

WELCOME to the first edition of the **TRACES** Newsletter!

FOREWORD by Thomas Vogl,
Kaufmannsschule II, Hagen (D)



As the headmaster of the coordinating school, it is a special honour for me to formulate the foreword to this first newsletter of the **TRACES** project.

I am very grateful to everyone involved that this extremely important project is being organized and carried out. The reasons for the outstanding importance are manifold and can be seen in numerous places in this text.

All teachers who introduce themselves in this newsletter and who work on the project have their stance against forgetting in common.

The horrors of the past motivate to set clear signals against any form of exclusion, right-wing slogans and racist ideas.

I am convinced that all the participants will remember this outstanding Erasmus+ project long after their school days and, in this sense, make a valuable contribution to a democratic and peaceful society that shows solidarity in the EU.

Let me finish by expressing the hope that despite the current circumstances the project can be carried out as planned.

I would like to thank all teachers for their commitment and look forward to the activities.

THE TRACES PROJECT

Today we would like to introduce the Erasmus+ project, its idea and the people behind it.



This photo shows different kinds of traces left in snow. History has also left traces in our collective mind. This project aims at keeping

alive these traces of remembrance and giving them a European perspective.

The full title of this project is “**TRACES – Learning from past racism for a tolerant present and future**“. The teachers involved in the project want students to learn about the history of discrimination in the participating countries Germany, Poland, Portugal and Italy. Looking at the shared history of the countries will lead to a new way of thinking about historical events and facilitates looking at history from different perspectives.

The historical perspective will raise pupils' awareness of the current changes Europe faces but also of the importance of common democratic values and human rights.

This project funded by the EU gives our schools the chance to help pupils develop their personalities as critical citizens because dealing with this topic in an international setting will leave a deep imprint on pupils and teachers alike.

The participating schools will develop a strategy of implementing remembrance culture into their school curricula.



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Now let us take a look at the partner schools and the teachers in TRACES.

THE PROJECT COORDINATOR

Kaufmannsschule II, Hagen, Germany



Kaufmannsschule II is a vocational school catering for full-time and part-time students in the areas of economics and administration. Within this consortium KII is responsible for overall coordination, questionnaires, the TwinSpace and this newsletter. Teachers will organise our first teachers' training session as a virtual meeting in January 2021.

THE PARTNER SCHOOLS

Instituto dos Pupilos do Exército, Lisbon, Portugal



Instituto dos Pupilos do Exército is a military academy in Portugal's capital which is taking part in Erasmus+ for the first time. Although integrated into the Army's tutelage, its courses are, for all intents and purposes, considered equivalent to the

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corresponding Courses of official education of the Ministry of Education.

The motto "Wanting is Power" materializes the conviction that the human being is capable of self-construction, mobilizing volitional resources in function of the concrete action, and that he is called to create a world with human meaning, orienting to this end his life, will and your action. The school hosts the topic of school book analysis and is responsible for documentation of the project.

Istituto d'Istruzione Superiore Majorana, Avola, Italy

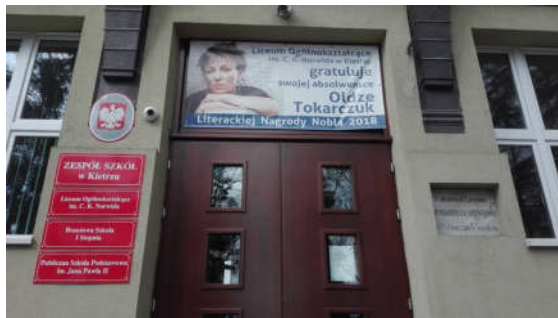


The Secondary High School "Majorana" is located in Avola, a lovely seaside town in the South East coast of Sicily, near Syracuse and Noto, two famous UNESCO sites. Many of the students come from different countries, (Poland, Romania, Morocco and Tunisia), and are integrated in the school community. There are different courses: Lyceum, Technical on Tourism and Business, Vocational in the fields of Food, Enogastronomy and Hospitality Services. The Italian school hosts the topic of the righteous and is responsible for intercultural communication.

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Zespół Szkół w Kietrz, Kietrz, Poland



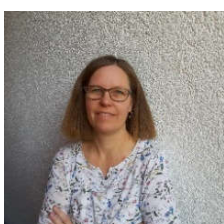
Zespół Szkół w Kietrz is a complex of primary school, vocational school and secondary school. It is situated in the south-west of Poland. Our aim is to introduce innovative teaching methods, fulfill our students' educational needs and objectives, help them to develop their skills, encourage them to learn foreign languages and broaden their horizons.

THE TEACHERS



Katharina Abel, teacher of English and Politics, Studies and Career Adviser. (D)

“If school is supposed to help bring up critically thinking democrats, there is no other way than to teach about the genocide of the Jews. It is our obligation to remember, learn and never forget as it is our strongest weapon against fascism and racism.”



Sandra Hansen, teacher of English and German, European coordinator, responsible for international coordination. (D)

“As a teenager I was very interested in remembrance – I am happy that I can offer my pupils opportunities I have never had at school.”



Miriam Schulte, teacher of English, Politics and German. (D)

“Considering current political and social developments, it is more important than ever, especially for the younger generation, to remember and learn lessons from our past. Remembrance is about working on the future.”



Sabine Sendtko, teacher of English, Politics/History and Religious Studies, internal coordinator. (D)

“Before we started to plan the project, I began developing lessons on remembrance culture for my Politics class. I taught those for the first time last year and was surprised to see how little students knew but also how interested they were in the topic. Seeing current political developments, I think this project is indeed very important to make students aware of the past and what we can learn from it for our future.”



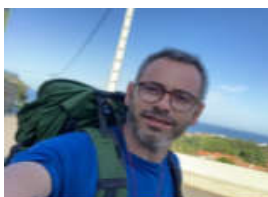
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Daniel Dias, teacher of Geography and Integration, Erasmus+ coordinator (P)

“Within the themes of Geography that I teach, multiculturalism and Cultural Diversity are the ones that most fascinate and interest our students. In today's world it is necessary to continue to promote an education that fights against discrimination, prejudice and inequality, regardless of the reason, whether it be race, colour, financial condition, customs, ethnicity and many other factors that lead many people carry out these practices. I believe that one of the best ways to promote this work to eradicate any type of discrimination, prejudice and inequality is to make them aware of the atrocities committed in the past to prevent new horrors from being committed again.”



Eduardo Pires, teacher of Portuguese, assistant of Pedagogical Coordination (P)

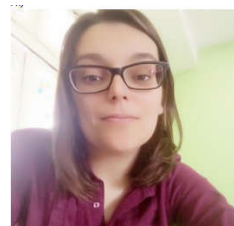
“I am passionate about teaching, literature, nature and the ways of St. James pilgrimages. Since university, I have devoted myself to human rights activism, advocating mostly for the rights of migrants and ethnic minorities. This interest has led me to East Timor as a teacher and to dedicate myself to volunteering programs. I believe that the opportunity to share ideas and experiences in a project like this enriches us all and will help us

achieve a more prepared, inclusive and integrated Europe.”



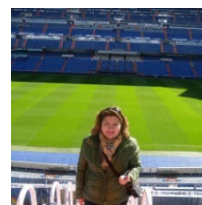
Miguel Viegas Gonçalves, teacher of Philosophy (P)

“I had the privilege to participate in our first protocols with schools from Brasil and witness the importance for our students to travel and to see other realities with their own eyes. When you teach subjects like human rights, ethnocentrism, and multiculturalism to participate in a program like Erasmus + makes all the sense.”



Cátia Freitas, teacher of Maths (P)

“I believe that this kind of project that works on themes such as racism or multiculturalism is very important and improves awareness for our students and for teachers too.”



Isabel Couto, teacher of Portuguese and French (P)

“An Erasmus+ project is a way of meeting new people as well as learning from them. It is also a way to show to my students that we can learn differently and not just in the class-room. Being part of the project TRACES makes perfect sense, especially nowadays. It is necessary to teach our students to think critically and



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to act as a citizen of the world. I hope my students leave their TRACE in the world.”



Paula Monteiro,
teacher of Maths, co-
ordinator of “Au-
tonomy and Cur-
ricular Flexibility
Project” and “Escola Azul Project” (P)

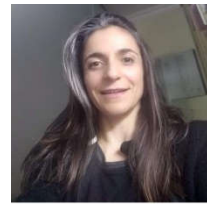
“My passion has always been to help students become rich as human beings, showing them how we can grow and make our world better. Erasmus + will undoubtedly enrich me and everyone who is related to our school's projects. This project is related to my ideals and goals, as I have always struggled against discrimination and racism and it will be very important for us to carry this message to our students.”



Alexandra Gonçalves,
teacher of biology and
geology, coordinator of
Health Promotion and
Education (P)

“I consider this new Erasmus project an opportunity to work more holistically, share and learn ideas and ways of teaching. Within the scope of the Health Education Project, working on topics as current as racism and discrimination is not only pertinent but imperative.”

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Maria de Jesus Pereira,
teacher of Natural
Sciences, Biology and
Geology (P)

“Being a teacher is really attractive in all aspects, pedagogically, scientifically and in interpersonal relationships, with students, colleagues and the rest of the school community. I believe that today I am a better person, for being a teacher and for the incredible people with whom I have had the privilege to meet!”



Ana Tendeiro,
teacher of English (P)

“My students and I are eager to take part in such an interesting project. We can hardly wait to interact, learn and exchange ideas with students from other countries.”



Lisete Escórcio, teacher
of IT (P)

“I would like to collaborate with teachers all over Europe since I enjoy to exchange ideas and plan collaborative activities. I also believe that teachers and students love to connect with peers in other countries and learn about other cultures. The opportunity to be part of the Erasmus+ project TRACES is important for me since have the responsibility to teach and prepare my students for a better future society.”



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Carla Costa, teacher of Arts (P)

“I usually work in collaboration with other colleagues that teach other subjects. Art easily interacts with other

areas, but still, it is always a challenge. Basically, we share knowledge, we share experiences, we articulate, we develop, and present different topics related to several areas. At the end we expose. In this sense, I think I will develop my skills as a teacher creating a greater dynamic in my work activity. **We are always learning to teach.**”



Rui Pedro Pinto, teacher of English (P)

“By participating in this project, as a Portuguese and European citizen, it is my intention to actively contribute to the building of bonds between different countries,

capable of generating dialogue in a society that, at times, appears to us to be increasingly fragmented and polarized. In this day and age, profiling the European ideals of unity, democracy, respect for the human values, does not seem to be enough. Educators and students from different countries must come together and actively engage in a meaningful discussion of the values. Being able to do this with a younger generation thus becomes a privilege and a mission.”



Dorotea Calderella, teacher of English, Erasmus+ coordinator (I)

“Actually, I am running three Erasmus+ projects on call 2020, with the

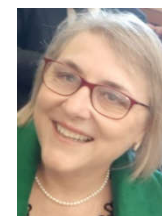
help of various teams for working on them at the best. Hope great collaboration for the topic TRACES is going to develop. Waiting to start this new educational challenge. We are ready.”



Giuseppina Bianca, teacher of English (I)

“I will take part to the project TRACES as I think it is an extraordinary project that analysing the worst human behaviour

will help our students to understand the consequences of it, because only looking back at our mistakes we can become better people and perfect European citizens. I hope that working with you on this project will improve our students awareness on history and racial discrimination.”



Giuseppina Felice, teacher of English (I)

“What I like most about the Erasmus projects is the chance to build strong relationships

with my students and with colleagues and students of other countries. The opportunity to get to know the workings of other European educational systems, learn and share new ideas and explore best practices to take back in Italy, are all important impacts on my career as

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a teacher because they broaden my horizons and improve my language skills. I really appreciated this opportunity because of the possibility to speak with representatives from different European countries about the variety of topics that each project deals with, not just from an academic point of view, but from a person-to-person perspective.”



Corrado Di Maria,
teacher of Cooking,
Enogastronomy (I)

“Since I was young, I have always been on the side of the weak

and against all forms of social discrimination. The choice to take part at Erasmus project TRACES is a sense of responsibility that every educator should transmit to his students for a better future society, without racial prejudices and all forms of hate. This Erasmus experience will make our knowledge about racism and the Holocaust deeper, and as educators who learn from history, we’ll make our students understand how hate, in its various forms, is destructive for society.”



Vittoria Briguglio,
teacher of Science, Vice
Headmaster (I)

“I am very interested in being part in it because

these kinds of projects are important for students and teachers, too. I think that this project is in line with the main issue our school has been developing since ten

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years, because we organise lectures and seminars with experts and survivors on 27th January on the occasion of the Day of Memory. Dorotea has also been responsible for the creation of the Garden of the Righteous in our school garden, and so I think that TRACES is a new opportunity for the school.”



Giuseppe Cataudella,
teacher of Religious
Studies,
president of Volunteerin

g Association “The Super Abili” (I)

“I chose to be part of the great Erasmus+ world to learn new horizons and cultural spaces. I am sure that this new Erasmus adventure will help me and my students to understand even more the roots of our past history to build a better present. I think that Europe can open true and authentic cultural and human paths. For years now, on the occasion of the Day of Memory, celebrated on January 27, I have been collaborating with the school and local associations to promote the issues of rights and the fight against xenophobia, racism and injustices.”



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Cettina Fusca, teacher of Physical Education (I)

“I am very interested in this project because I think that it will enrich me and above all the students, because

knowing past history will help to avoid the horrors of the past.”



Anna Aleksiejewicz, teacher of English and SEN, project coordinator (PL)

She has been involved in many EU projects and different eTwinning activities. Ms Aleksiejewicz loves travelling, meeting new people and exchanging ideas. She wants her students to take part in mobilities and experience new things that may change their way of thinking and broaden their minds. She wants to promote tolerance, respect and democratic values.



Jacek Macewicz, teacher of Religion, Politics, History. (PL)

He is highly motivated and interested in the topic of the project. He wants to expand his professional knowledge and skills. He hopes his students will have a chance to find new ways of looking at history from different perspectives.



Anna Laudwikowska-Wierzchowiec, teacher of German, headmistress. (PL)

She believes that participation in the project will contribute to the individual development of our students in the areas of knowledge, awareness and communication. She hopes to establish a long-term international cooperation and improve the quality of education.



Agata Mormul, teacher of Polish and Philosophy. (PL)

She is also a town councillor and the chairwoman of the Municipal Education Committee. She has worked on many different projects throughout her career. Her creativity and enthusiasm motivate students to get involved in many different activities. She is good at planning, organizing, decision-making and problem-solving. She hopes to improve her communication skills and exchange ideas with other teachers.





The **TRACES** project team wishes all readers a merry Christmas and a happy new year.

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RESPONSIBLE

This newsletter was written by the **TRACES** project team and compiled by Sandra Hansen. If you have any questions or would like to receive our next newsletter, please send an email to [Hansen\(at\)k2-hagen.de](mailto:Hansen(at)k2-hagen.de)