**Erasmus+ Project Meeting 24/04/17 to 28/04/17 Melilla, Spain**

**Staff Teams:**

***Spain:***

Ana Carmona Redondo

Enca Diez

Antonio Santos

Ana García

Pedro García

Tati Benet

Plus many other wonderful collaborators who helped us throughout the week!

***Portugal:***

Isabel Barbosa

Nunu Fernandes

Joaquim Almeida

***Finland:***

Tina Fredriksson

Timo Kärkkäinen

Eva Åström

Johanna Peteri

***La Reunion:***

Simon Jungand

David Maillard

**Wales:**

Liz Thomas

Angharad Davies

Heather Lewis

Elin Wyn Jones

***Italy:***

Claudia Tabiano

Francesco Barbato

**Mon 24th April 2017**

***Melilla presentation by Ies Juan Antonio Fernández Pérez students:***

* Melilla has a population of ~82,000 people
* Transport to Melilla is by plane and boat
* 25,000 people and 5,000 cars cross the border daily. Immigrants are predominantly Moroccan (93%).
* Groups include Christian, Muslim, Jewish, Hindu and gypsies. Majority are Muslim (half-Berber) and Christian
* Melilla has commercial bilateral trade with Morocco
* Spanish school starts 08:30 and finishes at 14:30

***Migration centre (CETI):***

* Built in 1990 it can accommodate up to 1,000. They currently have around 850 at the moment. In 2015 they had around 10,000.
* When Turkey joined the EU the numbers went down as people now have new routes through Turkey.
* Predominantly funded by Spain but some money from EU for asylum seekers. Asylum seekers are processed and sent to the mainland.
* Separate process for Moroccans. Centre is for everyone else.
* 40,000 people cross the border illegally daily! Most are caught and sent back by the police.

**Tuesday 25th April 2017**

* Brief tour of classes

***Isabel Barbosa Lecture (Pedagogy for Autonomy)***

In a workshop dinamized by Isabel Barbosa, from Braga, Portugal, the teachers had the chance to reflect upon some quality criteria of school pedagogy and current demands on school education as far as competence development is concerned. Based on the assumption that these demands include the need to develop the students’ learning competence, pedagogical roles and teaching/learning strategies were a special focus of attention. A lesson observation grid, to be used by the students, was presented as an example of a process evaluation tool that fosters the development of the learner’s critical stance towards the teaching/learning process. This material also works as a self-supervision tool for the teacher, thus promoting professional enquiry and autonomy. It was agreed that this grid will be used in the partner schools after the meeting in Braga.

***Kahina Project Francesco Bondanini (PhD in Social Anthropology) lecture on social action and education in the outskirts of Melilla***

* Project crates spaces to encourage cultural interactions in border spaces
* Uses audio-visual tools
* Work on the streets of the suburbs, some schools some public centres and the jail
* Work includes labs and workshops, artistic interventions, events, literacy
* Project encourages social action, creativity and participation working with people at grassroots level (bottoms up approach). Art can be used as a tool to change things - new ways of thinking and re-designing public spaces. They listen to the children to change the environment.
* Work in public spaces - core of their action.
* Using local languages as well as official Spanish
* Invisible border between the city centre and the outskirts - they're trying to work in the outskirts to encourage people to visit by holding events such as concerts and the like. It is necessary to re-design the marginal spaces.
* Also work in Rusadir High School, the only high school on the periphery that has a high rate of school drop outs. They've set up a radio station and they interview people for the station - giving the students a voice.
* Bringing open air cinema to the outskirts - no funds or infrastructure  to build a cinema
* Youth literature conferences
* Photo lab with migrants living in the CETI - exhibition in the camp
* Pinhole camera photo lab in the local jail

Ore information available on the website and twitter: [www.o2lc.org](http://www.o2lc.org) @oxigenolc

**Mobility Tool Discussion**

* Eva and Liz have used the tool without problems thus far. No interim reports function at present.

**Wednesday 26th April 2017**

***Natalia Diáz Fernández de Monge: Stage art projects with groups at risk of social inclusion to promote social integration and volunteering:***

* Natalia is classic guitar trained with a PhD in her studies but has given up her previous vocation in order to work with abandoned children.
* She works with them to produce musical theatre. Music, songs and theatre.
* Through music they can express their emotions
* The children live in shelters. They have no parents and cannot speak Spanish. Some are very young.
* Tries to help them express their cultural identities. Arab music is very present in her music/songs/music
* Demonstrated how she uses music and dancing to help children express themselves. Also showed some video clips of some of the work so far. Very emotive.

***Visit to mosque, temple and synagogue:***

In Melilla:

* ~100 Hindu, 1 temple
* ~1,000 Jewish, 6 temples
* ~45% Muslim, ~25-30 Mosques
* ~50% Christian, 14 Churches

***Photography exhibition by Antonio Ruiz. All of us are migrants***

* Antonio is a photo journalist and has worked for several top European newspapers
* He has won awards for his work
* Uses photography to expose social injustice and facilitate change
* Photojournalism provides snapshots of our age and time
* Photojournalism requires empathy, something that you cannot fake
* He has seen the impact of poverty and consequences of suffering
* The image of the boy on the beach shocked Europe and changed views of migration but to Antonio nothing has changed. It was already happening only now it has been brought to the forefront. Initially there was empathy for refugees and asylum seekers but there is still a large part of society unaffected and his job is to get to those people.
* He doesn't want people to fear refugees and asylum seekers. Politicians are generating fear and anxiety against migrants and asylum seekers
* Around 20,000 Women a day cross the border to buy goods in Melilla to take back to Morocco. Products they cannot get such as nappies or coke. They may only get €1 a day but may cross 3/4 times daily carrying big and sometimes heavy packs on their backs. Sometimes the border guards bribe them.

**Thursday 27th April 2017**

***Tour of the old town:***

* Built on a rocky peninsula in the 15C the old town or ‘El Pueblo’ is surrounded with fortifications and now overlooks the port.
* Melilla was conquered by the Spanish in 1497 but has heritage related to the Phoenicians, Romans, Vandals, Byzantines and Arabs.

***Evaluation of the meeting:***

* Worried about keeping similar standards in other visits as Spain has been so great! Recognised that each school location is different and thus we shouldn’t worry or compare because each school has something different to offer.
* Other schools willing to do police checks required for Wales (if necessary). Heather Lewis checked but no police checks required.
* Need to complete questionnaires to evaluate the meeting and students - complete asap. Isabel will forward links.

***Braga plans (celebrating difference) 9th-13th October 2017***

* Focus on SEN/disabilities and inclusion
* All schools to prepare a presentation about SEN in our schools. What is meant by the term special needs in our schools? How are those students integrated? Further details to be sent through.

*Outline ideas:*

* Student presentations as above. School tour and how SEN is integrated there.
* Multicultural picnic in a nice area of Braga (bring typical but non-perishable foods).
* University lecturer and researcher about discrimination problems and integration of different ethnicities in Braga will be invited to speak to us.
* Classroom activities - lesson participation relating to pedagogy for autonomy
* Students may spend some time in classrooms
* Sport activity for students inclusive of SEN students
* Sue Treacy from Dyffryn Taf to deliver a presentation on SEN strategies?
* Lunch will always be in the school canteen
* Visit to the historic centre
* Disability organisation to prepare activity?
* Elderly participation projects perhaps
* Portuguese picnic at local monastery
* Exploration of the city? What is it like to be different/foreign in Braga? Interviews and pictures? Then present on it?
* Tour through some of the most important towns and cities around Braga? Porto? Synagogue? Guimãraes Castle?
* Seafront tour
* Short presentation of schools and what has been done to tackle discrimination so far? Bullying? Issue tree? Badges? Good to talk campaign?

\*To do for Portugal

*Travel practicalities:*

* Fly to Porto. Shuttle bus from the airport at Porto to Braga (Getbus) - tickets can be purchased online. Bus station close to school. Will be picked up by parents there.
* Need to know names by end of June.

**Other tasks prior to Portugal:**

* 26th September 2017 European Day of Languages. Short video clips in languages? Recipes will be put together to make a European Recipe Book. Videos by September 1st. iMovie to Angharad [ad@dyffryntaf.org.uk](mailto:ad@dyffryntaf.org.uk). Please say:

***'Hello, how are you? In the Leading Lights project we see language as a bridge not a barrier'.***

***La Reunion Plans:***

* Paris to La Reunion is a 11 hour flight ~€1800 so book early! Air Australia or Air France. Paris to St Denis or Marseille to St Denis
* Tina suggested maybe it would be easier to all meet in Paris and then take the same aeroplane? See if we can get a group discount through the airline? Overnight plane and get picked up in the morning. All land same time will be easiest. Get names to Tina by September.
* Les Avirons is 1hr 30min from St Denis Airport. Option to stay near the sea 10 minutes away or near the school (more budget).

**Friday 28th April 2017**

* Music workshop for students
* Visit to Al Hoceima, Morocco for staff