

JOINING HANDS FOR A BETTER FUTURE JH4BF
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REPORT ON THE TRANSNATIONAL PROJECT MEETING IN POTENZA
7-9 NOVEMBER 2017

Members of the project teams present at the meeting:

1. IIS Leonardo da Vinci, coordinating school, Potenza Italy – Mrs Alessandra Napoli (*da Vinci* headmistress), Mrs Maria Rosaria Buccianti, Ms Rosa Maria Lioy, Mrs Ornella Olivieri
2. Lycée Blaise Pascal, Segré France – Mrs Laëtitia Bouteiller, Mr Pierre Loriau
3. AE João de Araújo Correia, Peso da Régua Portugal – Ms Maria Nair Gomes , Ms Isilda Megre Rodrigues, Mr João Andrade Rebelo
4. Liceo Caracense, Guadalajara Spain – Ms Rosa Gómez, Ms Elena Herreros, Mr José Sánchez

The transnational project meeting took place in Potenza from 7 to 9 November 2017. The French and Portuguese partners arrived on Monday 6th, in the afternoon, and after checking in at the Hotel Parco del Seminario they went on a guided tour of the town centre. Some *da Vinci* students told Potenza's history and led to visit St Michael's Church, the main square, the Guevara Tower, the Cathedral and its crypt. The Spanish colleagues, whose flights had been delayed, joined the partners, the *da Vinci* headmistress and other teachers at a restaurant at night.

The following day, Monday 7th, the students involved in the project warmly welcomed the teachers at the school entrance and showed the laboratories, the auditorium, and the classrooms. Then there was the opening of the meeting and Mrs Napoli, the headmistress, spoke about Europe and the great relevance of European projects.



The first item on the meeting agenda was the students' selection criteria: the partners used similar criteria such as school merit and active participation in school life and projects. The Portuguese colleagues highlighted the importance of some personality traits such as being independent, reliable and punctual. Everybody agreed to match the students with their destinations as soon as possible and to tell the students going to France, first learning/teaching/training activity, to write their own short presentations by December in order to proceed with the pairings.

Mr Rebelo talked about the use of Facebook. After sharing ideas, he created the group on the spot and then the following decisions were taken: 1. that Mr Rebelo would appoint a teacher per school as administrator in order to let all the students join the group; 2. as concerns the privacy setting, the present chose the closed group to avoid the free circulation of photos and information; 3. that the group would include only the project teams and the selected students; 4. that each partner school would ask for the parental permission for the Internet use of photos and videos; 5. that the Facebook page would be used to communicate. Mr Rebelo also handed a questionnaire to the present and asked to fill it in. The questionnaire was about the sense of belonging, attitudes and views on migrations.

Mrs Bouteiller talked about the eTwinning platform and about how to join the project group on the TwinSpace. Everybody agreed on the use of eTwinning for dissemination purposes. For this reason all the members of the project teams will register on the platform and then Mrs Bouteiller will invite them to join. Furthermore, it was decided to invite a limited number of students as ambassadors and some foreign colleagues who might give feedback and comments on the activities and outcomes.

Mrs Olivieri explained the procedure of Europass mobility, that is the document to record knowledge and skills acquired in another European country. She reminded the partners that the document was both for teachers and students, that it was necessary for the sending school to contact the national Europass Centre at least two months before the planned learning/teaching/training activity, and for the host school to fill in the sections related to competences and skills, and stamp.

In the afternoon there was Mr Sánchez's thorough presentation "We are all travellers" which offered everyone food for thought.

Later on the first activities to be done were discussed and it was asserted the commitment to the quality of the students' work. As for the project logo, the following procedure was chosen: asking the students to produce a 15x15 logo containing the acronym JH4BF and put it in a sealed envelope with no name but a nickname on it; setting up a committee in each school to choose the best proposal; sending the coordinating school the chosen proposal by email (deadline 5 December); uploading the 4 proposals (1 per partner school) onto the Facebook page; voting until 11 December. Then it was said that the students had to do research into emigration, contact people who moved to other countries and write interviews by December and that the above-mentioned interviews would be displayed on International Migrants Day.

In the early evening the partners paid a visit to the National Archaeological Museum. Two *da Vinci* students led them to see the halls and the finds displayed there, such as the burial of a seven-year-old princess and a Roman mosaic.

On Wednesday 8th Mrs Olivieri showed the Italian Agency's assessment of the project JH4BF and then the present split into two groups to discuss how to implement the planned activities and actions. It was very useful because it was the opportunity for everybody to speak and share ideas and reflections. Then the following proposals were approved:

1. Impact on the participants and stakeholders: to do a survey on stereotypes, feelings, attitudes, sense of belonging addressed to the students, their parents and the teachers at the beginning of the project and in the end; a Google questionnaire before and after each learning/teaching/training activity. Mr Rebelo was willing to prepare the survey having more experience and skills.
2. Communication: the official one by email; informal by Whatsapp; to exchange photos, videos and comments by Facebook; through Google Drive for project teams only.
3. Dissemination at the international level: graphs obtained through the replies to the Google questionnaires to be published on the TwinSpace; Glogster to be published on Facebook; eTwinning.
4. Dissemination at the local level: articles in newspapers; establishing contacts with local authorities and migrants' organizations; taking part in local events.

Later the group talked about the digital diary. It was decided that the activity was to be carried out either individually or in small groups (max 3 students) and it was to be published on Facebook in the form of a typical diary page.

Finally, the dates of the learning/teaching/training activities were discussed and approved as follows: France – arrival on 18 March and departure on 24 March 2018; Spain – arrival on 6 May and departure on 12 May 2018; Portugal – arrival on 30 September and departure on 6 October 2018; Italy – arrival on 7 April and departure on 13 April 2019.

In the afternoon the project teams and other *da Vinci* teachers visited Lagopesole Castle and the Museum of Emigration. The impressive medieval castle houses the museum where there are interactive tools whose main purpose is to make the visitor identify with the emigrants of the past, with their arduous journeys and their hard lives. Then the teachers visited the old cellars of a renowned wine-maker and enjoyed a wine and food tasting.



On Thursday 9th the project teams and several *da Vinci* teachers went to Matera, European Capital of Culture 2019. A tourist guide explained the reasons why this city is absolutely unique and a timeless place which has been inhabited since the Paleolithic age. After walking in the city centre, the visitors were led by the guide's words to imagine both Matera's past when the *Sassi* were considered Italy's shame and Matera as the location for many films. Then they visited the *Sassi* area, a rupestrian church and a cistern-house.



Besides showing Basilicata's cultural heritage, the visit was an opportunity for the participants to get to know each other better and exchange experiences.

The following day, Friday 10th November, all the partners left early in the morning to get to the airport.