

## **WE SEE THE “ISTITUTO ROSINA SALVO” THIS WAY**

One of the most interesting aspects of the educational function is, according to my modest opinion, the exchange of experiences among teachers of school centres of different countries, specifically of our European environment. Among the many and varied subjects that we were interested in, we find the comparison between our educational systems.

I think, and so I have confirmed with my visits to centres of Secondary Education and Bachillerato of some European countries (Holland, England and Finland), and with the numerous contacts with teachers of these countries, that visiting a school centre gives us a much deeper and more enriching vision of the functioning and organization of the school centre, and, although with discretion, it helps us to know the educational system of the other country a little better.

I used to think that in the school centres of countries like Germany, Holland, France... they had in general more pedagogical and didactic recourses at their disposal, they were better organized, and more and better Educational Projects were carried out than in our country and Autonomous Community; that was at least the image that part of the teachers had. However, after my visits to foreign school centres, I have verified that it is not like that. In general, the centres of our region are more creative and imaginative regarding the subjects tackled in school projects and, what is still more important, they are very committed, responsible, and reliable and they work with a lot of energy once they participate in a School Project associated with secondary schools of other nations.

That is why I am very motivated to work with my students of 2<sup>nd</sup> of Bachillerato: to reflect with them on this subject and to write among all this essay after the experience of the exchanges carried out in the Linguistic Project Comenius with students and teachers of the *Istituto Magistrale Statale Rosina Salvo*.

After meeting the group of students of the exchange and their teachers, participating and collaborating in the organization of activities carried out in our educational centre during the current academic year (trips to the country with the students, attendance to classes, work and pleasure meetings with the teachers, talks with students and teachers...), we have exchanged informative materials of both centres. With this information, verbal, graphic and written, and after consulting their Website, we have been able to compare some aspects of the educational systems of Spain and Italy.

In the first place, we have checked that their centre has a great amount of informative material to spread outside: publicity and information of the studies and options that can be followed. In these brochures you may find in detail all the subjects that are studied by years and the number of weekly hours of each one. Since it is a *Liceo* or Secondary school specialized in languages, two foreign languages are studied in every level (English, French, Spanish, German) apart, logically, from Italian.

The number of subjects that are taught varies between 11 and 13. The number of weekly class hours, between 30 and 34 (in our centre it varies between 30 and 32). The options of Bachillerato are: Social Sciences, Linguistic, Socio-Psicopedagogic and Technological and Multimedia (each one lasting five academic years).

Our Centre offers, in addition to Compulsory Secondary Education, the Science Bachillerato and the Humanistic one, as well as the Formative Cycles of Professional Training of Medium Level and Higher Level of Catering Trade and Tourism that will be assigned to our Centre since the school year 2004-2005.

Among the graphic material that we have exchanged, we have seen their students' registration forms (very similar to ours), brochures explaining the didactic organization of the Centre, its facilities (with photographs), the Educational Project of the "Istituto", its educational offer, the main activities developed, their Website, etc. We should say that our Website is in preparation. It will be finished at the beginning of next year and there will appear our participation in the European Programs Socrates.

It has been a very interesting and enriching experience (which has allowed us to know how an Italian secondary school works), for the students and for this teacher, who is also an educational manager and a member of the Directive Team of the school. We certify that it has been like this also for the rest of teachers collaborators and students participant in the Project, guided by the coordinating teachers Iolanda Marco and M<sup>a</sup> Jose Rodriguez with the support of the Directive Team.

In our line of work there is the continuity in the participation in European Educational Projects, so that we have already asked for a new Socrates Project: Comenius 1.1, as Coordinating Centre, in association with school centres of Lithuania and Rumania, which we will develop during the next academic years.

Next we enclose some of the materials belonging to the *Istituto Rosina Salvo* as a small sample.

Luis González Cortés, teacher of Physics and Chemistry and Head of Studies and students of 2<sup>nd</sup> of Bachillerato of IES n° 5 -Mediterrània- of Benidorm.