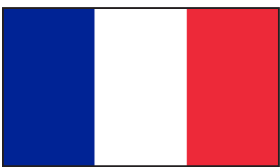


GIST



Co-funded by the
Erasmus+ Programme
of the European Union

Gender issues in school - tackle the problem!



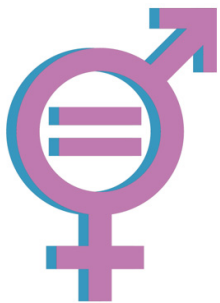
**Five
countries!
Five
schools!
Here is
the result
of the
work!**

Inside the paper

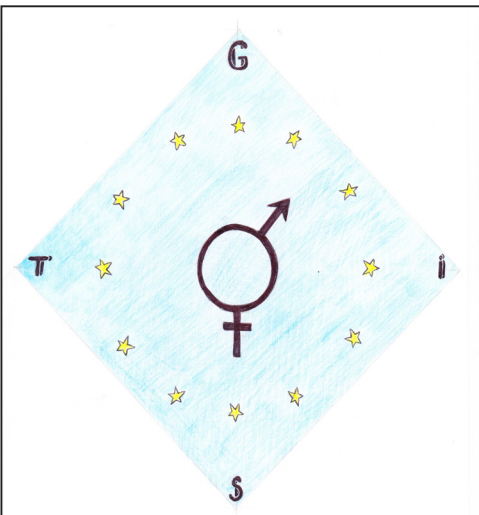
Some of the articles in the paper are "How women are represented in the Media/Television?" and "Typical man and Typical women. Does that even exist?". You can also read about gender stereotypes, opinions, biographies and also interviews. The last page is a fun page with surveys and crosswords.

**Don't miss
the fun pages!**

**"Boys shouldn't cry"
If you don't agree, look inside!**



**Do you agree with abortion or not?
Read about what we think about it! Maybe
you will change your mind..?**



About the project

In our different schools there are different problems connected with gender issues that hamper the learning atmosphere and success and a feeling of belonging together.
We intend to make gender roles visible, we want to start investigating and drawing attention to this problem and tackle the problems we have discovered.
This is an international project between 5 countries: Sweden (Malgomajskolan), France (College Vauban), United Kingdom (NHEHS), Bulgaria (Dalgopol) and Germany (ESK).



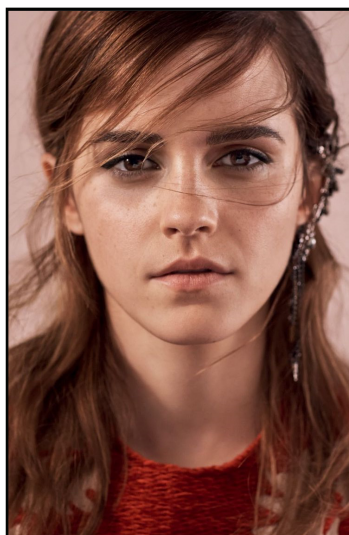
WHY WE BELIEVE IN GENDER EQUALITY



What do we believe in?

We have always fought for gender equality. The question of equality in the gender's right is becoming more important every single day. All of us have realized that something has to be done. We truly believe that the voice of every person should be heard and accepted. We feel that this topic should get more publicity because every gender should be equal.

We are becoming witnesses of so many terrible things. Maybe the most terrifying one is that nothing is changing. Change is necessary. It is believed that only women should strive for equality, but that's not true. The truth is that it's a job for two. Men should also work for that equality. We should all reject every stereotype about women's place in this world because the opposite would be a threat for all the work people are giving in this ideal. The modern world is changing



understand that women are needed as much as men are. We aspire to be like Emma Watson because of her never-ending support for gender equality. She is a strong feminist and she isn't afraid to share her views and opinions. She believes that being a feminist is about freeing people from society's strict stereotypes. Emma is an actress, activist and a model, who starred in the famous Harry Potter movies.



OPINIONS

NIKOLAY BOZHKOV

Since the creation of mankind there have always been two genders - male and female. Living together for so much time, getting through history together they have become inseparable. Men need women as much as women need men. However it's not a secret that women have always been put one step lower than men. History has shown us many examples of that and we need to learn from these examples that women deserve to be as privileged as men are.

It is said that in this world we are all born equal, but why have men always been above women? Why do they have rights that the other sex doesn't? It's because they are the stronger gender. Being the stronger gender gives power, making them ruthless

to women. To achieve equality both genders should take part in working for it, not only women. Men can also have benefits by that. It is known that women are weaker than men, not good enough, don't have the skills that the stronger gender have. But I think that this is a stereotype. I believe that they can manage things as well as males can.

This of course doesn't mean that the two genders should become the same. Men should still do what they do but give women respect and realize that males and females are born equal. This applies for women too. Everyone deserves fair treatment and opportunities. In modern days, so many people want gender equality and they are becoming more and more.

For many years there have been movements for equality between men and women. And a lot of women were recognized as equal to men. They have worked really hard to get there and have succeeded. This is what should be the only thing needed for success - hard work, not gender.

Many women are so into the idea of gender equality that they forget what the true goal is. They have started to hate men, they think that women should rule, but this is not what we strive for.

Every human being born on this earth should have equal rights, but also responsibilities. People should have the same chances to get what they want without other people being interested in their genders.



MAIA AGE BRO



I believe in gender equality because in my eyes every woman and man should have the same opportunity and the same rights in society. We are all similar and as the human rights laws say, it doesn't matter if you are a boy or a girl. The gender equality today may have become much better but there are a lot of more things that need to change. People are constantly addicted to media where we can, for example, see pictures of how you should look, the typical ideal for women but also for men. Women should be fit and have long beautiful hair and men should have abs

and muscles. For me it doesn't matter how you look or what your opportunities are, everyone has the same value and should be treated equally.

For more than a hundred years it was the women who took care of the home, cooked, cleaned the house etc. The men hunted and were the ones who earned the money in the household. But that is not how we want society to look today. We want it to be equal between men and women. That there is nothing called a job 'only for men' and that it's not only the women who are going to stay at home

and take care of it. The men have always had a place that is more important than women but we need to change that now. The women need to take more roles all around the world and need to be seen. I don't mean that women should take over the world and start to hate men, but that the men should leave space for women. A better world for me is if everyone is equal, and that you see your fellow humans the same as you see yourself. There is no one who is more important and there are strong women who need to be seen.

ESMEE HUET



When I watch movies and TV series I am often struck by the lack of dominant female characters. Characters who are not secondary or that rely on a man to 'come and save them', characters who are strong and take the lead and who are not afraid of even the most gruesome of tasks. Although I sometimes feel as though women are misrepresented, I think that film directors and producers have also realised this is pressing matter. Hollywood is improving its film selection to have a variety of genders as the leads such as Wonder Woman, which was a break through the 'glass ceiling' of cinematography. I am glad to be of a generation that realises

its mistakes and tries to fix them. The fact that there are almost no woman CEO's or higher positions is also an issue that needs to be addressed, as it can send the wrong image to young girls aspiring to be something more than a housewife. Many girls around me are into the idea of running a business, but what happens to these dreams as girls grow older? Why are women not running the businesses of UK? Gender pay gaps are also an extremely important factor that dissuades women from pursuing these high-paying and high-profile jobs. But gender equality is not all about women. Men may also experience stereotypical 'hold-backs'. For example, if they

wanted to be nurses, nannies or dancer they could be laughed at and told to stop wanting 'women's jobs'. My role-model for gender equality is Amika George. Although she is more of a feminist, she believes that men and women should have equal opportunities, and this starts with education. She founded the pink protest at only 18 years old. The pink protest campaigns for free sanitary equipment for girls who are already receiving free school meals. This ensures that girls do not have to miss any school because of the lack of sanitary equipment.

An interview for the Erasmus project: Gender Issues - Tackle the problem (GIST)

This is an interview for the Erasmus project. A reporter asked boys and girls some questions to get their perspective of a "typical girl" and a "typical boy". Here is that interview.

Reporter: Good Morning! Guten Morgen! Bonjour!
I heard you've made a survey for your year. What was it about?

Student 1: Yes we did, we wanted to ask the boys and girls from year 4 on their take on everyday things. We want to see, if there are variations between the boys' answers and the girls' answers. We asked them several questions, e.g.:

Do you help at home? What do you do? What do you want to become? What is your "dream - job"? What are your favourite subjects at school? Do you think some subjects should be taught separately for boys and girls? How do you study best at home? Which teaching methods do you prefer in class? Any suggestions for

changes? Do you regularly do homework at home? What are your hobbies and interests? Do you play an instrument? Which? What/who are your role models? What are your favourite artists? How do you see the role of men and women at school and in society? Do you feel accepted and respected for who you are? Have you been bullied? With what grades are you happy? What programmes/shows do you watch? How much sport do you do per week? How much money do you spend on cosmetics/clothes? Do you watch news or read newspapers?

Then, we evaluated the surveys and now let's listen to what "a typical girl" has to say, if you could talk about "a typical girl. Of course, not every girl answered the same things, but this is, what most girls agreed on.

Typical girl: Hi I am....
In my free time I like to draw, to dance and to play instruments. I really enjoy sports, too. In our school, our sports class is big compared to the boys' class. This is not surprising since the boys group was so big, they had to be split into 2. No, the boys do not outnumber us that much, but the group can only be split when there are 30 students and the boys are just over that number, while the girls are just under. That's unfair, but I think it's good that we are separated from the boys in sports. My favourite

lessons are the ones where I'm practicing languages. I work hard to get good grades.

I study best for tests when I read, write down notes and use flashcards. I like group work and discussions in class. I do my homework regularly and I study around 4-6 hours a week. I think teachers prefer girls, but it's normal because boys are annoying, aren't they? Some girls don't feel comfortable in class and they even complain about being bullied. When I grow up I want to have a creative job.

I like lots of musicians and actors and I like watching series in my free time. Clothes are important for me and I spend around 30-150€ per month on clothes and cosmetics.

"I find that opportunities for women and men in our society should be the same, but unfortunately they are not."

I find that opportunities for women and men in our society should be the same, but unfortunately they are not.

Student 1: And what do you think?

Typical boy: My favourite subject is definitely sports. It's a shame that we only

have two hours of sports a week. I'd like to have sports every day. In my free time I enjoy doing sports and playing video games. I don't play any instrument, but I like watching the news and being informed about what is happening in the everyday world.

I learn best for tests when I work on my computer with music, but I also like discussions in class. I work best alone, but when we do a competition in class, I'm really motivated. I do my homework, but I only do what I need to do. I'm happy with a 7 or 8 out of 10.

I feel good in class, sometimes the teachers are a bit impatient with us, but as long as we have fun, it's fine.

Reporter: Do you know what you want to do now? What needs to change? Which topics do you want to look into in more details?
Student 2: We want to make suggestions on how we can unite the school community. We already have a few ideas; we could do more field trips and create days that are dedicated to the class. We could also have competitions and school tournaments. We should discuss and be more informed about current political topics. We'd also like to make suggestions for after school activities in which we'd be interested in. It's also important for us to have an active student representation which represent the student's interests and helps organize events.

"We want to know more about the differences between boys and girls and the way they study."

We want to know more about the differences between boys and girls and the way they study. It would be better, if we had more sports in school and we want to find a way to make boys more motivated and ambitious in school. We also want to improve girl/boy collaboration. We can always learn more from each other.

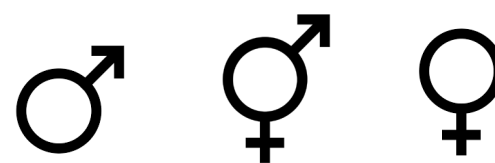
Reporter: Good luck! Thank you for the interview!

By Erasmus group of European School, Germany.





A gender survey in Bulgaria



The members of the club “Hear our voices” asked their relatives 10 questions concerning attitude towards gender roles. Here are their answers:



1. Who is the stronger gender?

Brothers and sisters: women and men are equal.
Parents: support their children's opinion.
Grandparents: the man is the stronger gender.

2. What are a wife's obligations?

Grandmothers: wives must raise the family.
Grandfathers: women have to do the housework.
Mothers: wives take care of the home, the family, to get them together and to do well at work.
Fathers: a wife must love her husband and take care of the children.
Sisters: she has to live her life to the fullest.
Brothers: she has to cook, to clean, to take care of the home.

3. What are the obligations for a man?

Grandmothers: To work, to take care of the family.
Grandfathers: To take care of the family.
Mothers: To provide family finances, to be a committed father.
Fathers: To love his wife and his children and to ensure their security.
Sisters: To work and listen to his wife.
Brothers: To work, to help his wife, to take care of his family.

4. Three words for a woman?

Grandmothers: Hard-working; Loving;
Grandfathers: Mother; Wife; The soul of house
Mothers: Beautiful; Kind; Devotional
Fathers: Friend; Kind; Strong
Sisters: Beautiful; Strong; Persistent

Brothers: Caring; Patient; Strong

5. Three words for a man?

Grandmothers: Hardworking; Persistent; Strong
Grandfathers: The fire in the family home; Serious; Practical
Mothers: Strong; Responsible; Supporting
Fathers: Strong; Brave; Independent
Sisters: Strong; Handsome; Understanding
Brothers: Strong; Caring; Hard-working

6. Is the gender distribution fair?

The majority of participants responded with NO.

7. Do women and men have equal rights?

The most common answer is YES.

8. If both sexes change their roles for a day, who will do better?

Both genders state that women will do better.

9. Who commands at home?

The answers show that there is no boss in the house, and everyone helps each other. Good news!

10. Who has more obligations?

Duties are distributed equally. (Are they really?)

by Nikolay Bozhkov, BG

Inequality between girls and boys at school

Modern day studies show that girls often do better and have better results at school. This, however, hasn't always been the case. In the past, boys were more valued in education than girls. It was uncommon and sometimes even forbidden to go attend secondary school or university. It was not seen as necessary for girls to be educated, as they were to become mothers and housewives. Nowadays, the situation has mostly changed and girls have similar experiences at school.

It seems that girls are often favoured by teachers or are treated better than boys.

For example, girls do not get punished as fast and have more freedom in class. While the boys are scolded immediately when behaving not as expected, the girls can sometimes do what they want, like drawing or talking. But it also seems that many boys

behave worse than girls doing things such as interrupting a lesson, which may lead to the unequal treatment of boys and girls.

Various reasons and causes can lead to the often lower results of boys at school. Girls might be able to concentrate better and longer. Moreover, they do their homework more frequently, learning and working more. For many boys, it is hard to concentrate and sit still for such a long time. Boys may not be as ambitious as their female classmates and are therefore satisfied with a lower mark than a girls may be.

The problems and inequality between boys and girls do not only affect grades and lessons.

The important issues mostly occur in their daily interaction

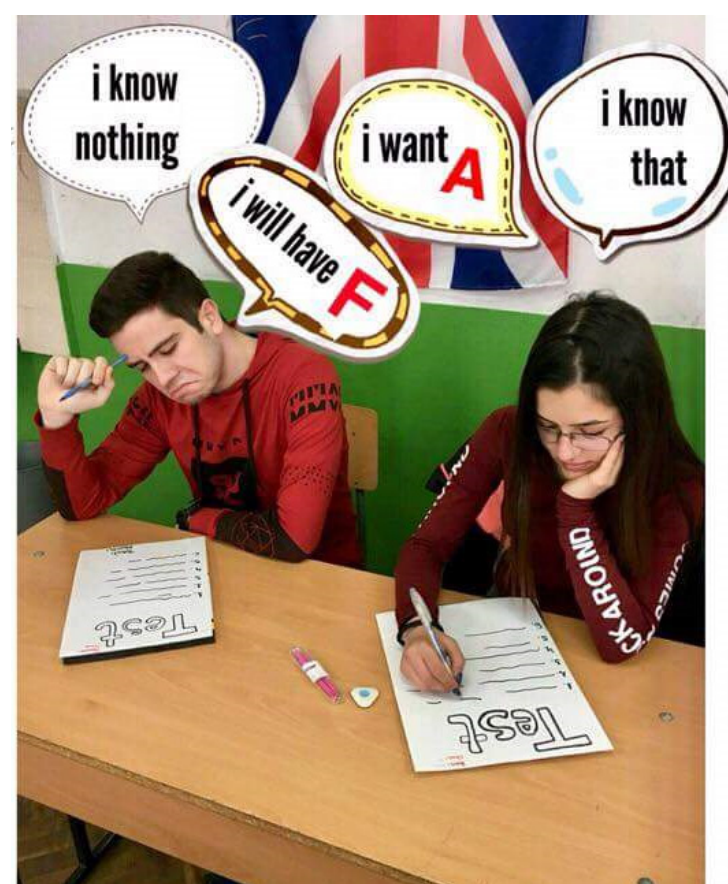
It is more of a problem in the younger years since the boys are dominant and like to tease girls, however, it also happens in the older years. This causes girls

to be shy or insecure and often they don't dare to say anything in class, because they are afraid of being bullied and made fun of. In general, girls care a lot about their looks and when they are teased on top of that, it can lead to bigger problems like eating disorders or having low self-esteem. Peer pressure makes it also hard for some boys to help girls and defend them. Of course, there is also bullying among girls and boys themselves.

Some changes or solutions to these problems could, for example, be that the school offers more sports lessons per week or regular occasions to move, so that especially the boys could get rid of their energy in order to be able to concentrate better.

The teaching methods and the exam mode favour the girls' way of learning and need to be changed so as to support the male students better.

Also, some subjects could be



taught separately. Boys certainly are often very creative when given the freedom to decide how to handle a task or project.

Of course, girls can have the same problems with

learning and concentrating. But teaching needs to become more flexible and individual. Teachers should find out the ways their students prefer to learn and, above all, connect the content of their lessons with real life.

By Maria Ladehof, GER

Gender stereotypes

„Typical man“ and „typical women“, does that even exist?

“But that’s not a job a woman should do!” or “all boys are bad at that!” Surely everybody has heard things like this, as they follow us around on a daily basis.

This is because women and men are still treated differently, even though in many countries they are legally equal.

This is because women and men are still treated differently, even though in many countries they are legally equal. Whether it benefits one side or the other, why are these assumptions made? Where do they come from? And wouldn't it be better to get rid of them? In the following essay I will begin by looking at what differences exist between the two genders, and after that I will try to find answers to the aforementioned questions.



Let's start at the very beginning, in childhood, as changes in the way the different genders are treated already spring into existence at this early stage. According to studies, boys are already at a disadvantage in kindergarten and primary school. This seems to be due to the lack of male kindergarten and primary school teachers. In secondary school boys and girls are handled differently as well. According to education researchers teachers dedicate their attention to boys two thirds of the time, whilst girls get better grades. Still in other parts of the world it's a very different tale: in some developing countries girls are not offered the opportunity to have the same education as boys. In European working life, women are treated in a similar way. Men have better chances to get better professions. Additionally, women are paid less money for doing the same job and in comparison to men, there are very few girls in a leading position. It is the exact same in certain technical

professions, that still are seen as roles that only men can play. This inequality even occurs in families, as the man in the family tends to be the main provider, while the women takes care of the children and does the housework, so all of the work that does not require much education.

For many it is a given that some things were meant for one of the genders, but does that frame of mind really belong in this day and age? Because, if you really think about where this discrimination all began, you have to go very far back in time. Even in the Stone Age, there were clear divisions in the roles of men and women. Women stayed behind, cooked and looked after the children, whilst the men hunted and fought. Aren't our roles almost the same, even today? Here's yet another example, which has to do with our education: in Roman times girls, unlike boys, were as good as always not allowed to go to school. Naturally it's not nearly as bad nowadays and hasn't been for quite a long time, but a similar problem still exists. You see, many still believe that some roles still only apply to a singular gender, as I have already pointed out. Such as the cliché which states that men alone can practice science and women are more suited to languages than men.

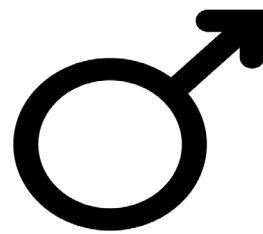
Besides, do we really still want to be stuck with stereotypes from the Stone Age?

Besides, do we really still want to be stuck with stereotypes from the Stone Age? We've already moved away from all the other norms of those times.

In my opinion what I have mentioned should not be encouraged, as the growth of the children could be severely affected by this. When you imagine that a child is constantly told what to and not to do, just because of its gender, don't you think that it will start to adjust to the things that it is being told, because it grows up thinking that it is normal? If all parents would talk to their children like this, then there would only be two different types of people, typical women and typical men. I am convinced that no one wants this. In the future teenagers might fear to say that they are interested in a certain profession, as they are scared to get laughed at or bullied. Therefore, I find the organization Girls/Boys Day very helpful, as this is a good opportunity for all genders to try out all professions that

they are interested in.

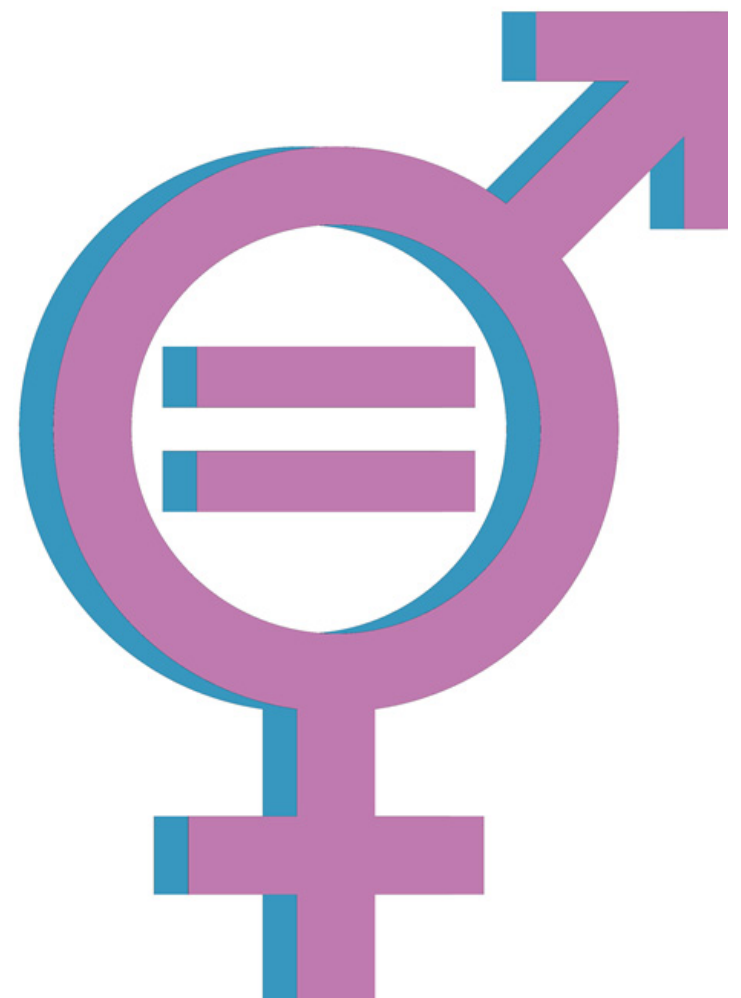
Another thing that I want to point out is that not only women would benefit from gender equality, men would also profit from it. First of all, there are certainly men that would prefer to stay at home and take care of their children, but as women tend to get a lower salary, this is not possible. Secondly, men that practice a profession that is seen as a job for women often face difficulties. Lastly, in cases of divorce, men are often dealt the worse cards because the mothers will get sole custody of their children. Gender equality would also mean that men have a shot at individual development in terms of the stark divisions in genders.



In conclusion, whilst there may be many things that either girls or boys have been known to do, that does not implicate that these things must make up their characters or who they are, as everyone one of us is unique and our minds all work in different ways, whether we are male or female. Therefore, we should refrain from telling somebody that they can't do something just because of their gender, so that they can continue to develop into the person that they wish to be.

In the end we would gain something from it, if we gave it a try.

Noemi Anika, Germany



Gender Inequalities



An opinion from a Bulgarian student on topic: Gender equality

“Feminism has never just been about liberating women from men, but about freeing every human being from the straight jacket of gender oppression.” – Laurie Penny

The constitution of each country says that women and men have equal rights, but is it really true? Discrimination against people because of their gender or sexual orientation is daily routine. Sexism has different manifestations. We watch on TV discriminatory advertising: women take care of the household., ads for alcohol and meat are for men.

Children are taught to determine what is usually “female” and what – usually “male”. Girls grow up with the consciousness that they have to be beautiful to be liked. Pink products are for girls, and blue ones – for boys.

Sexism also exists at school. Often, teachers say: “I need some boys to take the tables to the other room”. Often the word “girl” is used to offend weak boys or gay men. Even in evaluation there is discrimination. Girls need to make much more effort in mathematics and science to get the same marks as boys. It is important that students from an early age are informed of the problem. Discussions need to be held in order to make them look at their behavior critically.

Throughout recorded history the female race has been discriminated against so, the other genders problems are easy to forget. However that does not mean they do not exist. Some everyday things may not be equal because we are just different physically. For example, women have to train harder to be as strong as men. But these minor differences are not the problem, shaping boys minds and futures to become the “ideal” man is. These molds we force boys into, they are limiting many of them beginning from a very young age.

Even as a child, I couldn’t miss that there was no word for the male version of a tomboy; I didn’t know how to properly describe some of my friends. Even if this is usually a phase shouldn’t boys have the same opportunities as girls? If a boy wants to play house or paint with the girls he could be called a sissy or a girl. A phase –especially one so common– should not be the cause of name calling. After all, tomboys get away with being themselves all the time. However, these games are not the only things where boy’s options are more limited. Their wardrobe choices are too. If they choose to wear a potato bag, what does it matter at the end of the day? They should not be labelled gay or anything just for the clothes on their backs. So why do we allow these unspoken rules to dictate certain aspects of our society?

“Boys shouldn’t cry”

“Boys shouldn’t cry”. I have heard this sentence countless times despite not being a boy. If the boy is having a temper tantrum for no reason, I understand the scolding. In other circumstances, I don’t understand. Little boys in pain everywhere are instructed to stop acting like a baby. In the meantime, their female counterparts are being consoled. In my experience, these boys are less than a decade away from being a baby themselves. How many of

us can honestly say they were tough as a 10 year old? Then some are shrugged off and told to “man up”. When has the age of a man been lowered to include toddlers? I firmly believe that becoming “manly” should be an option. It should not be forced upon boys everywhere. So what if you don’t fit that description? You should be allowed to become who you want to, without fear of judgment or discrimination.

Another concern of mine that I would like to address, is how people define a man. Mentioning it probably reminds you of an insensitive hunk of muscles. These connotations are unfair to men. They set standards which few can live up to because men have emotions too. If a man proves his worth in someone else’s moment of need, what does his sensitivity or physical strength matter? That moment is the one that should define a man in my opinion.

Who is responsible for these inequalities? After all, the identities of the culprits are also essential in solving the problems. Most of the time, the fault lies not with bigots but regular people who made mistakes. The parent reminding their boy to man up usually has good intentions but distorted ideas concerning manhood. To begin change, we need to begin looking for and stopping everyday sexism. Things that may seem unimportant and small should be stopped. Otherwise we store this information in our subconscious which then feeds the problem.

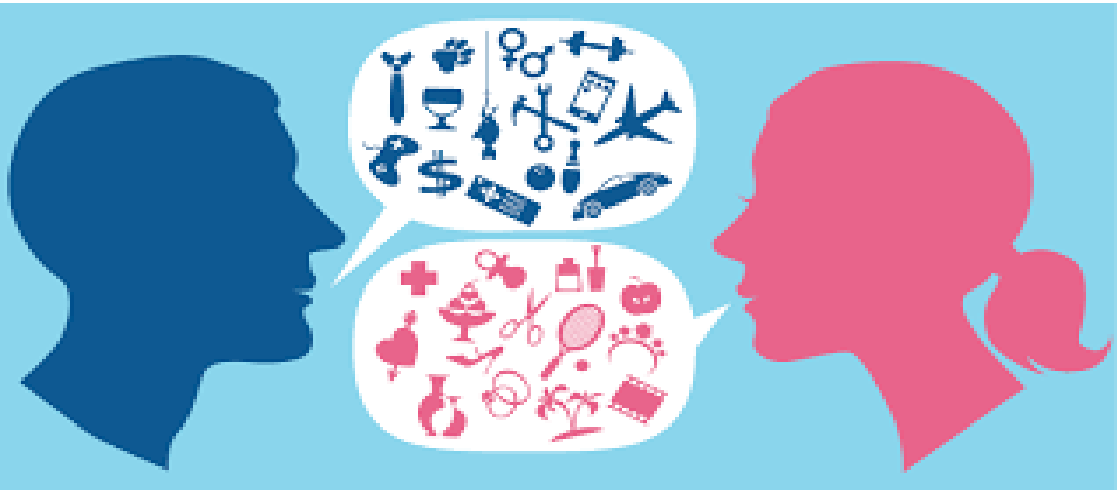
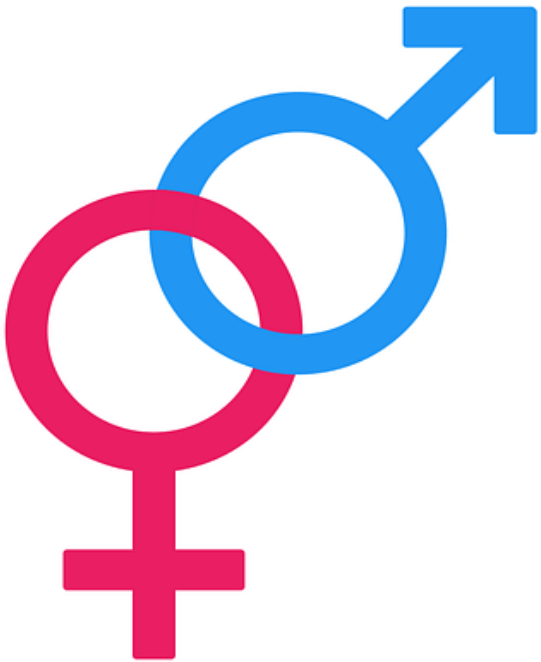
While most people can agree that the word feminism means the belief of equality of sexes, the word is very misleading. It can be misinterpreted as just the fight for women’s rights since feminine is practically inside the word. This is not right, if men should work on gender equalities they deserve a word that includes both or no sexes. What most people don’t know, is that there is already word. Equalism is the belief that men and women, no matter the race, are equal and should be treated so.

Discussing these matters are only

part of the solution, since words are just words. This is why I think the following 3 actions will put us on the right path to gender justice: making a word for male tomboys. While the word might not catch on for a bit, the opportunity is finally present. The opportunity for boys to choose who they want to be without being labelled gay for it is present. Next, the new word for feminism should be employed as often as possible. The old word has a bad reputation and the new one can remind people of what feminism is supposed to. It’s the fight for equality regardless of gender. Lastly, this subject should be a mandatory topic in school. The Erasmus project is a wonderful start, but this topic should be discussed in class from an early age. Then the students could be the generation to right the wrongs of gender inequalities. Ignorance on this subject would no longer be an acceptable excuse.

K.P. Germany

Everyone should have an opportunity to choose!



Women in Media, Television and Politics

How are women represented on Television in UK?

When we searched 'List of British TV programmes' into the Google Search Engine, we were struck by the list of the results where the cast were extremely male dominated with only a scarce amount of women, for example, Sherlock Holmes, Top Gear, Black Adder, Dad's Army and Only Fools and Horses.

In headlines recently, there has been lots of commotion because of the lack of women portrayed in the comedy game shows such as Mock the Week, Have I Got News For You and Would I Lie to You, which is surprising as a lot of upcoming comedians are women.

Although there are a lot of negatives to the British Television industry in terms of feminism, in many programmes women are represented in a very clever and humorous ways, compared to American Television where they are portrayed as stupid and inferior.

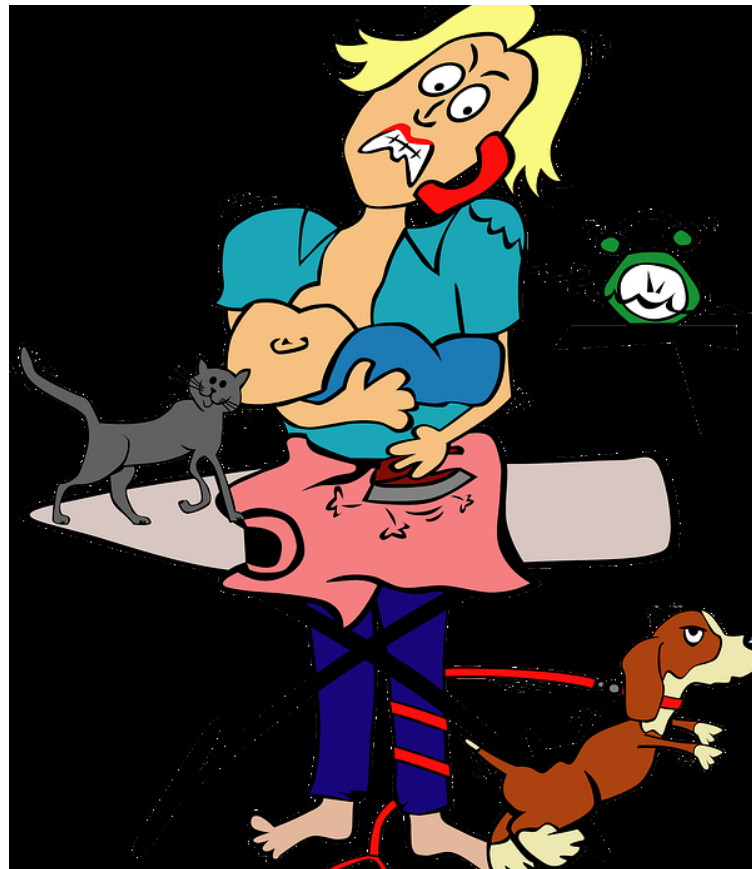
In 2018, women have compromised 42% of all speaking

characters on television and 39% of protagonists. Though 99% of women said that have experienced sexism during their path to stardom, and that they had been treated incredibly different to male co-stars.

The portrayal of both men and women in British television dramas remains polarised, showing the social dominant value patriarchy.

"Women are always related to words such as emotional, prudent, gentle, sensitive, etc.; men are usually pictured as, impulsive, ruthless, independent, aggressive etc."

Female character's



professional lives are ignored, and they are shown as housewives who take care of children and family chores every day, but not ambitious at all in building a career. Even if women do work they are often shown on TV in traditional feminine jobs such as teachers, secretaries and nurses, which all professions require patience and carefulness.

There had been a demand for female women featuring in popular television such as the new upcoming film James Bond for the protagonist to be a woman which has been suggested by the mayor of London. Khan said, 'It was perhaps time to update the franchise to reflect the modern world'. Recently, women have won the battle for securing the new Doctor Who to also be a woman for the new series later this year.

"Could this be a new era

for women?"

By Brianna Freire and
Dulcie Johnson, UK

97% of women work as home helpers and only 2% as building workers.

41% of girls aged 7 to 10 and 63% aged 11 to 16 said they felt some pressure to look the way celebrities do.

40% of women in the world have to abort illegally.

Is there a gender issue in the Media?

We interviewed the people in the Erasmus project what they thought about gender stereotypes and issues in the media:

There was an overwhelming agreement that the representation of gender stereotypes in the media was an issue that needed to be dealt with. It became apparent that the most pressing issues associated with portrayal in the media were unattainable and false body images. The introduction of apps such as Photoshop or filters has led to generation of children aspiring towards unrealistic and in some cases unhealthy bodies. This is an issue that affects everyone across the gender spectrum as males are pushed towards big muscles and toned abs, females

are often shown as being inhumanly thin, with long legs. These kinds of false portrayals have led to an increase of diagnoses of mental health issues for example anorexia or body dysmorphic syndromes (BDD). There was however one outlier who believed that the promotion of thin, 'perfect' bodies was the result of the health industry and was not an issue as it only promoted healthy living and healthy bodies.

By Charlotte Killick, UK

The image of the body in the Media

“I want to lose weight”

...who has never heard this phrase from someone else’s mouth or perhaps from their own? But why want to lose weight?

Many teenage girls will answer

“To be pretty” or “to be like the others”.

Why would being thin make us prettier? Because we want to look like a certain ideal of beauty that has been defined by society where thin women are highlighted as for example in advertising. These women who are seen on screens or in magazines have often been retouched on the computer to have thinner legs or a flatter stomach.

“So we give a ready-made image of “beauty” and, in doing so, many

women feel compelled to look like these models because of the eyes of others.

Many teenage girls post photos of themselves on social networks and the comments they receive influence how they view their own bodies. The fact of wanting to be absolutely thin can lead in some to severe eating disorders or even anorexia or depression. Nevertheless, in recent years, we see more women unretouched in magazines, which is good but in general, they are still very thin.

One might think that men are not affected by this problem of external appearance. Even if we talk less about it, it is very present. Men are often portrayed as slender and muscular in the media. To be like them, many men (especially in adolescence) decide to play sports and maintain their bodies. Which is a good thing, but for some, it can become an obsession, causing stress or depression.



Fact

To attract more readers Charlotte Bronte and her two sisters used male narrators and made it as masculine as possible, as men were not very interested in texts about females.



Unfortunately, the image of the ideal body is still very present for women as well as for men. Especially for teenagers, this can have adverse effects. There is great group pressure; if you are not like others, you may feel excluded. That’s why many young people want to change their bodies, but too much and it can affect their minds and their physique in a negative way. It would therefore be necessary

to show in the media more mannequins and natural looking stars.

By Amalia Kasdepke, Germany

Male and female opinions on abortion



27 January 2017 March for Life, Washington, United States

This article will discuss the difference in opinion between female and male views on abortion. Abortion is not widely discussed in schools today as it is illegal in many countries and is an incredibly sensitive topic. We think it is important to discuss these issues because young adults need to be educated about the topics that people can’t necessarily talk about with their parents or family. We also believe that abortion should be discussed

in schools because it is such a major topic in the news and media now and children should know what is going on in the world.

“In total, there were 191,014 abortions notified as taking place in England and Wales in 2015,”

This statistic shows just how essential it is to explain to our

generation about the world and its major subjects. In this article, we will look at the education on abortion in schools in the UK for people aged 14-20, we will research the different opinions that the genders have towards abortion and finally we will look at what our school is doing to teach children about these themes.

Most children in the UK will only learn about abortion when they are age 12; just fewer than 30% had not learnt anything about abortion at school. In fact, the majority of people who were taught about abortion only learnt about it in Years 10-11. Most people, who do learn about abortion will learn about it in an RS lesson, PSHE, and citizenship. A few had covered the topic in science lessons. 21% had a lesson on abortion delivered by an external speaker. Those said by name were EFC, Brook, Lovewise, CedarOaks and Girl Talk. Most of the speakers were pro-life and were religious. Young people have a right to learn about issues that affect their lives and the lives of many others around, including sexual and reproductive health.

“The most recent statistics for under-18 pregnancies in England and Wales show that over 34,000 young women became pregnant in 2010, and half of those pregnancies ended in abortion.”

Unplanned pregnancy and abortion are part of our lives, and can affect people of all faiths and cultural backgrounds. It is crucial therefore that young people’s education on pregnancy options is sensitive and relevant to their experiences, as well as medically accurate.

A 2012 poll found that women were more likely than men to call themselves “pro-choice” and that men were more likely than women to call themselves “pro-life.” A study of unmarried men living with female partners found that most would prefer input on decisions about terminating an unexpected

pregnancy, and most men said their own views would depend more on personal circumstances than any religious or political stand. A 2009 poll found that 40% of men and 37% of women felt abortion should not be generally available while 20% of men and 24% of women felt that abortion should be permitted.

By Izzy Smallma, Bea Farell and Asha Rai, UK

STRONG, FEMALE ROLE MODELS THROUGHOUT HISTORY

A beautiful,
intelligent
& dedicated
role model...
Cleopatra

We chose Cleopatra as a role model because we found that her character stands out. She has three desirable qualities, in our opinions. Firstly, her beauty, which she used to manipulate men and to get what she wanted. For example, she coaxed Cesare into helping her during the expansion of her kingdom. According to rumours, she was not the beautiful goddess she is usually thought to be. She had a prominent nose. However, her qualities and her accomplishments throughout her life increase her beauty.

Then, there is her intelligence, which she commonly displayed. She was very educated for a woman at the time; she could speak 9 languages, and also pondered on mathematical and philosophical questions. This was very unusual that she could spend her time these ways

*"We aspire to be
like her"*

yet she was still considered feminine.

Most importantly, her ambition is what strikes us the most about her. Determined, she managed to not only expand her kingdom but to make history and go down as one of the most powerful women.

We aspire to be like her; seen through our personalities and our strengths. Viewed as beautiful on the outside for what really matters on the inside. We

also wish to speak many languages and to defy stereotypes for women everywhere. For this reason, we find it inspiring that Cleopatra didn't settle for a normal woman's life. We desire our goals to be achieved and ambition as great as hers.



A Monologue by Cleopatra:

"What am I going to do? We lost the war in Actium and I can't be seen as a loser in the people's eyes. Maybe, dying would be a better option than this. Why did I never think of this? But what else could I do to not be humiliated? I would rather die by my own hands than being killed at the mercy of Octavian. Like this I could die with pride. There's nothing holding me back, who would care, if I die anyway? Everyone I loved is now dead: Cesar, my parents and even my dear Marc Anthony. He committed suicide, too... and the people, they only want a protector, and when they realize I can no longer protect them, they will turn their backs on me, too. Caesarion! What would happen to my son, how I could forget! No... his life would probably be better

without me, too. All the men in my life, they're gone. Caesarion is almost an adult, the Romans will accept him as successor to the throne. And, my other children will be safe with Caesarion. I suppose, I'll just have to, then. But if I go down, it will be noticeably, so I will always be remembered. I know what'll do, my favourite animal will do me a parting favour."

By Noemie Anika & Nasha Man-

Then, There's The Legendary Wendela Hebbe, The Very First Female Swedish Journalist



Samuel Åstrand and his wife Maria had four children, of which only three survived until adult age. Wendela's father called her Mrs Inquisitive. He raised his children with love and with humour.

Wendela's biggest interest was literature. She taught herself English, German and French, and read everything that she could find. In Spring in 1832 she married the lawyer Clemens Hebbe. They had three daughters. The fact that she was married and had become a mom was no obstacle to his erotic approaches.

Clemens Hebbe had gone bankrupt and was found

*"The fact that she
was married and had
become a mom was
not an obstacle"*

fraudulent, so he decided to abandon his family.

Their house had to be sold in order to cover Clemens' debts. The only things Wendela could save were her books. Now, however, she got used to the strength and power of action that would characterize the rest of her life.

Wendela would provide for herself and her three daughters alone, a difficult task for a woman at this time. The women's

legal status was weak and almost all professions were closed to them.

Wendela persuaded a career in teaching which did not last long. In the fall of 1840 she managed to contact Lars Johan Hierta, the owner of Sweden's largest newspaper, Aftonbladet.

Hierta gave Wendela the task of writing book reviews. This obviously went well. In the summer of 1841 Hierta contracted her with an annual salary. Both the employment and the salary were sensational for a "fruntimmer" at this time.

Wendela's duties were from the beginning to write about literature and theater for Aftonbladet and mak-

ing translations for the publisher associated with the newspaper. Wendela wrote cultural articles. Besides her own novels, plays, ~~they, to German~~ music. Moreover, she translated several of the major European authors everyday. Her most remarkable contribution as a pioneer and forerunner, however, is her social reporting.

It was a common idea at this time, especially among the conservatives, that the misery of the poor was due to reluctance or other moral deficiencies. Wendela Hebbe and the Aftonbladet liberals saw the poor as victims of difficult circumstances such as malnutrition, illness and accidents, or the unequal society.

By Maia Ågebro, Sweden.



A french writer who change womans' image

Simone De Beauvoir was a philosopher, novelist and French essayist, born in 1908 and died in 1986. From a young age, she was very talented, and especially intellectually. Her father transmitted her knowledge. She passed the "Concours d'Agrégation de Philosophie" and participated in the existentialist movement designed by Jean-Paul SARTRE. Her most renowned book "Le Deuxième Sexe" became a reference for the modern feminist. She describes a society where women are at a disadvantage and she shows her analysis about women's position. She becomes a great theorist of the lib-

eration movement. She's one of the greatest figures of French feminism. She was famous for her dedication, her fight for women and especially for abortion rights. She was engaged politically in women's right. She plays an important role for women. She also said "One is not born a woman, but becomes one." I think she can considered a model because she's a strong woman. She knows what she wants and she gets it. I'm so grateful for what she did and I'm proud of her because she is one of the reasons I'm really happy to be a girl! In my opinion teenagers

can be admiring of such a person particularly in this actual society, where teenagers are very suggestible and follow the orders without knowing why; probably because they have no personality. This great woman can inspires teenagers, helps them find who are they and forge a personality. But above all, I have to remember that Simone De Beauvoir changed my vision of the world and the life. By Aurore Heyl, France.

From the concentration camp to the head of Europe

My role model called Simone Veil. She was born the 13 july of 1927 and died the 30th of june 2017, when she was 89 years. She had three sons with her husband. She was jewish and came from a rich family. Her father was an architect and her mother house wife. She later became poor because when the second World War began, there were some laws against the Jews. When she went to see her baccalaureat results, she was protected by her

teachers. But she was still arrested and deported. One year later, she was liberated. Finally she will be graduated hughschool, and a few years later, she would graduate from the "institution politique de Paris". She decides not to be a lawyer because her husband doesn't want it, instead she settles for a 'state emplois. She becomes health minister until 1979, during this time she decided to propose the "Interruption Volontaire de Grossesse" law. It means that she allowed abortion and contraceptions. She spent a lot of time and energy and she won her own war because the law had been voted on in 1974 and executed in 1975. She won a lot of titles such as talent of the year in 1981, she received the Charlemagne international prize. In 1981, she cre-

ated the commission of womans' rights with Yvette Roudy. Ever since, schools have been named after her. From 1979 to 1982, she will be the european parliament's president. In 1983, she will be the French social health minister and a constitutionnel council's member between 1988 and 2004. When she came back of the concentration camp's, she couldn't talk about her experience there. Nevertheless, she continued to live and has done many great things. So this is why she can be considered a rodel model. Her strength and bravery are amazing. Thanks to her I realized life is a precious thing and that no matter what happens I must fight to enjoy it. By Nedjma Dih, France.

What Type Of Role Models Do French Men Have Compared To French Women?--A Survey On The Street

Category	Women (W)	Men (M)
FICTIONNAL CHARACTERS	1 W	2 M
ARTISTS, SINGERS, MUSIC	2 W and 2 M	0
THINKERS (PHILOSOPHERS), WRITERS	3 W	1 M
RELIGIOUS, MORAL AUTHORITY	1 W and 2 M	2 M
FAMILY, FRIENDS	4 W and 2 M	1 W and 3 M
SPORTS PEOPLE	0	1 M
POLITICAINS	0	2 M

In this diagram, we can see that women have more models in the categories of artists, philosophers, people in the religion, moral, family and friends. Men have more models of fictional characters, politicians, sport people than women. After, we looked whether women have more men models or more women models and vice versa. In every responses, men have essentially men models (just 1 man have a woman model) while women have men and women models. The qualities of men models are mainly authority, physical strength (in the categories of sport and fictional characters). and the quality of women models are mostly knowledge, qualities like singing, imagination (writers). These interviews was very interesting to help us in our research and questions. But we'll never have a real answer because we didn't say « men think this way, and women think like that ». We are all different in our way of thinking and approach but we can still take these informations for our project so that make statistics or generalities about women and men. Sue Randrianjafy & Aurore Heyl, France.



We don't really have "modern" role models, because we want to be how and who we are and do not want to become copies of others. We want to maintain our personality, no matter what other people say. You can admire people and have examples, but you have to stay loyal to yourself, be yourself. Many teenagers at our age imitate their role models too much in our opinion, their clothing, style, their hairstyle and even their way of talking. If all of us had the same role models, we all would be the same or copies of others and not individuals. Students of the Erasmus Project.

Assemblies

In Notting Hill and Ealing High School we have many opportunities to learn about gender equality which is already integrated in our curriculums. One of these ways in which we learn is through the assemblies we have twice a week. Some themes that have been touched throughout these assemblies include having a career in a male predominated world and facing the challenges we may have to overcome.

An assembly we have annually is our school's birthday, NHEHS was founded by Harriet Jones in a time where girls' intellectual capability was undermined, and job opportunities were limited to careers that were not as academically stimulating. The most recent one and the most poignant had included a performance by the head girl team about the Chick sisters and their life as they journeyed through Notting Hill. In the Chick family they had ten children which included three boys and seven girls. All seven of the girls attended the school throughout 1887 to 1906 and learnt different subjects which many other girls would not have the chance to learn. However, after leaving

Notting Hill the Chick sisters managed to achieve things never done before and were deemed wrong at the time. This included Frances Chick being the first woman on the Royal Statistical Society and in 1915 becoming the first women in the RSG executive committee or Harriette Chick being not only awarded a CBE in 1882 but also a DBE for her achievements in science to name but a few.

This pathway of recognition and achievement has been widely supported in NHEHS with the mind frame to achieve what we want to achieve no matter of the hardships that may come up along the way; whether it is, like the Chick girls, and the perception that women are not allowed to do one thing.

Another assembly we have is called women in science. This particular assembly focuses on not only the women who have led the pathway for incredible discoveries and inventions that have changed the world, but also how difficult it is to have a job in the field of science- especially in engineering. A recent study from the society of women engineers showed that male students are about 8 times more likely to say

they plan to pursue a career in engineering or technology than female students and that 20% of engineering school graduates are women, yet they make up only 11% of practicing engineers, one in four female engineers leave the field after age thirty compared to only one in ten male engineers



One which highlighted the theme of gender equality was about Dorothy Pilley who was a female climber and mountaineer. She decided to break free from the mould of a Victorian housewife despite being sent to a school to prepare her for this role in life, instead she explored journalism and at seventeen discovered climbing as her true passion. Pilley achieved so much when so little was expected of her at the time, from starting the first guideless party of women on a traverse of the Egginergrat and the Portjengrat to helping found

the Pinnacle Club – a climbing club to encourage more women into this sport. She published a memoir called 'Climbing Days' in 1935 and it was later resurfaced by her relative in 2010

Assemblies which address gender equality in any form such as an inspirational person, school alumni or a specific subject provide NHEHS students with new insight both into the past and present of this topic.

'The Alpine Journal wavered between incredulity and stern disapproval, announcing the first woman's lead of the Grépon with a hesitating 'it is reported' and declaring that 'Few ladies, even in these days, are capable of mountaineering unaccompanied.'- Dorothy Pilley, Climbing Day



Tolerance Day

How we celebrated it in Bulgaria

On 16th November 2017 our club celebrated the International Tolerance Day. The members of the club "Hear Our Voices Again" had prepared a presentation and a sketch for the school assembly. They wore pink T-shirts designed and drawn by them.

The sketch presented a school scene between two girls one being intolerant at the beginning. After watching the presentation, the girl changes her attitude towards the others, becoming more tolerant. This was to show the other students how important it is to be a tolerant person.



We sang the song "We are the world" and went outside to form a huge human heart. Students and teachers stood holding hands and moved forwards and backwards, making the heart beat. We had drawn a tree on a wall in the entrance. The students put sticky notes for the tree's leaves with words they associate with tolerance. With the words we created a word cloud. The cloud showed that the most popular word was "love".

We also accepted club rules of tolerance which we planned to tell the other partners. At 4 p.m. all the club members took part at the video conference and we had the chance to see our partners for the first time.

Charities that represent women

CHARITY WEEKS- WHAT ARE THEY?

Each week every form in our school is given the task of hosting a charity week and a Friday event for their chosen charity. Girls often choose charities that lie close to their hearts and that they feel special connections to, so it makes them more motivated and inspired to dedicate themselves to fundraising for that specific charity. Some charities that support women include;

- Little Princess Trust
- Plan UK
- Girls not brides

Little Princess Trust

On the 6 February 2017, class 8H raised over £200 for the Little Princess Trust.

The charity was set up in 2006 by the parents of Hannah Tarplee who died of a Wilms tumor the previous year. They found it hard to find a wig specialist for her, so with all the support they received after her death they set up a charity to create real hair wigs for other suffering children and young adults. GHD, famous hairstyling brand worked with the little princess trust to encourage the nation to "chop to your chin"

Plan UK

Every year, the Year 7s and their big sisters (school big sisters to help the Year 7s settle in) walk around the local park to raise money for the charity.

Girls are put into teams with a colour and have to dress up comfortably. They set off at staggered times and are well stocked up with sweets and music. They must walk 10 kilometers around the local park and it is a really fun event filled with laughter, competitiveness and sugar-rushes. Beforehand, the girls have an assembly led by a representative from Plan UK, who talks about the charity's work and presents videos to show what the girls raise money for.

GIRLS NOT BRIDES

On 17th October, Form 11JJP raised just over £900, the highest amount raised by one form from the school year 2016-2017 for this amazing charity.

Girls not brides was set up in 2011 by a charity called the Elders as a project. But later, it became its own independent charity. GNB is a charity dedicated to ending child marriage around the world. It is also trying to show communities why girls belong at school as children and not at home as brides. They have meetings with the people in the towns and villages and set up projects very much with them.

They believe in the 'if you give man a fish it can help him for one meal but if you teach him how to fish then you can help him for all his meals' saying and way of life.

HOPEFULLY UPCOMING CHARITIES

Many charities are run for woman's needs and run by woman. It would be amazing for some of the future generation of charity events in the school to represent and raise money for highly important charities, for example; FreePeriods, Woman's Aid,



Survey Results

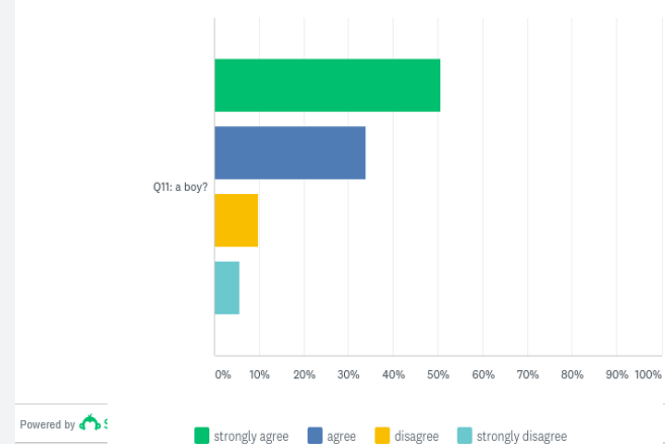
Euzopausche Schule aus Karlsruhe conducted a survey about how their teachers helped them to learn in the classroom, comparing the results between seventy-two boys and eighty-two girl students aged between 12-17.

Looking at the data, despite their gender, they mostly shared the same opinion, such as, the statement 'I learn well when explaining and discussing ideas with my fellow students'.

Both of which predominantly agreed in different degrees of certainty. This disproves the male stereotypes that they prefer to work alone rather than collaborating with others.

Q5: I learn well when explaining and discussing ideas with my fellow students.

Answered: 71 Skipped: 0



Another interesting factor, is that both boy and girl students both like technology to help them learn, this shows that the stereotype of girls not wanting to be involved in this area to be incorrect. In addition to this, girl students have a higher concentration rate than boys with a focus of more than 10 minutes but less than 15 minutes, than boy students (more than 5 minutes but less than 10 minutes).

Furthermore, they both show interest in researching a topic and presenting this in class as a learning tool. Lastly, the opinion of the statement 'regular homework supports learning' was more divided with approximately 76% of the female students agreeing to this phrase compared to 50% of male students in the survey.



Have a go at these thought provoking quizzes...

1. Your best friend needs your help right now, but you have a date with your boyfriend /girlfriend...
What do you do?

a) I say "sorry", and go with my boyfriend / girlfriend;
b) I help my friend and postpone the date;
c) I stay at home and don't pick up the phone.
2. John wants to become a nurse. What do you do?

a) I support his decision;
b) I ignore John;
c) I laugh at John.
3. Susan wants to join the school football team... What do you say?

a) That's great!
b) You're crazy!
c) I don't care!
4. Your best friends are John and Anna. They don't like each other. Who are you inviting to your party?

a) The one who is more popular;
b) I'll reconcile them and invite both;
c) I invite, they decide.
5. You have a friend who is a gay. At a party, someone insults him about him sexual orientation.
Your reaction:

a) You defend him;
b) You go out of the room for a drink;
c) You laugh with the others.
6. Your boss wants to make a rule "no man with long hair in my office".
You think:

a) "My boss is a despot";
b) "Maybe he is right";
c) "Well done!"
7. John's girlfriend sees him drunk in a public place. How does she react?

a) She will take him to his place;
b) She will buy him a cup of coffee;
c) She doesn't care.
8. Michael sees that Sara is a subject of mockery. What is he going to do?

a) He'll protect her;
b) He will tell her not to pay attention to them;
c) He will laugh with the others.
9. You bring a friend to your company and she/he becomes the subject of all-around attention. What will you do?

a) I will be glad for her/him;
b) I will accept her/him in my company;
c) I won't like the fact that the attention is already focused on her/him.
10. Dessy wants Peter to pass her the textbook, but Peter refuses. You think:

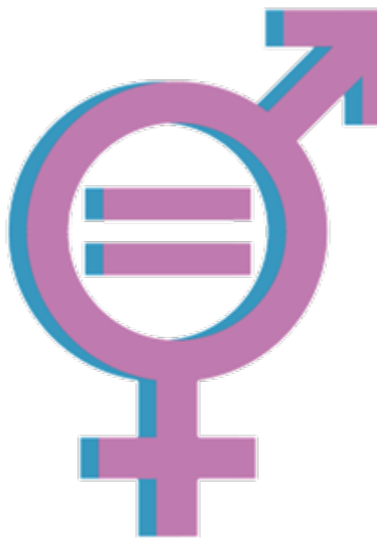
a) He is not tolerant;
b) This is wrong;
c) Doesn't matter.

Scale			Over tolerant – you are too tolerant and understand both sexes, you always make the right decision according to the situation. But don't take things too dramatically. No need to exaggerate the issue. Tolerant – you understand the situation and strive for a good solution. You live in understanding with the others. Intolerant – you are not tolerant, you often don't understand the others. Don't take sides, you have to change your attitude.
a) 3 points	b) 2 points	c) 1 point	
Score:			
20 – 30 points you are over tolerant			
11 – 20 points you are rather tolerant			
0 – 10 points you are intolerant			

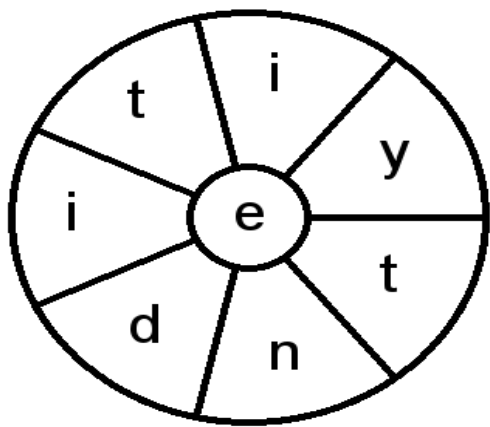
Have a go at these Erasmus themed wordsearch, WORDWHEEL and crosswords...

H	G	J	Q	J	F	L	P	C	S
T	C	O	U	R	A	G	E	U	E
H	O	L	P	F	T	U	W	T	Q
S	J	U	I	K	S	R	W	X	U
C	K	W	O	M	E	N	P	O	A
U	L	C	V	B	D	S	W	R	L
G	K	G	F	A	E	H	K	D	I
Q	A	M	N	U	O	S	G	G	T
F	L	K	R	Y	B	E	R	T	Y
T	M	S	N	C	L	O	K	W	O
G	S	Y	I	B	D	C	Y	Y	H
V	I	H	J	S	N	N	I	S	D
N	X	Y	S	G	S	H	N	J	U
C	E	Y	A	V	M	T	S	G	Y
Z	S	U	M	S	A	R	E	U	T
E	G	H	J	K	U	I	R	W	A

Try to find these 6 words:
Women
Boys
Equality
Erasmus
Sexism
Courage

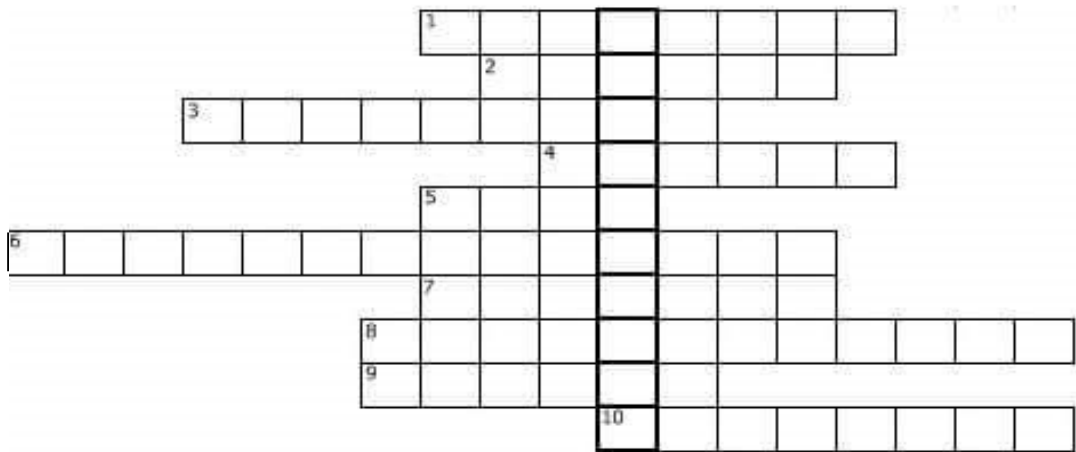


Word Wheel



See if you can find as many words as possible using the letters in this wheel. Each word must use the letter in the centre at least once and at least two others. There is one 8 letter word to find. Good luck!

Crossword



10: equality
9: malice
8: friendliness
7: loyalty
6: discrimination

5: help
4: gender
3: tolerance
2: racism
1: humanity

- 1. The quality of being humane, benevolence
- 2. Prejudice or discrimination against someone of a different race
- 3. The willingness to tolerate opinions and behavior you don't like
- 4. Being male or female in social and cultural sense
- 5. To give assistance or support to someone
- 6. Unjust treatment of a person on the grounds of race, age, or sex
- 7. A strong feeling of support or allegiance
- 8. The quality of being polite and sociable, the ability to make friends
- 9. The desire to harm or upset other people
- 10. The state of being equal, especially in status, rights, or opportunities



MALGOMAJSKOLAN

Malgomajskolan is in our town Vilhelmina which is located in the northern parts of Sweden. It has a bit below 400 students, in the ages from 16 to 19, from Vilhelmina and a few nearby municipalities. The time of education is for three years and you can choose a variety of different programmes both for further studies and different occupations. The classes are mixed with boys, girls and others because it's against the law for the Swedish school system to define one by sex. We have classes based on what program we have. Our school is divided into four buildings, but it isn't really a big school. We as students often make plans with the teachers about what we want to do and how we should learn it, so we've a big part in how the lessons going to look like so long we do the classes in our programmes. At our school we don't have any uniform or dress code, so we can wear anything we want when we want to. We don't have to pay anything for going to school, we get money from it.

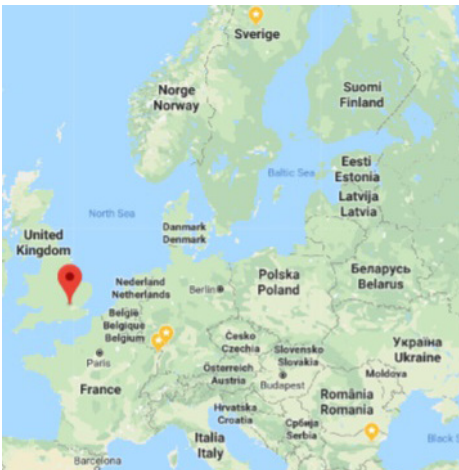


NOTTING HILL AND EALING HIGH SCHOOL

Notting Hill and Ealing High School is located in Ealing, London and is part of the GDST - Girl's Day School Trust. The school is for students from the age of 11-18 ranging from Year 7 to 6th form. It was founded by Harriet Jones in 1873 and is an independent school for girls. The head teacher is Matthew Shoults. The school has approximately 880 students and thrives of its history of academic achievement. The school has a friendly environment and encourages hard work and enjoyment. Our school provides a safe and supportive learning environment for girls. There are many different opportunities provided to support as many kinds of people as possible, whether your interests are sports or debating. You have the opportunity to take part in all different activities.

COLLEGE INTERNATIONAL VAUBAN

Our school, the "College International Vauban", is a public school in Strasbourg. It means that we are located in the centre of Europe. There are 450 students and 30 teachers. We start at 11 years and we finish at 15 years. It's the secondary school; in French we call it "college". It's the equivalent of 6th to 9th years in England. We can choose between English, German, Spanish, and Chinese but the international section also can study some subjects in German, Polish, Portuguese, and Korean.



THE EUROPEAN SCHOOL OF KARLSRUHE

Our school is the European school of Karlsruhe, which is in the south of Germany. In our school, we start in kindergarten, after we enter primary and finally work our way up to secondary (except if you came in late). The school consists of about 950 students, over a 115 teachers and the school area is 10 ha big. In both primary and secondary buildings, we have libraries, computer, music rooms and we even have 3 sports halls. In our break time we can play football, basketball and even volleyball. The ESK offers many subjects, ICT, art, music and many language courses. What is exceptional about this school is our ability to practice most of our languages at our level. For example, there are 3 sections; the French, the English and the German section. So, we are free to learn those 3 languages and more as our 1st languages. We also take obligatory 2nd and 3rd language courses. Most of our language teachers are native speakers. This school was founded for the children of the European commission personal who work at the ITU (a Research centre for uranium) in Karlsruhe.

SAINT KLIMENT OHRIDSKI

Our school Saint Kliment Ohridski is situated in the town of Dalgopol, Varna District and is the largest school in the municipality with 600 students aged 5-19, from the town and the surrounding villages. The school has good academic results, as well as sports and cultural achievements. Saint Kliment Ohridski School dates back from 1854 and has always been proud of our strong traditions and sense of togetherness. There is a choir for folklore and a folk dance team, who have won a lot of national and international awards. We offer vocational classes for cooks, which gives a good start for students with lower learning abilities.

