



JOINING HANDS FOR A BETTER FUTURE

2017-1-IT02-KA219-036551 CO-FUNDED BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION

REPORT ON C1 LEARNING/TEACHING/TRAINING ACTIVITIES AT LYCÉE BLAISE PASCAL, SEGRÉ FRANCE

19- 23 March 2018

On Monday 19th March nineteen students from Italy, Portugal and Spain were welcomed by the Lycée Blaise Pascal students, teachers and the deputy head who wished all the participants a pleasant fruitful period in Segré. Then there was a guided tour of the school and its grounds and the Lycée commitment to biodiversity struck everybody.

Later the students attended classes with their partners and the teachers held a meeting.

The items on the agenda were: 1. results of the initial survey; 2. results and conclusions of the ex ante questionnaire and questions to ask in the ex post questionnaire; 3. communication and dissemination tools.

1. As concerns the specific questions on migrants, most responses said that students and their parents were in touch with migrants in the school and living in the area but the answers given by a large minority, that is that they did not know migrants' stories, feelings and habits, revealed that a lot of people still spent time with them at school or work without being curious about them.

It was decided: a) to keep the same framework for the final survey addressed to the students only and add just a few questions; b) to send the students the survey by email in May 2019; c) to upload the global results of both surveys onto the Erasmus+ Results Platform and use the data for the final report.

2. Mrs Olivieri showed the responses to the ex ante questionnaire given by the 19 participants in the C1 activities. The most common expectations of the period to be spent in Segré were the following, in descending order: opportunity to develop language skills; visiting interesting places; learning; making new friends; expanding and comparing knowledge of migrations. Furthermore, 95% were in touch with the host partner before leaving. Then the teachers discussed the ex post questionnaire to be sent by email on Sunday 25th March.
3. The project blog – it was decided: to encourage the students to join the blog; to tell them to post photos and comments after each working day of the learning mobility abroad, and

between learning/teaching/training activities. Once again it was stated that the blog was the place dedicated to the students only.

Facebook as a communication tool only.

The School website used to disseminate the results and the activities (dissemination addressed to several stakeholders such as families and school authorities).

The TwinSpace on eTwinning for communication, dissemination and sustainability. Ambassadors (pupils, former students and teachers not involved in the project) and administrators were to post comments, suggestions and communicate online through the Forum.

The Erasmus+ Results Platform to be used for dissemination and sustainability.

In the afternoon there was a very interesting activity run by the Lycée teachers and a local association “Envol”.

The students were split into mixed-nationality groups and they interviewed some migrants from Portugal, Spain, China, Syria and from the Darfur region of Sudan. In the end there was a whole group session and the Sudanese young man told his story and the reasons for fleeing from his country.

On Tuesday 20th the students gave extensive presentations of the interactive timelines of 20th century migration flows. It was the opportunity to get to know more about the history of the other countries and to compare the differences as regards being mainly country of origin or of destination. Then the students met an artist and, in groups, brainstormed ideas for a mural.



In the afternoon all the students and teachers visited the *Mine Bleue*, a former slate mine near Segré. After being given safety helmets, they went in a lift 126 metres underground and then took a train ride around the mine. When the train stopped, the tour guide provided an explanation of the history of the mine and of the working conditions of the miners who were mainly immigrants.

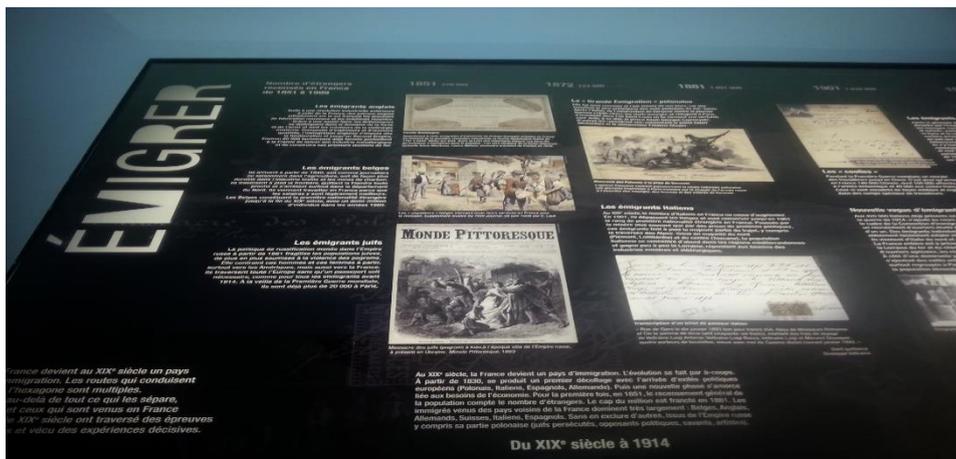
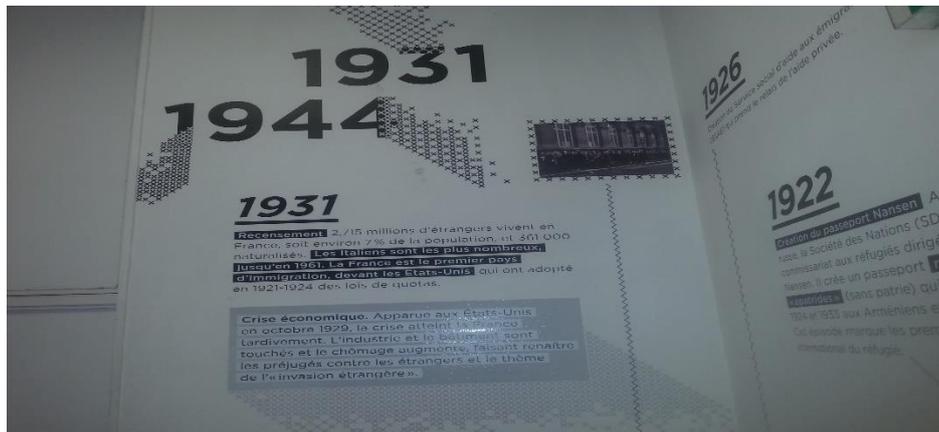


On Wednesday 21st the group set off for a trip to Paris early in the morning. First stop was at the courtyard of Palais Royal to see the exhibition of works by refugee visual artists from Afghanistan, Iran, Congo, Sudan and Syria.





Then after lunch and some free time for shopping and sightseeing in central Paris, the group went to the Musée National de l'Histoire de l'Immigration. The Museum is housed in a listed monument built for the Colonial Exhibition of 1931 and it displays the part played by immigrants in the social economic development of France. This unique place was certainly worth a visit.





On Thursday 22nd the participants went to Segré Town Hall and there were welcomed by an official who talked about their policy of internationalisation.

See the article: <http://www.courrierdelouest.fr/actualite/segre-des-lyceens-europeens-au-contact-direct-des-migrants-21-03-2018-353577>

Then the group went to the cinema to see *Human Flow*, a documentary by Ai Weiwei. It is set in 23 countries and shows how over 65 million people have been forced to leave their homes to escape famine, climate change, poverty and war in the greatest human displacement since World War 2 (from the official website). Seeing this documentary gave a great contribution to the understanding of migrations and it managed to make the students keen on adopting another perspective, leaving out self-interest and taking into consideration the despair of millions of people in search of safety.

Later two students and a conversation teacher from Romania, Georgia and the UK gave their presentations on vulnerability caused by isolation and by the lack of a network of friends and family.

In the afternoon the students planted two trees in the school yard as the symbol of a long-lasting cooperation. Then they did a town orientation game. Basically, it was a sightseeing tour with a challenge, the participants were provided with a series of landmarks and places they had to visit to find information.

On Friday 23rd the students were divided into groups and did several workshops while the teachers held their second meeting.

First the project team talked about what to do before C2 in Spain. It was agreed to:

1. send Mrs Olivieri the email addresses of all the participants in the learning mobility in Spain to allow her to send each of them the ex ante questionnaire on 5 May;
2. publish the timelines on the TwinSpace and on the school websites;
3. celebrate World Book Day on 23 April (a symbolic date for world literature because it is when many prominent authors were born or died) by reading out loud extracts from novels, poems, songs all connected to migrations. The readings must be shot or recorded in the languages taught at school,

but also in the languages spoken by students coming from other countries. The videos or recordings are to be shared on the TwinSpace for dissemination.

4. replace the glogster activity with a Prezi presentation, seen as easier to handle and involving more dynamics. This prezi show will include:

- Photographs taken from November 2017 to April (side activities or events such as expert talks, events at school, meetings, exhibitions)
- Files. An example of production for each country :
 - interview (1 copy)
 - a diary page (1 copy)
 - a timeline slide
 - 2 videos per partner

The material will be uploaded onto the Google Drive of the project by 13th April.

Then the teachers talked about what to do during the LTTA in Spain. The schedule was discussed and it was also decided that each group was to present their school in public, by showing a short hand-made video; that the Prezi presentation was to be prepared by the Spanish team; that the Spanish partners would soon send further information in order to prepare the participants for the MUN session to be held in Guadalajara.

In the afternoon the students painted a mural on the theme of migrations and did a song and music workshop.





The day and the LTTA ended with the farewell party at the school. Teachers, students and families gathered there to live some happy moments together.