



LYCÉE FRANÇAIS  
INTERNATIONAL  
CHARLES DE GAULLE  
DE PÉKIN





**Almut Hennings**

**As German Embassy School we are European and part of the European Union. Our students are closely connected as neighbours in numerous events with other European schools, embassies and cultural institutions.**

Here in Beijing we pride ourselves to perhaps be more aware of what it means to be European than in our home countries. Looking at Europe from a distant point of view here in China, Europe represents a historic and cultural unity, even when taking recent animosity and wars into consideration. From our perspective the impending Brexit and several other nationalistic, anti-European movements in some European countries does not make sense at all, neither for the individual countries nor for a larger multi-national alternative.

The exchange between students, teachers and ambassadors which is documented here seems to be a perfect demonstration of what we mean when we say European unity: Not only the glamour of an ambitious European community but also the worries and fears our young generation has to face and which need to be addressed by European, not by narrow minded, national answers: Protection of our environment, migration, preservation of our most important values as freedom, safety, solidarity and equality.

We are grateful that our schools could make a contribution to meet these global challenges.

**Almut Hennings  
Principal  
German Embassy School Beijing**



Schulleiterin



**Michel Villegas**



After having attended an engaging panel discussion between the French, German and European Union Ambassadors on the key issues facing the EU ahead of its parliamentary elections on the 26th of May, high school students from the French and German International schools of Beijing had the opportunity to explore and express their own opinions on a number of different topics by drafting a series of proposals which would then be sent directly to a newly elected European parliament.

For many of you German and French students, being a citizen of Europe is an immense privilege without equal anywhere else in the world. Europe represents the ability to pursue your interests and further your careers beyond the confines of your nation's borders, to discover new perspectives by interacting with individuals from countless other cultures and backgrounds, and perhaps most importantly, to have a meaningful impact on issues that matter. Europe needs you, as members of today's younger generation and as the leaders of tomorrow, to make the most of that opportunity and contribute to society for the better.

I would like to thank the Ambassadors for their enthusiastic participation in our project, and I'd also like to congratulate both the students and their teachers for their involvement in promoting European ideals and values abroad.

**Michel Villegas**  
Principal  
LFIP-CDG





## FRENCH AMBASSADOR TO CHINA

**Mr. Jean-Maurice RIPERT** is a graduate of the Paris Institute of Political Studies Sciences-Po and a former student of l'École Nationale d'Administration, l' ENA.

Among his many functions throughout his political career, he has served most notably as Chief of Staff of Humanitarian Affairs Minister under Bernard Kouchner (1992 - 1993), as Diplomatic advisor of the Prime Minister (1997 - 2000), as Vice Secretary General to the United Nations, and French Ambassador the Russia in Moscow before finally transferring to Beijing in September of 2017.

The French International School of Beijing is honored to receive such a successful and engaged diplomat, who is especially known for his knowledge and experience on issues such as human rights, and diplomatic multilateralism, areas that regularly come into play when discussing relations between China and Europe.

Mr. Ripert, recently returned from Paris after attending a meeting between French president Macron, German Chancellor Merkel and President of the European Commission Juncker to meet with Chinese President Xi Jinping to discuss the increasingly important relationship between China and Europe.

## GERMAN AMBASSADOR TO CHINA

**Dr Clemens von Goetze** is the German Ambassador to the People's Republic of China since September 2018. Ambassador von Goetze joined the German foreign Service in 1990.

Since then he has been appointed to several positions in Berlin, most notably Personal Assistant of the Federal Ministers Mr. Kinkel and Mr. Fischer. He has also worked at the German Embassy in Manilla and Ankara, and later served as a permanent representative in Brussels, directed.

In 2012, Dr von Goetze directed Political Affairs Division 3, that is in charge of Africa, Asia, Latin America and the Middle East. Dr Von Goetze had previously been German Ambassador to Israel before becoming German Ambassador to China.





## EUROPEAN UNION AMBASSADOR TO CHINA

Ambassador **Nicolas Chapuis** returned to Beijing in September of 2018 as Ambassador of the Delegation to the European Union.

Beijing is a city that Ambassador Chapuis knows particularly well as it was at the French Embassy that he first started his diplomatic career in 1980.

He was at the time Press Attaché to the Embassy, and subsequently became a great adviser in Chinese domestic politics.

He returned to China several times during his career: as Cultural Advisor in Beijing and later as Consul General in Shanghai. The Ambassador speaks and writes excellent Chinese, and is known for his ability to translate classical poets such as Tofu, renowned for his mastery of the art of ellipsis.

In addition, Ambassador Chapuis is fluent in Mongolian and has served as Ambassador to Ulaanbaatar, in Outer Mongolia, as well as in Canada ...

Therefore the French International School of Beijing was especially honored to receive such an engaged European representative, such a successful diplomat and such a refined intellectual as Ambassador Chapuis.



# Panel with the Ambassadors



The three Ambassadors answered questions from the students and left us with an inspiring message on the **uniqueness of Europe's construction**: “We are here to transmit to you our belief that we have built something truly valuable for our kids, that is worth fighting for, and that's what Europe is about” ... “And the idea of no more War EVER again”...

The three diplomats also put emphasis on the specific nature of a **common European identity**, which has no comparable equivalent anywhere else in the world: “Europe has also created a common sense of destiny, and built a pyramid of prosperity and peace... We have created in the western part of the Eurasian continent a sense of identity; look at your passports, you are all European citizens and this idea of citizenship not linked to a Nation state but to a greater entity based on culture, on European civilization,

*this is something that nobody in the world has managed to do yet...*

The discussion then turned towards **Franco-German relations**: “France and Germany, probably because of Charlemagne in 800, who started to share the idea of a communalism not based in Rome but in Aix La Chappelle, share a special relationship deeply rooted in European history.... and it is no coincidence that President Macron and Chancellor Merkel signed a new Franco German treaty last January (2019) in Aix La Chappelle ...”. A shared vision reinforced by the enthusiastic commitment of both countries' leaders throughout the twentieth century, from Adenauer and De Gaulle in 1958 up until Merkel and Macron today...

**The important implications of a recent meeting between three of Europe most prominent leaders in Paris on the 26th of March**

during which, for the first time, following the invitation of French President Macron, the President of the European Commission Juncker and German Chancellor Merkel headed to the French capital to **meet together with the Chinese President Xi Jinping**, on the topic of Sino-European relations, were also discussed.

The necessity for Europe to develop a **strong defense policy**, not necessarily in the form of an army, was also emphasized upon. Remaining active in NATO was also touched on. *"EU is the embodiment of peace. Wars start when diplomacy fail, and wars are avoidable. Therefore, we do need a strong shared defense policy, not necessarily an army. We are integrated into NATO, but we have to be autonomous in taking our decisions including regarding defense"*

Finally, the three diplomats concluded by saying : *"The European project is your present and your future and you have a role to play. If you want to solve climate change, if you want to solve issues of international development, fight against terrorism, then Europe is your tool. EU is also a political body that is necessary to engage with the US and China"*. But there is a lesson to be learned from years of building diplomatic relations: **the importance of compromising rather than arriving at a consensus**. *"All of the building of the EU was possible thanks to compromises"*, agreed the diplomats...



# WORKSHOP

After the Panel with the diplomats, the 70 high school students from both German and French Schools worked together over the course of 90 minutes in order to make proposals to send to a newly-elected European Parliament. (election on May 26th of 2019).

Organized into seven autonomous groups uniting students from the two high schools and helped by and German and French teachers, they began by deciding which key topics to discuss.

Seven important issues emerged in less than ten minutes:

- The protection of the environment (climate change)
- Freedom on the Internet (Linked to the passing of Article 13)
- Brexit
- Education
- Migration
- Gender Equality
- European Identity.

Each group then picked one of the subjects to explore and after 45 minutes of reflection, drew up proposals, each summarized by a key word.

Here is the result of this brainstorming session; we have included the main issues and questions that the students initially discussed, followed by their main proposals for the European Parliament.

Pictures and videos of the event are available by scanning the following QR code or by visiting the following websites:

- <https://ifip.net.cn/youths-proposals-for-a-new-europe/>
- [www.dspeking.net.cn](http://www.dspeking.net.cn)
- <https://young-generation-proposal-for-new-europe-43.webself.net>





# BREXIT

## KEY TALKING POINTS :

- What is Brexit?

## BREXIT: ADAPTABILITY

- How does it affect us?
- If a hard Brexit takes place, what will be the repercussions?
- What are the measures taken to compensate the effects of a hard Brexit?
- Or a soft Brexit?
- How will it affect us in our daily lives?
- Will transports towards the UK be affected?
- Will studying in the UK be affected by Brexit?
- What will happen to British citizens living in the EU?
- How much time will it take to adapt to Brexit?
- Will the EU tax its members to compensate Brexit?
- Are referendums suitable for such decisions?
- Should they be regulated by the EU?
- Should referendums that concern the integrity of the EU be proposed to only one country?



# FINAL PROPOSALS

As students, we are fully aware that we have little ability to impact Brexit negotiations and the deal that will eventually be agreed upon. However,

**1/ Preparation** We urge the European Parliament to remember that negotiations are only the first step a very complex process that will have significant consequences on Europe. Thus, we would like to emphasize the necessity of considering and extensively preparing for these consequences, all while furthering negotiations; the two can and should be done simultaneously.

**2/ Referendum** Another question that Brexit brought to light is the efficacy of referendums in making important and sometimes complicated policy decisions. Though some argue that referendums are the purest form of direct democracy, we would like the European parliament to seriously reconsider whether or not they should be allowed for complex, large-scale issues, and if so, in which circumstances and with what regulations...



KEY  
WORD



Karim ADAMA DJITTE  
Rafael MAYER  
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Jack RENNIE  
Maarten WEIHING  
Karen MÖCKLEMANN

ADAPTABILITY



salle 109

# CLIMATE CHANGE

## KEY TALKING POINTS :

### 1. Green Europe

- Recycling
- Reducing plastic waste
- Use of renewable energies
- Reduce pollution
- Carbon tax
- Taxations
- Environmental norms
- Sensibilization campaigns
- Reduce nuclear waste
- Strikes for the climate



### 2. Cooperative Europe

- Global policy: depending on the population, the economic growth
- European entity for the environment, sustainable development

### Propositions:

- Inform students in schools (1-hour per month: theory)
- school projects: each year, social works
- Competition for each school



# FINAL PROPOSALS

We think it is important to raise awareness of students in schools since it is where they spend most of their time.

1/ **Education** Firstly, we propose to instore a compulsory 1-hour theory class every month about climate change and the preservation of the environment.

2/ **Competition** Secondly, we propose a yearly European wide competition in which schools compete to elaborate concrete proposals about how we could help preserve the environment.

Then, once the winning proposals are approved, each school submits them to their city (mayor, representative, ...). Finally, each city selects one proposal and submits it to their region (lander...) the region would then submit this proposal at a national or European level.

Along with promoting cooperation between students, seeing what we've collectively worked towards is immensely motivating for students. Solving climate change is an unattainable objective if Europe doesn't act as a united group.



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Tanimoune ARY  
Aymeric KOUASSI



KEY  
WORD

AWARENESS

# EDUCATION

## KEY TALKING POINTS :

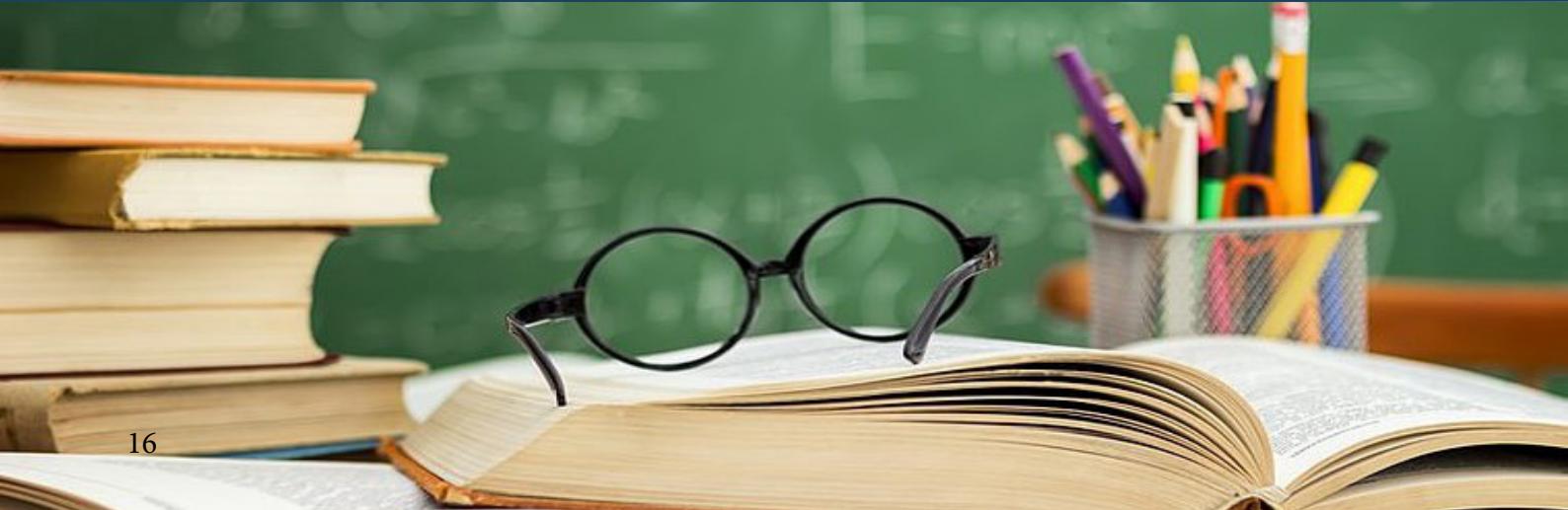
Being French and German students living in Beijing and receiving an international education, we saw the differences between international schools and national schools in our country.

In the LFIP CDG, we have from the beginning of the year met almost 20 personalities, these meetings allowed us to learn things far above our expectations. And the first thing that new students in LFIP said about their former school, is that here the “open mind” is far more developed.

Our German classmates told us that in their school, as an international one, they don't have this kind of meetings that we think make the students become more open minded. So, we wrote a few examples of actions that we would like all the schools in the European Union to apply.

For us, schools have to introduce at least one lesson per week to inform, educate and question recent topics such as migration, globalization, and racism.

We have chosen the keyword “Cooperation” because the cooperation between societies and cultures in Europe is fundamental for the EU.



# FINAL PROPOSALS

What can we do to make students aware of problems about migration and racism?

**1/ Mandatory civic classes combined with the diversity of students in all schools of Europe** one hour per week of debates about civics, globalization, migration. Furthermore, we could try to work with people from different cultures, have teachers and students from different countries of the European Union.

Vote a law for all European countries in the EU to create a class where tolerance and education should be discussed to form a generation of students more open minded, as well as promote the benefits of a melting-pot of cultures.

**2/ Promote the open mind at school**

Organize meetings in the schools of the European Union to compare and learn about the different cultures present in Europe as well as organize exchanges between schools from different countries in the European Union.



Lea BAI  
Emma KUBAT  
Noe LHOMME  
Lucie NEOUZE  
Arthur DORBES  
Florian SCHWAB  
Ramata CAMARA  
Aaron HAEUSSLER



**KEY  
WORD**

**COOPERATION**



# GENDER EQUALITY

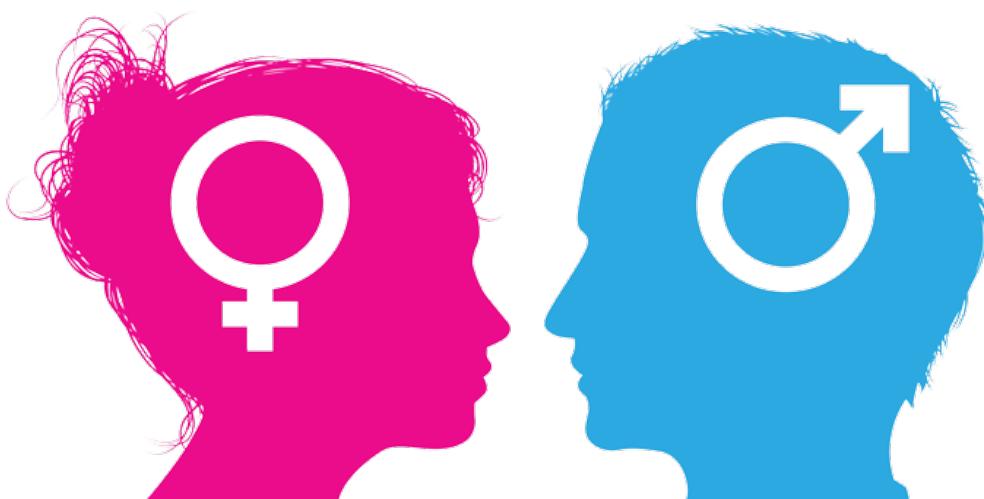
## KEY TALKING POINTS :

Brain storming: Our thoughts regarding gender inequalities

Today, we still live in an unequal world where our societies are impacted by the absence of equal chances between genders. As the new generation, we believe that the European Union, should have offered and must offer the equality of the sexes.

The new European Parliament should seriously focus on an equal European Union by removing every unfounded inequality. Such an advancement would allow ourselves as well as future generations, a better world. We agreed that it would be easier to change the situation from the top of the European hierarchy: «it is just a question of willingness and determination».

Thus, our proposals resume the changes we think are essential for the future of the European Union.



# FINAL PROPOSALS

## 1/ Sanctions :

Firstly, all organisations which do not pay men and women on the same equal scale must be sanctioned with an expensive fine. It seems logical that their regards and actions will readjust salaries faster. We know that some sanctions already exist, but we would like to reinforce this proposition. Moreover, introducing stricter laws about domestic violence in European countries and creating “re-education programs” for awareness.

## 2/ Promotions :

The European Union must start a robust “positive discrimination” program by promoting jobs where women are usually discriminated. Employers should assist a European briefing on gender equality in the professional world. Furthermore, raising awareness about gender inequalities in all schools of the European countries. It could be done by creating a course teaching global and actual issues in the world and so in the European Union, such as global warming, the European identity, migrations issue... The new European Parliament should also take a step into developing countries by promoting female- education projects.

## 3/ Quotas :

Our last recommendation is to fulfil a certain quota of female representation in the new European Parliament but also in each National Parliament of the European Union.



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KEY  
WORD

EQUALITY

# ARTICLE 13

## KEY TALKING POINTS :

The Directive on Copyright and its most controversial component, Article 13, requires online platforms to filter or remove copyrighted material from their websites. Article 13 states that “online content sharing services must own a license of copyright protected material from the rights holders before being allowed to publish said content, It’s this article that people think could be interpreted as requiring platforms to ban memes and other content.

Problem:

- Is Article 13 limiting personal freedom?
- Is Article 13 necessary?
- Is article 13 going to fundamentally change the internet as we know it and increase inequality?

Yes. Article 13 will protect the copyrighted materials, especially the content from labels and known people. It therefore grants the possibility to keep track of your own contented limit people pirating your content and using it illegally.

- But it will definitely stop smaller creators and start-ups from posting their work.
- It will change many websites on the internet, limiting them in their content and stopping them from using other sources to state their opinions.
- It will increase inequalities, since the information needed will not be accessible for free.
- Social Media like Instagram, Snapchat or YouTube will be fundamentally changed and limited in their way of posting entertainment.
- It would limit many aspects and change the way we live and use information from the internet.
- The article would also have huge effects on educational factors. Pictures, information, audios and videos will not be accessible and useable for students to use or school projects and for teaches to use for class.

It would then limit the access to education, which in turn would limit the educational factors for students.

#Saveyourinternet



# FINAL PROPOSALS

**1/ European E-referendum** Article 13 has some good ideas, especially regarding the protection of the rights of the original publisher. But it will be very difficult to properly implement those ideas into every website and checking each content published. It would hereby cause huge irritations amongst the smaller publishers and change their and our way of using the internet for education and entertainment. It would limit the usable sources to publish one's opinions and cause huge problems for students to use existing statistics and other sources of information.

Thus, an E-referendum proposed to the citizens of the European union whether to be in favour or not of Article 13 would make it relevant and legitimate.

**2/ Leave copyright policies to the media platforms** Platforms like YouTube already have existing processes to protect the publishers' content, allowing the normal users to claim certain content and thereby automatically transferring the profit to the original publisher.

In our opinion, that would be a better way to protect the rights holder, without limiting the ability to use others' content and limiting our freedoms.



KEY  
WORD



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FREEDOM



# EUROPEAN IDENTITY

## KEY TALKING POINTS :

Development of ideas:

Initially we started talking about Europe itself and not really about what it meant to be European. We then started talking about what Europe was and concluded that “It is important to remember that the country isn’t the people but that the people are the country”. From that statement we discussed how we, as Europeans citizens, were representing the Union and that’s when we realized we weren’t. But why?

It’s simply because we do not know how we could represent a Union that we do not fully acknowledge. That is when we established our first proposal. We then thought how, once we have the knowledge, we could represent the European spirit. And that is how we came up with our second proposal. The question isn’t how we should identify ourselves as European but why we should, without the proper knowledge, without a true “identity” it is impossible. That is what needs to change.



## FINAL PROPOSALS

We think they are two core elements to solving this problem.

**1/ Knowledge** The first one is to make what Europe represents part of a knowledge common to every European citizen. To do so we think the European Union should be a subject implemented early in the educational system so that future generations may grow up knowing what being European truly means.

**2/ Culture** The second element would be to create a European culture where the various national stereotypes, quotes, anthems, drinks and much more would be part of a unique identity, being European. It would be an identity every citizen of the European union could proudly stand by and relate to.



KEY  
WORD

PRIDE

Anna MULLER  
Mathis ANELONE  
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# Migration

## KEY TALKING POINTS :

2015, beginning of the migration crisis.

Four years later, even if the number of migrants has reduced, the conditions in the host camps remain miserable. Indeed, in autumn 2018, the UNHCR called out not only, a lack of electricity and running water, but there were also snakes and rats attracted by uncleaned garbage in the area. In camps, many toilets and showers were broken and there were sewage spills near the tents, also described the agency.

The most vulnerable refugees, including nearly 200 unaccompanied minors, around 60 pregnant women, people with disabilities and victims sexual of violence, are left for months in deplorable conditions. Unfortunately, there are other camps nearby in the same conditions.

In addition, there is a reported majority of male refugees in the camps, who come in hope of bringing their families to Europe after them once they have secured income and housing in the country. The problem is that families are separated, leaving mothers and children still in harm's way in their home country. And finally, during the peak of the crisis, we have seen some countries gradually deciding to close their borders, in order to «preserve» their employment and their homes against refugees. An inhuman and unequal act.

Thus, we believe that to fight the inhumane life conditions in camps we should form new European institutions, committees or organizations with the unique goal of regulating migration flows and assure the well being of migrants. We wish as well that European countries unite their efforts in solving this crisis.



# FINAL PROPOSALS

Migration was, is and will be an extremely important challenge for the European Union.

## 1/ Refugee Camps and a migration office

We wish that the conditions in the refugee camps be taken into serious consideration. we would like to make more space, build more comfortable infrastructures and first aid utilities. As well as providing integration campaigns for mothers and children and giving every underage refugee the opportunity to go to school.

By creating a migration office, responsible for setting up agreements, signing and compromise, decisions will no longer be made individually in each country, creating conflicts, but within the European Union, as a whole. And also, a policy where each country would get a percentage of migrants depending on their growth, development and GDP. For instance, big countries, such as France or Germany would get a higher number of migrants than a smaller country such as Slovenia or Belgium.

**2/ Openness and Flows** We also wish that the countries member of the EU refusing to accept refugees in their borders reconsider their position.

And finally, we wish that the unstoppable flow of migrants can be regulated more effectively, especially at the borders.



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KEY  
WORD

SOLIDARITY





# ACKNOWLEDGMENTS

The students of the German and the French International Schools of Beijing would like to thank the French, German and EU Ambassadors for their enthusiasm and commitment to this project. Not only did they find time from their busy schedules to make themselves available, but they also answered the questions prepared by the students in a very eloquent and informative way. This unforgettable morning has truly allowed us to delve deeper into issues we had only briefly looked at before and will be remembered fondly by all of us.

We would also like to thank the European representatives who have agreed to take the time to read our proposals and hopefully let us know what they think of our suggestion. As students from the younger generation, we truly appreciate this opportunity to interact with people who have the ability to get things done efficiently in the name of a better Europe, and we hope that our enthusiasm and hopes for participating in this ambitious project are reflected in these proposals.

Finally, we would like to thank the headmasters from both schools for their sponsorship of the project, the French school's many faculty members who were very involved in the planning of the meeting, all of the teachers who guided students through their preparation and supported them in their proposals, without all of whom none of this could have taken place.

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**ADAPTABILITY  
COOPERATION  
AWARENESS  
SOLIDARITY  
EQUALITY  
FREEDOM  
PRIDE**

