

DAY ONE

Sociological look

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DAY ONE

IN EUROPE

SETTING THE SCENE

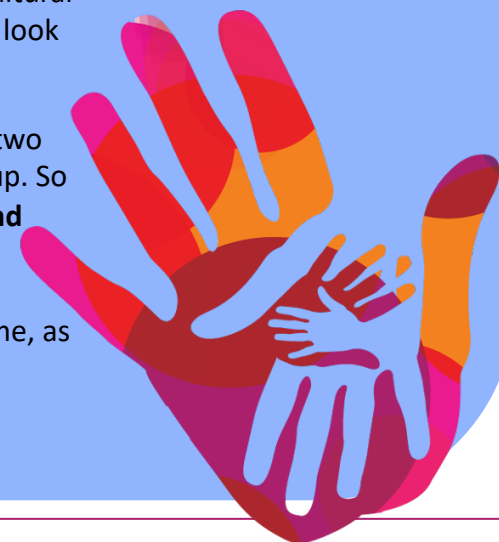
The perspective (pro)posed in this document is the evaluative account of two days at the heart of the DAY 1 in Europe programme. It provides a sensitive account of these moments, the presence and involvement of the children and the feedback from the professionals present during the evaluation phase in Palmanova. It is part of the ongoing evaluation of the scheme, which began in Bègles and continued in Brussels, and therefore focuses on the final stage of the project: that of the assessment, the outlook and the questions currently being asked about the various territories that may be sources of common European issues, and therefore sources of future projects.

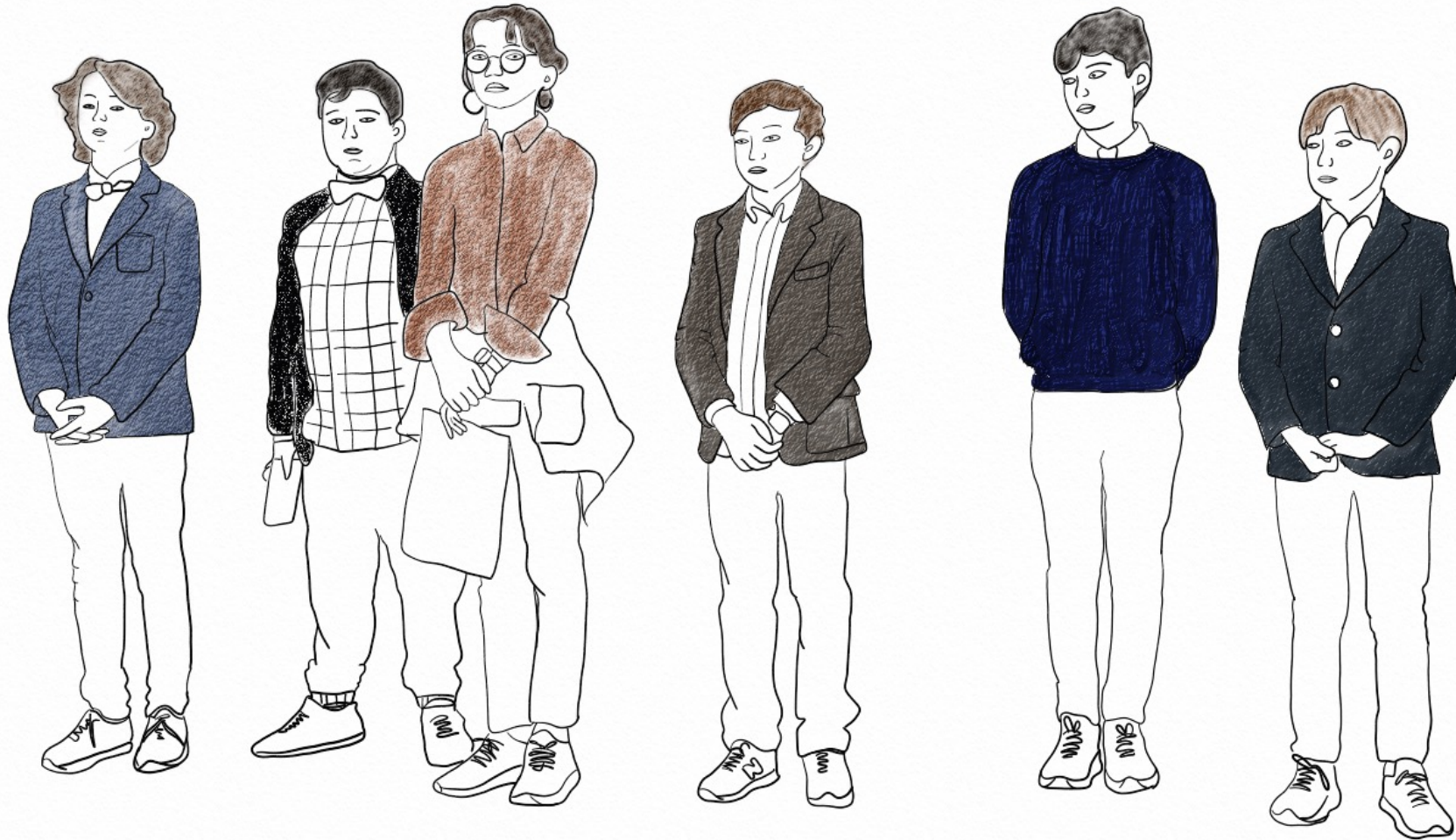
The DAY 1 in Europe programme brings together partners from the education community from all four corners of Europe: Belgium, Italy, Ireland, Malta, Greece and, of course, France. These partners are working on projects to promote the inclusion of allophone children in their host countries. These projects take different approaches to creating inclusive levers, which are shared during these days between professionals to enhance their toolboxes.

This final event in Palmanova was structured over two days, divided into several complementary phases. Firstly, a presentation by the children of what they had done and learnt and what the programme meant to them; then times focused more on the learning of the professionals (around communication and intercultural education); and finally a time for collective reflection to share practices, bring the project to a close and look ahead to its continuation or renewal.

Just as the Italian meals had and have had a variety of flavours, and a density of dishes, these two days have seen a multiplicity of inputs and contributions to the projects and to the members of the group. So **what impact did we see in the children? On the professionals? How can the projects be evaluated? And what adjustments need to be made? What are the next steps for this working group and for current projects? What new issues or questions are being shared across the regions?**

The following pages provide a 'snapshot' of the different ways in which professionals view the programme, as well as a third-party, external account.





LIVING

Include, this slowdown menu

The bambini [sic] open

The first day begins with a special time for the children. There are many of them, and they are a little stressed as they stand in front of the professionals who are watching them intently. They also come from different levels, as some of them are at secondary school and have taken part in the first two years of Day One. **They are the history of the project, and in a way they are recounting it to us.**

Guided by their teachers, these students try their hand and give of themselves. They try their hand at performance, at other languages, at the not-so-simple exercise of giving of themselves to an audience, a very intimate gift of themselves in presentations that are particularly clear-sighted, profound and therefore inspiring for the group of adults who watch them with wide, admiring eyes.

By their real presence with us, they make the time dense. The presentations of themselves that the young people have worked on for the Day One project are in fact disconcertingly intimate and self-aware. As they tell us, their favourite philosopher is Socrates: "Know yourself, and you will know the universe". A magnificent connection to others and above all to something much greater than oneself.. An awareness of the universe, of the immensity that they remind us of and that brings us perceptibly closer to them and to ourselves, thanks to the **depth of themselves that they dare to share with us.** At this point, they speak to us in Italian, and look at us at every moment of transition.

These moments create a purity in the gift of self, while at the same time generating a kind of imbalance in the return. **What can the professionals present in turn give to harmonise the relationship? To reveal themselves? To make their voices and languages heard? To enter into a relationship, and make the transition from this necessary and meaningful stage performance to an intergenerational, intercultural link?**

And why not?

- ⇒ Create more interaction and opportunities for discussion between students and professionals.
- ⇒ Encourage nuances: formal/informal scenes and representations/equal relationships, etc.

Professionals join forces

On the other hand, professionals are also continuing to grow... Two periods of knowledge transfer and exchange took place over the course of the two days. The subjects covered were both an opportunity to **(re)take stock of knowledge already acquired, and to raise the current level of awareness towards other possibilities.**

While some of these sessions provided knowledge that was already firmly rooted in our practices and knowledge, others raised our awareness, increased our skills and suggested other possibilities. In both cases, whether it's a question of confirmation or development, these are times for exchange and anchoring. The professionals from the various educational fields leave with a sense of distance in their future practices, and during the more informal times they engage in discussions about sharing their practices.

The area to focus on is **the inertia and waiting generated by the translations.** The dense content requires time to digest and, above all, time for translation into several languages in order to bring the whole group to the same place of knowledge. This strong zone of inclusion puts each professional in a position close to the allophone child who does not understand in an ordinary class, and also offers, through these translation times, an understanding of the temporality necessary for inclusion. Empathy is therefore at the heart of these moments, while at the same time leading to highly dynamic zones, where everyone loses their way and follows the thread.

Inclusion therefore comes at a price in terms of time, and therefore also in terms of the possibility of exploring certain subjects in greater depth, or not, depending on the subject. However, the other side of the coin is **the solidarity that is created within** and between **communities** of nationality. In fact, these moments are conducive to developing individual skills for the benefit of the group of peers in this European community and, through this gift to others, to building a foundation for learning.

And why not?

- ⇒ Pre-translate the language of the different tenses in a handout?
- ⇒ At the beginning of the session, organise a time to pool vocabulary in the different languages, in order to harmonise and prepare the subject, and also to enable the students to improve their skills in the languages involved in the project.
- ⇒ Engage in a discussion or workshop at the end of the theoretical input in order to focus on future practices.

The city includes

The Day One project is organised around times that could be described as formal: made up of meetings, organised exchanges between professionals and/or with the students... and times 'on the side', more informal yet prepared and organised. This debriefing session in the small town of Palmanova was thus intertwined with convivial times to discover the Italian culture and history of Palmanova, and with a special time to promote the project and the members involved in the project by the municipal team.

These different times are strong markers of inclusion in a place, be it the school, the town or the country. They offer **a path of discovery, recognition and enhancement**. They are also a common way of getting ever closer to this European community. Getting to know the town of Palmanova, its history and its municipal team (which was able to welcome the group and promote the approach) is a new way of feeling part of it, while understanding a different culture and a specific history. As one of the members of the group put it, "the greatest impact of this programme has been on the teachers". The notion of learning comes from the very experience of inclusion, and of taking account of others in their differences (in language, culture, understanding of life, reality, etc.). Indeed, on arriving in a country, the "visiting group" is a stranger to that place, in all its forms and contours, as yet unknown, just as the children who arrive are strangers. So, in his paradigm, the place is a stranger to the person arriving, and **both are strangers**.

In this way, **all the mediations offered are a way of making each other more familiar, of finding a common space in which to exchange ideas**. So all the "other" activities proposed during these meetings in the different countries echo the mediations proposed to the children (writing, food, music, etc.), and are therefore a way of experimenting with the effects of the systems they propose and will propose.

And why not?

⇒ Including children in these times?

⇒ Propose "godparents": a student from the host country becomes a godparent to one or more members, to show them around the school for example, to introduce themselves more specifically, etc., in collaboration with a professional from the host country, if the student needs one.

⇒ To see each European meeting through the prism of cultural discovery and the inclusion of members.



BILANTER

Day One, a project of value.s

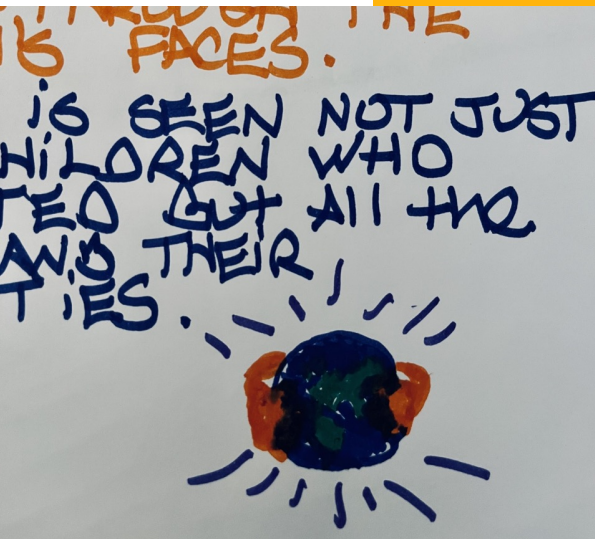
The inclusion of diversity is not up for debate in this programme. It's a question of "how can we do better?", of how we can improve, of how we can offer other people, particularly children in this Day One programme, increasingly optimal conditions for welcoming and including them in the group (class).

Although the target group for this programme is allophone pupils, the lessons learned and developed are and/or can be transferable to other groups, as demonstrated by the strength of solidarity between professionals during the learning sessions. Although they cannot be transposed as such, they remain adaptable avenues for reflection, thanks in particular to the commitment of the professionals who have themselves experienced the position of teacher and that of "foreigner" and therefore "target audience".

In fact, taking part in this programme is not just taking part, it's **learning to "be part of", to be an integral part of humanity, of diversity.** Taking part in this programme means experimenting with the different possible positions, putting yourself in a position of empathy, moving away from the usual zone. From then on, by being an integral part and experimenting, it is no longer just the other who is foreign, "I" also becomes a part of this difference, and at the same time forms the basis of this "we" of European and human citizenship.

The components of this programme are like "embracing arms and strokes to celebrate the acceptance of all". To celebrate. To admire. Praise everyone.

As a result of this three-year project, we can observe impacts at two levels in particular. Firstly, on the professionals' own work with these groups, which is reflected in the development, appropriation and intensification of inclusive tools. Secondly, on the inclusion of the professionals themselves within a community, reflected in a desire to discover each other and to work together.



The Day One programme has therefore provided an opportunity to test inclusive tools and methodologies, and to develop and intensify these. This time and these exchanges 'offered' between professionals through the system gives the opportunity for failure, improvement, readjustment and the choice of what is best for the professional, the context and the pupils. During this review session, 2 areas of intensification were identified: **investment in the subject of inclusion itself and the implementation of inclusive projects.**

Becoming inspirational on inclusion

- Going further on inclusion and working more on the key ideas behind this concept
- Become a benchmark on these subjects *(and why not? Consider an inclusion label?)*.
- Continuing training in inclusion and intercultural education
- Teachers' language skills (periods spent abroad?)
- Create common materials to facilitate communication and inclusion, in particular through more feedback and testimonials from students and professionals, podcasts, etc.

Taking a closer look at projects and their variants

- Increase exchanges on the music project, and create a musical *(And why? A European musical strongly reminiscent of the Erasmus+ project and its European orchestra)*.
- Visit boxes not visited during this programme and create projects
- Equip ourselves with "more developed teaching practices" by organising working groups within schools and making use of the work carried out in the various cubicles.
- Create new tools based on the methodology developed by the European group (e.g. a recipe book inspired by the various recipes produced, or work on the memory of objects).

In the end, everyone agreed on one project: to develop Day One in order to combine the "European transit" of the professionals with that of the students involved in the project, and thus enable them to make the same international move, within the European community, so that it takes on a physical and geographical meaning for them.

Feeling part of a community.

The Day One group has now been formed. The group operates in project mode, generating ideas, turning these ideas into feasible actions, implementing them through concrete actions, evaluating and adjusting the actions and the project mode on a European scale.

But beyond being a group, the professionals who make up Day One have now also created, through meetings in each other's homes, **a common culture that translates into a common methodology, a common vocabulary (boxes, for example), common songs and recipes, and above all common values.**

These professionals have now become **a network across Europe, a European community.**

This community is felt by the players and is reflected by and in the project: "our flag fits into the project and with the project partners". The ambition for the continuation of this project, or for a new project, would be to create the spark for a network that continues to live on even after the end of the project.

There is hope for Day One. The team wants to maintain "correspondence between the different countries", in particular via the group already created on WhatsApp. They also plan to work together on current projects, come up with new ideas and new opportunities to do things together, and exchange activities between children, etc.

Finally, over and above a common methodology and collective projects, what enables this group to form a community are its shared objectives and values. This project allows us to look for deep-seated professional and human values and gives us the means to put them into practice. In this way, the project gives everyone the opportunity to **take the time to understand each other and to find the tools to turn this individual learning into a pedagogy for the group.** By welcoming non-French-speaking pupils and encouraging exchanges between different countries, this project promotes the value of diversity. **By understanding each other's realities, be they national, professional or migratory, this project celebrates cultures and promotes the individual as much as it connects them to a community by highlighting their specificities and their links to others.**

In this way, the one becomes the whole and the whole becomes the one, reminding each of us of our link to the other, as well as the wholeness of our being, as the philosopher Damaskios puts it: "The one, if it is, is not even one", bringing us back to our own condition of indescribability and interdependence.





CONTINUE

Questioning as a basis for openness to
quality

The Day One project, both hare and tortoise?



*"the right
time
of
quality".*



In an increasingly fast-paced society, "the society of the fast" as Jonathan Curiel calls it, the Day One programme, which has been running for three years, not least because of the global pandemic, provides a backdrop for a different relationship with time and raises questions about adjustment and accuracy.

Firstly, the duration of the programme itself. In addition to a society of movement, with project after project, accelerating individual and collective rhythms, **structures and organisations**, in their histories and modes of operation, **have different timeframes**. Whether we are talking about schools or associations, the time spent by pupils and children and the methods used to organise projects differ. The issue is similar in other countries, where project cultures may differ. For some, three years may seem like a long time, or a period of inertia, while others need this time to anchor and develop their projects.

In this way, **the project's time is enhanced by exchanges between the partners and by the involvement of each partner, at their own level and in their own way, in the various projects of the programme.**



The Day One project, the funnel from quantity to quality



Secondly, there is the question of **quality**. In our fast-paced society, more and more movements are emerging, as Carl Honoré recounts in "L'éloge de la lenteur" (The Praise of Slowness). Using an Italian proverb, he reminds us that if "man measures time, time measures man". Behind this form of slavery to time lies an iceberg that is already well underwater: **quality facing and competing with quantity**. How can we do better while accepting to do less? How can we value quality over quantity? As the professionals have pointed out, many projects have been created with Day One, and now it's a question of choosing, of not creating a new source of accumulation, but of equipping ourselves to delve deeper without carrying out all of the creations at once, and thus of "**taking the time to think**" so as to be able to implement unifying and rewarding activities.

This notion of time, already present in the various interventions (need for translation, time for each person, etc.), is proving to be a challenge for the programme as a whole and for long-term commitment. This relationship with time is at the crossroads of future investment both in a possible successor to Day One, and in the projects created during these three years of involvement, so that they can endure and evolve within this community, and then spread to partner organisations.

*"the time
to think"*

TO CONCLUDE



The various cycles of the Day One programme came to a close in Palmanova, Italy, where the two days on offer saw a number of complementary activities take place, including feedback from the students, learning from the professionals and exchanges to take stock and enrich, or even fertilise, future practices together. This last phase confirmed the value of such a programme, which has as much impact on the target audiences as it does on the professionals and their communities.

Indeed, this new session once again highlights the value of the initiatives undertaken to promote the inclusion of non-English-speaking children, as reflected in the **quality and depth of the Italian pupils' presentations and representations**. The work proposed to the pupils is a real source of self-knowledge and a link with others, whether it's with the educational community, with whom there is a real sense of complicity, or with children from 'distant and foreign' countries, where everyone takes stock of their similarities and a philosophy of connection and interdependence.

In addition, the involvement of Palmanova's political community in this project has once again highlighted the value of the educational project and the strength of local political support. **Territorial communities are real energisers, both legitimising the work that has been done and disseminating it to new spheres so that it takes root and becomes even more firmly rooted at municipal level.** The municipal level, when it is promising, can only be an asset, or even a necessity, because it is an anchor for development and opens up the means and fields of possibility.

Finally, the professionals involved in the Day One programme have become the foundation of a European educational network, whose actions are meaningful and transcend borders. **LABA's coordination, using highly inclusive and participative methodologies and above all a proactive approach to running the network and all the administrative procedures, has enabled the professionals to remain focused on teaching and their investment in the programme to create this European community working towards the inclusion of pupils.**

These two days not only added to the work already underway, but also saw the emergence of a new territorial scale for projects. Indeed, thanks to the Day One programme coordinated by LABA, **the group formed is in the process of becoming both a working and a monitoring territory, on a European scale.** This new network territory will need to be monitored and fed regularly if it is to survive.

