

Migration: A Pilgrimage to Welfare

MINUTES of the fourth Project Meeting

Participants:

- Ms. Verónica Ernstovna Dankova (Escola Secundaria de Pombal)
- Ms. Ana Santos Carvalho (Escola Secundaria de Pombal)
- Ms. Maria Sofia Dias Ferreira Godinho Silva Santos (Escola Secundaria de Pombal)
- Ms. Maria Isabel Vicente dos Santos (Escola Secundaria de Pombal)
- Mr. Bruno Gaspar (Escola Secundaria de Pombal)
- Ms. Fani Smixioti (5th Gymnasium Trikalon, Trikala)
- Ms. Eleni Pantou-Megarhioti (5th Gymnasium Trikalon, Trikala)
- Ms. Maria Louise Kempers (RSG Slingerbos / Levant, Harderwijk)
- Ms. Patricia van Mourick (RSG Slingerbos / Levant, Harderwijk)
- Mr. Patrick van Sermondt (RSG Slingerbos / Levant, Harderwijk)
- Ms. Adriana Di Muro (Scuola Media Statale Volpi, Cisterna di Latina)
- Ms. Milvia Anna Colapietro (Scuola Media Statale Volpi, Cisterna di Latina)
- Ms. Marina Nalli (Scuola Media Statale Volpi, Cisterna di Latina)
- Ms. Gemma Bolle (Scuola Media Statale Volpi, Cisterna di Latina)
- Mr. José Ramón García Moreno (IES Pere Vives Vich, Igualada)
- Ms. Marcel Jorba Jorba (IES Pere Vives Vich, Igualada)
- Mr. Anton M Marimón Guasch (IES Pere Vives Vich, Igualada)

. Evaluating set objectives.

1. The Project within each school.

Each school gave a brief summary of the role of the project in each school curriculum and how it went. Patterns have not changed from those explained in the application form of the project.

Institut Pere Vives Vich: The project is well known by all the different school bodies and this has brought many collaborators to it. One of the reasons for this high acceptance of the project at school and the willingness of the teachers to collaborate lies in the fact that Pere Vives Vich has been doing projects for the past 13 years and they form part of the school curriculum.

S.M.S. "A. Volpi" Cisterna di Latina: 6 or 7 teachers are involved in the project. It is not rooted in the school yet because it is the first project the school is taking part in and also because the school has many new teachers each year. The lack of permanent staff reduces their involvement in the school's long term plans.

RSG Slingerbos Levant: The Comenius team has to deal with the difficulty of having to work in two different buildings. Even though the project is well known at the school, this is the first time that the smaller building has been involved in one.

The 5th Gymnasium Trikalon: Parents and students are very satisfied thanks to their previous experiences and the meetings held. Families are more conscious of the value of these projects and have become very supportive. Local authorities have also been very supportive.

Escola Secundária de Pombal: The team has managed to involve many people in the project. The project is open to all the students in the school. Local authorities and teaching staff in the school are also very supportive.

2. Communication between Schools.

The main channels of inter-school communication have been emails and the etwinning platform. The coordinating school has been preparing a web page to make communication less burdensome. All the delegations found the etwinning platform difficult to access, especially for students. On the other hand, the advantage of our web page is that it is open to anyone and can be a disseminating platform for all the work done.

Delegations were asked to make more use of the blog in the web page and encourage students to use it.

Another workshop was held in order to remind all the delegations about the use of the web page and homogenise the formats of the files to be uploaded.

3. Dissemination

Each school described the way they disseminated the project inside the school, with local media and other institutions. It was generally agreed that putting up posters or products like the calendar in different parts of the school such as departments, offices or corridors was a good way of disseminating the project inside the school. Possibilities of dissemination through the local media vary from school to school.

At IES Pere Vives Vich the project has been disseminated through the articles written by some students and published in the school magazine and the local press. During the school open day, a summary of all the projects done by the school was on display so that future parents could get to know about the school's policies on international projects. The families are also given periodical information through meetings or the parents association.

S.M.S. "A. Volpi" Cisterna di Latina Besides the web page, the school has a Comenius cabinet to show news about the project and products related to it.

RSG Slingerbos Levant has disseminated the project through the different meetings with parents, the school magazine, the school agenda for 2010-2011 and the Comenius cabinet where products and items from the projects are exhibited. The school web site also disseminates the project. A video was also used for the dissemination of the project. It is difficult for RSG Slingerbos Levant to be able to appear in the local media.

The 5th Gymnasium Trikalon has been able to have articles in the local newspapers which are always willing to publish them. Parents have also become aware of the project through the meetings held and the mobilities of the students.

Escola Secundária de Pombal has made great efforts to get good dissemination. Information and materials related to the project are displayed at different points in the school on boards, in glass cabinets, etc. The local press periodically edits an educational supplement where Escola Secundária de Pombal has published several

articles. It is expected that the success of the show will have a great disseminating effect.

4. Questionnaires.

Anton M. talked again about the importance of evaluating as many aspects of the project as possible.

It was agreed to continue using the same questionnaires with the same format so that a global evaluation of the project can be done without many problems. It was also agreed that schools should send the data from the questionnaires related to the meetings in Harderwijk and Pombal to Institut Pere Vives by **April the 8th**. The results should be sent in the same "xls- excel" format as used before.

5. <http://m2w.yolasite.com> Web site.

The web site of the project is operative and a separate workshop directed by Marcel Jorba was held in order to recall the procedures to upload the different types of files. It is hoped that the different delegations will upload their files and products and keep it updated.

The web site has a blog which at the moment is not used. Teachers should encourage students to use it

6. Products.

- The Calendar for the year 2011 is finished and Marlous Kempers, the coordinator from RSG Slingerbos Levant, the school in charge of it, had already sent it to the different schools. All the delegations agreed that it was a well finished product and very useful to disseminate the project in the school and also outside the school.
- The Recipe booklet was finished but it was agreed that it needed a better finish. Some delegations suggested reducing it but Anton M. Marimón said that he would try to homogenise the style and format of the different recipes. He would try to have it ready for the next meeting in Cisterna di Latina.
- The booklet about traditions and festivities was presented by the Italian delegation in a CD. The product was finished but the Spanish presentation was missing due to the fact that the Spanish presentation arrived after its edition. The delegation from Cisterna di Latina agreed to add it in its final version.

7. Fusion

- **IES Pere Vives Vich:** The students have produced several presentations about artists who have fused styles, techniques, etc. coming from different cultural backgrounds. They have also learnt to dance "sardanes" and sing "habaneras" for the festival in Pombal.
- **S.M.S. "A. Volpi" Cisterna di Latina:** The town used to be flooded with water and the students have worked relating this fact with the similar conditions in the Netherlands. They have also studied the differences between the Greek and the Roman theatres and have produced a slide presentation. The students have studied melodrama. They have also learnt about travellers (sailors). They have

investigated l'Alguer, a town in Italy where Catalan is spoken. They have also compared several religious sites in different countries (Santiago, Fatima, etc.) paying special attention to pilgrims along St. James' Way. They have learnt to sing several popular Italian songs to take to the festival in Pombal.

- **RSG Slingerbos Levant:** They want to produce a magazine with two sections. In the first one they will present a movie or a book, and in the second one they will include some music, reviews of books and films, drawing, etc. to illustrate the first section. They have seen the film *Dunia and Desie*. They have been rehearsing for the festival in Pombal.
- **The 5th Gymnasium Trikalon.** Students and teachers have worked on several Greek folk dances to take to Pombal. They have also been busy creating the traditional costumes. They have worked on the film *Brides*, about some Greek women who go to America to get married. They have listened to Dolores, a Greek singer who sings in Spanish. They have also studied different monuments from all over the world.
- **Escola Secundária de Pombal.** The Portuguese Comenius team worked very hard to prepare the show. A lot of contacts were established with local authorities, especially with the municipality of Pombal. The show whose motto was – “We are all migrants!” – gathered different people from different ethnic minorities living in Pombal, including immigrants from Brazil, Cape Verde and Ukraine. The lining up of the show had in mind a long history of migration not only in Portugal but also worldwide - “After all aren’t we all migrants?” The Portuguese school concentrated on the preparation of the show and the rehearsal of different performances. The show put in evidence not only the diversity of the local community but also of the cultural richness of the European Union. Different genres were presented, including traditional music, songs and dances, the Portuguese fado sang by a Ukrainian lady accompanied by a Ukrainian traditional instrument, especially rehearsed for the show. The show was a challenge for everyone. The final result was an excellent performance of all delegations together in a union of colours and joy.

8. Calendar of activities to do before or for the 5th meeting.

The very last issue to deal with before the last meeting is "Local policies on migration". The Dutch team have already begun work on the subject. They prepared a questionnaire and interviewed the manager at a migration office. They will send the questionnaire to the rest of the delegations and each school will decide if they want to use it as it is, adapt it to their needs or use another one. Each school will make a summary of the results of the questionnaires and/or of the interviews. The Portuguese delegation reminds the rest of the assistants that it is their responsibility to assemble all the results of this section. It is agreed that every school will use WORD to present the results that will be taken to the meeting in Cisterna di Latina. In case a partner finishes this job before the meeting, they can send the results to the Portuguese team before travelling to Italy.

9. Questions & Answers: The Dutch delegation suggests the possibility of continuing working together after the Project. The proposal is welcomed by all the other delegations. The coordinator congratulates the Portuguese team for the success of the festival as well as for the perfect organization of the meeting. He also

congratulates everybody for their contribution and good work during the meeting and thanks the Portuguese delegation for their hospitality.

Pombal, 7th-17th March 2011