



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

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

### **REPORT ON C4 LEARNING/TEACHING/TRAINING ACTIVITIES AT IIS “L. DA VINCI-NITTI” POTENZA, ITALY**

**APRIL 2019**

#### **Sunday 7 April**

Two teachers and eleven students of the host school went to Naples Airport to welcome and pick their partners up. Since the Portuguese and French groups arrived 5 hours before the Spanish delegation, there was plenty of time to visit Naples city centre. We went to Maschio Angioino, the impressive medieval castle near the port, and enjoyed a piano concert there. Then we walked along the pedestrian area of via Toledo and Piazza del Plebiscito. Going sightseeing and living the lively atmosphere of this big city, full of beautiful churches and squares and with buskers entertaining passers-by, was very nice.

Then it was time to go back to the airport and pick the Spanish group up. We got to Potenza at about 10 p.m. where we met the other students and the host families.

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**8 – 12 April 2019**

**At I.I.S. “L. da Vinci-Nitti” Potenza**

**C4 Learning, Teaching, Training Activities in Italy**



**“We are all Migrants”**

*I.I.S. “L. da Vinci-Nitti” Potenza, Italy*

*Lycée Blaise Pascal Segré, France*

*AE João de Araújo Correia Peso da Régua, Portugal*

*Liceo Caracense Guadalajara, Spain*

## **Monday 8 April**

The teachers and the students were welcomed by the deputy headmistress, Mrs Antonietta De Michele, who expressed the pleasure of coordinating a project on such a topical issue like migrations and wished everybody a good stay. Then the delegations were shown the laboratories, the assembly hall and the library.

Later on, at around 9.30, the students began doing the activity “Welcoming refugees and finding ways to facilitate their inclusion”. They worked in groups and exchanged information about the education inclusion policy in their countries and the best practices in Europe. While the students, whose work was monitored by three members of the Italian project team, were being informed about what each country does to integrate newcomers, the teachers held a meeting. First of all, the LTTA programme was discussed: 1. the video of the Silent Academy was shown to explain what the participants would do in Matera. 2. It was decided to let a representative of each partner school speak at Wednesday’s dissemination meeting and therefore the following speakers were chosen: Mr Thierry de la Ferté, Mr Salvador da Costa Ferreira and Mr José Sanchez. 3. The students were to be the protagonists in all the learning/teaching/training moments of the week. They would introduce, explain and sum up the video on the second year activities, the Prezi presentation, and actively participate in the inclusive education activity and the Reading out loud event so that they would be collective and meaningful.

Then the teachers talked about the end-of-project questionnaire that was to be very similar to the one prepared at the beginning of the project. The French colleagues were asked to tell Mrs Bouteiller that she would be in charge of it. It was decided to send it to the students involved in the learning activities at home and abroad, to one parent per each student, to the project teams, and that the deadline was to be the end of May.

Then the teachers joined the students to help them arrange the migrant exhibition.

After lunch, the whole group left the school and walked to the town centre. There the participants were split into small groups and, supervised by four students, were involved in a two-hour orienteering game to discover interesting sights. In the early evening it was time to go back home.

## **Tuesday 9 April**

We left early in the morning to visit Matera, European Capital of Culture 2019. Some of the participants had already seen this town when there was the transnational project meeting in November 2017 while it was a new unique experience for all the others. We were led by two tourist guides to see the “Sassi”, the area where until the 1950s living conditions were awful, there was poor sanitation and the small houses were overcrowded. Now most of these houses have been renovated without changing the overall impression of the place which keeps the same charm as Petra in Jordan. We visited the town centre, the “Sassi”, a cave house and a rupestrian church.

In the afternoon we went to the Silent Academy that is a place founded by non-profit organisations to give “a voice to those who have lost theirs”. Basically, the Silent Academy does the opposite of what is usually done, instead of teaching migrants some skills, the migrants, who were craftsmen in their countries, carpenters or tailors, teach local people their skills.

The participants were split into two groups and then involved in an activity made of three steps. First a young woman belonging to one of the non-profit organisations explained how the Italian welcoming system of migrants works; then another young woman helped the students to focus on words and understand what inclusion and integration really mean; finally, there was a workshop with a tailor from the Ivory Coast. After seeing some dresses made by him, the participants made cloth bags under his supervision. The afternoon spent there was really inspiring, we understood that we can find another way to give back dignity and identity to those who are compelled to stroll aimlessly in our towns thus losing their skills and dreams.

We left for Potenza in the evening.

### **Wednesday 10 April**

After arranging the last practical details, a dissemination event was held in front of the school community. The “da Vinci-Nitti” headmistress gave her welcoming speech and then there were the interventions of: the Province Education Authority manager, Mrs Debora Infante; the Centre for People from Lucania in the World; a non-profit organisation which deals with migrants, Arci Basilicata; Mrs Olivieri, coordinator of the “Joining Hands for a Better Future” project; the French, Portuguese and Spanish representatives of the partner schools; a few students involved in the project.

Then a video made by “da Vinci-Nitti” students was shown. “What an age it is” is composed of three parts: the story of a child migrant’s voyage; the dreams of a young refugee who is in Italy and hopes to become a professional musician; some reflections on prejudice. The languages of drama and music conveyed a message of empathy in a powerful different way.

The video on the activities done by all the partners in the second year of the project followed.

In the afternoon the wet weather did not let us go on an excursion and the students watched the documentary “Fuocoammare” by Gianfranco Rosi which won the Golden Bear at the Berlin Film Festival in 2016. It is about the refugee crisis seen from the island of Lampedusa.

In the meanwhile the teachers held a meeting. The following decisions were taken: 1. final DVD. By the beginning of June each partner school had to prepare a section made of: photos of the Erasmus corners; the LTTA at home; the Reading out loud events; lists of recommended books and films; interviews to the students who must answer three questions such as “What have you learnt?”, “What was your favourite activity?”, “What else would you like to say?”. 2. What to upload onto the Erasmus+ Project Results Platform: the logo (A6); the digital diary “A day in the life of an early twentieth century migrant” (A12); the interactive timeline of emigration flows; the Prezi presentation on the first year activities; the digital diary “A day in the life of a today’s migrant” (A22); 2019

Calendar “Places of the Soul” (A23); the Prezi presentation on woundscapes- consequences of migration; the video on the second year activities; the Italian video “What an Age it is”; the final DVD; the handbook with reflections on migration and proposals of inclusive education (A27).

At five p.m. the participants finished all the activities.

### **Thursday 11 April**

The students worked in groups in order to plan activities and/or afternoon workshops meant to facilitate migrants’ inclusion. Each group focused on a different way to help a newcomer fit in, i.e. music, drama, learning the local language, sport, and after a two-hour brainstorming session and debate, they chose a spokesperson and prepared a PowerPoint presentation for the following day.

The teachers supported the students’ group work, they arranged the migrant exhibition and discussed the last item on the agenda. As concerns the handbook on inclusive education, it was decided that: Mrs Olivieri was to write the foreword; the proposals of inclusive education were to be the ones debated by the students during the group work; Mr Sanchez was to write an afterword on migrations; the deadline was to be the end of May.

Then some “da Vinci-Nitti” classes visited the migrant exhibition made of recipes, clothes and the beautiful photos of the refugees whose stories were told in a UNICEF documentary “SottoPelle” (“Under your skin”).

After lunch the participants left for Rionero where there was a meeting with some asylum seekers. We listened to the stories of young people from Mali, Ethiopia, Cameroon, the Ivory Coast. We got to know the reasons for fleeing a country and we had to imagine the stories that could not be told. We also saw how hard some refugees are studying in order to learn Italian. Our students asked some questions and we noted once again how much the kids have learnt in terms of understanding and respect since the project began.

In the evening there was the farewell party in a small hotel in the country. All the participants and other “da Vinci-Nitti” teachers had pizza together and danced.

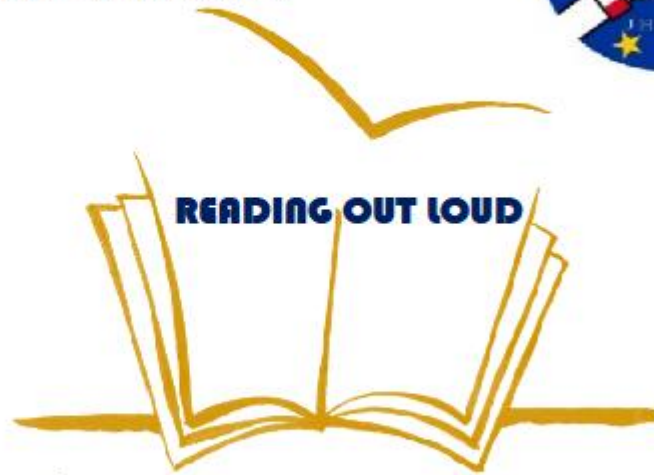
### **Friday 12 April**

First there were the students’ presentations of proposals of new ways for school inclusion. The ideas they explained to the audience are simple, since they were not written by scholars, but they are clear and rational and, above all, apply well in a state school.

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**“THE RIGHTS WE LACK”**

12 APRIL 2019

*IIS “L. da Vinci-Nitti” Potenza, Italy*

*Lycée Blaise Pascal Segré, France*

*AE João de Araújo Correia Peso da Régua, Portugal*

*Liceo Caracense Guadalajara, Spain*



Then there was the Reading out loud event “The Rights we Lack”. The students chose extracts from several books that show the most common rights that are denied to thousands of people everywhere:

to citizenship, identity, education, leisure, dignity, innocence, health, gender equality, a safe future, migration.

Here is a list of the books:

1. Equality by Maya Angelou
2. Migration
  - a. Beneath the Wind by Richard Ali
  - b. This bridge by Ben Tomoloju
  - c. Migrant by Wole Soyinka
3. Right to education: Chinasa by Chimamanda Ngozi Adichie
4. Right to gender equality: We should all be feminists – On Gender by Chimamanda Ngozi Adichie
5. United Nations Convention on the Rights of the Child
6. Right to a safe future: Climate change by Obama
7. Migration: The emigrants by Bertolt Brecht
8. Injustice: To the Posterity by Bertolt Brecht
9. Citizenship by Javier Zamora
10. Exiles and refugees by Marina Lewycka

In the afternoon we went on a guided visit to the archaeological site of Pompei. At the end of the visit there was time to explore the site individually and feel the atmosphere of this renowned cultural treasure.

We left for Potenza in the evening.

### **Saturday 13 April**

All the participants left for Naples Airport early in the morning with a bit of sadness because this LTTA marked the end of the two-year project.