

# BRIDGES TO THE FUTURE



## A EUROPEAN SUCCESS STORY



**Montessori High School Leeuwarden**



**Lycée du Nord Wiltz**



**Bridges to  
the future**



**Redruth school**



**Berufskolleg Halle/Westfalen**



**IISS T.Fazello**



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# 1. Project summary

## A. Context/background of the project

The main idea of the project was that all European countries encounter similar problems and challenges in the fields of youth criminality, safety, integration, early school leavers and consequently a high number of youth unemployment. For all



these items, countries try to find solutions that are suitable for the national needs, whilst most of these problems/ challenges could probably better be solved in a common, European way.

Within the project, bridges are built between people to get to a common, European

solution. This explains the title of the project: **B2F - Bridges to the future**, which is aimed at young people in different countries, building bridges and working out solutions to meet the described challenges.

## B. Objectives of the project

The emphasis is made on three topics that are of great importance for young people.

### Social inclusion

- Situation of minorities in the participating countries (social, economic, cultural aspects, ...)
- Reaction of the local population, the humanitarian organisations, the State, ...
- How can we foster the integration of the immigrant population ?

### School dropouts

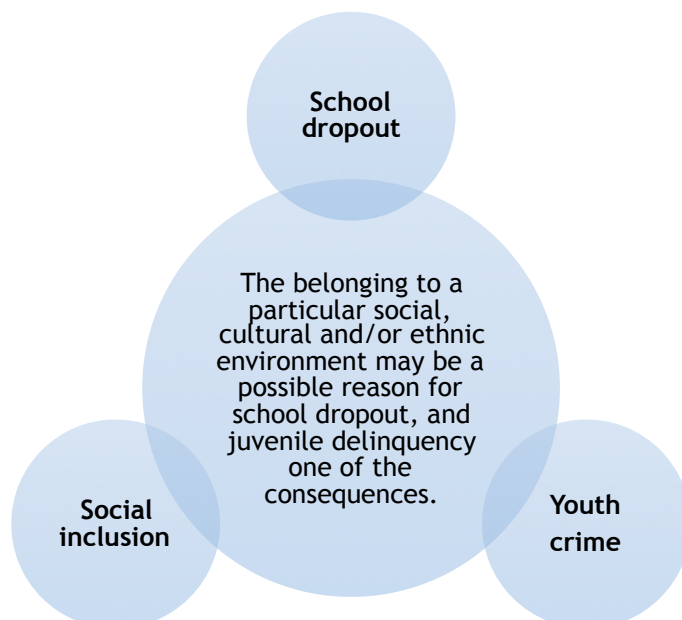
- Why do young people leave school? What is the profile of these youngsters?
- What can be the consequences of their dropout gesture?
- What are the ways to avoid it?
- How to organize their return to school respectively strengthen their

### Youth crime

- What are the reasons why some teenagers fall into crime? How to cure it?
- Can there be a relationship between criminality and school dropout or ethnic and cultural origin of young people?
- How can one help these young people to return to "normal life"?

## C. Description of activities and methodology used

The phenomenon of school dropout is a problem for all participating countries. Often students leave school without a diploma and without prospects. The reasons are numerous, as are the consequences for young people who face it.



The objectives of the project "Bridges to the Future" were to draw attention to these issues, to report accurate data on the various subjects at a national level, to compare them with those of the other school partners and to propose solutions at a European level.

Therefore the name of the project is "Bridges to the future".

**BRIDGES TO THE FUTURE** → **young people from different countries build bridges between them, allowing, in the near future, to propose common solutions to the problems analysed.**

The means to achieve this goal were multiple (video clips, short films, theatre, posters, flyers, QR codes, use of social networks ...).

A website is published so that interested organizations and institutions working in the analysed fields can use the tools created by the project and put them into practice.

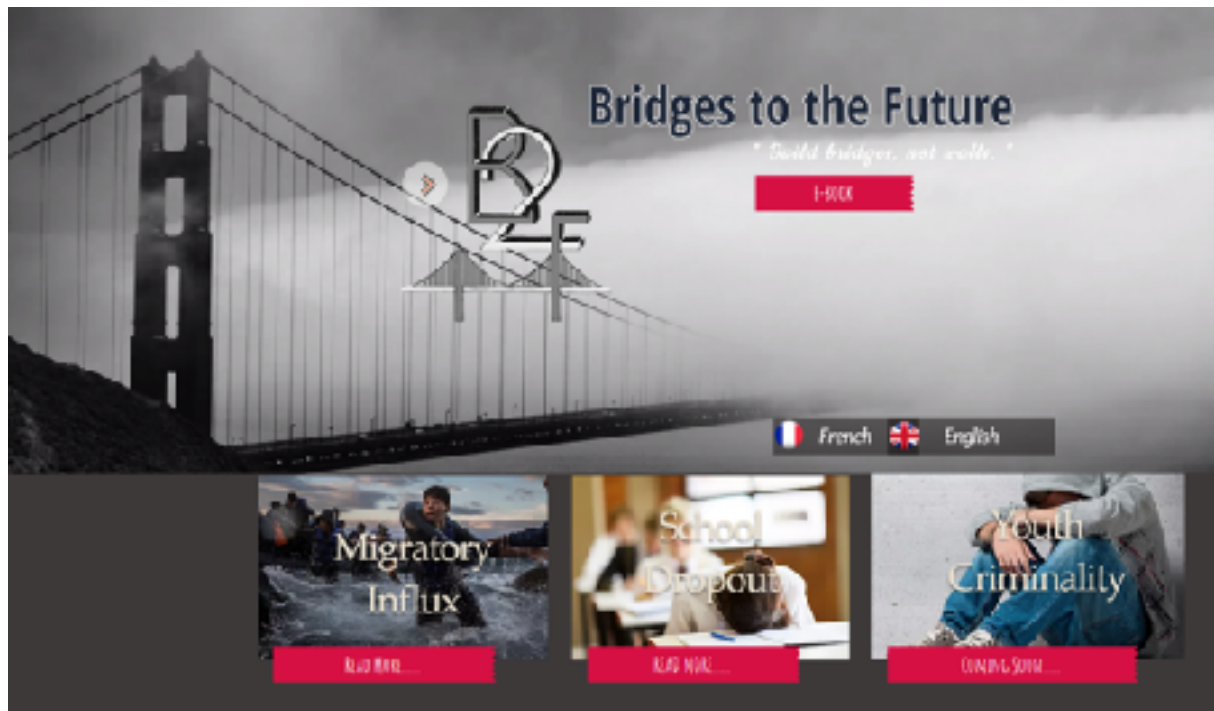
In addition, the work done will be presented to the public by the students in a cross-border cooperation with school partners and external stakeholders.

## D. Results and impact

As students will be aware of the problems and challenges treated during the project years as well as its reasons and consequences, activities are planned in order to multiply this awareness to other teenagers.

The produced results are used on a B2F-Day, on which students present their investigations and try to catch the attention of fellow students as well as other teenagers.

Furthermore, results are published on Internet and social networks.



website <http://www.b2future.net/>

## 2.The program of the presentation

- 14.30 Welcome speech - Sebastian Schroeder, student from the Lycée du Nord Wiltz
- 14.35 Video summarizing the first two years of the project - students from the five partner schools
- 14.45 Video about the activities of the international meeting in Luxembourg - students from the five partner schools
- 14.55 Presentation of the research on the subject of juvenile crime in Europe - students from the five partner schools
- 15.10 International dance, song and graffiti show - students from the five partner schools and artists from the Hariko collective
- 15.50 Closing speech - Pierre Stockreiser, headmaster of the Lycée du Nord Wiltz

After the show, the school management of the Lycée du Nord as well as the students and teachers in charge of the project are honoured to invite you to celebrate the new friendships formed by raising a glass at the Lycée du Nord restaurant.



### 3. Three years of project activities

#### A. The first year - social inclusion

From October 2015 to March 2016, students of all partner schools have been working on the topic of social inclusion, making interviews with refugees and people implicated in the immigration problematics as well as collecting and treating all kind of information about the refugee problem in their country and the handling of this problem by the national authorities.

Among others, the following products have been realized:

- Interviews with organisations active in the area of immigration and inclusion.
- Interviews with former refugees from Vietnam and Bosnia.
- Video about the war in Syria and all his consequences.
- Pedagogical play presenting the issue of refugees/immigration and providing information about the topic to children aged 10-12.
- Video showing the consequences of war for the civilian populations.
- Video showing the similarities between the former Italian emigration to the USA and the actual immigration to Italy by people from Africa and the Middle East.
- Presentations about the refugee routes through the Middle East and Europe and the integration of refugees in our countries.
- ...





From 12<sup>th</sup> to 19<sup>th</sup> March 2016, the transnational meeting took place in Sciacca, Sicily. About 60 students and 10 teachers from the 5 partner schools debated during 5 days about social inclusion and the refugee situation in Europe.



Workshops were being held with the students working and discussing the following topics:

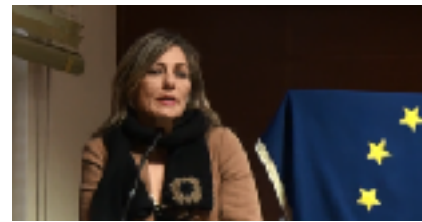
- Similarities in the participating countries.
- Differences and possible reasons for this differences.
- Searching for common European solutions.

At the end of every day, the conclusions out of these sessions were presented by each group to the other students.

Improvised theatrical performances on the treated subject were realized and presented by the students.



Finally, the whole group presented the conclusions of the first year of the project in presence of politicians from Sciacca and the region around, the local press and many students and teachers from several schools around Sciacca ....



... before the big farewell party.





## B. The second year - School dropout

From October 2016 to March 2017, students of the partner schools worked on the topic of school dropout. They made interviews with specialists implicated in the school dropout problematic. Furthermore, they had some researching activities concerning statistics about school dropout as well as the principal measures to prevent school dropout in their country.

Among others, the following products have been realized:

- Interviews and videos with personalities active in the area of school dropout.
- Interviews and videos with youngsters who did drop out of school.
- Brochure and flyer informing about the different organisations active in the domain of school dropout and the preventing of it.
- Video about school dropout in form of a newscast.
- Statistics and other information about school dropout.
- Drawing of pictures about the problematic.
- Presentations about the current programmes to prevent school dropout, the reasons for it and solutions for the future.
- ...



From 12<sup>th</sup> to 18<sup>th</sup> March 2017 took place the second transnational meeting of the project. This meeting was held in **Bielefeld, Germany**. The students and teachers from the 5 partner schools debated during 5 days about the problems of school dropout in Europe and the possibilities to improve the actual situation of youngsters in danger of leaving the educational system.

Students presented different documents (PowerPoint, Video, Posters ...) they worked on at school. In doing so, everybody got an impression about the school dropout situation in each of the five countries.

Workshops were being held to analyse statistics, similarities and differences between the five countries. Research was done to propose common European solutions.



After a final presentation in the big Aula of the Berufskolleg Halle ...



... again a big farewell party at the end of the meeting



### C. The third year - juvenile criminality

During the third year of the project, students have mostly analysed the problem of juvenile criminality while continuing working on school dropout and social inclusion.



From October 2017 to March 2018, students in all 5 partner schools have been working on the topic, focusing on the following subjects:

- What are the reasons for children to drift into crime?
- Prevention- inside and outside of education.
- Solutions - what is already existing?
- Repeat offenders- what is being done to help them?
- Statistics- national and regional.

During the meeting in Luxembourg from 11<sup>th</sup> to 17<sup>th</sup> March 2018, these subjects were analysed and debated in order to propose some European solution to the problem.

Furthermore, the students worked on a theatrical performance combining dance, song and graffiti art, performance presented at the Lycée du Nord on 16<sup>th</sup> March 2018.

## 4. Bridges to the future - The Play

### A. Roles in the play

- Dancers and actors

Nasim - a young refugee from Iraq played by Frederik Schnabels (Halle)

Emma - a young native girl who lives on the street played by Aileen Noeker (Halle)

Red Leader played by Luka Glod (Wiltz)

Police Officer 1 played by Simone Sinaguglia (Sciacca)

Police Officer 2 played by Rafael Marques Da Silva (Wiltz)

Student (Green Mask) played by Giovanna Principato (Sciacca)

Student (Red Mask) played by Luisa Ragusa (Sciacca)

- Dancers

Lina Luzay (Halle), Zara Clarke (Redruth), Ana Soares Nogueira (Wiltz), Anna Van Der Zee (Leeuwarden), Rani Nader Wilk (Leeuwarden), Kim Kaiser (Wiltz), Elena Micalizzi (Sciacca), Isabelle Krier (Wiltz), Sarah Ferreira Rocha (Wiltz), Maximilian Müller (Halle) - directed by Joana Ferreira (Hariko)

- Singers and musicians

Iris Van Der Ploeg (Leeuwarden), Wietske Halma (Leeuwarden), Esmee Van Der Meer (Leeuwarden), Naomi Solano (Sciacca), Ana Lopes Kich (Halle), Lina Peters (Halle), Ester Bilello (Sciacca), Lucrezia Ferlisi (Sciacca) - directed by Georges Goerens (Hariko)

- Graffiti

Rafael Marques Da Silva (Wiltz), Kim Kaiser (Wiltz), Rui Martins Reis (Wiltz), Miguel Antonio Pinto Teixeira (Wiltz) - directed by Alain Welter (Hariko)

### B. The storyboard

Setting: Urban space in Europe. The stage is quite neutral. This story could happen anytime anywhere. There are three billboards on stage with projections of busy cities on them.

*Rushhour: Nasim is entering the stage. He is wearing a white mask. We can hear city noises (Music: Chassol XIXh Century). Coming from another country, he seems quite confused by the new surroundings. There are people running around, crossing the streets. The policemen are waving and trying to control the traffic. Nasim is trying to find his way to the front of the stage.*

*A teenage girl, Emma, also wearing a white mask, is already sitting at the front of the stage. She doesn't care about the turmoil around her. She is listening to her music on headphones, ignoring everything else.*



## SCENE 1

*Nasim is standing at the front. Spotlight on Nasim. Emma sitting at the other side is watching him, she seems a little curious, though shy. The music is silent and the hassle on the stage has stopped. Nasim seems still confused. He turns to the audience.*

**Nasim:** Wow, this is so different to what I know from home... My name is Nasim. I was 16 years old when I left Iraq. I arrived without my parents in Greece in early 2016. I stayed there for over a year in a refugee camp in Lavio, waiting for the right to asylum ... In early 2017, I decided to go by bus to Athens, hoping to get to Germany from there. In Athens, I met many other refugees. All wanted to go to Germany. In March, I finally left with a few friends hidden at the back of a big truck containing over fifty persons. There were a lot of parents with their children...

*Nasim is shaking while telling his story*

**Nasim:** It was very oppressing! I was on the road for about five days when I finally arrived ... not in Germany but in Luxembourg...

*Nasim is having a look around him as if he was still not sure that he managed to get here.*

**Nasim:** Now I am here in Luxembourg. The reception was not too bad. Most people I have been in contact with are cool. But everything is so new and I feel very lonely and somewhat abandoned in a world that is so foreign to me.

*Emma starts humming a song; she is listening on her phone. Then she takes off one headphone and starts giggling.*

**Emma:** You are weird. Who are you talking to?

*Emma is standing up, looking towards the audience.*

**Emma:** I can't see anyone except my- and yourself. But don't worry, that's fine with me. Most people say that I am little weird too. It's because I feel so different from the others. Because I always preferred fighting with the boys to playing with puppets. But I got used to that. You see, you can also be born here in Luxembourg and feel very foreign.

*Emma gets closer to Nasim.*

**Emma:** Right now, I'm living on the street. My parents don't care about me and I never liked the other at school. And then I got kicked out because of my bad notes. Everything seemed to be fucked up in my life, so I recently decided to live at my own, one day here, another day there, but mostly all alone by myself. Still, I could do with some company...

*Emma is reaching out her hand to shake Nasim's. He is looking at her. Then he's shaking it.*

**Emma:** My name is Emma. Nice to meet you, Nasim.

**Nasim:** Well at least we got some things in common... Nice to meet you, Emma.

*Nasim and Emma are walking over the stage together talking to each other. They seem to get along well. They take a seat in one corner while the choir is coming to the middle of the stage. They are all wearing the same clothes and carrying a banner with the word "society" on it.*

### **SOCIETY CHOIR: SONG "WE ARE NOT RACIST BUT"**

Music by Radioactive - Imagine Dragons

Verse

We are not racist but  
You could have forced  
Yourself to say hello  
In the language that we are speaking here

We are not selfish but  
You know you are  
Not the only one  
Who's in trouble here

We are not selfish but  
we've got our problems, too

Chorus:

We don't accept anything we can't relate to  
We cannot understand you  
Welcome to our new state, to our new state,  
Welcome to our new state, to our new state.  
We are so very sceptic, so very sceptic.

Verse

Not homophobic but  
We all wanna know  
What the hell you are  
Girls don't dress like boys

We are just concerned,  
The apocalypse.

We are not picky but  
Show us your diploma  
We want people  
who bring money to our life  
Not disrespectful but  
We don't like school dropouts  
Like you.

Chorus:

We don't accept anything we can't relate to  
We cannot understand you  
Welcome to our new state, to our new state,  
Welcome to our new state, to our new state.  
We are so very sceptic, so very sceptic.

*The choir is singing the song in a very energetic way, sometimes addressing to Nasim and Emma. In the middle of the song, the dancers from the red and green group appear on the stage. They walk in their groups over the stage and take their position for the dance.*



The choir leaves the stage. The stage becomes black. Light is coming back with the beginning of the dance part. Alternately, the lights are focusing the red group, the green group or Nasim and/or Emma.

**Hip Hop Dance 1:** The dance introduces the two different groups and their differing behaviour. The two groups are dancing on the right and the left side of the stage. One group is wearing green masks and is dancing “normally”. The other group is wearing red masks and is dancing in a more violent /strange manner. In the middle of the stage are the two youngsters with white masks, trying several times, without success, to integrate into the “green” group. Inside the “green” group, there are also discussions between those who would like the two youngsters to join them (minority) and those who don’t want to allow them to integrate the group (majority). As the two youngsters are finally rejected by the “green” group, they turn to the “red” group. This group is a sort of mixture of “criminals” as well as “alternatives”, all young people excluded from society because of their differences. There, our two youngsters are immediately integrated and the group is showing them their philosophy of violence/alternative behaviour.

MUSIC: FUTURE - MASK OFF



## SCENE 2

*The green dancers are leaving the stage while the red group stays. The red dancers (Nasim and Emma with them) are hanging around on the stage and they are joined by a group of other red people. They are smoking cigarettes, drinking, doing graffiti, fighting and laughing. One of them seems to be their leader. He goes to the front and addresses to the audience.*

**Red Leader:** Nasim and Emma are now members of our family. Our group is considered by many to be a mere amalgam of criminals and anti-socials but what do they know? We are neither violent nor dangerous. People judge us because they don't know us. Maybe some of us got into trouble in the past but all of us are good people. We look different because we are not afraid of breaking the rules sometimes. We have our own values. In our group everyone can be what he wants to be. We prefer a little chaos to the conformity of the majority.

*While saying the last sentence, the leader is turning around the graffiti board to mess up the stage. He's joined by a group of red mask singers. During the song Nasim and Emma get red/white masks instead of their white ones.*

### RED MASK CHOIR: SONG "AT LEAST WE ARE NOT BORING"

Music by MGMT - Kids

*We are different,  
But at least we're not boring,  
Just look at the others,  
We barely can stop snoring,*

*We will show you our world  
It's made of fun and leisure,  
We only live once,  
We got to live faster*

*Let go yourself,  
Take everything you need from it  
We live the way we want it,  
We want it.*

*We just paint  
Everywhere we want to  
We don't care about rules  
They are made for the fools,*

*We spent our whole  
Days laughing  
We don't care about vows,  
We just live in the now.*

*Let go yourself,  
Take everything you need from it  
We live the way we want it,  
We want it.  
Let go yourself,*

*Take everything you need from it  
We live the way we want it,  
We want it.*

*The red choir is leaving the stage and the red dancers, in the background, continue to smoke, to drink, to fight and to laugh. The red leader comes up front.*

**Red Leader:** Yes we are different and we are not boring! Come on guys, let's take our spray cans and show our new friends what we can do.

*The red dancers are joining the front of the stage. Emma and Nasim are with them.*

*Hip Hop Dance 2: The "red" group is dancing, illustrating their alternative behaviour. The two youngsters are doing illegal graffiti paintings at the same time. At a certain moment, two policemen are entering the scene. All the members of the "red" group are running away, Nasim is quick enough to get away, too. But Emma gets caught "in flagrante" by the police. The two policemen and Emma are leaving the stage. The members of the "red" group and Nasim are slowly coming back to the stage, looking one at the other and then disappear.*

*Lights are going out. The stage is turning black. In the meantime a small desk and a chair are brought to the stage.*

### **SCENE 3**

Background Music: Alt-J - Intro

*Nasim enters the stage again alone. Just like in the beginning scene he's lost and alone. He seems confused by the situation. Nasim is walking around and he seems to look for Emma but he cannot find her. One of the police officers is sitting behind the desk. Nasim takes his courage and goes to see the officer to find out about Emma.*

**Nasim:** Hello Officer, I am missing a friend of mine. Her name is Emma. Have you heard anything about her?

*The police officer is looking in his papers.*

**Police Officer:** Let me have a look. Emma, Emma... Ah, this could be something. *(Reproachful)* Oh well apparently your friend Emma had to face justice because she has not only been caught while doing some illegal graffiti painting, but she also was in possession of drugs. As she has already 18 years, she was sentenced to 6 months detention in a socio-educational institution.

*Nasim is very shocked about the information given to him by the police officer.*

**Nasim:** Oh no, how can this be? Thank you officer but I have to go.

*Nasim is leaving the officer behind and moves to the front of the stage.*

**Nasim:** I can't believe it... Six months? Poor Emma, she was just so unlucky. But I don't want the same to happen to me... Even my so-called new family let us down. No one cares about Emma, they all just ran away. I need time to think about.

*Nasim goes to sit alone in the back corner of the stage.*

*Three students, one guitarist with a green, one with a red mask and the singer (without any mask) come on stage. They play a song together (vocals & guitar) that explains the desperate situation of Emma and Nasim.*

### **SOLO SONG: SAD SONG**

Music by Ester Bilello - text by Giovanna Principato and Elena Micalizzi

*A sad story, might find it boring  
2 guys 2 different stories:  
A former a refugee excluded form society another for his  
homosexuality.*

*They felt a little oppressed.  
They felt unseen, unheard.  
in one word invisible entities.  
Nobody for them, to look up.*

*Now they don't talk too  
much, talk too much.  
They're probably given up, given up  
I think they've had enough, had  
enough cause ran out of life,  
out of luck.*

*Something happens:  
wrong place, wrong time.  
Completely different postcode  
and wrong path:*

*Drugs, violence is part of life.  
Now prepared to shoot  
now prepared to kill.  
Invisible Entities*

*Now they don't talk too much, talk too much.  
They're probably given up, given up  
I think they've had enough, had enough cause ran out of life,  
out of luck.*

*Singer and guitar players leave the stage.*

*In the corner, where the desk with the police office is, the police officer gives Emma her papers back. Emma is moving to the middle of the stage.*

**Emma:** Finally. Finally I got out of this. These past six months were horrible. Why was I so stupid? ... And this institution of re-education. I don't want to be re-educated. They were trying to brainwash me. But I feel good the way I am .... They were driving me crazy in there ..... Nobody could understand me, except for my friends outside... But they kind of let me down 6 months ago, didn't they? ... I had so much time to think about what to do when I get out. And still I don't really know where to go.

*Emma moves to the back of the stage where she just sits next to Nasim.*

#### **SCENE 4**

*Hip Hop Dance 3: The two groups appear on stage again. The same scenario of hesitation begins. But this time the green group is a little more open. Nasim is joining them in the dance while trying to convince Emma to do the same. But Emma does not feel too comfortable in this group and she decides after a moment of hesitation to join the red group again.*

*Both groups remain on separate sides. They face each other standing in two lines. One of each group leaves the lines and takes a few steps to the other group.*

**Student green mask:** *(Turning to the red student)* Am I the good and you're the bad one? *(Turning to the public)* By what right do I decide that I am the good one and he's the bad one? *(Turning again to the red student)* I think I know you from somewhere... Weren't we neighbours when we were kids? Your face looks so familiar to me. *(Both take of their masks).* Aren't we all humans, with our good and our bad sides? Haven't we all got desires and dreams? Isn't everyone feeling joy as much as sadness and sometimes even despair? Why should I be the good one and he the bad one?

**Student red mask:** *(Turning to the green student)* Yes I remember you. Some years ago we were not that different. But each of us pursues his own path and no path is identical one to the other. I envied you for your family and the security that they gave you. My life was not so easy all the time. Still I found my way, just as you found yours. *(Turning to the public)* And I don't think that we should consider one to be better than the other.

*One by one, all the actors, dancers and musicians enter the centre of the scene, staying behind the two students talking.*

**Student green mask:** *(Turning to the public)* All of us, we have to find answers to so many questions. But how can we assure that everybody can live positively despite our particularities? *(Turning to the red student)* How could I have helped you? *(Turning again to the public)* How can we prevent exclusion of some of us? How can we learn to live together, respecting all the differences that characterize us?

**Student red mask:** (*Turning to the public*) Misfortune is not a destiny. If we believe in ourselves, I think we can change our own destiny and, together, we can change the destiny of us all. Let's talk together, let's work together, let's live together and build the BRIDGES TO THE FUTURE.

*All the actors, dancers and musicians are singing together the final song.*

**FINAL SONG: "BRIDGES TO THE FUTURE"**

Music by Vance Joy - Riptide

Verse

*Green: I dreamed of becoming a football star,  
But my parents had different plans for me.*

*Red: I guess I had the same dream too,  
But who should have taken care of my nephew?*

Chorus

*uuuhh dreams came unstuck  
Let's change it, we're young enough to have dreams,  
There's still some time to fulfil whatever we want it to be  
Together, let's build bridges to the future,  
Let's find out where they are going to end.*

*Green: I couldn't become an artist*

*Because they said I should get a real job*

*Red: I wrote some songs no one's ever heard  
I had no money to record them*

Chorus: *uuuhh dreams came unstuck*

*Let's change it, we're young enough to have dreams,  
There's still some time to fulfil whatever we want it to be  
Together, let's build bridges to the future,  
Let's find out where they are going to end.*

Verse

*Green : I'm sorry if I ignored you,  
I didn't know we had the same dream*

*Red: I'm sorry if ever I sacred you  
I always thought that you were a prig*

*Green : If I'd known you, I might have been your friend  
I could have taken care of your nephew*

*Red : Sorry to hear that your dreams came unstuck  
But at least you had someone to take care about.*

Chorus: *uuuhh dreams came unstuck*

*Let's change it, we're young enough to have dreams,  
There's still some time to fulfil whatever we want it to be  
Together, let's build bridges to the future,  
Let's find out where they are going to end.*

*During this last song, part 1, 2 and 3 of the graffiti are being placed in front of the stage. Together with the fourth part, they communicate the final message.*



## 5. Hariko and the participating artists

### A. Who the hell is Hariko?

HARIKO is a forum for exchange and creation between artists and young people from 12 to 26 years old. The HARIKO project invites every young person, without any distinction, to meet the artists and musicians.

The « Gramsci Monument » produced by the Austrian artist Thomas Hirschhorn in the Bronx in 2013 is the main source of inspiration for the HARIKO project. The philosophical approach of the project, the participatory and non-binding nature of the project, its short-lived character and its opening to a non-exclusive public are of particular importance.



The HARIKO project consists in creating an artistic forum of exchange, reflection and creation. Through the workshops given by artists, it offers an access to various



forms of artistic expression to underprivileged young people and young people interested in the project.

The project aims to open the minds of young people from all social circles, particularly the ones who do not have the opportunity to have access to art. The aim is also to awake their intellectual capacity and

their artistic sensitivity and to give them new perspectives in their life through art.

Young people are stimulated to actively participate, to create something that comes from themselves, to adopt a new intellectual approach that will lead to an artistic expression, personal and authentic, and to a concrete creation that will have an effect on their reality.



Finally, the project aims to enforce the integration capacity of young people and to promote tolerance through a large mixture of young people and through a respectful exchange between artists and young people from various origins and horizons.

## B. Hariko - The artists



**Georges Goerens** is a Luxembourgish musician, best known for being the singer, guitarist and songwriter of the Luxembourgish Indie-Pop Band “Seed to Tree”.

He played more than 100 shows in Luxemburg and abroad, amongst those Rock-a-field, Food for Senses and Reeperbahn Festival. Currently, Georges is studying jazz vocals at the conservatory of Metz.

**Joana Ferreira** started dancing at the age of 9 in a modern dance group that she attended for 7 years.

At 12, she discovered Flamenco and literally fell in love with it. Today, with her dance group Canela Pura, she performs all over the country.

At the age of 17, she started Hip-Hop dance classes at Helen's dance school. Three years later, she left with the LX Team to Los Angeles where she followed many courses in various dance styles.

Since 2016, Joana gives regular classes for adults or children of all levels/ages in different places.



**Alain Welter** is a Mural Artist and Illustrator from Luxembourg. His works vary from large murals to magazine illustrations. Basically his works are very striking to bring the main idea forward.

After his three years of illustration studies at the BTK in Berlin, he is now working on his personal project „Make Koler Kooler“ by turning his hometown Koler into a constantly growing Urban Art Museum.



## 6.The participating students and teachers 2017/18

### Students from Lycée du Nord Wiltz



1st row: FERREIRA ROCHA Sarah, SOARES NOGUEIRA Ana, KRIER Isabelle, SCHROEDER Sebastian, PINTO TEIXEIRA Miguel Antonio  
2nd row: GLOD Luka, MARTINS REIS Rui, KAISER Kim, MARQUES DA SILVA Rafael.

### Students from IISS T.Fazello Sciacca



1st row: RASO Francesco Antonio, RAGUSA Luisa, SINAGUGLIA Simone Pietro, FERLISI Lucrezia;  
2nd row: PRINCIPATO Giovanna, SOLANO Naomi, MICALIZZI Elena Sofia Giusy, BILELLO Ester.

### Students from Berufskolleg Halle, Westfalen



1st row; SCHABERG Louisa, HAEHNEL Natalie, LOPES KICH Ana Carolina;  
2nd row: MÜLLER Maximilian, LUZAY Lina, NOEKER Aileen;  
3rd row: DUISMANN Aylin, PETERS Lina, WEIGELT Jil, SCHNABELS Frederik Maximilian,  
KREHENBRINK-EKRUTH Lukas.

### Students from Montessori High School, Leeuwarden



Left row, bottom to top: VLASMA Sita, HALMA Anna, STERKEN Ziya, VAN DER ZEE Anna, TICHELAAR Lucyl;  
Right row, bottom to top: WIJNVEEN Sigourney, NADER WILK Rani, VAN DER MEER Esmee, VAN DER PLOEG Iris, HOFSTRA Elke.



### Students from Redruth School, Cornwall



1st row: VANDERSLUYS Rhys, TREGIDGA Connor, MANCINI Joel;  
2nd row: CLARKE Zara, MARTIN Caitlin, VARKER Olivia, TREVENA Charlotte

### Teachers leading the project



1st row: STEINMANN Rosalie, AGNES Christiane, KRALEMANN Nils, FRISCO Laura, SASS Sandra;  
2nd row: BARTHEL Jules, LAUMANN Madeleine, TRELOAR Kirsty, SPENCER Lynne, TULONE Maria



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