

# YOUNG YE EUROPEANS A AWARD

## Winning Project:

## The colourful face of Europe



Deutsch-Polnisches Jugendwerk  
Polsko-Niemiecka Wspólpraca Młodzieży

OFAJ  
DFJW

Allianz  
Kulturstiftung  
... for Europe



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## Project Partners

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France

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Poland

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Ukraine

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## Short description of the project

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Since November 2015 we have been dealing with the project called "**The colourful face of Europe**". One of our aims was and still is to gather information and experiences about Europe as an important destination for refugees and migrants in general. However, we did not only focus on the current situation; the students also examined migration from a historical perspective.

The project work is supposed to raise awareness of the specific situation of migrants in the past and present. The approach to the topic supports this aim, as the students have examined migration and migrational experiences on an individual level (family, school, and neighbourhood). This step was meant to make all participants aware of the fact that migration has been something absolutely normal over the centuries and that Europe's face is deeply influenced by those migrational movements. The students then gathered information about different aspects of migration. They asked about the causes of migration, learnt to differentiate between push and pull factors, discussed problems of integration and relevant policies. They also dealt with the topic from an individual perspective, as they reflected on the meaning of "home" and what it might mean to an individual to be forced to leave one's home country. An approach that takes individual experience seriously can help us learn about where we come from and who we are, thus contributing to education towards tolerance.

Dealing with migration also led to the crucial question of this year's YEA, "How far does Europe reach?" The students have come to the conclusion that it is quite difficult to determine the borders of Europe. This certainly depends on the perspective chosen. Taking the historical perspective and the migrational experience into consideration, the students mostly rejected fixed borders but tended to a more flexible definition of Europe, which is based on the way of life and common values – just as expressed in the definition of "home" as a place where one lives together with one's family and friends. Even different languages are not necessarily seen as a crucial factor that might lead to a feeling of alienation.

Having gathered, discussed and structured a lot of information from various perspectives, the students started to think about ways to present their findings in a creative form. They joined in internationally mixed groups to create different products, which all are supposed to present one element of Europe, European policies or European experiences. At the moment (end of February) the groups are at different stages of the working process, but mostly have not finished their products yet. Collaboration has been organised via an Internet platform. The working language is English, as the students are working on the project in their English and History/ Social Science lessons, respectively. Taking part in the project offers the chance to practise and improve the command of English as our working language. In addition, students have expanded their experience of various ICT tools.

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## Full description of the project

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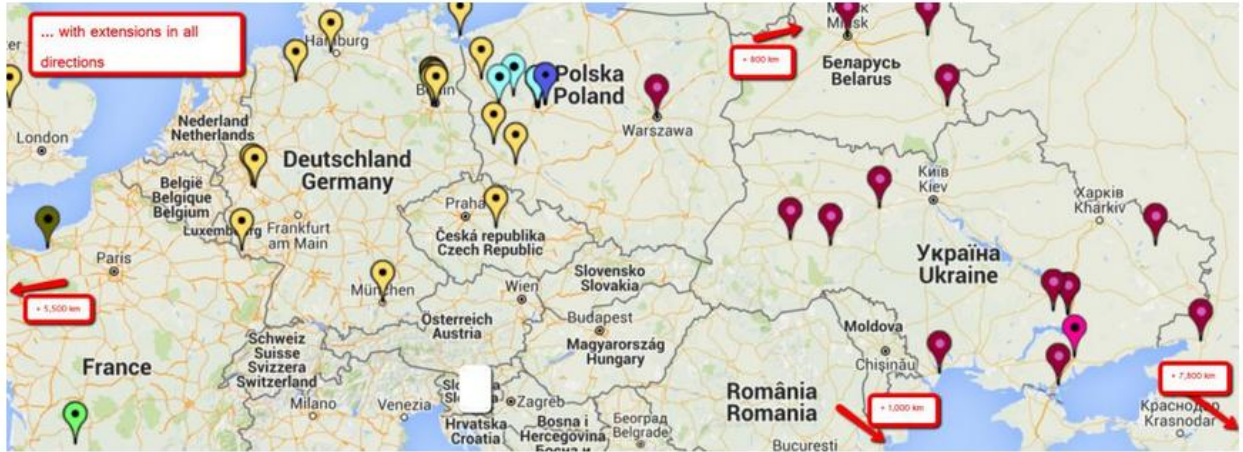
### The work process in detail:

The work on the project „The colourful face of Europe“ started with getting to know each other and with an ice breaking phase during which the participating students introduced themselves and their schools to each other. Differences in the school cultures became visible and were discussed by the students.

We organized a competition to enable the transition to the actual project subject in which migration plays a crucial role. Students were to design different logos which were meant to visually address the project subject. The submitted logos were then evaluated and the draft which received the largest amount of votes – a logo submitted by Ukrainian students – has since then been our project logo.

Parallel to the logo competition, students began to research their family biographies. With help of the tool Zeemaps, the students could picture the heritage of their families, three generations back. They marked their own birth places and the ones of their (grand-) parents on one map using different colours assigned to each of the schools participating in the project. This map clearly shows a large heterogeneity of the family biographies. It also becomes clear that e.g. migration experience is being taken for granted by students of the German school whereas other participants have had hardly any experience with migration. The picture that derives from this map gave enough impulses for a discussion. Students then, through associations, collected ideas on reasons for migration and migration experiences using a digital blackboard. They discussed national differences, historical and political relations, problems with integration etc.

And that's what it looks like on 13 November - but only an interim report



ZeeMaps  
We map your lists

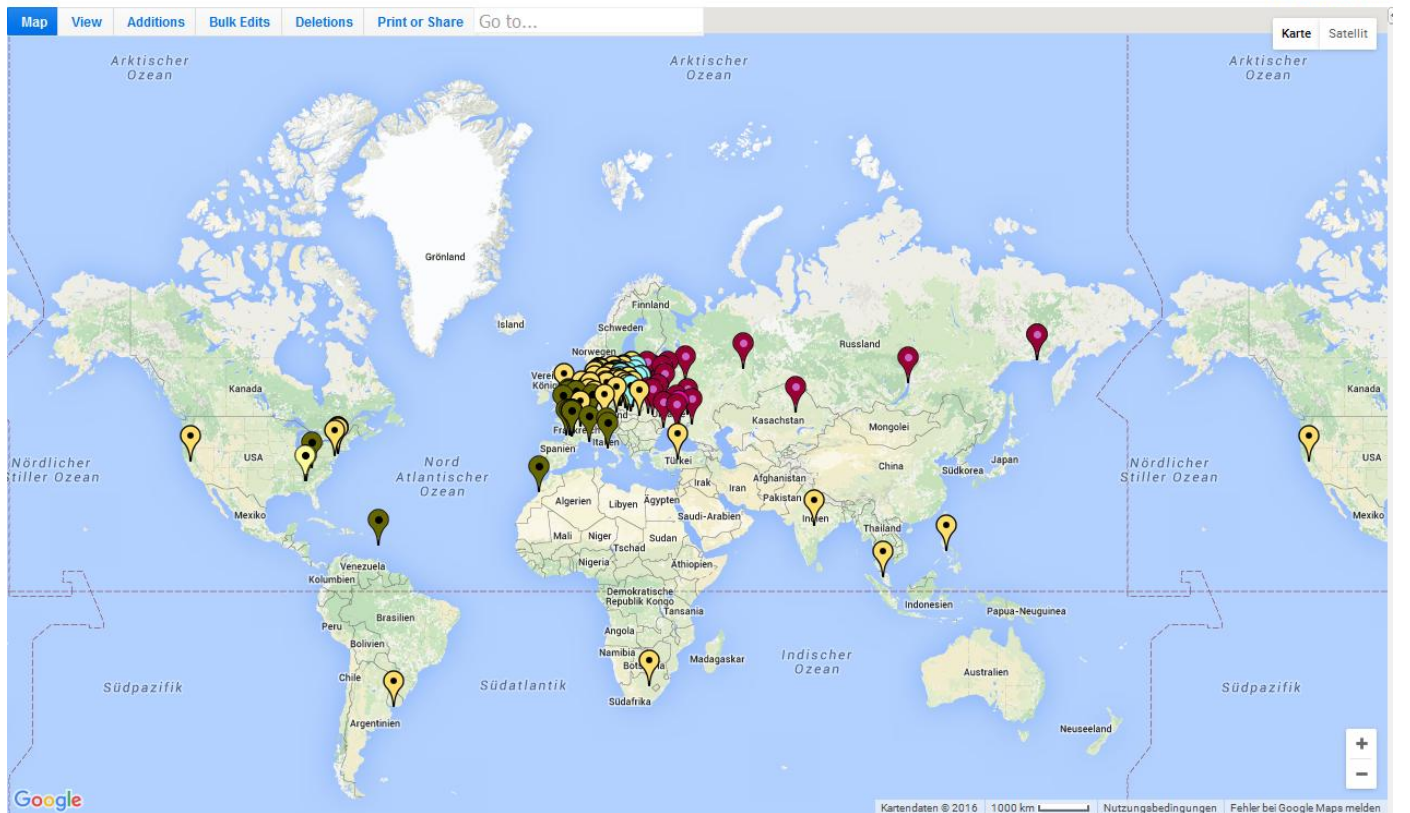
Where we come from

family migration - project of 4 schools in 4 European countries: France, Germany, Poland, Ukraine

Find Map

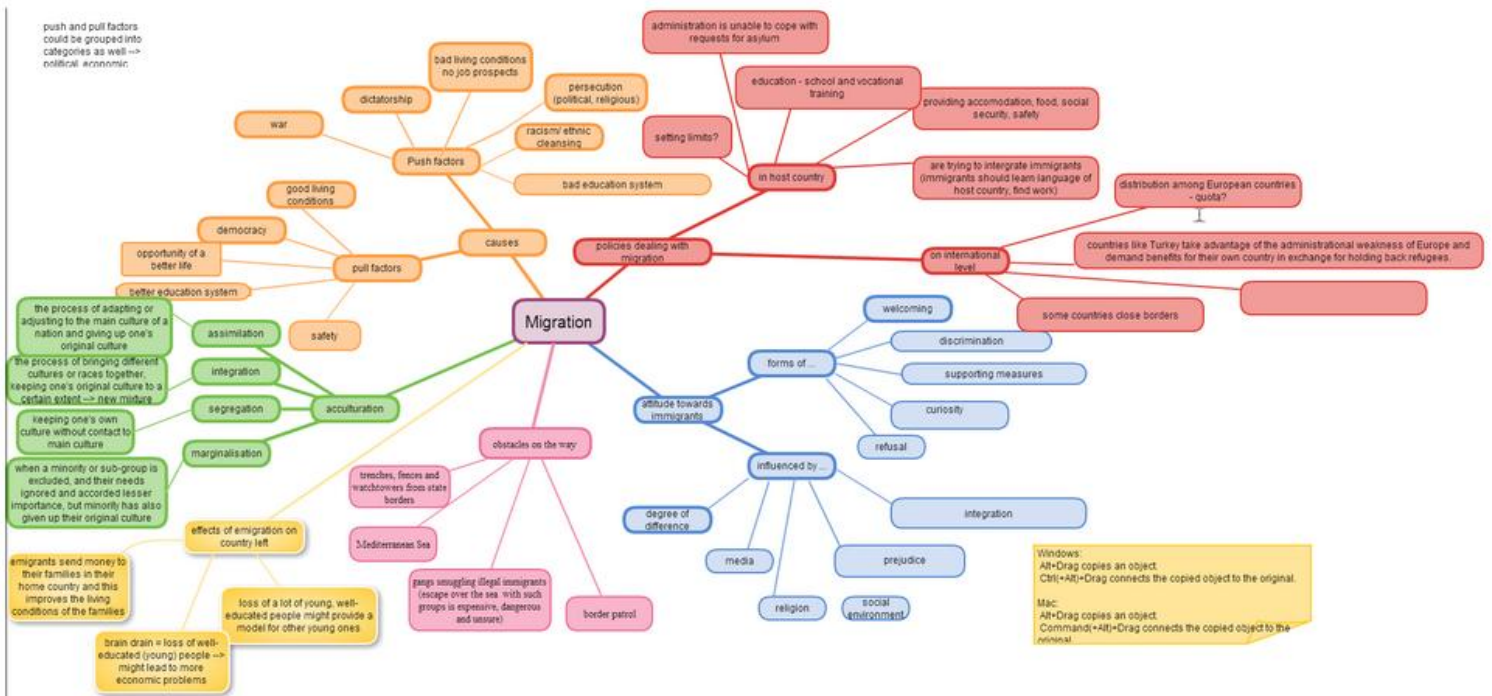
My Maps | Sign-in/Register

Map Access: View

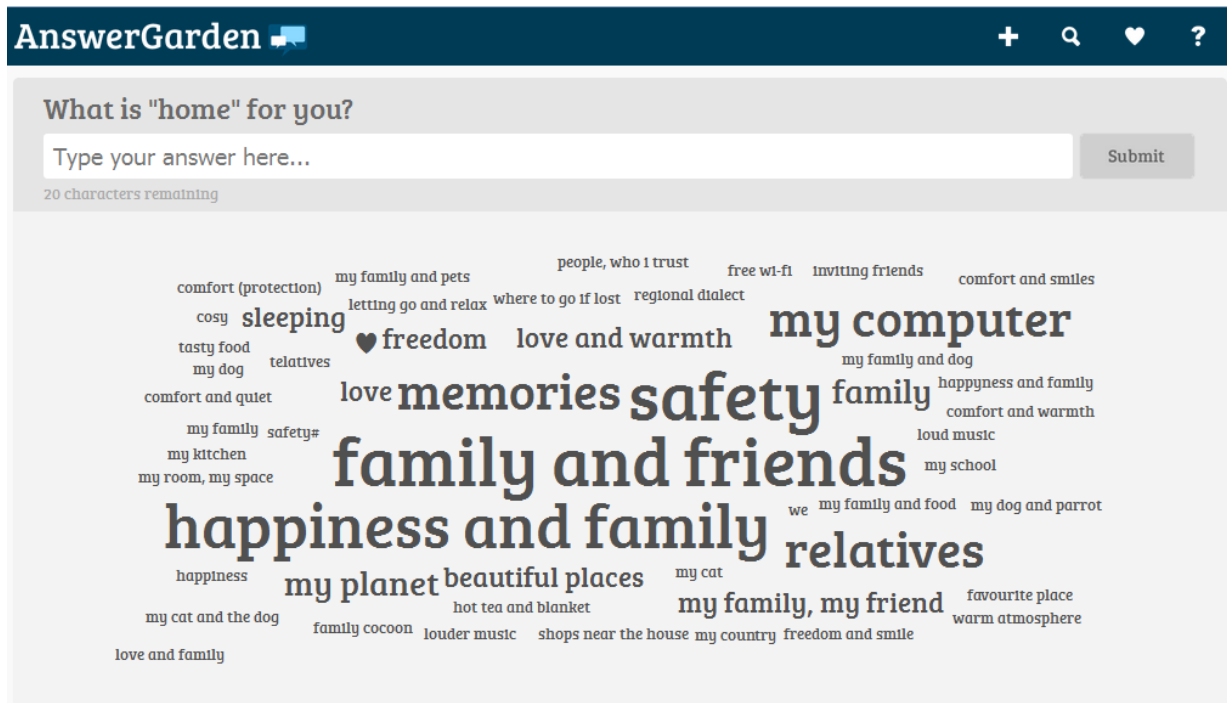




Next step was to systematize the ideas and the knowledge. In order to do so we used, among others, a mind mapping tool. Students could add their individual comments and observations to a shared working platform. Others used the mind mapping tool as a starting point for a complex depiction of different migration aspects. The way of dealing with the subject took place on different levels. Some students presented their family histories using pictures (via the Prezi tool) others researched the given national history of migration and presented their findings on a joint internet platform.



A further aspect of thinking about migration experiences was the confrontation with the term “Heimat” (home) which was meant to encourage the students to put themselves in the position of migrants. In this context students collected, i.a. spontaneous associations with the term using the tool Answergarden.



“Hot seat” activities additionally supported the change of perspective. The aim of the last phase of the project is to creatively use the research results. In order to do so international mixed groups were formed which followed different paths:

1. Using the tool Glogster a poster inspired by the motto „We are all one“ will be created.
2. Students develop a survey to find out about the attitude towards newcomers. They conduct the survey and present the obtained results.
3. Students develop a sketch which talks about immigrants’ experiences.
4. In a role play students develop an interview situation on the topic area “Europe and migration”; here they confront and reflect the term “Heimat”.
5. Students present the wide range of languages spoken in their schools – and in so doing show Europe’s “language variety” using the tool Glogster.



The work on the products has not been completed yet and is currently, depending on the group, on different stages. This is due to, among other factors, different times of school breaks, examination and intense study periods which at times somewhat complicate and extend the international online cooperation. Additionally to the plan we succeeded in organizing a meeting of Polish and German project partners which took place in Berlin and which made the communication between the participants easier. According to the time plan, the products and results should be completed in April. So far drafts of posters (number 1), a first sequence of a sketch series (number 3) as well as drafts of the role plays (number 4) and a collection of „language samples“ (number 5) have been prepared. An inside to the international cooperation can be gained through the shared working platform which includes e.g. the tools Padlet (blackboard), Zeemaps (map), Cadoo (mind map) and Answergarden (Brainstorming).