

The International strategy of the High School “Lycée des Lumières”

This document has vocation to be shared with all potential partners, public or private (schools, higher educational establishments, business, social, economic or institutional actors) to present the High School ‘Lycée des Lumières’ and its international developing strategy.

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Our high school is located on the island of Mayotte in the heart of the Indian Ocean. This original geographical area, at the intersection between Africa, Asia, Oceania and Europe, encourages the school to lead an ambitious international developing strategy to help students and teachers to be successful.

The High school is situated in the town of Mamoudzou and its suburban area, Kaweni which benefits from the town's policy. It is one of the 80 territories labeled « educational cities».

The High School Lycée des Lumières is a polyvalent high school.

At the beginning of the school year 2022-2023, the number of the high school's students is 2,683 and 738 of which are enrolled in the vocational high school field (see the document on the different courses in the appendix to have an overview of its diversity in different fields). The indicators suggest that 48 % of our students are from lower social classes and 62.5 % have a national education scholarship.

This document was elaborated by a managing committee working on « international development strategies », made of heads, teachers and staff members. Its aim is to present the challenges and assets of the school and to explain its strategy of international development.

Presentation of the High School 'Lycée des Lumières':

I. The challenges of the high school to strengthen its international development.

Mayotte has to face many challenges which impact our high school with real problems. Strengthening its international development will help us to level up and overcome the challenges:

- The social and economic problems of students.
- Large number of students who do not wish to continue studies in higher education.
- The difficulties to find internships for our students in the professional fields and the students who passed the "Baccalauréat" (final degree of secondary education in the French educational system)

- Students who drop out of school.
- The difficulties to speak French and foreign languages fluently (English, Spanish).
- The feeling of not really being a European citizen.
- The lower social situation of many foreign students (mostly illegal immigrants from the Comorian Islands, Madagascar and the African continent).
- Insecurity and conflicts between the different villages.

II. The school's assets :

A strong linguistic and international dimension

For the students in year 5 ('Seconde' in France), our high school offers an '**English European section**' and a '**Spanish European section**' with non-linguistic subjects such as history and geography, physical education and sports. At the beginning of the school year 2022-2023, the "**International French Baccalauréat**" was created.

Moreover the presence of an '**Oriental section**' with the teaching of the Arabic language asserts our will to build a strong linguistic and international pole.

At the beginning of the school year 2022-2023, we plan to open a new degree in the higher education field, a **BTEC in international trade (BTS Commerce International in French)**. The students will have to do an internship in the field of import/export in order to validate their diploma which will lead to different partnerships with several international and foreign companies.

A strong cultural dimension

Cultural education is an essential part for our high school.

It is a unifying element that broadens, decategorizes the different fields and unites the entire educational community. It is the real mark of our teaching practices that we wish to share with our international partners within the framework of the different cultural sections available in our high school (see our leaflet).

- **The 'Cinema/ Audio-visual section'**: This section was created in 2017. It's the only one in the Academy of Mayotte.

- Today, 94 students divided into 4 classes have taken the option “Cinema/audio-visual section”. The section is very active and organizes many projects such as the « Night of the cinema » or « films and conferences » in our amphitheater during which students meet professionals from the Mahorais, French and foreign countries cinema. Recently, the Franco-Tchadian director, Mahamat-Saleh Haroum was invited by the teachers of the section in 2022.
- **The Theater section.**
- **The Chess section:** the game of chess is taught and developed in different forms of our school to share and strengthen relationships with others. It is viewed as an ideal mean to promote the commitment and motivation of students.
- **The music section:** We are planning to open a music section at the beginning of the school year 2023-2024.

The international developing strategy of the High school « Lycée des Lumières »

The goal of our strategy is to develop an “international culture” that is common to students/teachers/other members of our school community and influences all educational fields (secondary, higher education and professional fields). This objective is divided into 3 specific objectives. A 5-year action plan is organized to provide for various mobility and cooperation activities.

1. Reinforce the skills and self-esteem of the students through intercultural exchanges.

Our ambition is to offer all students a mobility experience, hybrid or physical, an internship or training to strengthen professional, socio-cultural abilities and self-esteem.

Mobility would allow students of the general and vocational fields (from level 4: 'Seconde') to get prepared for further studies after their 'Baccalauréat' potentially in Reunion Island or in Metropolitan France.

For higher education, a mobility experience would allow students to get prepared for international careers, particularly with an International Trade BTEC (BTS Commerce International).

To develop this project, we are planning:

- To set up e. twinning projects with European and international partner schools.
- To multiply and formalize partnerships with foreign high schools and higher educational colleges in order to develop training and work experience abroad.
- To multiply and formalize partnerships with foreign socio-economic and institutional actors in order to develop internship mobility.

2. Strengthening international dynamics within the school:

To develop the culture of an international establishment, we wish to strengthen the internationalization of teaching and encourage the implementation of all educational activities with an international dimension. To develop this plan, we are committed to:

- Strengthen the internationalization of teaching:
 - by encouraging teachers to pass the DNL certification (degree to teach their subject in English)
 - by inviting foreign speakers to teach (preferably through virtual sessions). For example to invite a foreign business leader to make students aware of the particularities of the labor market within his/her company.
- Develop the mobility for teachers for teachers training abroad.
- Welcome foreign students and teachers in our High School 'Lycée des Lumières' in Mayotte.
- Organize events with an international dimension: foreign language week; film screening in original version; Olympic and Paralympic week etc...
- Set up an 'international relation office' made up of a group of referent teachers supporting students in their international mobility projects from the beginning of the school year 2023-2024 (last week of August) .

3. Developing the High School 'Lycée des Lumières' outreach activities on an international level.

The acknowledgment of our high school through labels and private or institutional partnerships abroad will strengthen the attractiveness of it and promote the skills and abilities of the students from Mayotte and other countries.

To develop this project, the school will:

- Improve its governance by setting up an « international opening management committee» made up of teachers, management staff and professional partners responsible for implementing this strategy.
- Strengthen the prospecting activity of the management committee to establish twinning and theme-based partnerships (theater, cinema, music, games such as chess) with foreign high schools or colleges, socio-economic and institutional partners in the Indian Ocean, North Africa and Europe. These partners will give us the possibility to develop training and internship mobility programs for students.
- Stick to 'Erasmus+ Program' quality standards. The international opening management committee has already applied for accreditation.
- « School Education » and the 'Erasmus+ Program' accreditation for higher education (ECHE) are fully in connection with this strategy of international opening. The management committee also wishes to respond to projects for Erasmus+ Program.
- Join international networks such as the 'Network of Schools associated with UNESCO' to make students aware of the values of the United Nations.

The participants and the geographical areas targeted:

The strategy of internationalizing targets for both students and teachers:

- The students: this strategy targets all the general and vocational fields (Pre-baccalaureate, Post-baccalaureate) to take part to physical or hybrid mobility activities with no discrimination.
- The teachers: to enrich pedagogical practices and be more innovative.

For mobility and cooperation activities, 3 areas are mainly targeted:

- Countries in the Indian Ocean: To strengthen the students knowledge of their surrounding environment, to learn English and to develop internship mobility for students in the vocational fields as well as for post-baccalaureate students. This area is mainly targeted for ecological reasons in order to limit the carbon footprint of mobility projects.
- The European Union: Mainly to learn Spanish and English and strengthen students knowledge of the EU and their sense of European citizenship.
- North African Countries: Mainly to learn Arabic (Morocco, Tunisia and Algeria).