



## **JOINING HANDS FOR A BETTER FUTURE**

**2017-2019**

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

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## **PROPOSALS OF INCLUSIVE EDUCATION AND REFLECTIONS ON MIGRATION**

*In my story there's a wolf  
In your story there's a lion  
In one story there's a white seal  
In another, a jade dragon  
But if I tell you mine  
And you sing me yours  
They are pretty much the same...  
...And the lion and the wolf  
And the white seal and the jade dragon  
Go and meet in the park  
And don't let anyone tell us  
They can't hang out together  
STEFANO BENNI, Children*

## **INTRODUCTION**

The *Joining Hands for a Better Future* project we did for almost two years has given us the tools to see migration from a different perspective. It has also made us more aware of the refugee crisis and of the social problems connected with the lack of inclusion. Everything we did, from visits to workshops, meetings, exhibitions, theatrical performances, MUN debates and LTTAs, helped us to understand vulnerability and the value of intercultural dialogue.

In our schools and more in general in our societies teenagers see differences and they are often afraid of them, they see their new mates as foreigners and they do not realise that diversity is beneficial, it cannot be simply considered a problem.

Migrant students face plenty of everyday difficulties such as the lack of effective support which might make them able to master the language of instruction, or the schools they go to which are not always diversity friendly.

We know that teams of researchers have produced in-depth analyses and have suggested strategic approaches to the integration of students from migrant backgrounds. We cannot compete with the quality of academic studies and therefore we have only tried to depict what our European schools may do to favour inclusive education just by making few extra efforts. If school is the place where people gain access to opportunities,

become citizens, learn to respect different roles and cultures, the priority should be that of removing barriers. In our eyes, we can make inclusive education a reality by spending money on teachers' training courses, smaller classes and better technologies but also by adopting a different viewpoint, all of us can learn and become better people thanks to diversity. We have thought of the necessity of introducing intercultural education in the curriculum and of regularly talking about racism and prejudice in class. We have also considered some workshops that can foster intercultural dialogue and inclusion. Workshops where there is mutual learning, where everybody can give and receive. For instance, cookery and traditional tales afternoon workshops. Students learn about other cultures by exchanging recipes, making dishes together and tasting them; migrants learn to tell their traditional tales in the language of instruction and at the same time they listen to stories which reflect other cultures.

The considerations and proposals you are about to read are the following: learning the local language; active citizenship; music; a school choir; drama; sport. We would like to put our ideas into practice in our schools, thus making our modest contribution to inclusion.





LA LENGUA: UN

INSTRUMENT PER

LA INCLUSÃO





# How does inclusion work?

## INCLUSION:

The idea that everyone should be able to use the same facilities, take part in the same activities and, enjoy the same experiences and include all the people without discrimination.





# THE IMPORTANCE OF INCLUSION AT SCHOOL

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Inclusion can be effective mainly at school, where classes are what creates a supportive environment which helps learners face challenge and engages gifted and talented learners by building a more responsive atmosphere.



# WHAT DOES IT MEAN TO HAVE AN INCLUSIVE CLASSROOM?

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It means addressing  
issues like:  
ethnic, cultural and  
linguistic diversity



# STRATEGIES FOR INCLUSION

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Eliminating symbols;  
inclusive language;  
emphasizing activities where  
all students can participate



# WHY ARE LANGUAGES IMPORTANT TO FEEL INCLUDED?

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They are important to communicate with other people, to have good and solid relationships, to take part in daily life and to erase prejudices.





# LEARNING BY PLAYING

Foreign students can learn a language by playing interactive games like:

- the wireless phone;
- the crossword puzzle;
- matching games;
- rebus;
- the post-it game





# LEARNING BY TEACHING

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Students can also have an exchange with the foreign ones by comparing words in different languages.

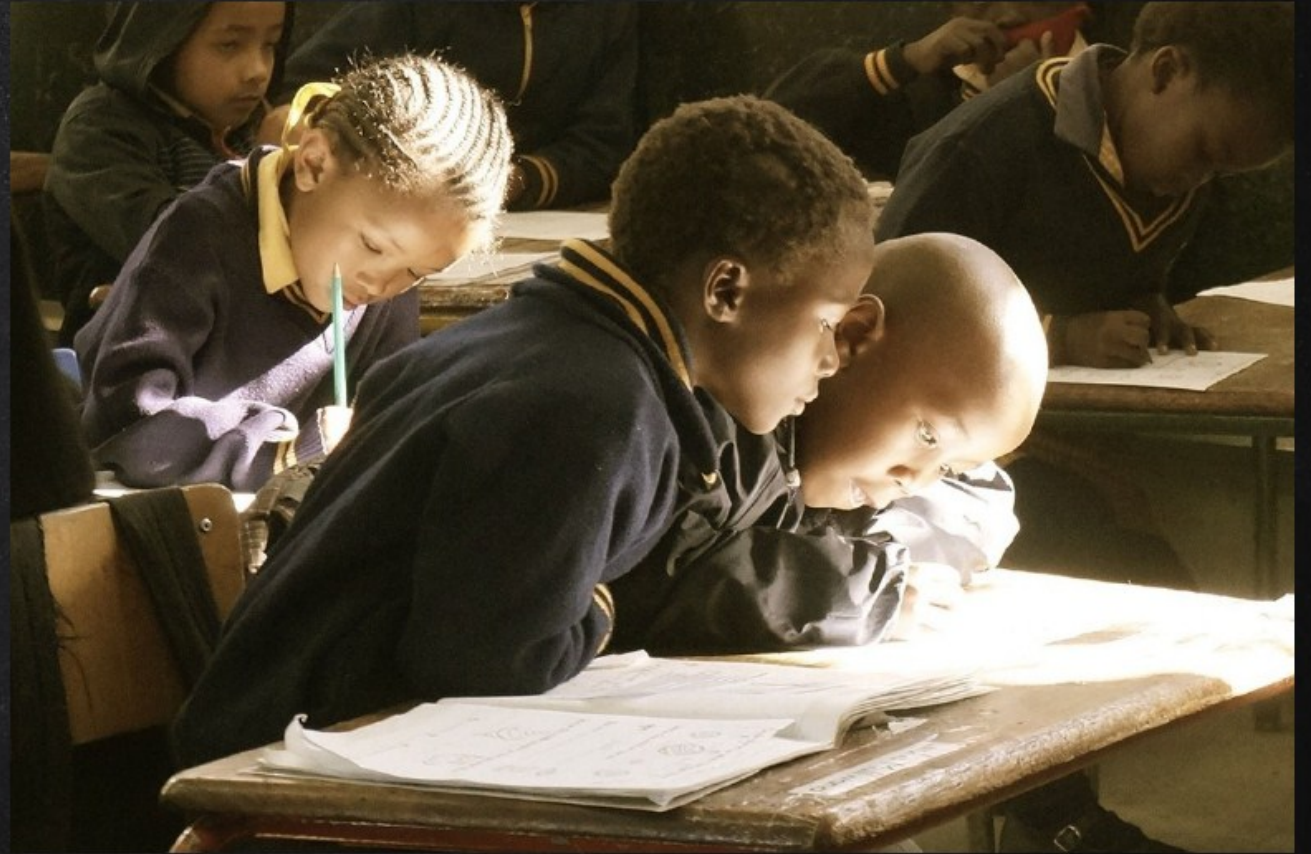




# WHEN?

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Students can learn the language at school during ordinary classes in the morning, but once a week teachers can have flipped classes where students who come from abroad teach their culture.





# HOW?

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Teachers should have lessons halfway between local language and the native language. In this way students will feel more comfortable, included and at ease.





# WHO?

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This particular kind of teaching should include all the students, teachers and school assistants. Students will be surrounded by a protected environment.



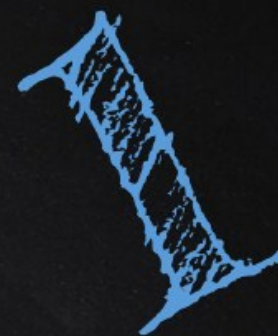




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THANKS!



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*Carmen De Angelis, Gaia Lizzadro,  
Mariagrazia Santarsiero, Angela Pia  
Musolino, Borja Minchillo Salas, Marie  
Bosse, Bàrbara Mesquita*

# RE-IMAGINE

## ACTIVE CITIZENSHIP

**LETIZIA GIUGNI  
ANTONIO BARBARITO  
LIGIA SILVA  
ADRIAN HERNANDEZ  
LILOU BEAUFILS  
MARTA PACE  
FRANCESCA PADULOSI**





# Active Citizenship

## The problems

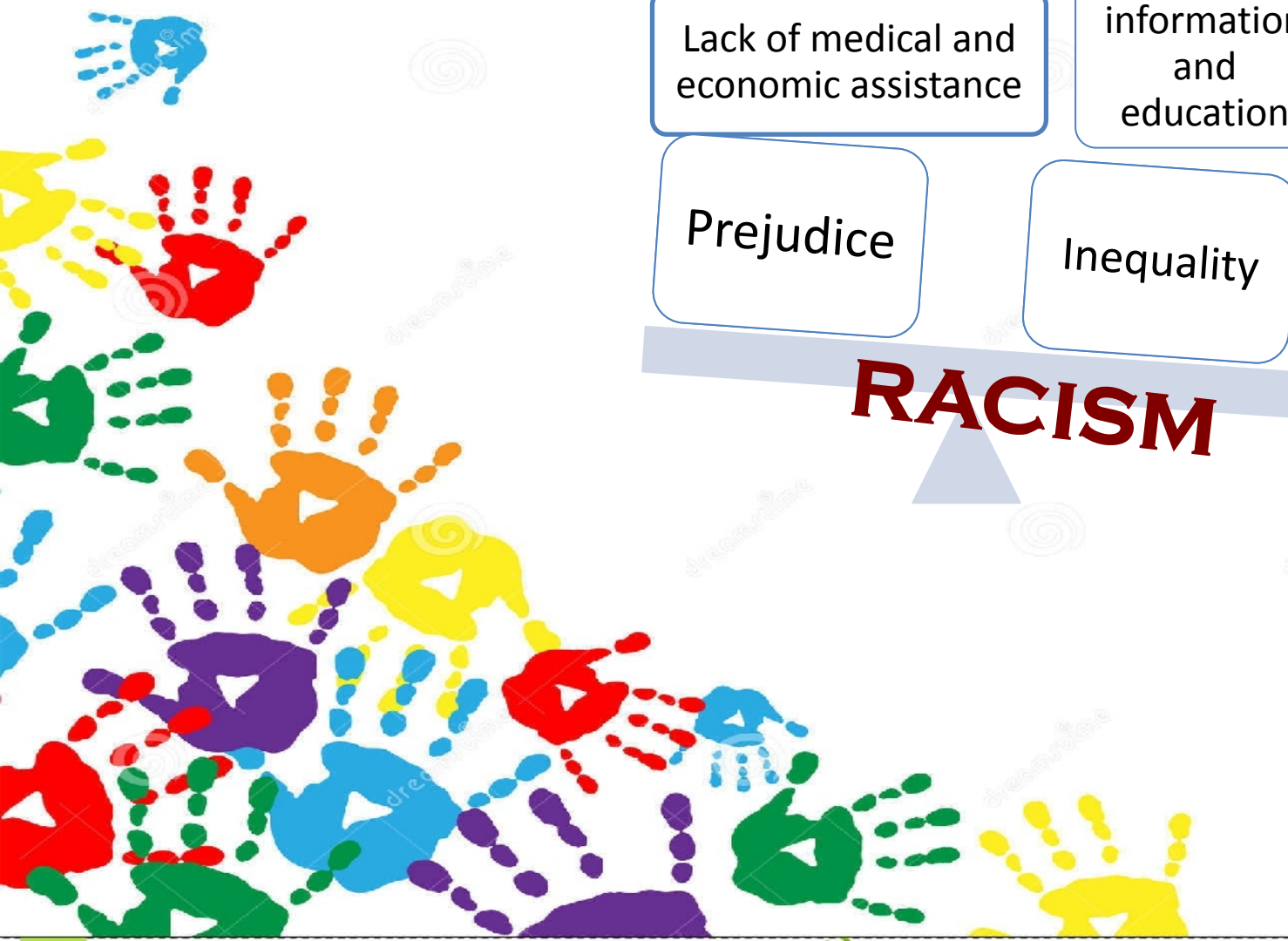
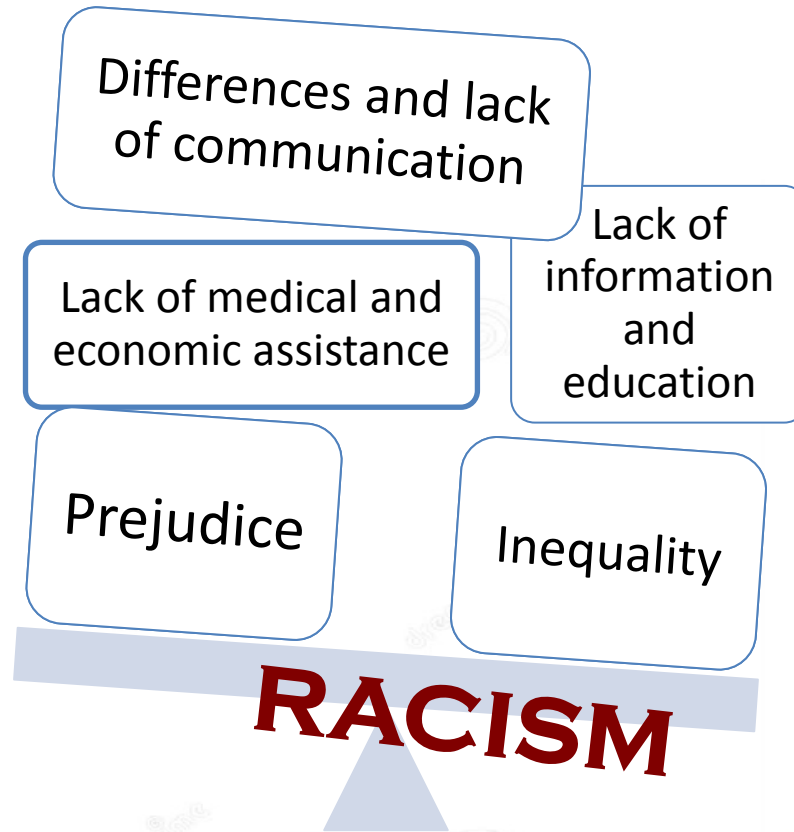
❖ *Before finding solutions to a widespread and evident problem and to its difficulties, it was fundamental to us to figure out the causes at the basis of our cultural crisis.*

*After all our discussions, we all agreed that at the basis of this critical situation there are two things: **racism and its derivatives.***

❖ Racism displays in different fields and ways: it gives start to prejudices, mind-closure, inequality, hatred , involution. It is the result of ignorance, selfishness, lack of sense of humanity, shallowness.



# ISSUES





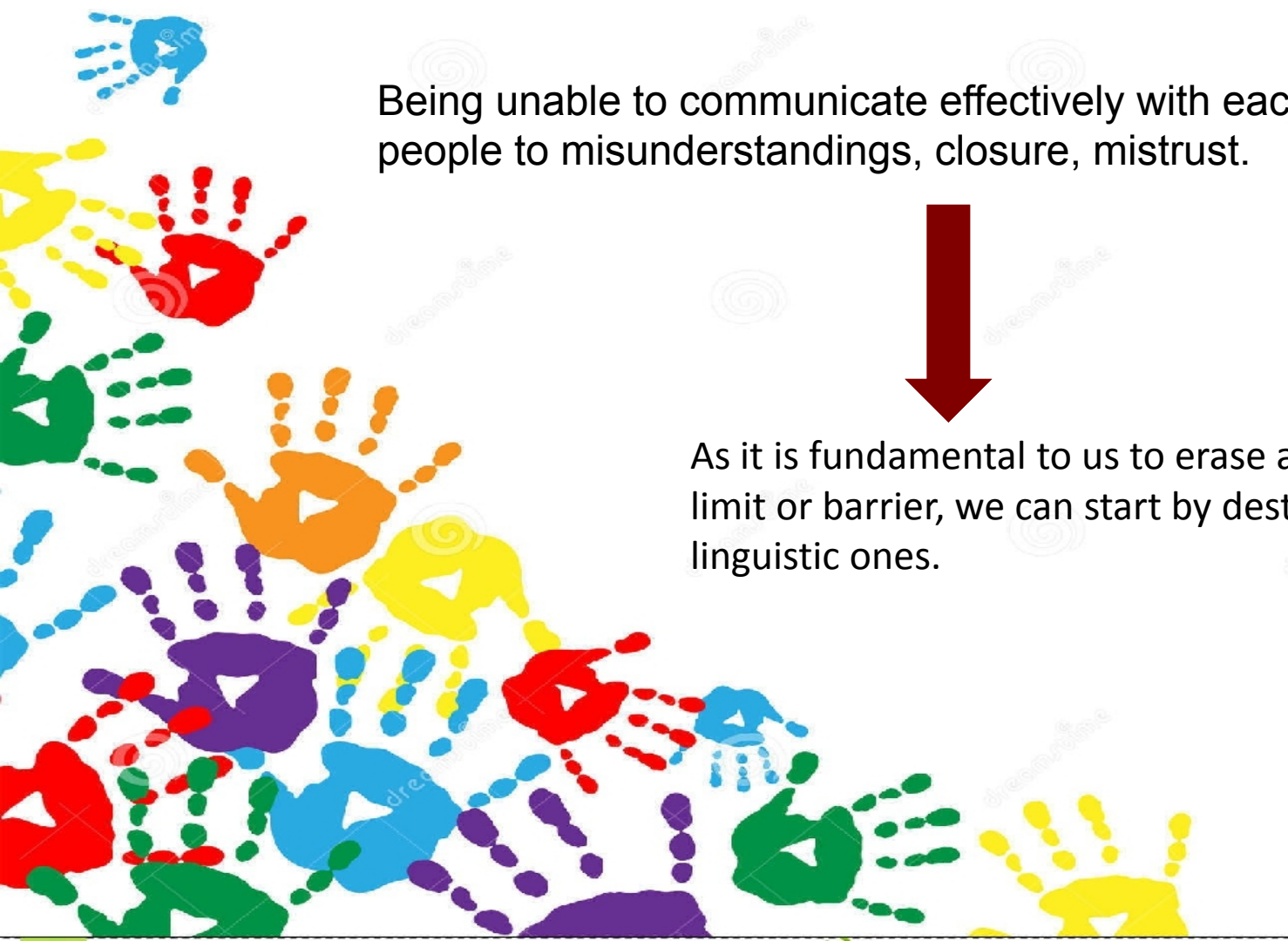
# SOLUTIONS:

## ❖ *Lack of communication*

Being unable to communicate effectively with each other can lead people to misunderstandings, closure, mistrust.



As it is fundamental to us to erase any kind of limit or barrier, we can start by destroying the linguistic ones.



# THE LANGUAGE

- ❖ *As ignorance is one of the main factors which generate racism, inequality, we thought about including students and bring some changes in the educational system.*

## **ALL STUDENTS:**

- 1) Should take part in some extra courses about the countries ( their culture, traditions) where most of the immigrants come from(sensitisation);
- 2) Should organize some sport or painting clubs and competitions( with mixed-culture teams, in order to avoid the creation of two cultural blocks, ex: Italians vs Nigerians), as these activities require more body communication and less the verbal one.





# THE LANGUAGE

## ADULTS:

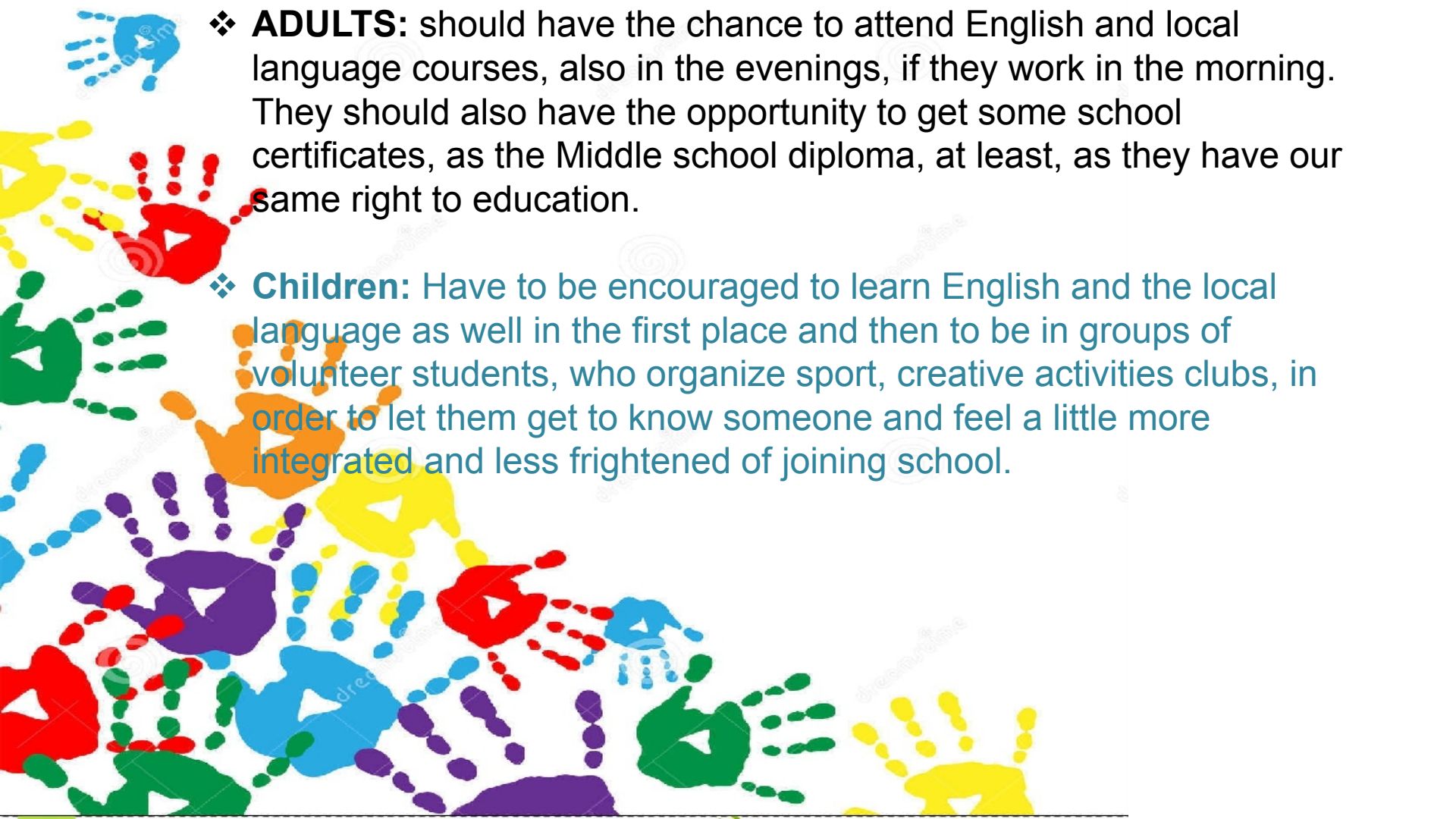
- ❖ The idea came from the story of one Portuguese girl in our group: in Porto there were local and foreign doctors who had huge difficulties in communicating with colleagues and patients, as the foreigners didn't know Portuguese, and they didn't know English well.
- ❖ In Italy too a lot of doctors, who have years of studies and work experience, face several obstacles because of the linguistic problem, when it comes to welcome immigrants and thorough medical assistance is necessary.

**Our proposal is to give the chance to any European citizen to follow a weekly English course, funded by the EU. It would be even better to give the possibility to start to know some immigrants' native language.**



# THE LANGUAGE

## IMMIGRANTS:

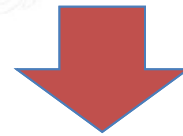
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- ❖ **ADULTS:** should have the chance to attend English and local language courses, also in the evenings, if they work in the morning. They should also have the opportunity to get some school certificates, as the Middle school diploma, at least, as they have our same right to education.
  - ❖ **Children:** Have to be encouraged to learn English and the local language as well in the first place and then to be in groups of volunteer students, who organize sport, creative activities clubs, in order to let them get to know someone and feel a little more integrated and less frightened of joining school.



# LACK OF MEDICAL AND ECONOMIC ASSISTANCE

- ❖ It's really, really hard to find any satisfying proposal to such an issue. As economic and medical assistance, we propose, again, to sensitise students and adult to give direct contribution, to act and join some organizations. Even the littlest help can give great results.

- ❖ For example, farms can give the opportunity to let some foreigners work for some months for them; if they work well, they can employ them, or at least they have helped them to enlarge their curriculum( it is a huge help anyway). The State can help giving financial support, in order to build facilities too, but each of us can do something.



**This way, they will find a job, an activity to live properly, and won't be obliged to join some criminal groups, or to break the law and go to jail. No one breaks the law if they have respectable lives which are not ruled by poverty and basic necessities.**

# A GLOBAL RHYTHM

- ◉ *Music knows no barriers!*



# MUSIC AND ITS EMOTIONAL IMPACT

- Music can strike an emotional chord with its listeners regardless of their nationalities
- Instruments produce sounds that can be universally understood



# THE IMPORTANCE OF CONVEYING THE RIGHT MESSAGE

- Music can convey messages of universal relevance (e.g. “Imagine” by John Lennon)
- Music says a lot about someone's culture, ideals, and habits





# MUSIC: A QUICK WAY OF REMOVING BARRIERS

- It's easier to learn lyrics and through the lyrics the language
- Widening your musical horizons allows you to quickly connect with a foreign culture
- Intermingling with another culture engenders inclusion



# SO, WHAT CAN WE DO?

- It's good to step out of your comfort zone and intermingle with different cultures
- You should try to translate as many lyrics as you like
- Music engenders inclusion and integration





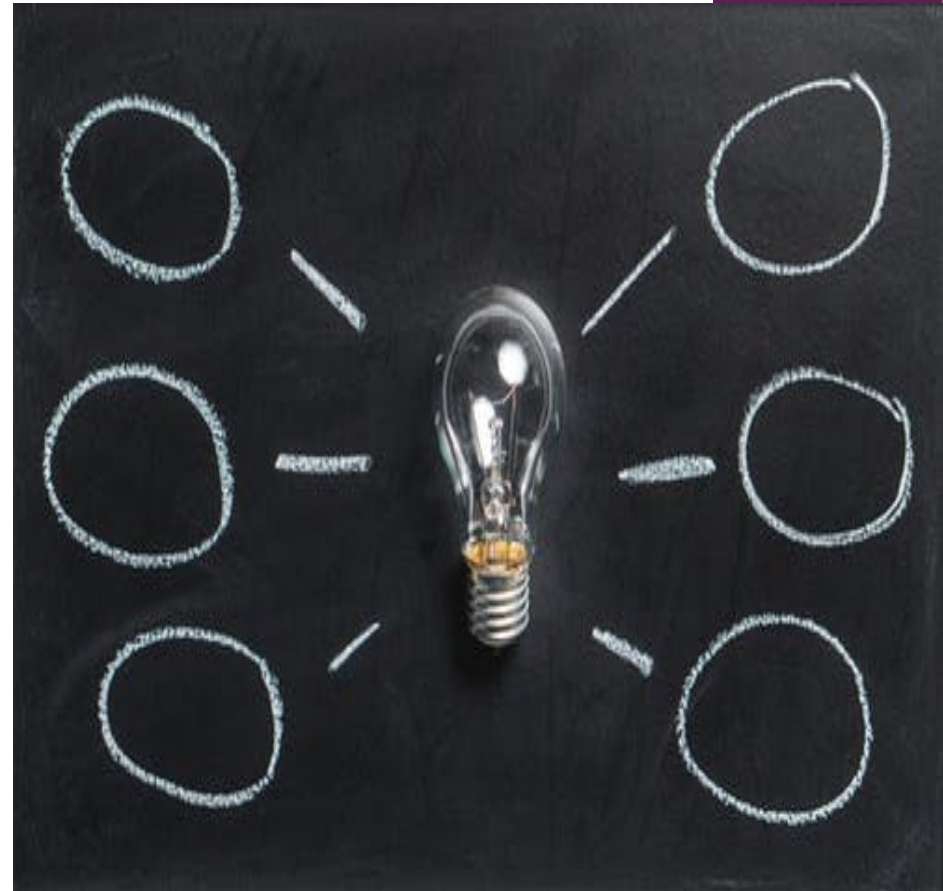
# SOME QUOTES

- “Without music, life would be a mistake”
  - Friedrich Nietzsche
- “Music expresses that which cannot be put into words and that which cannot remain silent”
  - Victor Hugo
- “If music be the food of love, play on,
  - Give me excess of it; that surfeiting,
    - The appetite may sicken, and so die.”
      - William Shakespeare



# OUR PRACTICAL PROPOSALS

- 2-hour afternoon music classes where students are taught to play without any sheet music
- Creation of variegated music: lyrics in different languages
- Active collaboration with experienced musicians from different backgrounds





# OUR NAMES:

- ANTONIO CILIBRIZZI
- ANNA CASTELLIER
- LUCIA ÁLVAREZ
- ANGELA MASELLA
- GIACOMO FUCCI
- ARIANA LOPES

# SING 4 A BETTER FUTURE!

(Lil Papayah!)

New ways for school  
inclusion with the help of a  
choir!



# What can we do?



# 1st step

Create a school choir!

You should form small mixed groups in the choir where everybody can talk about their favourite music



A migrant from the same country or a person who speaks the same language could also enter the choir and help newcomers by translating instructions and supporting whenever necessary





The choir should decide to sing songs in the languages  
of the migrants



The songs could also be a mix of various languages so that no one feels excluded



The group could invent a new song.

Here are some proposals of genres:

FOLK

REGGAETON

TRAP

OPERA

ROCK

POP



The choir may sing typical songs of the different regions of the migrants' countries

TARANTELLA

CEILIDH DANCE MUSIC

FLAMENCO

GUARACHA

FADO

PIZZICA

GAVOTTE BRETONNE

So go and sing 4 a better  
future!

Mariella D'Andrea, Luana Genovese, Francesco Nardiello, Mariapia Savarese, Carolina Duarte, Alicia Renard, Carlos Osorio Mira



# DRAMA QUEEN: THEATRE AS INTEGRATION



Matteo Colucci

Giuseppe Pace

Carmen Grano

Irene Cañadas

Eve Parent

Beatriz Mesquita

Joana Machado





# DRAMA QUEEN: THEATRE AS INTEGRATION




Theatre is considered as one of the most involving activities in order to create bonds, connections...

In a situation where integration is a key factor for migrants' life, theatre helps them to express themselves.



# DRAMA QUEEN: THEATRE AS INTEGRATION




 **WHO:** refugees, migrants, people who want to live in a cohesive community.





# DRAMA QUEEN: THEATRE AS INTEGRATION




 **HOW:** acting in shows in the language of the hosting country; workshops with professional actors in order to improve communication and language skills; team work.





# DRAMA QUEEN: THEATRE AS INTEGRATION



 **WHY:** theatre is like a giant machine where all the team has to be in sync in order to improve team work; it is a way to overcome shyness and isolation



# DRAMA QUEEN: THEATRE AS INTEGRATION



Workshops have to include music,  
acting and dancing because they  
are **universal** languages.

Integration is conveyed through art  
that is universal, it breaks down  
prejudices and connects all the  
humans of the world.



**GRAZIE**

**MERCI**

**GRACIAS**

**OBRIGADA**



# A MATCH AGAINST DISCRIMINATION

# WHAT POSITIVE THINGS CAN SPORT GIVE YOU?

Sport gives people lots of positive qualities like discipline, confidence and basic principles such as tolerance, cooperation and respect.



We all know that the objective of sport is to improve physical condition and the development of social relationships.

All these qualities, principles and objectives are excellent for migrants who feel uncomfortable in their new situation.

Another thing to highlight is that team sports are an easy and funny way to make friends.





Sport plays a great role in the inclusion of migrants. These people lived in situations that were degrading in terms of human dignity and when we look at them we have to respect them.



Taking part in sport is very important for migrants and refugees as a therapy because we are talking about people who have experienced very traumatic situations and great suffering in humanitarian terms.

A great idea to integrate migrants at school would be to organise a tournament of any sport. Doing this, migrants have the perfect opportunity to make friends and feel more self-confident.







The perfect thing would be to organise three tournaments at the same time. One of football, one of basketball and another one of volleyball.



Students will train together twice a week in the afternoon for the whole school year in the school gym.



THANKS FOR PAYING  
ATTENTION!

*Gaia Curcio  
Martina Mattia  
Guillermo Vereda Gonzàles  
Inès Montes  
Océane Rabeau  
Simone Fortunato  
Rosanna Masi*



## AFTERWORD

# WE ARE ALL TRAVELLERS

Migrations are not new. The fact of individuals and populations searching elsewhere for a better future is as old as the history of humankind. IT IS THE HISTORY OF HUMANKIND. The UN calculated that, in 2017, the number of international migrants was 258 million people, or 3.4% of the total population. That figure represents a 50% increase compared with the year 2000. Experts maintain that this trend can only keep growing in the near future.

If migration is on the rise, it is because migration works. Moving house, changing country, is never easy, it can be traumatic, even fatal, for some. But for the majority of people, looking for a better future is a good decision most of the time. Men and women find better economic opportunities, freedom from fear and persecution, better educational and social conditions for them and their families.

Migrations today do not necessarily imply an irreversible, final parting, a radical separation from friends and country. Instant communication and ease of travel make it possible for migrants to stay in touch with their former reality, in a process that benefits all parties involved: countries of origin, countries of destination and, of course, the travellers themselves. In our globalized world, it is realistic for young people to expect to move house several times during their lifetime.

Its impact on host countries is extremely positive: the workforce is invigorated with the influx of new workers, which leads to GDP growth and a positive balance on public finances. Migrants bring to their new land their entrepreneurial spirit and cultural diversity. Countries of origin also rip benefits from the movement of people, as remittances help energize local economies, unemployment is reduced, and the exposure to new ways of life and thinking and the empowerment of women bring new perspectives to traditional societies.

And yet, besides the obvious benefits, the picture is not optimistic today, especially in some of the richest countries on the planet. Besides the fact that most migration is internal, as it happens within the borders of Asian and African countries, it is in the so called developed world where xenophobic and nationalist movements are getting all the attention. The rise of racist movements around the West is creating a tsunami of rejection and intolerance that is threatening the core values of our society.

Because migrants, apart from the benefits we have mentioned before, have another unexpected advantage: they make for the perfect scapegoat. Anything and everything can be blamed on them: terrorism, crime, disease, pressure on social services, social tensions... People fleeing from

persecution or economic hardship just want to get a decent job and a quiet life. But they are at a disadvantage, they are different. It is the easy populist response to attribute to newcomers problems they have not created, difficult situations they suffer as the rest of the population.

As Marina Lewycka wrote in her short story “Exiles and Refugees”: *It all came to a head in the UK with the EU referendum in June 2016, and with hindsight it is easy to see that much of the refugee-phobia was part of an orchestrated campaign to persuade ordinary Britons, many of whom had never knowingly seen a refugee except on television, to cast their vote for Brexit in the referendum. Places with the lowest number of migrants and refugees, like Wales and Cornwall, also recorded the highest anti-immigrant sentiment. Of course they probably had seen refugees-people like myself, not the huddled desperate dangerous characters who were portrayed in the popular media.*

*The vote to leave the EU seemed at that time, and it still seems, a monumental act of national self-destruction, driven largely by drummed-up foreigner-phobia including the entire population of Turkey, which was poised to migrate to the UK, we were told. At the same time, through some of the British media, we were hearing of a similar hate-filled drumbeat echoing from across the Atlantic. Katie Hopkins revealed herself as a big Trump fan, and vowed she would move to America if he won the US election (but she’s still here). Would our sophisticated American cousins turn out to be as foolish and gullible as we had been? You bet.*

We, Europeans, need to be faithful to our democratic ideals. Defending the basic rights and living conditions of vulnerable people, be them migrants or otherwise, we are defending our own freedoms and moral standards. Fighting for those who need help, we are fighting for ourselves, for our free, open and democratic European soul.

We have learned a lot in these two years of Joining Hands. Students and teachers have travelled, debated and read, watched films and documentaries, talked to experts and NGOs. We have met migrants and refugees and we have shared their shocking stories, their anxieties and hopes. And we have learned that we may all be travellers, but we are far from being all citizens. We are not all the same on the open road. Let’s keep joining hands for a better future, for a society of citizens who enjoy full rights without fear of discrimination, without fear of borders and unnecessary walls.

