



## **ERASMUS + KA2**

Cooperation for innovation and the exchange of good practices

### **MIGRATIONS AND NATIONS 2017-1-FR01-KA219-037161\_1**

Project Start **01/09/2017**

Project End **31/08/2019**

Project Total Duration **24 months**

## **DESCRIPTION OF THE PROJECT**

This project intended to develop a better grasp of intercultural contexts. In today's context in our schools and our societies, we have noticed that intolerance and prejudice or stereotypes are widespread when it comes to dealing with foreign-born people or migrants. In that respect, we have needed to work with our European partners to develop an intercultural competence that helped our students in their professional life and as citizens in a globalized world. The students in Europe enhanced their understanding of countries outside Europe, especially countries that are represented by migrants in our schools. Getting to understand these countries - in particular their history, economies, cultures, religions, natural resources, ecology, political systems, industries - helped our students to understand why people leave their native countries to make a better life for themselves. Working together, the students and teachers have also improved their language skills.

## **PARTNER OF THE PROJECT**

**“LEAP SAINTE CECILE” FRANCE** coordinator school.

Istituto Istruzione Secondaria Superiore **“ROSA LUXEMBURG” ITALY** partner school

**“BRINELLSKOLAN, NORRA VASTMANLANDS UTBILNINGSFORBUND” SWEDEN**  
partner school

### **Project objectives:**

- Make people aware of migrants' problems,
- Encourage socialization,
- Develop digital skills,
- Improve language skills.

## ACTIVITIES:

### 1. TPM, France, Oct 2017.

The partners introduced their national education systems, shared each partner's expertise in the EU context, got to know how many migrant pupils are schooled in each of our schools, got acquainted with colleagues to create a good climate for collaboration.

### 2. LTTa, Sweden, Dec 2017.

in their country. All students participated in a workshop and created a world map, with migration flows. In this activity there were mixed student groups. Students prepared an interview questionnaire to local organizations that work with migrants, carried out these interviews themselves and summed up information. All students and teachers visited relevant local organizations that work with migrants / migrant issues. The students acted and worked with 'serious games'. Teachers and students collaborated with students from NVU's language introduction program - a special educational alternative for migrants. Each student group collected migrants' stories locally (i.e. audio, text). A joint questionnaire evaluated the progress.



### 3. TPM, Italy, May 2018.

The partners wrote a joint report about the first year of the project and evaluated whether the project had met our expectations in terms of the priorities we had chosen, evaluated the students' answers to the questionnaires and from that evaluation concluded how to proceed with the project.



### 4. LTTa, France, Nov 2018.

Each student group prepared a presentation about their own country and school. Workshops with mixed student groups about the history of migration from Prehistorical times to this day. The workshops resulted in multimedia presentations about the findings regarding migration history. Another workshop resulted in a video contest about the arrival of migrants in France nowadays. Students and teachers enjoyed a talk from a relevant local organization called CADA that work with migrants and migrant issues. Following a play performed for our group, a storytelling workshop was organized by the drama company. Students were involved in a “brainstorming” activity leading up to the creation of a poem about migrants. We visited a welcome centre for migrants in Paris to help students understand the reality of migrants’ issues. The students filled out a joint questionnaire to evaluate the progress.





Before Italy, students worked in groups collecting information about their countries regarding migration policies and prepared a PPT which they presented in Italy.

### **5. LTTa, Italy, April 2019.**

Each student group presented their own country and school. The students were divided into mixed groups to make and present a PPT on similarities and differences, considerations on migration policies and useful tips for Europe for future generations. Before the meeting, students prepared material which was used during an exhibition at the Italian partner school. The students created short films on useful tips to improve the reception of migrants. In Bari, we visited a welcome centre for migrants called CARA to help students understand the reality of migrants' issues in a country where they first arrive in the EU.



## 6. TPM, Sweden, June 2019.

Partners wrote the final report together to ensure a comprehensive assessment of the contents.



## Conclusions

All original objectives were met over this two-year project. According to the replies of the final questionnaire which the students have filled out in May 2019, eighty percent asserted that thanks to this project they have better developed of intercultural understanding.

The opinion of students regarding migrants changed in a positive way because they better understand their difficulties.

Language skills are improved by working in a team.

During each learning / teaching training activity, the interactions between students have exceeded the teachers' expectations.