

## REPORT Artmile International Collaborative Learning 2023

Country/Region [ Madagascar ]

School [ The Excelsior School ] Teachers [ Nirina and Fanja ] Grade ( 5 ) Member ( 26 )

JP School [ Ogawa School ] Teacher [ Keisuke Oba ]

### # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
International Education	SDGs	18
English	Self-introduction – Using English as a language of communication	4
Culture	Understanding the similarities and differences in culture between Malagasy people and Japanese people.	6
ICT	Using technological tools	6
Art	Creating a mural	16

### # Theme and Message of the mural

Themes	“Let’s end poverty” and “Peace and Justice for All”
Message United thoughts to share with the world	<p>We have been learning a lot about « Let’s end poverty » and « Peace and Justice for All ».</p> <p>These themes are based on the Sustainable Development Goals, SDGs (#1 and #16). The students from The Excelsior School, Madagascar and those from Ogawa Elementary School, Japan have reflected on these SDGs and made a lot of research in order to find relevant solutions. Then, they exchanged their viewpoints on each theme.</p> <p>Throughout the discussions, the Malagasy and Japanese students have noticed that there is a contrast between Japan and Madagascar. Malagasy students learned that in Japan there are many multinational car and motorcycle manufacturers such as Toyota, Suzuki, Honda, etc. It is not the case for Madagascar since we do not have global companies. This situation showed already the case of poverty. Malagasy students and Japanese ones talked as well about the differences and similarities in cultures. They knew that Japanese people eat rice as Malagasy people do. Of course, the way of preparing it is not the same.</p> <p>In the painting, Madagascar is shown by a map. We could see Baobab trees and a lemur which are species only found in Madagascar. The message is that despite the low standard of living of Malagasy people, Madagascar has considerable natural resources. The theme about poverty is really relevant to Malagasy students’ situations.</p> <p>As far as Japan is concerned, the students of Ogawa School drew a dove in the painting, as it is a symbol of peace. Malagasy students now know that peace is one of the ideas or beliefs that Japan wants to promote and that all countries in the world can aspire to it. And the good thing is, it is really part of the SDGs.</p> <p>Japanese students also drew a bowl containing a typical Japanese dish.</p> <p>As there are similarities between Japanese people and Malagasy people in terms of cultures and ways of living and as both peoples live in Islands, combatting poverty is not a pipe dream, especially for Malagasy people.</p> <p>Our mural depicts the relations that can be established between the two countries in the frame of the SDGs and these relations can be enlarged among all countries in the world to make a better world, peaceful and freed from poverty.</p>



### # Effects and Problems

Effects your students have gained	Points for further improvement
Students know how to make research. The program helped them to think about the situation of Malagasy people. It is a way to relate learning to real life situations. Throughout the discussions, they know that the world is faced with challenges and all peoples in the world have the responsibility to address them.	Our students should improve in terms of the use of the new technology. During the video conference, we happened to meet problems due to the lack of technical skills.

### # How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
Students know more about Japan, especially about its economy and its culture. They are more aware of the global challenges of the 21 <sup>st</sup> century.	Teachers are convinced that the learning is more productive if teaching is performed in a practical way and more connected to real life situations.

### # Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	June. - Jul	The teacher gave basic information about SDGs. We exchanged photos and videos with our Japanese partner.	Students were very excited. The students from both schools introduced one another via the forum. We learned about Japanese school system and culture.	International Education

SHARE with the partner	Sept. - Oct	We had an online meeting with our Japanese partner to exchange ideas. SDG#16 was chosen by Ogawa School Students as SDG#1 by Excelsior School students.	Students made some research through the Internet about the SDGs, The students gave a presentation about SDGs to other students in our school.	ICT  English
UNITE the thoughts	Nov. - Dec.	We gathered the information collected through the research. We united our thoughts and made a message to convey to the world. Japanese partner started painting their part of the mural.	Students deepened their knowledge about SDG#1 and SDG#16. They asked some old people about the situations here in Madagascar and here in Antsirabe.	International Education  English
CREATE the mural	Jan. - Feb	We received the mural	Students thought about how they deal with our part. Then we combined our ideas in a rough paper. When the mural arrived, we started painting	Art
APPRECIATE the whole learning	March.	It was reflection time to look back to the whole project and the experience. We organized a Zoom meeting with Ogawa School students as a final step		English

### # Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes and reasons that teachers felt the effects
Cross-cultural understanding	4	The program helped our students to know more about the culture of Japanese people. In the classroom, they discussed and compared it with ours.
Active learning	4	They had to make research and build their own general knowledge related to the themes.
Critical thinking	4	During the discussions, we, teachers, noticed that they try to listen to others' opinions, explore all options, and then analyze ideas if they are good, true, bad or fake.
Collaborating with different people	3	They were divided into groups and encouraged to brainstorm ideas. It was a little bit difficult for some students but finally it worked.
Expressing in words, in shape	3	They were encouraged to use English as a language of communication and use realia (concrete objects or photos).