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## Activities in France report

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

Workshops and visits on the theme of democracy took place during the trip to France.

### WORKSHOPS:

**Workshop 1:** local authorities (regional and departmental councils, communities of communes, municipalities)

Speech by Renaud AVERLY, Chairman of the Pays Rethélois Community of Municipalities.

**Workshop 2:** rights (children's rights, voting rights, rights and duties....) with Renaud TESSARI, Director of OACP (Office d'Animation des Crêtes Préardennaises)

**Workshop3:** people who have fought for human rights around the world: Martin Luther King, Simone Veil, Mandela.....)

**Workshop 4:** freedom of speech and right to information

**Workshop 5:** "Discover my country" with the creation of a country presentation sheet with questions about the number of inhabitants, number of local authorities, national actions to promote citizenship, key people in the country.

**Workshop 6:** creation of a project logo + vote with Belynda CHETIOUI, communication officer

**Workshop 7:** The Olympic Games and rights (human rights, discrimination, identity...with Tommie Smith, Jesse Owens and Cathy Freeman...)

**Workshop 8:** preparation of an e-booklet on the developments in the history of democracy + creation of an exhibition about the project

### VISITS:

**Visit 1:** visit of Reims. Quiz to complete. Welcome at the town hall: explanation from the mayor of the town and a local councillor about the role of the mayor in a small town and his deputies. Discussion with Lionel VUIBERT, member of Parliament.

**Visit 2:** visit of Reims: cathedral, sous-préfecture and city. Visit of the city hall and explanation from a local councillor about the role of the mayor of a big town. Explanation of the separation of church and state in France

**Visit 3:** visit of Paris: visit the symbolic sites of the French Revolution: the Bastille, Place de la Concorde, the National Assembly, the Conciergerie

All the activities and visits were organised in 4 groups with pupils of each nationality (French, Italian, Latvian and Turkish). The language of communication was English, a foreign language common to all 4 nationalities.

There is no divergence from the initially planned activity.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain

A total of twelve students and two teachers from each partner were included in the project plan. The students worked on the project logo, which was voted on. This logo now represents our project, which is and will be distributed to a large community of students.

Thanks to the various interventions during the workshops and visits, the teachers and students received training on the history of democracy and the importance of democratic participation. They were also made aware of human rights in the historical process. The project was also shared with teachers and students at the host school.

The pupils became familiar with the local culture as they discovered life in a French agricultural lycée with boarding accommodation and meals in the canteen. They gained valuable experience of cultural diversity, European citizenship and local languages.

At the end of the stay, an e-booklet on the development of the history of democracy was prepared by mixed groups of 4 nationalities.

With the various visits made on the theme of democracy and the influence of the French Revolution, the students had the opportunity to learn by experiencing the democratic process through observation. They acquired the ability to communicate with the local population.

There is no difference from the initially planned target group.

Explain how is this activity helped reaching the project objectives.

The students improved their English skills and acquired knowledge about different European countries by giving presentations about their schools and their countries.

They improved their knowledge and skills by using research and discussion methods related to the concept of democracy.

They improved their digital skills by using web 2.0 tools as part of their work on the logo.

Before the seminar, the students started learning by working on democratic developments using the flipped-face learning method. Later, they increased their level of knowledge thanks to the contributions made by an expert during the various workshops and visits. By learning about the history of democracy and the development and change of societies in terms of human rights, they contributed to European identity and the participation of young people in democratic processes. As a result of their stay in France, their communication skills have increased, they have become more familiar with the local language and culture, and they have demonstrated tolerance in their perspectives on democracy.

By preparing an electronic booklet on the history of democracy, they have developed their digital skills and brought together the information they have learned. As a result, they learned about fundamental issues such as Roman law, the Magna Carta, the French Revolution and the Convention on Human Rights.

Thanks to this mobility, they learned about the French Revolution, with an emphasis on the protection of cultural heritage and the observational learning method.

### Describe the achieved results of the activity

The members presented their schools.

The logo was designed and digital skills were developed.

Learning took place through brainstorming and research into the concept of democracy.

Through workshops and visits on democracy, the students' knowledge of the history of democracy was increased. They were given an insight into the enduring characteristics of democracy.

Experience of cultural diversity was gained by getting to know the local culture up close thanks to accommodation in a French lycée: boarding and canteen.

The ability to synthesise the information learned was acquired.

Information on the French Revolution has been improved. Education in cultural heritage has been acquired.