culture and Education

2020-1-PL01-KA229-081982

ZAGREB MEETING

December 6 – 10, 2021

Topic: Traditional Food



ZAGREB ADVENT

The results of the LICITAR workshop in Samobor town



We visited the Old Village of Kumrovec and made our own bread



3.2. 1st short-term exchange of groups of students „Regional and Traditional Food”, 6-10.12.2021, Trgovačka Škola in Zagreb, Croatia

20 foreign students participated in the meeting, and 8 were hosted in families. Due to Covid-19 measures, the host school limited the number of Croatian students participating and overall, during this week, 25 students participated in project activities.

The motifs of the meeting, along with traditional food, were Christmas decoration and licitar hearts, which are on the UNESCO intangible cultural heritage list and an indigenous Croatian souvenir.

Within the program, guests tried these traditional foods: mixed cakes, orehnjača and makovnjača, sarma, ajngemahtec soup, duck with mlinci, pork tenderloin, međimurska gibanica, restani krumpir, štrukli, apple strudel, veal under the bell, kremšnita, cottage cheese, dried meat delicacies, čvarci.

DAY 1: For this exchange, students prepared presentations about their home towns and the traditional food in their region. Guest students brought examples of traditional food while hosts offered Croatian traditional sweet spread.

As the first day of the meeting was Dec 6, St Nicholas Day, the hosts presented traditional custom of gifting children with sweets in their boots by preparing gifts in small cloth boots/socks. Since Zagreb is home to the biggest Croatian sweets factory, Kraš, all guests received gifts from Kraš.

Also, guests had the opportunity to drink the most popular bottled water in Croatia, Jana and Jamnica, and try Cedevita, a vitamin instant juice present in Croatian homes since 1970.

During the program, we finalized the project logo activity by voting, using Google Form tool.

DAY 2: In mixed groups students participated in a scavenger hunt activity by using Actionbound mobile application. This was a fun way for all students to learn about Zagreb. Students learned about a myth of Zagreb's name, about the tradition of selling farm products on Dolac Market, the tradition of street chestnut sellers, places of worship, the tragic stories of medieval "witches", along with taking a ride on the funicular and walking along historical streets of the Upper Town.

Also, students visited the Museum of Chocolate where they were able to learn about the history of chocolate in Europe and Croatia.

DAY 3: The Old Village Museum in Kumrovec is a traditional crafts centre where students were able to see various ethnographic collections. In the workshop "From grain to bread" they made their own bread.

DAY 4: During a visit to Trakošćan Castle students had the chance to experience the history of one of the most visited Croatian castles, as well to visit Varaždin town, one of the most picturesque Croatian towns.

Since December 9 is the EU Flag Day, we marked it with a Kahoot quiz on the topic of the flag and the European Union.

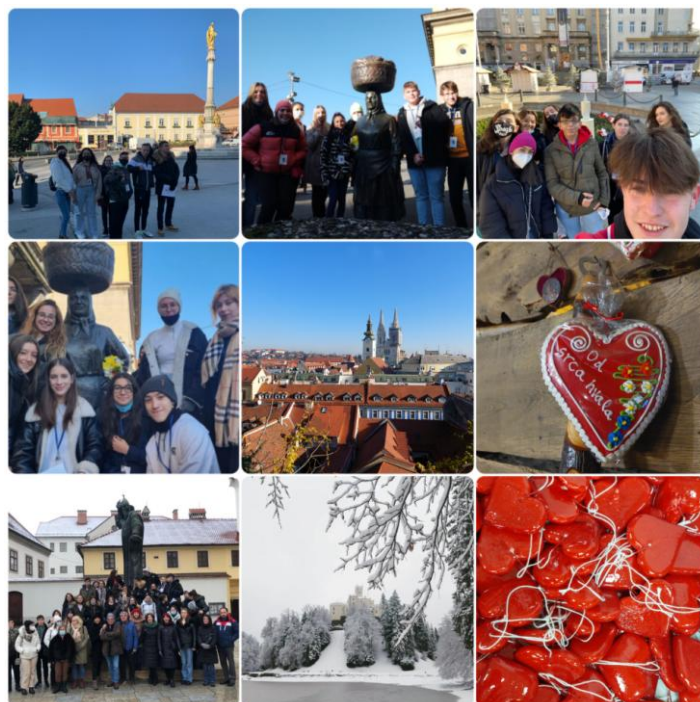
DAY 5: The highlight of the day was the honeybread workshop in the town of Samobor where students participated in the creation and decoration of their own licitar, the craft which is on the UNESCO intangible heritage list.

Before the final dinner, guests could see traditional Christmas decorations and toys in the Zagreb Crafts Fair in front of the restaurant. Before, during and after the meeting, these ICT tools were used: Instagram profile erasmus_regionaleducation, Kahoot, Actionbound, GoogleForms, Padlet, and a mobile app for creating short videos.

In preparation of the meeting, students and teachers decorated the school and prepared gifts and decorations using decoupage technique and traditional winter motifs. In preparation for the meeting, the host school involved the following subjects on local and regional level:

- The School of Applied Arts - painting a mural in the school
- Student Dormitory Dora Pejačević - preparation of traditional sarma for guests
- The Zagreb Tourist Board - brochures, maps and licitar hearts
- Kraš Factory - preparation of St Nicholas gifts in boots
- embassies of partner countries - information about Covid-19 measures and promotional material
- honeybread family businesses in Samobor (Oslaković and ARKO) - preparation of personalized licitar hearts and one workshop
- the Old Village Museum Kumrovec - the workshop "From grain to bread" and presentation of old crafts and buildings
- family business Grešna pilnica - preparation of a traditional lunch and presentation of an ethno museum.

In preparation, during and after the meeting a lot of care was given to sustainability so paper cups and cutlery were used at school, paper and plastic were recycled, many activities were conducted in IT form (evaluation, voting for project logo, quizzes, scavenger hunt etc.), cloth bags were used for students' gifts.



Materials from C2 Short-term exchange of groups of students in Croatia, Zagreb:



SummPolbystudents



TurkAegenfood



Portregfood



Croaregfood



EvaluatCroparents



EvaluatstudCro



Franceregfood



Turkishregfood

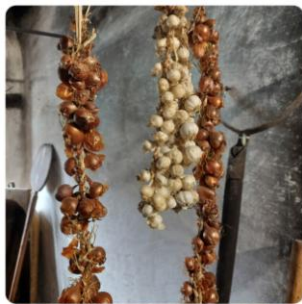


Silesianregfood



Turkishregfood





3.3. 2nd short-term exchange of groups of students „Rituals at Birth, Wedding and Funeral”, 14-18.03.2022, Heydar Aliyev Mesleki ve Teknik Anadolu Lisesi in Aliğa, Turkey

Participants: 19 foreign students and 11 teachers.

Day 1: After being greeted by the project leaders from the Turkish school, the delegations went to the city of Bergama - the ancient city of Pergamon, whose monuments are on the UNESCO World Heritage List. We visited the Acropolis in Pergamon, the Museum of Egyptian Gods, the market in Pergamon. We had a traditional Turkish lunch.

Day 2: We visited Izmir - the capital of the region. We visited Izmir Girls' Advanced Technical High School. It is a specialized school whose teachers and students create Turkish art. We took part in Ebru workshops - traditional handicrafts made with the marbling technique. Under the supervision of the school headmistress, we visited the school's Art Museum with a collection of costumes, dolls, porcelain, textiles and traditional crafts. In Izmir we met at the Salepcioglu mosque with a prayer show and a conversation with the imam and the superior of the mosque. It is a building with baroque decorations. We saw the bazaar, the waterfront and the monuments of Izmir: the Clock Tower.

Day 3: Wednesday was another day of meeting with UNESCO monuments. We attended a workshop in the village of Nazarköy and the workshop of Mr. Mahmut SÜR, a master of 'devil's eyes' beads who has been selected for the National Inventory of Human Living Treasures in Turkey. We visited the House of the Virgin Mary and the ancient city of Ephesus, and in the evening we visited the typical Aegean village of Sirince.

Day 4: On this day we visited the school. We saw the teaching profiles: mechanical and chemical. Students of the Turkish school prepared a welcome ceremony, a Turkish dance show, and the Henna Night ritual. Students from 6 schools gave presentations. We also visited the village of Kozbeyli and the seaside resort with ancient history - Fokai.

Day 5: Students from 6 schools prepared stands in the school hall where they presented their regional culture and cities. Clothes, accessories, souvenirs, photos and dishes illustrated the culture of regions and cities: Aliaga/Aegean Region, Katowice/Silesia, Zagreb/Central Croatia, Kuba/Alentejo, Bordeaux/Aquitaine, Buzau/Muntenia. We learned Turkish songs and dances. The teachers held a project meeting and the students took a Kahoot test on the culture and rituals of 6 regions, including: birth, wedding and funeral customs and intangible cultural heritage of their regions. We visited the city of Aliaga. In the evening there was a gala dinner with the participation of invited guests and the presentation of certificates to the participants of the exchange.

Materials from C3 Short-term exchange of group of students in Turkiye, Aliaga:



TurkiyeUnesco



EvaluatteachersTurk



EvaluatTurkstud



SafeguardSilesiancul



IntangheritPortugal



RitualsPortugal



TurkSafeculture



Turkritualsbirth



Turkritualsfuneral



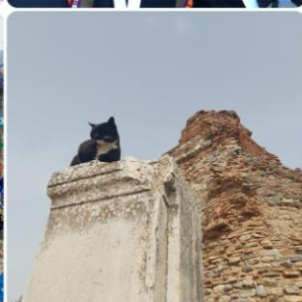
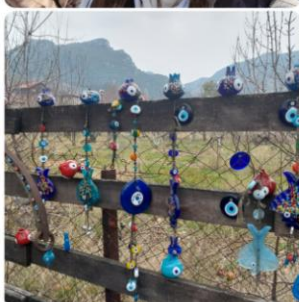
Turkweddingrituals

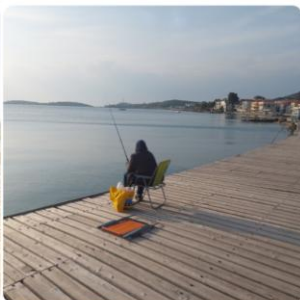


Croatiarituals



CroatIntangHerit





3.4. 3rd short-term exchange of groups of students „Regional Costumes and Accessories”, 9-13.05.2022, Lycee Toulouse-Lautrec in Bordeaux, France.

Day 1: After being welcomed by the project leaders and the headmaster of the French school, delegations of students from 6 schools gave presentations about their schools or cities and project work on the "History of regional costumes". We showed the "History of the mining uniform" and the "History of the women's Silesian costume". We were invited to the town hall in Bordeaux. We visited the city.

Day 2: We continued exploring the New Aquitaine region. "From the city to the ocean": we visited the city of Talmont, the city of Royan and took a boat to visit the UNESCO-listed monument - Cordouan Lighthouse.

Day 3: "From the ocean to the vineyard": we saw the winemaking process and vineyard at Château Terrasson and the Unesco-listed town of Saint-Emilion.

Day 4: "From the vineyard to the Perigord-Noir": we visited the Marqueyssac Gardens and Beynac Castle.

Day 5: A fashion and regional costume show was held at the French school. We participated in sewing workshops conducted by a school fashion teacher. We have prepared a model/mannequin with accessories and regional accessories from 6 countries. The teachers met to summarize the exchange and prepare for the next meeting in Romania, and to determine how the project will be implemented in the coming months. We have prepared a lunch consisting of regional French dishes and dishes from our regions. Certificates for mobility participants were handed out.

Every day we discovered New Aquitaine: locally, in the city of Bordeaux and regionally. We got to know the history, monuments and traditions of the region. We tried regional dishes. In the cyclical evaluation after the end of the exchange, teachers and students once again expressed a very good opinion about the hosts and the preparation of the exchange program. The students lived with the families of the technical school students and in the school dormitory.

Materials from C4 Short-term exchange og groups of students in France, Bordeaux:



Polminerscostume



PolwomencostumeFr



SummmobFr1



SummmobFrance2



SummmobFrance3



SummmobFr4



SummmobFrance5



SummmobFrance6

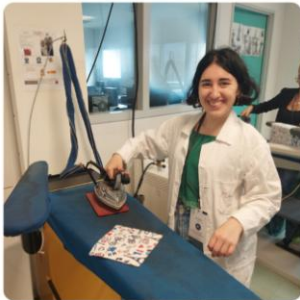
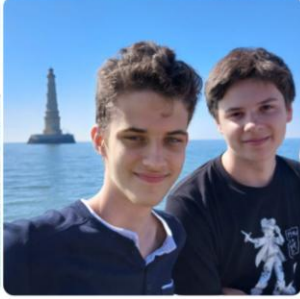
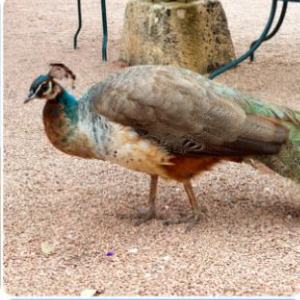


Croheadwear 1



Cro5elementsofcostume





3.5. 4th short-term exchange of groups of students „Regional Dances and Music”, 10-14.10.2022, Liceul Tehnic in Buzau, Romania.

We had a meeting at the Buzau City Hall, talking to the deputy mayor of the city about the city's educational and cultural strategy in recent years and the integration of regional education with education. The partner delegations were welcomed at the school, presented, and met with school project groups of students and teachers. We visited the school, learning about its history, educational offer, teaching profiles, involvement in EU and educational projects. Students from 6 schools gave presentations on "History of regional dances". As part of group integration, students danced selected regional dances.

In the 2nd day we took part an educational trip to Bucharest: visiting the Ethnographic Park with historic wooden architecture from the 19th/20th century, equipment and tools from different regions of Romania. We visited the city center, saw the parliament building and the chocolate workshop at Heidi's factory. We attended lunch with regional cuisine.

On Wednesday we attended in the guided educational trip in the Carpathian Mountains and visit to: Bercy Monastery, Nature Reserve with mud volcanoes, Jewellery Museum, cave of the first Christians and hermits in Alunis. We took part in pottery workshops at the Art Center in Alunis, learning about the history, nature and customs of these places. Then there was a common bonfire and testing of Romanian dishes in a restaurant in Alunis.

4th day was full of excitement, in which m.in. there were: dance workshops for students at the Cultural Center in Villa Albatros, visits to the historic building; participation of teachers in a meeting disseminating the effects of the school's work and projects together with the local community, entrepreneurs and representatives of cultural centers and local schools. Guided visit to the Buzau War Cemetery.

On Friday 14 of October we celebrated Erasmus+ day. Ceremonial presentation of traditional regional dances and songs by students was held by 6 schools: Poland - 2 Silesian dances: Owczarek and Gołębek, Portugal - local song Dame uma gotinha d'aua, Turkey - Harmandalı dance, Damat Halayl Sen bir aysin (song), Croatia - traditional dance of Slavonia region šokačko kolo, France - traditional Basque dance. Presentation of songs, dances and instruments by a school in Romania and a local song and dance center: playing the armored flute, Hora suite - schioapa-breaza. Meeting of project teachers summarizing the 5th exchange and preparing for the 6th exchange in Portugal. Completion of the evaluation form with a survey for teachers and students participating in the exchange. Ceremonial farewell with certificates and disco.

Materials from C5 Short-term exchange og groups of students in Romania, Buzau:



Romevalstudents



Evaluatteachers



Romgeneral



Francedances



Portugdances



Romaniandances



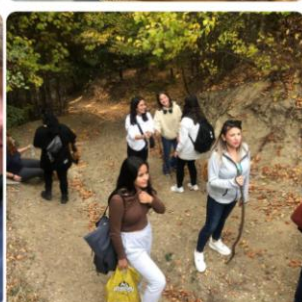
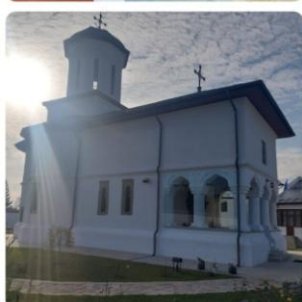
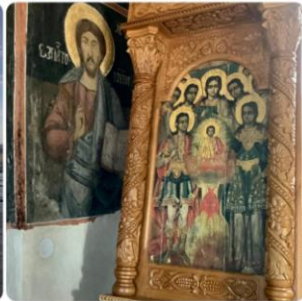
Silesiandances

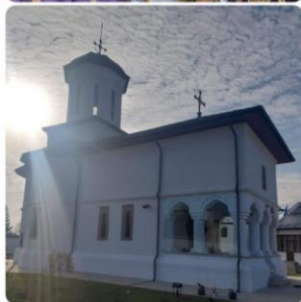


Turkdances



Croregdances





3.6. 5th short-term exchange of groups of students „Forgotten Traditional Occupations and Objects”, 21-25.11.2022, Escola Profissional in Cuba, Portugal.

After a welcome by the host school and the education authorities in Cuba at the Cuba Municipal Library, delegations from 6 schools went to the school to give presentations about forgotten professions in their regions. We visited the winery in Rocim, learning about the process of making wine. Pupils of the Portuguese school presented traditional songs and showed their school. We visited the Christopher Columbus/ Cristovao Colon Museum and the Writer Fialho Museum.

We visited the Alentejo region: the town of Viana do Alentejo. We took part in pottery workshops, painting on dishes and in the forge, getting to know the stages of making bells for cattle. We visited 2 towns inscribed on the UNESCO World Heritage List: Monsaraz and Evora.

We visited the ancient city of Mertola, learning about its history, tradition and multiculturalism (Casa Romana, Forja do Ferreiro, Torre de Menagem, Oficina de Tecelagem). We got to know the history and monuments of the city of Beja (Old Castle, Manuelina Window, Praca da Republica). The teachers took part in a meeting with education representatives and teachers from the school in Cuba. The students had free time. We saw a show of Portuguese songs and a dance by students from Mozambique. We tested the wine.

Lisbon trip: we visited the Belem district - the Museum of Popular Art and the basketry exhibition; we took a walk and saw: Padrao dos Descobrimentos, Pasteis de Belem, Torre de Belem, Mosteiros do Jeronimos, Pombalina. Together, we went to the Vasco da Gama shopping mall in the Ontario district to support the Portugal team in the World Cup in Qatar. We visited the Place of Nations on the Tagus River.

Students of the school prepared an exhibition presenting old professions and forgotten objects; there were music workshops (a show of old guitars), sports and basketry workshops, we watched stands presenting regional cuisine and culture. Students from 6 schools presented presentations about forgotten objects. Teachers held a meeting summarizing the project. In the evening, a gala dinner was held in a regional tavern with invited guests and certificates were awarded to exchange participants. We got to know traditional and regional cuisine, trying: bacalhau, sorda, shark soup, lamb, desserts.

Materials from C5 Short-term exchange og groups of students in Portugal, Cuba:



DisappearjobsFrance



Pol2forgottenobjects



Romoldjobsoccupation



Turkforgottenobjects



ForgottenobjectsPort



Turkoldoccupat



Portugoldjobs2



Croaoldjobsobjects



Franceoldtools

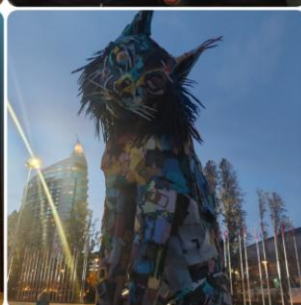


EvaluationteachPortu



EvaluationstudPortug





4. Lessons plans about regional education.

4.1. TOPIC: KATOWICE - A GOOD PLACE TO LIVE

Lesson plan for Programme of Regional Education in High Schools in Katowice
Class 1, 1x45 min.



Objectives - student:

- knows and names the landscapes and monuments of their city
- can take and discuss a photograph taken by them
- can list the most important landmarks in their district, Katowice
- can prepare a photo exhibition

Methods: individual work, speeches, conversation

Means: photo presentation, photo exhibition; multimedia board or monitor, mobile phone or camera required for classes

The course of the lesson:

1. Students had 2 weeks to take a photo of their city. The aim of the lesson is to create an exhibition showing Katowice in photos taken by students. Students label their work (4-6 photos). The method of production is optional: analogous, digital, using filters, black and white, color. The teacher gets involved in the activities.

2. The student displays the collected photos of the students on the monitor. Individual students go to the center of the room and discuss their work.

They pay attention to, for example, the place of execution, time of execution, plans: 1, 2, background, lighting, composition, colors of the photo. They discuss the photographed place, name objects, districts, people.

They comment on why they chose this photo, why it is important to them, what emotions it evokes in them. Why did they give it such a title.

In addition: Students can also prepare a presentation with the small descriptions with chosen objects and prepare information about photographed places, buildings, facilities, parks - this way they enrich the knowledge of their city and share their knowledge with their classmates.

3. After the presentation, we talk about Katowice: what are they, what epithets can they describe, what they become for us, what are our photographs.

Various terms may appear: in this way we show the diversity of our city, its identity as seen through the lens of a young person.

4. We choose the most interesting works together. After developing the photos and signing them /title, author/ **we make an exhibition of photos in the school corridor entitled My Katowice.** This is how a map of friendly, interesting and characteristic places appears. Students get to know the city together, gaining additional knowledge about important places and buildings. The reflections and

emotions of students created during the activity become important. The lesson ends with an exhibition that can be shown to parents, other students, teachers and guests during school celebrations. We can also present the works on the school website or in social media.

The lesson is conducted annually in class 1.

Our exhibition in the profile of school Fb prepared 4 years ago:

<https://www.facebook.com/Oxford.Katowice/photos/pcb.1267492353385327/1267490596718836>

Presentation of students' work on the school website: <http://klenczar.pl/edukacja-regionalna>

Author of the lesson plan: Rita Pawłowska

4.2. TOPIC: INDUSTRIAL REVOLUTION OF THE XIX CENTURY IN KATOWICE - FROM HUTS AND MINES TO NEW TECHNOLOGIES AND START-UPS.

Lesson plan for Programme of Regional Education in High Schools in Katowice
Class 2, 1x120-240 min.



Objectives - students:

- can describe the industry of Katowice (mining, heavy, brewing, zinc, energy, automotive).
- they understand the concept of revitalization of industrial facilities, the concept of a startup
- can list the objects belonging to the Industrial Monuments Route
- visits selected objects - mines, steel mills, shafts transformed into places of culture and art

Methods: text work, group work, lecture, conversation, notes

Means: excursion, workshop activities

Additional teaching resources: teacher's materials, websites:

<https://www.zabytkotechniki.pl/Pokaz/27320/opis-szlaku>

<https://pl.wikipedia.org/wiki/Start-up>

Jakub Grudniewski, Ryszard Kaczmarek, "Kostuchna. Historical monograph ", MDK" Południe "2016.

The course of the lesson:

1. We are talking about the industry of Katowice. We remind you of information from class 1 and lesson 10: "Industry - the driving force of Katowice" and from the exhibition

of the Museum of the History of Katowice "From the history of Katowice" on ul. Szafranka 9 and Rymarska 1, lesson 7 in class 2: "Institutions and institutions promoting culture in Katowice.

- intensive development of industry took place in the middle of the XIX century with the development of rail transport,
- industries: mining, heavy / establishment of the "Murcki" mine in the 18th century and "Emanuelsegen",
- end of the 20th century: mining, zinc, metallurgy, energy, automotive,
- industry in the 21st century: the functioning of the created facilities still in their original function, e.g. KWK "Staszic",
- economic changes resulted in the closure of mines or their transformation into commercial and service or cultural facilities,
- **transformation**: revitalization, e.g. the "Katowice" mine in the Silesian Museum, KWK "Gottwald" into a commercial and service facility "Silesia City Center" "Wilson" shaft into an art gallery and meeting place, **KWK "Guido", The Queen Luise Adit in Zabrze** into museums, a meeting place and events.

2. We introduce the concept of **the Industrial Monuments Route**. Students know some places - we visited some of them in the 1st grade: **Muzeum Śląskie, Wilson Shaft, Nikiszowiec**.

- we read about those facilities that are less known to us, we use the website <https://www.zabytkitechniki.pl/Pokaz/27320/opis-szlaku> or the brochure published by the Katowice City Promotion Department.
- the Route also includes facilities that have not changed their purpose, are modernized, have received the status of monuments, e.g. Ficinus Workers' Colony in Ruda Śląska-Godula, Nikiszowiec, Giszowiec.
- closed facilities - change of function to museum facilities: Historic Mine "Guido" Adit "Królowa Luiza" in Zabrze, Museum of Power Engineering in Łaziska Górne "Walcownia Zynku" in Szopienice, Porcelain Factory in Katowice, "Adit of Black Trout" and Silver Mine in Tarnowskie Góry,
- an example of modernization - revitalization and continuous operation with success - Museum of Tyskie Browary Książęce in Tychy.
- closed facilities, e.g. KWK "Murcki-God's Gifts" - it is well known to students, family members were employees of the mine, we collected more information in class 1 (lesson 2: "Little Homeland - Kostuchna", 10: "Industry - the driving force of Katowice" , 26: "Nature vs. Black Gold. Wandering the Old Maps").
- development of new industries in the second half of 20th century: automotive industry and establishment of car factories in Gliwice - Opel and Tychy: Fiat. Students know FCA FIAT in Tychy (professional trip in class 1 and 2).

3. Working in groups on the mining industry in Katowice-Kostuchna:

a) we read excerpts from the book "Kostuchna. Historical monograph "-" Coal Mine Boerschachte ", pp. 60-69:

- development of the Katowice - Murcki railway line, then Katowice - Kostuchna,
- name etymology: "Boera's Shaft",

- construction of a workers' housing estate in Kostuchna
- establishment of trade unions at the beginning of XX century
- miners' opposition to poor working conditions
- closure of the mine in 2015

We discuss the collected information, group leaders present notes to the class forum.

4. We explain the concept of a start-up: <https://pl.wikipedia.org/wiki/Start-up>

We are considering it in the context of the discussed objects, eg the Silesian Museum, Silesia City Center, Galeria Wilson.

5. Write down your notes, together we choose a place for a class trip, for example, the Museum of Tyskie Browary Książęce /also with the Silesian option: Silesian dialect and costumes or ecological route/, <http://zwiedzbrowar.pl/nasza-historia/>
<https://www.zabytkitechniki.pl/Poi/Pokaz/1725>

The lesson is conducted annually in class 2.

Author of the lesson plan: Rita Pawłowska



4.3. TOPIC: AEGEAN REGION'S PLACE IN WORLD HERITAGE



Lesson plan for High Schools in Aliaga
 Class 1, 1x40 min.

Objectives : Students

- will be able to define what heritage means
- will be able to learn the tangible world heritages in the world
- will be able to differentiate tangible and intangible heritages
- will be able to list examples of cultural heritages in Aegean Region

Methods: individual work, pair work, communication, brainstorming

Means: web2 tools, presentations, mindmapping, photos

The course of the lesson:

1. Show students photos of the Seven Wonders of ancient time and modern time and ask if they know anything about them. (Hanging Gardens of Babylon, the Temple of Artemis-Petra, Jordan-The Great Wall-China..etc)

2. Have students work in pairs and match the pictures of these wonders with their countries. And give some short info for each of them. Tell them some wonders of the world doesn't exist.

3. Have students answer the following questions: What is cultural heritage? Are there any cultural heritages in Turkiye, then in our region? What should we do to protect the heritages for future generations?

4. Present them the official website about the European Year of Cultural Heritage 2018 <https://culture.ec.europa.eu/cultural-heritage> and explain the different types of cultural heritage (tangible, intangible, natural and digital).

5. Have students work into groups of four and search for the cultural heritages in Aegean region (at least one example for each type) and make a video using Powtoon web2 tool. Students videos will be shared on youtube channel of the school.

The lesson is conducted annually in English lesson in class 1.

Author of the lesson plan: Ayşe Kolukisaoğlu

4.4. RITUALS AT BIRTH, WEDDING AND FUNERAL



Lesson plan for High Schools in Aliğa
Class 1, 1x40 min.

Objectives : Students

- will be able to learn the customs and rituals at birth, wedding and funeral of their country and other European countries
- will be able to use Canva web2 tool for presentation
- will be able to learn new vocabulary and idioms on different customs of 6 countries

Methods: Group work (collaborative learning), communication, brainstorming, peer learning,

Means: web2 tools, presentations, photos, quiz

The course of the lesson:

1. Two weeks before the lesson, have students work into groups of three and search for the rituals at birth, wedding and funeral, assign each group a country. (Group 1 Turkiye, Group 2 Poland...etc) and have them prepare presentation about the customs using Canva web2 tool.

2. Have each group present their Canva presentations about rituals at birth, wedding and funeral for the assigned country. (5 minutes at most for each team)

3. Have a brief conversation about the customs at birth, wedding and funeral in Turkiye Ask students if they have ever heard any unusual traditions in their district or village?

4. Then start the Kahoot quiz about Rituals at birth, wedding, funeral of 6 countries (Turkiye, Poland, France, Croatia, Romania and Portugal)

<https://create.kahoot.it/share/rituals-at-birth-wedding-and-funeral-erasmus-ka229-reg-project/38c77747-4cb2-4f50-8875-0ed7808ec63e>

The lesson is conducted annually in English lesson in class 1.

Author of the lesson plan: Ayşe Kolukisaoğlu



5. 6 glossaries about regional education

5.1. Polish-Silesian-English glossary

„English-Polish-Silesian Glossary of Regional Education”

Regional Education in Common European Culture and Education

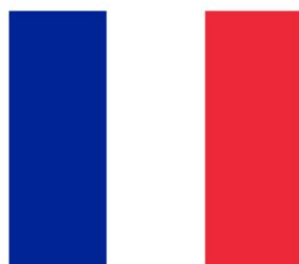
2020-1-PL01-KA229-081982_1



Tomasz Klenczar Secondary Technical School no 15
in Katowice



Teachers and Students from 6 countries participated in the project



The flag of the Silesian Voivodeship



Katowice:

a city where the fates of indigenous people met with those of newcomers from other parts of Poland and other European countries. The spirit of Upper Silesia and Katowice, its capital, drew its own greatness not only from coal, but above all from the openness and hospitality shown to those who chose to live and work here.

Coat of arms of Katowice Katowice logo



The coat of arms depicts a black forging device on a golden shield, mounted on a wooden frame symbolized by a brown wooden beam, underneath there is a blue field symbolizing water driving the forging device. The mechanical hammer consists of: an anvil, a forging hammer driven by a toothed wheel, coaxially connected by a shaft with a water wheel.



KATOWICE
dla odmiany

Katowice for a change

The sign was created as the logo of Katowice's efforts to win the title of the European Capital of Culture 2016, and currently the logo of the Institution of Culture Katowice - City of Gardens.

Its author is Wojciech Janicki, a lecturer at the University of Arts in Poznań.

The logo best reflects the character of the city and synthetically captures the multidimensional transformation of Katowice.

1. Regional education

English	Polish	Silesian
It is a branch of education covering a wide range of issues relating to the municipality, district and voivodeship. Deals with the relationships between the small and a great homeland.	Edukacja regionalna Jest to dział edukacji obejmujący szeroki zakres zagadnień odnoszących się do gminy, powiatu i województwa. Zajmuje się związkami pomiędzy małą i wielką ojczyzną.	-----



2. Silesia

English	Polish	Silesian
It is a historical region of Europe and it's placed mostly in Poland but little part is in Czechia. It's approximately 40,000km ² big and the population is about 8,000,000 people. This region is divided into Upper Silesia and Lower Silesia. Katowice is a capital of Upper Silesia.	Śląsk Jest to historyczny region Europy i znajduje się w większości w Polsce, ale mała część znajduje się w Czechach. Ma około 40,000km ² i populacja wynosi mniej więcej 8,000,000 ludzi. Region ten podzielony jest na Górny Śląsk i Dolny Śląsk. Katowice są stolicą Górnego Śląska.	Ślůnsk



3. Industry

English	Polish	Silesian
It is a branch of material production, in which the extraction of natural resources and their adaptation to the needs of people is carried out on a large scale, on the basis of the division of labor and with the help of machines. In Silesia, the dominant industries in the country are mining and metallurgy	Przemysł Jest to dział produkcji materialnej, w którym wydobywanie zasobów przyrody i dostosowanie ich do potrzeb ludzi odbywa się na dużą skalę, na zasadzie podziału pracy i za pomocą maszyn. Na Śląsku dominującymi gałęziami przemysłu na tle kraju są górnictwo i hutnictwo.	-----



4. Nature reserve

English	Polish	Silesian
It is an area occupying preserved in the natural state or little changed natural habitats, including plant species and animals. There are 2 nature reserves located in Katowice: Las Murckowski and Ochojec.	Rezerwat przyrody Jest to obszar zajmujący zachowane w stanie naturalnym lub mało zmienione siedliska przyrodnicze, w tym gatunki roślin i zwierząt. W Katowicach zlokalizowane są 2 rezerваты przyrody: Las Murckowski i Ochojec.	-----



5. District

English	Polish	Silesian
It is a district of Katowice in the southern complex of districts. It borders with the districts of Piotrowice-Ochojec, Zarzeczce, Podlesie, Murcki and the city of Tychy.	Kostuchna Jest to dzielnica Katowic w południowym zespole dzielnic. Graniczy ona z dzielnicami Piotrowice - Ochojec, Zarzeczem, Podlesiem, Murckami oraz z miastem Tychy.	-----



6. Folklore

English	Polish	Silesian
It is a symbolic and artistic field of culture, having a multi-component, non-uniform and syncretic character.	Folklor Jest to symboliczno-artystyczna dziedzina kultury, mająca charakter wieloskładnikowy, niejednorodny i synkretyczny.	-----



7. Open-air Museum

English	Polish	Silesian
It is a museum whose purpose is to present the folk culture of a given region or exhibit historic objects. The oldest open-air museum in Poland is located in Kashubia (by the sea). In Silesia, there is the Upper Silesian Ethnographic Park - Skansen in Chorzów or Homestead of Village in Pszczyna.	Skansen Jest to muzeum, którego celem jest zaprezentowanie kultury ludowej danego regionu lub ekspozycja zabytkowych obiektów. Najstarszy skansen w Polsce znajduje się na Kaszubach (nad morzem). Na Śląsku znajduje się Górnośląski Park Etnograficzny - Skansen w Chorzowie czy Zagroda Wsi Pszczyńskiej.	-----



8. Silesian dialect

English	Polish	Silesian
This is a group of Silesian dialects, used by the indigenous people of Upper Silesia and part of the population of Lower Silesia.	Gwara śląska Jest to zespół gwar śląskich, którymi posługuje się rdzenna ludność Górnego Śląska oraz część ludności Dolnego Śląska.	Ślōnskō gōdka

Gwara śląska – zakamarki ślōnskij gōdki

chachar	klachać	apluzyna
↓	↓	↓
łobuz	plotkować	?

9. Folk culture

English	Polish	Silesian
It is the culture of the lower strata of national societies, for example the products of rural local communities.	Kultura ludowa Jest to kultura niższych warstw społeczeństw narodowych, na przykład wytwory wiejskich społeczności lokalnych.	-----



10. Folk band

English	Polish	Silesian
The Stanisław Hadyna Song and Dance Ensemble "Śląsk" is one of the largest Polish folklore ensembles, founded on July 1, 1953.	Zespół Pieśni i Tańca „Śląsk” im. Stanisława Hadyny jest jednym z największych polskich zespołów folklorystycznych, założony 1 lipca 1953 roku.	-----



11. Folk dance

English	Polish	Silesian
Folk dance is a product of the folk culture of a country. Silesian folk dance is a triplet , which is performed in groups of three consisting of 1 dancer and 2 dancers. Other Silesian dances: gołąbek, owczarek.	Taniec ludowy jest wytworem kultury ludowej danego kraju. Śląskim tańcem ludowym jest trojak , który jest wykonywany w trzysobowych grupach składających się z 1 tancerza i 2 tancerek. Inne śląskie tańce to: owczarek, gołąbek.	Trojók



12. Folk costume

English	Polish	Silesian
It is a garment that expresses identity with reference to a geographical region or period in history. Most often found in two varieties: daily and festive. In Upper Silesia, we can find more than a dozen varieties of folk costumes, e.g. Racibórz, Bytom, Cieszyn.	Strój ludowy Jest to ubiór wyrażający tożsamość z odniesieniem do regionu geograficznego lub okresu w historii. Najczęściej spotykany w dwóch odmianach: codziennej i odświętnej. Na Górnym Śląsku spotkamy kilkanaście odmian strojów ludowych np. raciborski, bytomski, cieszyński.	----



13. Silesian dumplings

English	Polish	Silesian
This is a type of potato dumplings prepared from boiled potatoes and potato flour, formed into balls with a cavity, boiled in salted water. Silesian cuisine is based primarily on various types of meat, potatoes, groats, cabbage, bread and sauces.	Kluski śląskie Jest to rodzaj klusek ziemniaczanych zrobionych z gotowanych ziemniaków i mąki ziemniaczanej, formowane w kulki z wgłębieniem, gotowane w osolonej wodzie. Kuchnia śląska opiera się przede wszystkim na różnego rodzaju mięsach, ziemniakach, kaszach, kapuście, chlebie oraz sosach.	Gumiklyjzy



14. Sour soup in bread

English	Poland	Silesian
It is soup made of soured rye flour and meat (boiled sausage, bacon or ham). In Poland it's sometimes served in an edible bowl made of bread and with boiled potatoes. This polish soup is traditionally eaten at Easter. Silesian cuisine is a combination of influences from Poland, Slovakia, the Czech Republic, Germany and Austria. The most well-known dishes are: beef roulade with Silesian dumplings, sour soup, wodzionka, ciapkapusta.	Żur Jest to zupa robiona z zakwaszonej mąki żytniej i mięsa (gotowana kielbasa, bekon, szynka). W Polsce jest czasami podawana w jadalnej misce zrobionej z chleba i z gotowanymi ziemniakami. Ta polska zupa jest tradycyjnym daniem jadanym w Wielkanoc. ciapkapusta. Kuchnia śląska to połączenie wpływów Polski, Słowacji, Czech, Niemczech i Austrii. Najbardziej znane potrawy to: rolada wołowa z kluskami śląskimi, żur, wodzionka, ciapkapusta.	Żur



15. House

English	Polish	Silesian
Multi-family building designed for miners or steelworkers. Familoki were part of workers' housing estates at the turn of the 19th and 20th centuries in towns with large industrial plants. In Katowice, familoki are located in historic mining estates: Giszowiec, Nikiszowiec, Kostuchna.	Budynek wielorodzinny przeznaczony dla górników czy hutników. Familoki wchodziły w skład osiedli robotniczych na przełomie XIX i XX wieku w miejscowościach z dużymi zakładami przemysłowymi. W Katowicach familoki znajdują się w już zabytkowych osiedlach górniczych: Giszowiec, Nikiszowiec , Kostuchna.	Familok



16. Mine

English	Polish	Silesian
<p>This is a place under the ground where the coal is mined. There are currently 32 mines operating in Silesia. Historic Mines include: Sztolnia Luiza, Guido Mine in Zabrze, Silver Mine in Tarnowskie Góry. Currently, the Polish Mining Group is the largest coal producer in Europe.</p>	<p>Kopalnia węgla kamiennego Jest to miejsce, w którym wydobywa się węgiel. Na Śląsku działają obecnie 32 kopalnie. Zabytkowe Kopalnie to m.in.: Sztolnia Luiza, Kopalnia Guido w Zabrzu, Kopalnia Srebra w Tarnowskich Górach. Obecnie Polska Grupa Górnicza jest największym producentem węgla w Europie.</p>	<p>Gruba</p>



17. Miner

English	Polish	Silesian
<p>This is a person who work in the mine and deals with coal mining.</p>	<p>Górnik Jest to osoba, która pracuje w kopalni i zajmuje się wydobywaniem węgla.</p>	<p>Grubiorz</p>



18. Pickaxe

English	Polish	Silesian
<p>This is a tool made of metal and wood. It's used for coal mining by miners.</p>	<p>Kiło Jest to narzędzie zrobione z metalu i drewna. Używa się go do wydobywania węgla przez górników.</p>	<p>Haka / Pyrlík</p>



19. Coal

English	Polish	Silesian
This is black stone that is mined from the mine. Coal is used as a fuel and provides electricity.	Węgiel Jest to czarny kamień wydobywany z kopalni. Węgla używa się jako paliwo. Zapewnia on też energię elektryczną.	Wõngiel



20. Barbórka

English	Polish	Silesian
This is a traditional mining holiday, celebrated in Poland on December 4th. Saint Barbara is a patron of miners. Barbórka is also celebrated by geologists and other people involved in fossil fuel exploration.	Barbórka Jest to tradycyjne święto górnicze obchodzone w Polsce 4 grudnia. Święta Barbara jest patronką górników. Barbórkę świętują też geolodzy i inni ludzie zajmujący się poszukiwaniem paliw kopalnych.	Barborka



Title: English-Polish-Silesian Glosary of Regional Education

Preparation by students: Karolina Otto, Aurelia Musiał
Teacher: Rita Pawłowska
Technical School no.15 im. Tomusza Klenczara, Katowice, Poland



Funded by
the European Union



Erasmus+

5.2. Croatian-English glossary about regional education

„English-Croatian Glossary of Regional Education”

*Regional Education
in Common European Culture and Education
2020-1-PL01-KA229-081982_1*



TRGOVAČKA ŠKOLA
Trg J. F. Kennedyja 4, 10000 Zagreb



1) ČVARCI

Čvarci su jelo od prženog svinjskog masnog tkiva. Čuvaju se osušeni i serviraju samostalno kao predjelo ili kao dodatak nekom jelu.

Čvarci (fried pork bits) are a dish made from fried pork fat. They are stored dried and served on their own as an appetizer or as a side dish.



2) MLINCI

Mlinci su jelo koje se poslužuje kao prilog, najčešće uz pečenu perad. Tako je purica s mlincima poznati specijalitet Zagorja.

Mlinci are a dish that is served as a side dish, usually with roasted poultry. Turkey with mlinci is a well-known specialty of Zagorje region.



3) ŠPEK

Špek je suhomesnati proizvod od dimljenog i usoljenog svinjskog mesa, jede se kao prilog.

Špek (bacon) is a cured meat product made from smoked and salted pork, eaten as a side dish.



4) SARMA

Sarma je jelo koje se sastoji od listova kuhanog kupusa umotanih oko mljevenog mesa. Poslužuje se kao glavno jelo i često se radi zimi.

Sarma is a dish consisting of boiled cabbage leaves wrapped around minced meat. It is served as a main dish, mostly during winter months.



5) KREMŠNITA

Kremšnita je kolač od lisnatog tijesta s kremom od tučenih jaja. U Hrvatskoj su poznate kremšnite iz Samobora.

Kremšnita is a puff pastry cake with whipped egg cream. In Croatia, kremšnita cakes from the town of Samobor are the most popular.



6) ŠTRUDLA

Štrudla je kolač s nadjevima od voća, povrća, sira ili vrhnja. Priprema se kao slatko ili slano jelo.

Štrudla is pastry with fruit, vegetable, cheese or cream fillings. It is prepared as a sweet or savory dish.



7) SVJEŽI SIR

Svježi sir je usireni mliječni proizvod blagog okusa. Može se koristiti s raznim namirnicama kao što su jogurt, voće, tost, granola, u salatama i kao umak.

Cottage cheese is a curdled milk product with a mild flavor. It can be used with various foods such as yogurt, fruit, toast, granola, in salads and as a sauce.



8) ŠTRUKLI

Štrukli su hrvatsko tradicionalno jelo od vučenog tijesta i svježeg sira. Mogu se poslužiti kao slatko ili slano jelo te se mogu poslužiti kuhani ili zapečeni.

Štrukli are a traditional Croatian dish made of pulled dough and cottage cheese. They can be served as a sweet or savory dish and can be boiled or baked.



9) NAŽIGAČ

Nažigač je osoba koja svake večeri pali plinske svjetiljke gradske rasvjete u staroj jezgri Zagreba. Ta tradicija započela je prije 155 godina, kada je Zagreb prvi put dobio plinsku rasvjetu, a danas je to turistička atrakcija koju se može vidjeti na gornjem gradu gdje se lampe nalaze.

Nažigač is a person who lights the gas lamps in the Upper Town of Zagreb every day. This tradition began 155 years ago when Zagreb first introduced gas lighting, while today it is a tourist attraction and can be seen on the Upper Town where the lamps are located.



10) LICITAR



Licitari su šareno ukrašeni keksi od slatkog medenog tijesta te su tradicionalan simbol Zagorja i glavnog grada Hrvatske Zagreba. Nalaze se na UNESCO-vom popisu nematerijalne svjetske baštine.

Licitari are colorfully decorated biscuits made of sweet honey dough and are a traditional symbol of the Zagorje region and Zagreb, the Croatian capital. They are on the UNESCO list of intangible world heritage.



11) ZAGORJE WOODEN TOYS



Drvene igračke iz Zagorja su tradicionalne ručno radene igračke iz 19. stoljeća. Nalaze se na UNESCO-vom popisu nematerijalne svjetske baštine.

Wooden toys from the Zagorje region are traditional handmade toys from the 19th century. They are on the UNESCO list of intangible world heritage.



12) ŠESTINE UMBRELLA

Šestinski kišobran je tradicijski kišobran koji je dio šestinske narodne nošnje i prepoznatljiv je suvenir grada Zagreba. Ručno ga radi još samo jedna obiteljska radionica u Zagrebu.

The Šestina umbrella is a traditional umbrella which is part of the Šestine folk costume and is a recognizable souvenir of the city of Zagreb. It is made by hand by only one family in Zagreb.



13) ŠESTINE ŠKRLAK

Šestinski škrlak je šešir s malim obodom crne boje. Ukrašen je crvenom izvezenom vrpcom ili trobojnicom te je dio šestinske narodne nošnje.

The Šestine škrlak is a hat with a small black brim. It is decorated with a red embroidered ribbon or tricolor and is a part of the Šestine folk costume .



14) OPANCI

Opanci su vrsta seljačke kožne obuće. U Hrvatskoj su sastavni dio narodne nošnje.

Opanci are a type of peasant leather footwear. In Croatia, they are an integral part of national costumes of many regions.



15) SUHOZID



Suhozid je ručno građeni kameni zid bez veziva uvršten na UNESCO-ov popis nematerijalne kulturne baštine. Suhozidi u Hrvatskoj su česti u Istri i Dalmaciji.

Suhozid (drywall) is a hand-built stone wall without any binder. It is included on the UNESCO list of intangible cultural heritage, and in Croatia it is a common sight in Istria and Dalmatia.



16) ZVONČARI



Zvončari su karakterističan narodni iz okolice Rijeke gdje su popularna atrakcija u vrijeme karnevala. Uvršteni su na UNESCO-ov popis nematerijalne kulturne baštine.

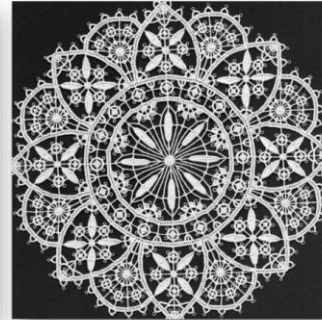
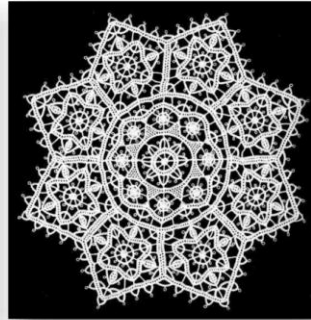
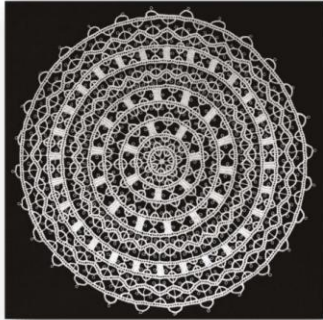
Zvončari (bell bearers) are a characteristic folk custom that takes place during carnival time in the vicinity of the city of Rijeka. It is included on the UNESCO list of intangible cultural heritage.



17) PAG ISLAND LACE

Paška čipka je vrsta čipke koja s hrvatskog otoka Paga. Još je nazivaju i bijelim zlatom grada Paga, a smatra se da korijeni paške čipke potječu još iz Mikene (15. st.).

Pag lace is a type of lace that is produced on the Croatian island of Pag. It is also called the white gold of the city of Pagm and it is believed that the roots of this lace date back to Mycenae (15th century).



18) MOREŠKA

Moreška je romantični bojni ples s mačevima nastao u 12-13. stoljeću na Mediteranu. Moreška se nekad izvodila svugdje po Mediteranu, a danas se sačuvala samo u gradu Korčuli, gdje se prenosi iz generacije na generaciju više od 400 godina.

Moreška is a romantic battle dance with swords, created in the 12th-13th century on the Mediterranean. Moreška used to be performed all over the Mediterranean, but now it has been preserved only in the town of Korčula, where it has been passed from generation to generation for more than 400 years.



19) BEĆARAC



Bećarac je vokalno-instrumentalni napjev popularan na području Slavonije, Baranje i Srijema. Veselog je i vedrog teksta, najčešće prožet alegorijama i metaforama.

Bećarac is a vocal-instrumental tune popular in the regions of Slavonia, Baranja and Srijem. The text is cheerful, most often imbued with allegories and metaphors.



20) LIČKA KAPA

Lička kapa je odjevni predmet i važan kulturni simbol Like te je dio narodne nošnje. Kapa ima oblik cilindra s ravnim vrhom u crvenoj boji, a sa strane je crne boje.

The Lika cap is a very important cultural symbol of the region of Lika and is a part of the national costume of the region. The cap has the shape of a cylinder with a flat top in red, while the sides are black.



„English-Croatian Glossary of Regional Education”

*Regional Education
in Common European Culture and Education
2020-1-PL01-KA229-081982_1*



TRGOVAČKA ŠKOLA
Trg J. F. Kennedyja 4, 10000 Zagreb

 Erasmus+

5.3. Turkish-Aegean-English glossary about regional education

English-Turkish-Aegean Dictionary



**International exchange of Students
and Teachers
13-19.03.2022
„English-Turkish-Aegean Glossary of
Regional Education”**

Regional Education in Common European Culture and Education

2020-1-PL01-KA229-081982_3



Heydar Aliyev Mesleki ve Teknik Anadolu Lisesi, Aliğa,
İzmir, Türkiye



1. Regional education

English	Türkisch	Aegean
It is a branch of education covering a wide range of issues relating to the municipality, district and voivodship. Deals with the relationships between the small and a great homeland.	Bölgesel Eğitim Yaşanılan ülkeyi, bölgeyi ve ilçeyi ilgilendiren bölgesel farklılıkları konu alan bir eğitim dalıdır. Eğitimde bölgesel farklılıklara odaklanır.	-----



2. Aegean Region

English	Türkisch	Aegean
The Aegean region covers approximately 11% of Turkey's territory, with a surface area of around 85,000 square kilometers. It is neighbor on the Marmara Region in the north, Central Anatolia Region in the east, and the Mediterranean Region in the southeast and surrounded by the Aegean Sea in the west. The provinces in the Aegean Region are Izmir, Manisa, Aydın, Denizli, Muğla, Uşak, Kütahya, and Afyonkarahisar. These provinces have 132 districts. In the Aegean Region, Afyon is the largest city in terms of surface area and the smallest city is Uşak. The city with the largest number of districts is Izmir, while the least one is Uşak.	Ege Bölgesi Yüz ölçümüyle Türkiye topraklarının %11 'ini kaplayan Ege Bölgesi, ismini komşusu olan Ege Denizinden alır. 85.000 metrekare yüz ölçümüne sahip olan Ege Bölgesi, Türkiye'nin en küçük 3. bölgesidir. Nüfusu en fazla olan 3. bölge olan Ege, bu anlamda nüfus yoğunluğu yüksek olan bölgelerin başında gelir. Doğuda İç Anadolu Bölgesiyle komşu olan Ege Bölgesi, kuzeyde Marmara Bölgesi, güneydoğusunda Akdeniz Bölgesi, Batıda Ege Denizi ile komşudur. Bölgenin şehirleri şunlardır: İzmir, Manisa, Aydın, Denizli, Muğla, Uşak, Kütahya, and Afyonkarahisar.	A detailed map of the Aegean region in Turkey, showing its boundaries and neighboring regions. The map is titled 'EGE BÖLGESİ' and includes labels for various provinces and districts within the region.

3. Industry

English	Türkisch	Aegean
It is a branch of material production, in which the extraction of natural resources and their adaptation to the needs of people is carried out on a large scale, on the basis of the division of labor and with the help of machines.	Sanayi, Endüstri Ham maddeleri işlemek, enerji kaynaklarını yaratmak için kullanılan yöntemlerin ve araçların bütünü, işleyim, uran, endüstri.	-----



4. Nature reserve

English	Turkish	Aegean
<p>It is an area occupying preserved in the natural state or little changed natural habitats, including plant species and animals .</p>	<p>Doğa Rezervi Doğa koruma alanı ya da tabiatı koruma alanı, doğal çevrenin koruma ve inceleme amaçlarıyla korunduğu alan. Bu alanlar, bilim ve eğitim bakımından önem taşıyan, nadir bulunan, tehlikeye maruz kalan ve kaybolmaya yüz tutmuş ekosistemler, türler ve doğal olayların meydana getirdiği seçkin örnekleri içeren ve kesinlikle korunması gerekli olup, sadece bilimsel ve eğitsel amaçlarla kullanılmak üzere ayrılmış doğa parçalarıdır.</p>	<p>-----</p> 

5. District/ Aliğa

English	Polish	Aegean
<p>Aliğa district is surrounded by Dumanlı Mountain on the coast of Aegean Sea and Yunt Mountain on the northeast. To the west is the Aegean Sea. It is surrounded by Manisa in the east, Bergama in the north, Menemen in the south, Foça in the southwest and Aegean Sea in the west and north. The surface area of Aliğa is 412.5 km².</p>	<p>Aliğa ilçesi, Ege Denizi kıyısında Dumanlı Dağ, kuzey doğu yönünde Yunt Dağı ve batı yönünde ise Ege Denizi ile çevrilmiştir. Doğusunda Manisa ili, kuzeyinde Bergama, güneyinde Menemen, güney batısında Foça ve batı ve kuzeyinde Ege Denizi ile çevrilidir. Aliğa'nın yüz ölçümü 412.5 km²'dir.</p>	<p>-----</p>



6. Folklore

English	Turkish	Aegean
<p>It is a symbolic and artistic field of culture, having a multi-component, non-uniform and syncretic character.</p>	<p>Folklor, Halkbilim Halk geleneklerini, inançlarını, adetlerini, efsanelerini, türkülerini ve edebiyatlarını inceleyen bilim.</p>	<p>-----</p>



7. Open-air Museum

English	Turkish	Aegean
It is a museum whose purpose is to present the folk culture of a given region or exhibit historic objects. Ephesus Ancient City located in Selçuk district of Izmir is one of the biggest open-air museum in Türkiye.	Açık Hava Müzesi Açık havadan etkilenecek eski etnografik eserlerin, evlerin, işlik sivil yapıların sergilendiği bir bölgede kurulan üstü açık müze. İzmir ili Selçuk ilçesinde bulunan Efes Antik Kenti Türkiye'nin en büyük açık hava müzelerinden biridir.	-----



8. Aegean dialect

English	Turkish	Aegean
This is one of Turkish dialects, used by the indigenous people of Aegean Region.	Ege Şivesi Ege bölgesinde yaşayan insanlar tarafından kullanılan Türkçe şivelerden biri.	

baççe (Uşak, Manisa)
eşki (Gaziantep)
iççi (Yozgat, Sivas)
kirpit (Kütahya, Afyon)
sarmısak (Gaziantep)
tometis (Gaziantep),
domet (Manisa, İzmir)

9. Folk culture

English	Turkish	Aegean
It is the culture of the lower strata of national societies, for example the products of rural local communities.	Halk Kültürü Yüzyılların birikimi ve deneyiminden süzülerek gelmiş, kuşaktan kuşağa aktarılarak günümüze ulaşmış değerlere verilen ifadedir.	-----



10. Folk song

English	Turkish	Aegean
A song belonging to the folk music of a people or area, often existing in several versions or with regional variations.	Halk Şarkısı, Türkü Kaynağı halka dayanan, toplumun ortak duygu ve düşüncelerini, yalın, samimi, coşkulu ve içli ezgilerle anlatan sözlü ya da sözsüz eserlerdir.	Türkü



11. Folk dance

English	Turkish	Aegean
Folk dance is a product of the folk culture of a country. Aegean Region folk dance 'Zeybek' is performed alone or in groups.	HALK OYUNU Ait olduğu toplumun kültür değerlerini yansıtan; bir olayı, bir sevinci, bir üzüntüyü ifade eden; kökeni din ve büyü ile ilgili (majik ve kültik) olan; müzikli (bir müzik aleti eşliğinde veya müzik aleti olmaksızın, el , ayak gibi organlarla tempo tutarak) olarak, tek kişi veya gruplar halinde icra edilen; ölçülü ve düzenli hareketlerdir.” Ege bölgesi halk oyunu Zeybek, tek başına veya grupla oynanmaktadır.	Zeybek 

12. Folk costume

English	Turkish	Aegean
It is a garment that expresses identity with reference to a geographical region or period in history. Most often found in two varieties: daily and festive.	Halk Giysisi Bir coğrafi bölge veya tarihte bir döneme ait kimliği ifade etmede kullanılan tüm giysilerdir. Günlük ve şölenlerde giyilenler olmak üzere iki çeşidi vardır.	Alduvak, Abani



13. Şevketi Bostan with Lamb Meat

English	Turkish	Aegean
Şevketi Bostan, which is produced as a culture plant from the daisy family, has a thorny structure with yellow flowers. The other name of Şevketi bostan is Şevket grass, which grows spontaneously in nature with very low calorie. It is mostly used for edible food in the Aegean Region together with lamb meat.	Kuzu Etli Şevketi Bostan Papatyagiller familyasından, kültür bitkisi olarak üretimi gerçekleştirilen şevketi bostan, sarı çiçekli dikenli bir yapıya sahiptir. Akdeniz ikliminin nemli havasını seven, doğada kendiliğinden yetişen, çayırlarda sık sık görüldüğünü bu ot yabancı bir ot olarak bilinmektedir. Ege bölgesinde kuzu etli yemeği yapılarak tüketilmektedir.	Şevketi bostan



14. Turkish Pide

English	Turkish	Aegean
1. Turkish Pide is salty pastry that has a place in all regions' cuisines as well as in Aegean cuisine. It can be identified as a salty dough with any kind of topping	Pide Mayalı hamurdan yapılan, isteğe göre üzerine yumurta, kıyma, peynir, pastırma vb. konarak pişirilen, ince, yayvan yiyecek	-----



15. BOYOZ

English	Turkish	Aegean
This is a type of pastry eaten at breakfast especially in Aegean region.	Boyoz Ege Bölgesinde kahvaltılarda yenilen bir börek.	Boyoz



16. LOKMA

English	Turkish	Aegean
Lokma, a traditional dessert with syrup, originates from İzmir. It's made of dough, deep fried and soaked in plenty of syrup. It's also a funerary ritual. People host lokma stand for the death anniversary of beloved ones.	Lokma Hamurlı toplarının kızartılarak ve şerbette bekletilerek yapıldığı bir İzmir tatlısı. Ölüm geleneklerinden biri olarak da insanlar, sevdiklerinin ölüm yıl dönümlerinde lokma dağıtmaktadırlar.	Lokma



17. Evil Eye Bead

English	Turkish	Aegean
Bright blue and white glass beads which can be found all over Turkey, is commonly believed they protect us from illness, fend off evil glares, and bring us good luck. Nazarköy, located in Aegean Region is the village which evil eye bead ornaments have been made.	Nazar Boncuğu Tüm Türkiye'de bulunabilen parlak, mavi ve beyaz camdan yapılmış, nazardan, hastalıktan insanları koruduğuna ve şans getirdiğine inanılan boncuklar. Ege Bölgesinde bulunan Nazarköy nazar boncuğundan süsler yapan bir köydür.	Nazar



18. Living Human Treasure

English	Turkish	Aegean
<p>A Living Human Treasure is, according to UNESCO, a person who possesses to a high degree the knowledge and skills required for performing or re-creating specific elements of the intangible cultural heritage. Mahmut Sür, recognised as living human treasure is the master in making evil eye beads in Aegean Region.</p>	<p>Yaşayan İnsan Hazinesi Unesco tanımına göre, Somut Olmayan Kültürel Mirasın belli unsurlarını yeniden yaratmak ve yorumlamak açısından gerekli bilgi ve beceriye yüksek düzeyde sahip kişi. Mahmut Sür, Ege bölgesinde nazar boncuğu ustası, Unesco tarafından Yaşayan İnsan Hazinesi olarak tanınmıştır.</p>	<p>.....</p> 

19. Henna Night

English	Turkish	Aegean Region
<p>It's one of the Turkish wedding customs. It's a women's party before the wedding. The brides friends and family members gather to eat, dance and sing before the bride leaves her mother's home crying.</p>	<p>Kına Gecesi Türk düğün geleneklerinden biri olan kına gecesi, düğün öncesi gelin ve arkadaşlarının bir araya gelerek eğlendiği bir etkinliktir.</p>	<p>Kına Gecesi</p> 

20. Marbling Art

English	Turkish	Aegean
<p>Marbling is the art of creating colorful patterns by sprinkling and brushing color pigments on a pan of oily water and then transforming this pattern to paper.</p>	<p>Ebru Sanatı Düz kağıdı özel bir yöntemle renkli ve dalgalı çizgilerle süsleme sanatı ve bu yöntemle süslenmiş kağıda verilen ad.</p>	<p>Ebru</p>



21. Spinning Wheel

English	Turkish	Aegean
It is a small domestic hand-driven or foot-driven machine for spinning yarn or thread	Çıkrık İplik bükme, iplik sarmak gibi işlerde kullanılan, el ya da ayakla çevrilen dolap.	Çıkrık



Title: English-Turkish- Glossary of Regional Education

Prepared by: Cem Eren ŞAHİN, Beren TARAKÇI
Heydar Aliyev Technical and Vocational High School, Aliağa, İzmir,
Türkiye



Funded by
the European Union

5.4. Portuguese-English glossary about regional education

V International exchange of Students

and Teachers

21-25.11.2022

„English-Portuguese Glossary of Regional Education”

Regional Education in Common European Culture and Education



2020-1-PL01-KA229-081982_1

Escola Profissional de Cuba



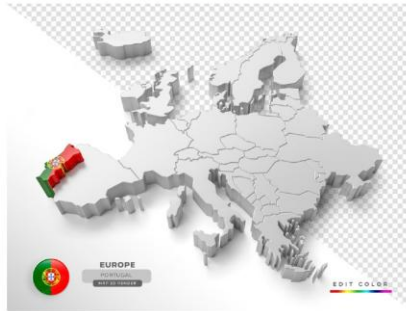
Erasmus+

English-Portuguese Dictionary



1. Regional education

English	Portuguese
It is a branch of education covering a wide range of issues relating to the municipality. Deals with the relationships between the small and a great homeland.	É um ramo da educação que abrange um amplo leque de questões relativas ao município. Aborda as relações entre a pequena e a grande pátria



2. Baixo Alentejo

English	Portuguese
Baixo Alentejo is a Portuguese statistical sub-region, part of the Alentejo Region and the District of Beja. It limits to the north with Alentejo Central, to the east with Spain, to the south with Algarve and to the west with Alentejo Litoral. It has an area of 8,505 km ² and an estimated population of 126,692 inhabitants.	O Baixo Alentejo é uma sub-região estatística portuguesa, parte da Região Alentejo e do Distrito de Beja. Limita a norte com o Alentejo Central, a leste com a Espanha, a sul com o Algarve e a oeste com o Alentejo Litoral. Tem uma área de 8.505 km ² e uma população estimada em 126 692 habitantes



Ilustração 1.3: Mapa de Portugal



Ilustração 1.4: Mapa do Baixo Alentejo

3. Industry


English	Portuguese
Agriculture and animal production combined are the activities with the highest turnover, and the importance of the cork industry, a sector in which Portugal is a world leader, should also be highlighted. In addition to cork production, Alentejo is also the region with the greatest national relevance in terms of mining, due to the presence of important mineral deposits in its territory	A agricultura e a produção animal combinadas são as atividades com maior volume de negócios, sendo ainda de salientar a importância da indústria da cortiça, setor no qual Portugal é líder mundial. Além da produção da cortiça, o Alentejo é igualmente a região com maior relevância nacional em termos de extração mineira, devido à presença de importantes jazidas minerais no território



4. Nature reserve

English	Portuguese
<p>It is an area occupying preserved in the natural state or little changed natural habitats, including plant species and animals. There are 5 nature reserves located in Alentejo:LAGOAS DE SANTO ANDRÉ E DA SANCHA, SUDOESTE ALENTEJANO E COSTA VICENTINA,VALE DO GUADIANA SERRA DE SÃO MAMEDE AND ESTUÁRIO DO SADO</p>	<p>É uma área que ocupa habitats naturais preservados ou pouco alterados, incluindo espécies vegetais e animais. Existem 5 reservas naturais localizadas no Alentejo:LAGOAS DE SANTO ANDRÉ E DA SANCHA, SUDOESTE ALENTEJANO E COSTA VICENTINA,VALE DO GUADIANA SERRA DE SÃO MAMEDE e ESTUÁRIO DO SADO</p>
	

5. District

English	Portuguese
<p>The district of Beja is a Portuguese district, belonging to the traditional province of Baixo Alentejo. It limits to the northwest with the district of Setúbal, to the north with the district of Évora, to the east with the province of Huelva (Spain), to the south with the district of Faro and to the west with the Atlantic Ocean. It has an area of 10,229.05 km² (the largest Portuguese district) and a resident population of 144,410 inhabitants (2021).[1] The seat of the district is the city of the same name.</p>	<p>O distrito de Beja é um distrito português, pertencente à província tradicional do Baixo Alentejo. Limita a noroeste com o distrito de Setúbal, a norte com o distrito de Évora, a leste com a província de Huelva (Espanha), a sul com o distrito de Faro e a oeste com o oceano Atlântico. Tem uma área de 10 229,05 km² (o maior distrito português) e uma população residente de 144 410 habitantes (2021).[1] A sede do distrito é a cidade com o mesmo nome.</p>
	

6. Folklore

English	Portuguese
<p>It is a symbolic and artistic field of culture, having a multi-component, non-uniform and syncretic character.</p>	<p>É um campo simbólico e artístico da cultura, possuindo um caráter multicomponente, não uniforme e sincrético.</p>
	

7. Alentejano dialect

English	Portugues
The Alentejo dialect is a dialect of European Portuguese as spoken in the Alentejo region, including in the municipalities of Olivença and Táviga (where there is a subdialect), and which until the mid-19th century. XX, was spoken by the general population	O dialeto alentejano é um dialeto do português europeu conforme falado na região do Alentejo, incluindo nos municípios de Olivença e Táviga (onde existe um subdialeto), e que até meados do séc. XX, foi falado pela generalidade da população



8. Folk culture

English	Portuguese
It is the culture of the lower strata of national societies, for example the products of rural local communities.	É a cultura dos estratos inferiores das sociedades nacionais, por exemplo, os produtos das comunidades rurais locais.



9. Cante Alentejano

English	Portuguese
. Cante Alentejano is a genre of traditional two-part singing performed by amateur choral groups in southern Portugal, characterized by distinctive melodies, lyrics and vocal styles, and performed without instrumentation.	Cante Alentejano is a genre of traditional two-part singing performed by amateur choral groups in southern Portugal, characterized by distinctive melodies, lyrics and vocal styles, and performed without instrumentation.



10. Folk costume

English	Portuguese
<p>It is a garment that expresses identity with reference to a geographical region or period in history. Most often found in two varieties: daily and festive.</p>	<p>É uma vestimenta que expressa identidade com referência a uma região geográfica ou período da história. Mais frequentemente encontrado em duas variedades: diário e festivo.</p>
	

11. Açorda Alentejana

English	Portuguese
<p>Characteristic dish from Alentejo consisting of garlic, salt, olive oil, water, sliced bread and aromatic herbs, such as coriander or pennyroyal. Particular characteristics: Açorda is a soup that is only boiled. It is always a warm and transparent broth, flavored with coriander or pennyroyal, or both, garlic crushed with coarse salt and seasoned with olive oil. Slices or pieces of wheat bread, preferably homemade and hard, give it consistency.</p>	<p>Prato característico do Alentejo constituído por alho, sal, azeite, água, pão fatiado e ervas aromáticas, como o coentro ou o poejo. Características particulares: A açorda é uma sopa que é apenas escaldada. É sempre um caldo quente e transparente, aromatizado com coentros ou poejos, ou os dois, alhos pisados com sal grosso e condimentado com azeite. Dão-lhe consistência fatias ou bocados de pão de trigo, de preferência caseiro e duro.</p>



12. Cabidela

English	Portuguese
<p>One of the oldest recipes in Portuguese cuisine, chicken cabidela is a dish that requires fresh blood and a good dose of vinegar to be a truly irresistible meal.</p>	<p>Uma das receitas mais antigas da cozinha portuguesa, a galinha de cabidela é um prato que exige que tenha disponível o sangue fresco e uma boa dose de vinagre é uma refeição verdadeiramente irresistível.</p>



13. Cozido de Grão

English	Portuguese
Ideal for a weekend lunch with the family, the grain stew is a comforting and nutritious meal, full of typical Portuguese flavours.	Ideal para um almoço de fim de semana em família, o cozido de grão é uma refeição reconfortante e nutritiva, e cheia de sabores tipicamente portugueses.



14. Agriculture

English	Portuguese
The dynamics of Alentejo agriculture translates, today, into a new paradigm boosted by modern agriculture, resulting from the addition of: irrigated area, permanent crops (olive groves, vineyards and almond trees), horticulture and floriculture.	A dinâmica da agricultura alentejana traduz-se, hoje, num novo paradigma potenciado pela agricultura moderna, resultante do acréscimo de: área regada, culturas permanentes (olival, vinha e amendoal), horticultura e floricultura.





17. Farmer

English	Portuguese
The farmer is the professional responsible for managing the most diverse types of plantations, from sowing to harvesting. He also takes care of animals such as cows, sheep, horses, chickens, pigs, among other animals normally raised in the countryside.	O agricultor é o profissional responsável pelo manejo dos mais diversos tipos de plantações, desde a sementeira até a colheita. Ele também cuida de animais, como vacas, ovelhas, cavalos, galinhas, porcos, entre outros animais normalmente criados na zona rural.



18. Tractor

English	Portuguese
<p>The tractor is an automobile machine, whose main function is to drag agricultural implements (mouldboard plows, disc plows, etc.), which, in turn, perform agricultural crops, thus assuming itself as a means of facilitating and monetizing the agricultural activity for those who carry it out. Tractors can help the farmer in transporting cargo, when a trailer is attached to them, and in other activities, if we attach atomizers or sprayers.</p>	<p>O trator é uma máquina automóvel, que tem como principal função arrastar alfaias agrícolas (charruas de aivecas, charruas de discos, etc.), que, por sua vez, executam lavouras agrícolas, assumindo-se deste modo como um meio de facilitar e rentabilizar a atividade agrícola para quem a executa. Os tratores podem auxiliar o agricultor no transporte de carga, quando lhes é atrelado um reboque, e em outras atividades, se acoplarmos atomizadores ou pulverizadores.</p>
	

19. Cereal

English	Portuguese
<p>The term cereal comes from the Latin cereālis and allows us to allude to grassy plants that bear floury fruits. Cereals are also known as those same fruits, the set of seeds of these plants and the foods made from these seeds.</p>	<p>O termo cereal provém do latim cereālis e permite fazer alusão às plantas gramíneas que dão frutos farináceos. Também se conhece por cereais esses mesmos frutos, o conjunto das sementes dessas plantas e os alimentos elaborados a partir dessas sementes.</p>



20. National Farmer`s Day

English	Portuguese
National Farmer's Day is celebrated on May 17th, across the country there are several activities to commemorate it.	Dia Nacional do Agricultor do agricultor é comemorado no dia 17 de Maio, em todo os país existem diversas atividades para a sua comemoração



Title: English-Portuguese Glosary of Regional Education

Preparation by students: Inês Araújo and Nair Ribeiro
Teacher: Pedro Deodato
Escola Profissional de Cuba



Funded by
the European Union



Erasmus+

5.5. French-English glossary about regional education

FRANCE



Regional Education
in Common European
Culture and Education

2020-1-PL01-KA229-081982_1



Erasmus+



English - French
glossary
of
Regional education



ENGLISH-FRENCH
DICTIONARY



Région Nouvelle Aquitaine



Area : 84 036 Km²
 Préfecture : Bordeaux
 People : Neo-Aquitains
 Population : 6 033 952 inhabitants
 Regional languages : The Occitan
 The Basque
 The Oil language

Superficie : 84036KM²
 Préfecture : Bordeaux
 Gentilé : Neo-Aquitains
 Population : 6 033 952 habitants
 Langues régionales : L'Occitan
 Le Basque
 La langue d'Oïl

12 departments :
 12 départements :

- Charente
- Charente maritime
- Corrèze
- Creuse
- Dordogne
- Gironde
- Landes
- Lot-et-Garonne
- Pyrénées atlantiques
- Deux-Sèvres
- Vienne
- Haute-Vienne

Le grand Sud-Ouest



Agricultural productions
 Les productions agricoles

Wine : an ancestral art
 Le vin : un art ancestral

An historic region of
 prestigious wines.

Famous terroirs and
 châteaux of wines :

Saint-Emilion
 Terrasson
 Pomerol
 Montagne
 Margaux
 Graves
 Saint-Estèphe
 Haut-Médoc
 Sauternes
 Monbazillac
 Loupiac
 Barsac...

Traditional regional alcohols :

Cognac (white wine brandy)
 Armagnac (wine brandy)
 Floc (liqueur wine with armagnac)

Une région historique de vins
 prestigieux :

Des terroirs célèbres et des châteaux
 de vins :

Saint-Emilion
 Terrasson
 Pomerol
 Montagne
 Margaux
 Graves
 Saint-Estèphe
 Haut-Médoc
 Sauternes
 Monbazillac
 Loupiac
 Barsac...



Alcools traditionnels régionaux :

Cognac (eau de vie de vin blanc)
 Armagnac (eau de vie de vin)
 Floc (vin de liqueur à l'armagnac)

Les macarons de Saint Emilion

Ingredients

300g ground almonds
260g caster sugar
120g egg whites
icing sugar

Preparation

Prepare baking sheets with baking paper
Beating egg whites
When they start to foam
Add the powdered sugar several times
Do not beat the whites too much, they must remain sparkling
Add the almond powder
Mix delicately with the spoon
Leave to rest for 30 minutes
Preheat the oven to 150 °
Put in pocket
Poach on the baking sheet
Bake and cook for 10 to 12 minutes
Out of the oven, sprinkle with icing sugar
Let cool before taking them off

macarons, Saint Emilion, South West



Bordeaux Canelés

1.280 liters of whole milk.

320g flour

2.5 tablespoons of butter and melted butter for the molds.

580 grams of sugar

8 eggs (5 whole and 3 yolks)

vanilla and rum.

1/ Heat the milk

2/ Mix the flour and sugar

3/ Beat the eggs



4/When the milk is a little hot, pour it gradually over the eggs, stirring constantly so that the mixture is homogeneous and leave to cool.

5/ When it is cold, mix it with the flour and sugar.

6/ Add vanilla and rum.

7/ Leave to rest in the fridge for at least 12 hours. (24 hours is good).

8/The next day, butter the molds with a brush and melted butter.

9/ Preheat the oven (convection heat) to 185°C, cook for about 45 minutes or even 1 hour depending on the desired degree of doneness. (they must be golden on the outside and soft on the inside)

10/ Turn out hot, turning the plates over.

Taste cold

Madeleines

To make about fifteen lemon madeleines, you will need:

- 80g of butter
- 2 eggs
- 60g of sugar
- 2 tbsp of milk
- 1 lemon
- 130g flour
- 1/3 sachet of yeast

Steps for preparing the recipe for lemon madeleines

Easy to make, the recipe for lemon madeleines: 15 minutes of preparation, for 10 minutes of cooking.

Step 1: Melt the butter in the microwave then let it cool.

Step 2: Beat the eggs with the sugar until the mixture whitens.

Step 3: Add the lemon zest, its juice, and the milk. Mix.

Step 4: Sift the flour and baking powder together and stir into the mixture. Mix avoiding lumps.

Step 5: Finish by adding the melted butter and mix again.

Step 6: Place the preparation in the refrigerator, overnight (the longer your dough stays in the fridge, the more beautiful the bumps of your madeleines will be).

Step 7: Preheat your oven to 240°C.

Step 8: Once the pause time has elapsed, fill the madeleine molds 3/4 full.

Step 9: Lower the oven to 200°C, then bake for 10 minutes.



The typical basque cake (with black cherry jam or cream)

Le gâteau basque typique avec de la confiture de cerise noire ou à la crème)



The Basque cross
La croix basque



Le piment d'Espelette
Espelette pepper



NATURE RESERVE

720 KM of Atlantic coast in New Aquitaine
720 KM de côtes atlantiques en Nouvelle Aquitaine



The green Venice in Deux-Sèvres
La Venise verte dans les Deux-Sèvres

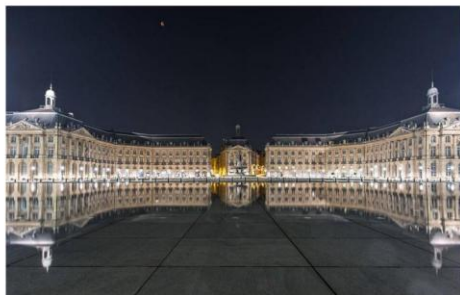


A rural area
Une région rurale

BORDEAUX METROPOLE



Le port de la lune
The port of the moon



DISTRICT



- Superficie : 49,36 Km2
- 994 920 habitants (2020)
- Au cœur de la région viticole, ville portuaire située sur le fleuve la Garonne (forme concave comme la lune d'où son surnom *le port de la lune*)
- Ville gallo-romaine appelée *Burdigala*
- Concentre les principales administrations (Hôtel de région, Hôtel départemental, Préfecture)
- Education : Universités, technopôles, lycées, collèges et écoles primaires
- Cité du vin

- Area : 49,36 Km2
- 994 920 residents (2020)
- In the heart of the wine region, port region located on the Garonne river (concave shape like the moon which explains its nickname *the port of the moon*)
- Gallo-roman town called *Burdigala*
- Concentrates the main administrations (Hôtel de Région, Hôtel départemental, Préfecture)
- Education : Universities, technopoles, high schools, collèges and primary schools
- City wine

FOLKLORE



La danse (fandango)
La danse des cerceaux



Fandango : Traditional basque dance
Danse traditionnelle basque



Regional traditions



Pelote basque (game : a hand and a ball)
Pelote basque (jeu : une main et une balle)



Chistera : a long basket with a ball
Chistera : un long panier et une balle



Traditional heshasers dances
La danse traditionnelle des héchassiers

5.6. Romanian-English glossary about regional education

**V International exchange of Students
and Teachers
21-25.11.2022**







**„English-Romanian Glossary of
Regional Education”**

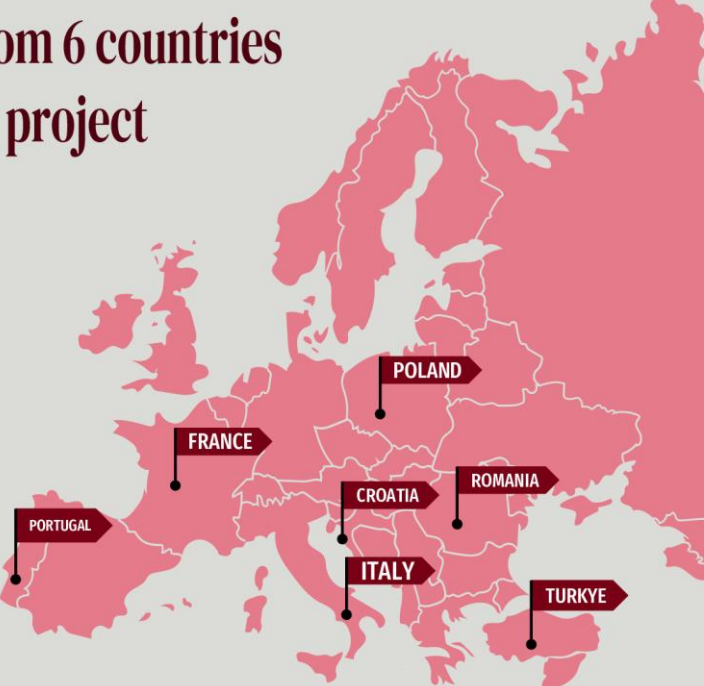
Regional Education in Common European Culture and Education
2020-1-PL01-KA229-081982_1

LICEUL TEHNIC BUZĂU



**Teachers and Students from 6 countries
participated in the project**

	TURKYE
	FRANCE
	ROMANIA
	CROATIA
	POLAND
	PORTUGAL



Labels on map: PORTUGAL, FRANCE, POLAND, CROATIA, ROMANIA, ITALY, TURKYE

BUZĂU



ENGLISH

The city of Buzău (formerly spelled Buzeu or Buzëu; Romanian pronunciation: [buˈzaw] is the county seat of Buzău County, Romania, in the historical region of Muntenia. It lies near the right bank of the Buzău River, between the south-eastern curvature of the Carpathian Mountains and the lowlands of Bărăgan Plain.

Buzău is a railway hub in south-eastern Romania, where railways that link Bucharest to Moldavia and Transylvania to the Black Sea coast meet. DN2, a segment of European route E85 crosses the city. Buzău's proximity to trade routes helped it develop its role as a commerce hub in older days, and as an industrial centre during the 20th century.

During the Middle Ages, Buzău was a market town and Eastern Orthodox episcopal see in Wallachia.

ROMANIAN

Orașul Buzău (fost scris Buzeu sau Buzëu; pronunția română: [buˈzaw] este reședința de județ al județului Buzău, România, în regiunea istorică Muntenia. Se află lângă malul drept al râului Buzău, între sud-estul curbură a Munților Carpați și a zonei joase din Câmpia Bărăganului.

Buzău este un nod feroviar din sud-estul României, unde se întâlnesc căile ferate care leagă Bucureștiul de Moldova și Transilvania de litoralul Mării Negre. DN2, un segment al rutei europene E85 traversează orașul. Apropierea Buzăului de rutele comerciale l-a ajutat să-și dezvolte rolul de centru comercial în vremurile mai vechi și de centru industrial în secolul al XX-lea.

În Evul Mediu, Buzău a fost un oraș-târg și scaun episcopal ortodox răsăritean în Țara Românească.



INDUSTRY/INDUSTRIA

ENGLISH

The economy is still more oriented towards industry rather than services, which, according to a 2016 survey of the World Bank, made it more attractive to the labor force of lower qualification (at best with a high school degree). The same survey showed that most of the labor force in the city came from within the county, as Buzău is the center of a highly rural, compact and densely populated area.



ROMANIAN

Economia este încă orientată spre industrie decât spre servicii, ceea ce, conform unui sondaj din 2016 al Băncii Mondiale, a făcut-o mai atractivă pentru forța de muncă cu o calificare inferioară (în cel mai bun caz, cu o diplomă de liceu). Același sondaj a arătat că cea mai mare parte a forței de muncă din oraș provenea din interiorul județului, Buzău fiind centrul unei zone foarte rurale, compacte și dens populate.



NATURAL RESERVE/REZERVAȚII NATURALE



ENGLISH

It is an area occupying preserved in the natural state or little changed natural habitats, including plant species and animals .



ROMANIAN

Este o zonă cu habitate naturale conservate în stare naturală sau ușor modificate, inclusiv specii de plante și animale.



FOLKLORE/FOLCLOR

ENGLISH

It is a symbolic and artistic field of culture, having a multicomponent, non-uniform and syncretic character.

ROMANIAN

Folclorul este un domeniu simbolic și artistic al culturii, având o natură multi-componentă, eterogenă și sincretică



OPEN-AIR MUSEUM/MUZEUL SATULUI

ENGLISH

It is a museum whose purpose is to present the folk culture of a given region or exhibit historic objects. The oldest open-air museum in Poland is located in Kashubia (by the sea).

ROMANIAN

Skansen Este un muzeu al cărui scop este de a prezenta cultura populară a unei anumite regiuni sau de a expune obiecte istorice. Cel mai vechi muzeu în aer liber din Polonia este situat în Kashubia (lângă mare).



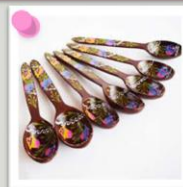
FOLK CULTURE/CULTURA POPULARĂ

ENGLISH

It is the culture of the lower strata of national societies, for example the products of rural local communities.

ROMANIAN

Este cultura straturilor inferioare ale societăților naționale, de exemplu produsele comunităților locale rurale.



FOLK BAND/ANSAMBLU DE DANS

ENGLISH

The Plaiuri and Dance Ensemble „plairi” is one of the largest Romanian folklore ensembles from Muntenia region.

ROMANIAN

Ansamblul de cântece și dans PLAURI este unul dintre cele mai mari ansambluri populare muntenești din regiunea Muntenia.



FOLK COSTUME/COSTUM POPULAR

ENGLISH

It is a garment that expresses identity with reference to a geographical region or period in history. The folk costume from Buzău belongs to the Carpathian type, whose origins lie in the part of the Dacian population.

ROMANIAN

Este o haină care exprimă identitatea cu referire la o regiune geografică sau o perioadă din istorie. Costumul popular buzoian se înscrie în tipul carpatic, ale cărui origini se afla în portul populației dacice.



FOLK DANCE/DANS POPULAR

ENGLISH

Folk dance is a product of the folk culture of a country. Romanian folk dance is performed either in pairs or in a group. Brăul is traditional dance from Buzău mountain area.

ROMANIAN

Dansul popular este un produs al culturii populare al unei țări. Dansul popular românesc se interpretează fie în perechi, fie în grup. Brăul este un dans tradițional din zona de munte a județului Buzău



PAN FLUTE/NAI

ENGLISH

The panflute is a percussion musical instrument made up of a group of sound tubes of different sizes, glued together (the Romanian panflute is in a slightly concave line), in order of their length.

ROMANIAN

Naiul este un instrument muzical de suflat alcătuit dintr-un grup de tuburi sonore de dimensiuni diferite, lipite unul lângă altul (la naiul românesc, într-o linie ușor concavă), în ordinea lungimii lor.



PLEȘCOI SAUSAGES/CÂRNAȚI DE PLEȘCOI

ENGLISH

Pleșcoi sausages are mutton sausages, seasoned with pepper and garlic. They take their name from the town of Pleșcoi in Buzău County, Romania, a town in an area where they are traditionally produced.

ROMANIAN

Cârnații de Pleșcoi sunt cârnați din carne de oaie, condimentați cu ardei și usturoi. Ei își trag numele de la localitatea Pleșcoi din județul Buzău, România, localitate în a cărei zonă sunt produși în mod tradițional. Sunt considerați o delicatete.



BUZĂU PRETZELS/COVRIGI DE BUZĂU

ENGLISH

As the name itself indicates, the pretzels we are talking about come from the homonymous city. Nowadays you can find them in stores throughout the country, but Buzău is still their place of origin. The story of these pretzels is tied to the role that the Greeks once had in Romanian economy.

ROMANIAN

După cum indică și numele, covrigii despre care vorbim provin din orașul omonim. În zilele noastre le găsești în magazinele din toată țara, dar Buzău este încă locul lor de origine. Povestea acestor covrigi este legată de rolul pe care l-au avut cândva grecii în economia românească.



MEAT BALLS WRAPPED IN CABBAGE/SARMALE

ENGLISH

Sarmaua (unarticulated singular sarmă or sometimes, regionally, sarmă or a singular form redone after the plural form) is a culinary preparation made of minced meat (usually pork, but also beef, mutton, poultry or even fish), mixed with rice and other ingredients, wrapped in leaves of cabbage (fresh or sour (pickled)), vine or stevia, etc., in the form of a roll. In Romania it is usually served with polenta and cream.

ROMANIAN

Sarmaua (singular nearticulat sarmă sau uneori, regional, sarmă sau o formă de singular refăcută după forma de plural) este un preparat culinar din carne tocată (de obicei de porc, dar și de vită, oaie, pasăre sau chiar pește), amestecată cu orez și cu alte ingrediente, învelită în foi de varză (proaspătă sau acră (murată)), de viță sau de ștevie etc., în formă de rulou. În România se servește de obicei cu mămăligă și smântână.



AGRICULTURE/AGRICULTURA

ENGLISH

Agriculture is the science and art of growing plants and raising animals. Agriculture was the key development in the rise of sedentary human civilization, whereby the farming of domesticated species created food surpluses that allowed people to live in cities.

ROMANIAN

Agricultura este știința și arta cultivării plantelor și a creșterii animalelor. Agricultura a fost dezvoltarea cheie în ascensiunea civilizației umane sedentare, prin care agricultura de specii domesticate a creat surplusuri alimentare care le-au permis oamenilor să trăiască în orașe.



SICKLE/COASĂ

ENGLISH

An agricultural tool consisting of a metal blade with a curved tip attached to a long handle, used for mowing.

ROMANIAN

Unealtă agricolă compusă dintr-o lamă metalică cu vârful curbat fixată pe o coadă lungă, folosită la cosit.



SPOOL/SUVEICĂ

ENGLISH

Wooden piece in the loom, of an elongated shape, which serves to insert the weft thread into the joint of the warp.

ROMANIAN

Piesă de lemn la războiul de țesut, de formă lunguiață, care servește la introducerea firului de bătătură în rostul urzelii.



ICON/ICOANĂ

ENGLISH

An icon is a plastic, artistic or handcrafted image of poses or actions of the divinity or of saints or deities of secondary rank, being therefore considered sacred (especially within the Orthodox Christian religion).

ROMANIAN

Icoana este o imagine plastică, artistică sau artizanală a unor ipostaze sau acțiuni ale divinității sau a unor sfinți sau zeități de rang secundar, fiind deci considerată sacră (în special în cadrul religiei creștine ortodoxe).



DRĂGAICA FESTIVAL

ENGLISH

Drăgaica is a festival with the same name as the Romanian folk holiday around which many superstitions and popular customs were born.

In 1716, so 300 years ago, Dimitrie Cantemir wrote about Drăgaica in his famous work, *Descriptio Moldaviae*. In the same period, the Italian, Anton Maria del Chiaro mentioned the performance of DRĂGĂICII in the villages of Muntenia, describing the folk dance specific to June 24.

ROMANIAN

Drăgaica este un festival omonim cu sărbătoarea populară românească în jurul căreia au luat naștere numeroase superstiții, dar și obiceiuri populare.

La 1716, deci acum 300 de ani, Dimitrie Cantemir scria despre Drăgaică în celebra sa lucrare, *Descriptio Moldaviae*. În aceeași perioadă, italianul Anton Maria del Chiaro menționa spectacolul DRĂGĂICII în satele din Muntenia, descriind dansul popular specific zilei de 24 iunie.



6. Thanks from the project coordinator

We hope that the book - the intellectual result of the project No. 2020-1-PL01-KA229-081982 "Regional Education in Common European Culture and Education" will become an inspiration for subsequent beneficiaries of the Erasmus+ program, for teachers of European schools for whom the topic of regional education, culture, customs and active citizenship is of particular value.

Our book contains descriptions of partner meetings, photo collages, glossaries of terms and a lot of products of cooperation between 6 technicians and certainly reflects the atmosphere accompanying our partnership. The most important thing for teachers turned out to be the work and satisfaction of students who, thanks to the program, could experience an amazing adventure through joint international learning.

I would like to thank all participants who contributed to the creation of our partnership, the production of results and the creation of a positive atmosphere in our project. Thanks to the project work, I know that the work of a teacher makes sense, so I would like to thank all teachers who are leaders of this project. Your work allows us all to look to the future with optimism.

Regards and see you later,

Rita Pawłowska



Erasmus+

Publication funded by the European Commission under the Erasmus+ program

This publication has been produced with the financial assistance of the European Commission. The publication reflects the views only of the authors and the European Commission and the National Agency of the Erasmus+ Program are not responsible for its content.

PUBLICATION FREE OF CHARGE



