



BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION

ERASMUS+

2019-2022



Project Co-Financed by the European Union

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Summary of the project

Our European cooperation project unites partner schools from Greece, Italy, North Macedonia, Turkey and Poland. Our main task is to focus attention on students, the main actors of the project, and equip them with tools supporting critical thinking and independence in action. They have to be able to think critically, have their ideas and not fall prey to media manipulation. Critical thinking represents self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way.



Countries

Greece



Poland



Erasmus+

Italy



North Macedonia



Turkey



Partner schools



Greece

1ST GENERAL LYCEUM OF XANTHI

Poland

IV Liceum Ogólnokształcące
im. M. Skłodowskiej-Curie



Turkey

Gazipaşa Fen Lisesi



Italy

Istituto di Istruzione
Superiore
"Luigi di Savoia"



North Macedonia

SOU Gimnazija
"Goce Delchev "



Our project Erasmus+



**BASIS FOR STUDENTS' AUTONOMY
IN THINKING AND ACTION"**

**ERASMUS+ KA229
2019-1-PL01-KA229-065023**





Greece

Greece is located in southern Europe. Athens is the capital. It is located at the crossroads of Europe, Asia and Africa. It shares land borders with Albania, North Macedonia, Bulgaria and Turkey. It has the longest coastline on the Mediterranean Basin. However, eighty percent of Greece is mountainous. Greece is the cradle of western civilization, as democracy, philosophy, science, drama and the Olympic games were born here. Its economy is the largest in the Balkans. A founding member of the United Nations, Greece was the tenth member to join the European Union and has been part of the Eurozone since 2001. Greece's unique cultural heritage, large tourism industry, prominent shipping sector and geostrategic importance classify its power.



XANTHI

Xanthi is a city in northeastern Greece, in the land of Thrace. It is surrounded by the Rodopi mountainrange, Nestos river and the Aegean sea. Xanthi is well known for its fine tobacco production and trade with countries all over the world and its flora and fauna. Because of the tobacco trade Xanthi's economy grew rapidly and the well known old town of Xanthi was built. One can enjoy traditional food and pastries as well as the festivities that take place during the Carnival time and the Old Town festival every September.



XANTHI



1ST GENERAL LYCEUM OF XANTHI



Our school is located away from the city center, which gives us the opportunity of feeling closer to nature. The classrooms are spacious, sunny and well equipped. A science and a computer lab, a library and an auditorium are included in the facilities as well. The all-year-round fine weather enables us to enjoy the school's athletic courts and open spaces. Our school has been a pioneer in staging plays and musicals for 18 years now. As a school team we take part in international and national artistic and science conferences and competitions with great success.



Turkey

TURKEY



Turkey is a country that connects Europe and Asia. The capital city is Ankara. Its population is 84 million.

It was founded by Atatürk in 1923. The official language is Turkish. It has a very rich history.



It is a very preferred country for tourism. Our country is also famous for traditional foods.



TURKEY



ABOUT TURKEY

Turkey was found in 1923 by Atatürk. Turkey's capital city is Ankara. Turkey's population is 84.680.273. Turkey has 7 regions and 81 provinces. Turkey connects Asia and Europe. Turkey's most crowded city is Istanbul.

HISTORICAL PLACES

Turkey has a lot of historical places because of that Turkey is preferred by a lot of tourist around the world For example: Göbeklitepe, Efes etc...

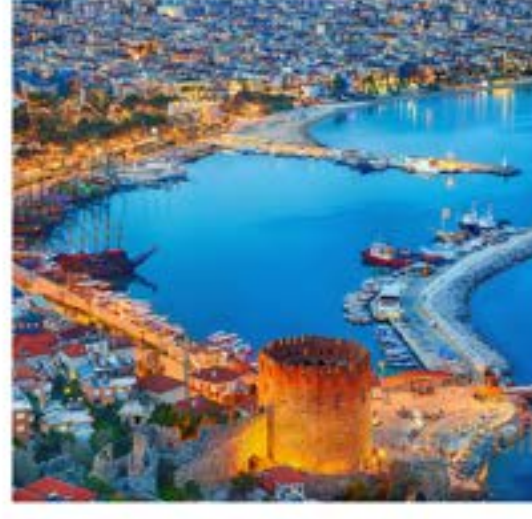


TOURISTICAL PLACES

Turkey's tourism sector is suitable for every season for example: For summer tourism Kaş, Bodrum... For winter tourism Uludağ, Davraz, Saklıkent... For spring Pamukkale, Kapadokya, Lavender gardens...



ALANYA



ABOUT ALANYA

Alanya was found in between 1200-1237 by Alaaddin Keykubat. Alanya's population is 333.104. Alanya is one of the most preferred touristic place in Antalya.

HISTORICAL PLACES

Alanya has a rich history and it has a lot of historical places. Alanya Kalesi Alanya Tersanesi are the most popular of them.



TOURISTICAL PLACES

Alanya's tourism sector is suitable for summer because Alanya has a suitable climate and has a lot of beaches. For example Kleopatra Plajı, Dim Çayı, Damlataş Mağarası...



GAZİPAŞA



ABOUT GAZİPAŞA

Gazipaşa is named by Mustafa Kemal Atatürk in 1922. Gazipaşa's population is 52.126. Gazipaşa is next to the Alanya. Gazipaşa is famous for its exotic agriculture. It is also famous for touristic places

HISTORICAL PLACES

Gazipaşa is an ancient town that have existed for many years. Because of that it has some very old structures.



TOURISTICAL PLACES

Gazipaşa's tourism sector is suitable for summer because Gazipaşa has a suitable climate and has a lot of beaches. For example Kuru beach , Antiocheia ad Cragum .



GAZİPAŞA SCIENCE HIGH SCHOOL



ABOUT OUR SCHOOL

Our school was built in 2017. There are 468 students, 28 teachers, 16 classrooms, 1 music class and 1 painting class, gym, canteen, conference hall, sports room.

INSIDE OF THE SCHOOL

Our school has 3 labs physics, chemistry and biology. Also there are some places for students to study. It also has a rich library.



ACTIVITIES OF THE SCHOOL

Our school arranges a lot of activities in a year. For an example Hidirellez, kermis for charity, sport activities, school trips and TUBITAK science fair...



Turkish Menu



Iskender Kebab



Icli Kofte

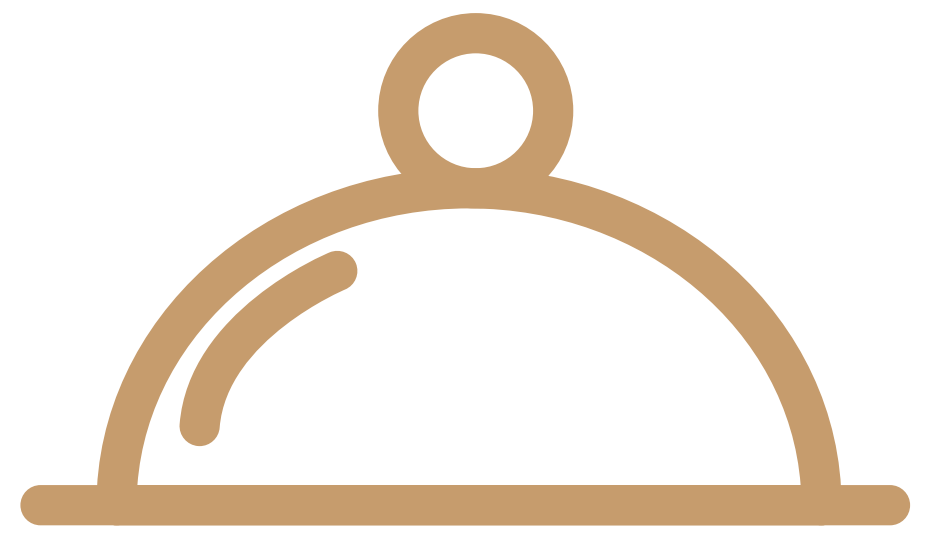
Turkish Drinks



Salep



Raki



Turkish Desserts



Kunefe



Kazandibi



Mobilities



Turkish Athletes



Turkish National
Volleyball Team



Turkish National
Billiard Champion

National Costumes



Scientist



Mete Atature-Physicist



Berna Sozen-Biologist



GAZIPASA SCIENCE HIGH SCHOOL



Founded in 2017 and now has 468 students who has to have an elective exam to attend. Our education is focused on Maths and science.



Erasmus+ projects have been carried out since 2019.

Every year we have Tübitak Science Fair, Art exhibition and sport tournaments.



Our library, there are more than 4000 books, novels and science

Italy



Emblem of Italy

Italy is a peninsula located in Southern Europe, in the middle of the Mediterranean Sea. It can be easily recognized thanks to its boot-like shape. The capital is Rome.

Italy's flag, also called the tricolor, is the national flag of the Italian Republic: it's made of three vertical bands of equal size, each of a different color: green, white and red, starting from the hoist.



Rome



Florence



Venice



ABRUZZO

"The greenest region in Europe"



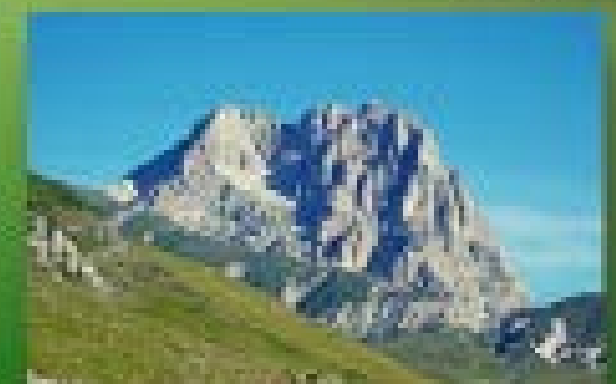
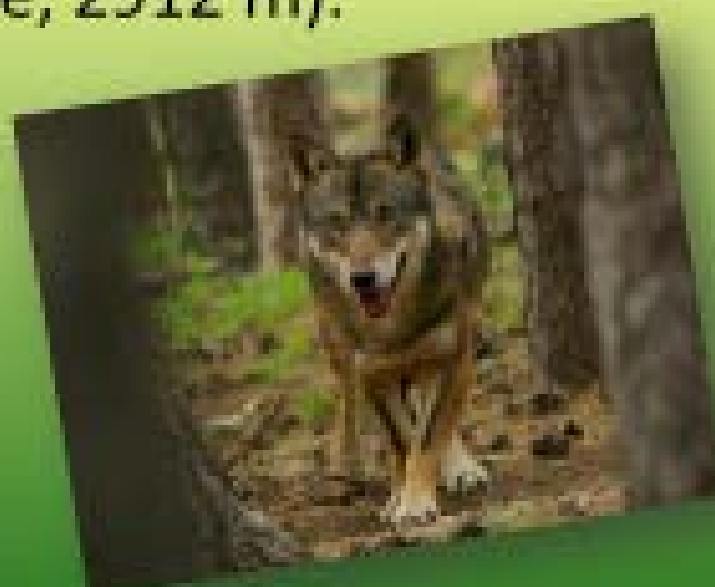
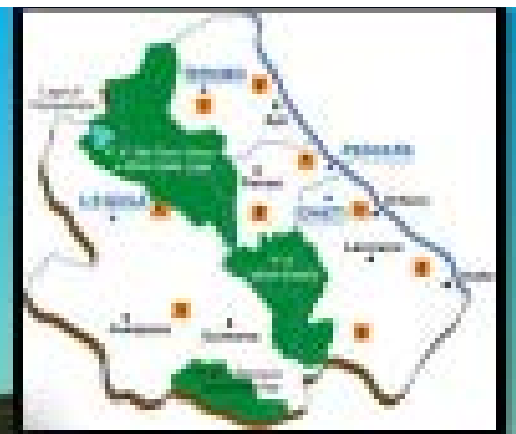
Physical geography

Abruzzo is situated in the centre-south of Italy.

Almost half of its territory is set aside as national parks and protected nature reserves.

Here there are some rare species like golden eagle, Appennine wolf and the Marsican brown bear.

There is the highest Appennines peak, too (Corno Grande, 2912 m).



Tourist attractions

In Abruzzo, there are many monuments, especially historical castles and museums. By the sea there are beautiful coasts and trabocchi in the south.



Food

Abruzzo is also known for its excellent food, like fiadoni, arrosticini, De Cecco pasta, bocconotti, zafferano, confetti, porchetta and Montepulciano wine.



Chieti



Embleme of Chieti



History of Chieti

Among the oldest cities in Italy, Chieti boasts a large number of sanctuaries, archaeological areas and natural reserves of great tourist interest. Founded according to the legend of Achilles, who called it Teate in honor of his mother and preserves all the beauty of the Roman and medieval times.

San Giustino's Cathedral

It was built in the VI century but not long after it was destroyed. In 1936 it was restored. Now it is the main church of Chieti.



Roman Temples

Marrucino Theater





The Industrial Technical Institute
was founded in 1879.



I.I.S. "Luigi di Savoia"

There are five different branches:

- Chemistry
- Electronics
- Informatic Technology
- Mechanics
- Transportation and logistics

Since 2004 was also added:

- Lyceum of Applied Sciences



Virtual tour of our school

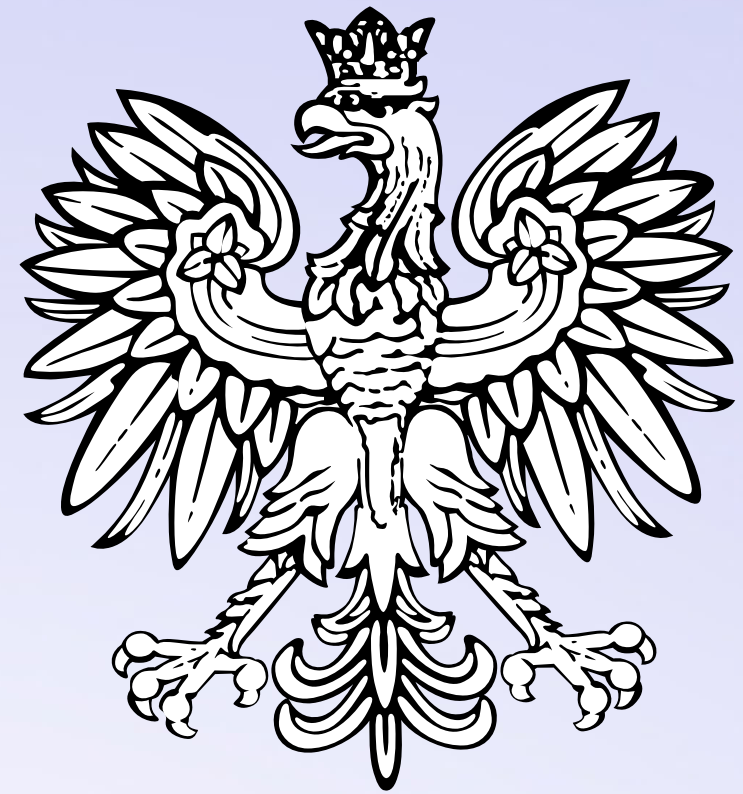


Flag of Poland

Poland is a country in Central Europe. It is divided into 16 administrative provinces, covering an area of 312,696 km². Poland has a population of over 38 million.



Poland



Emblem of Poland



The capital city is Warsaw



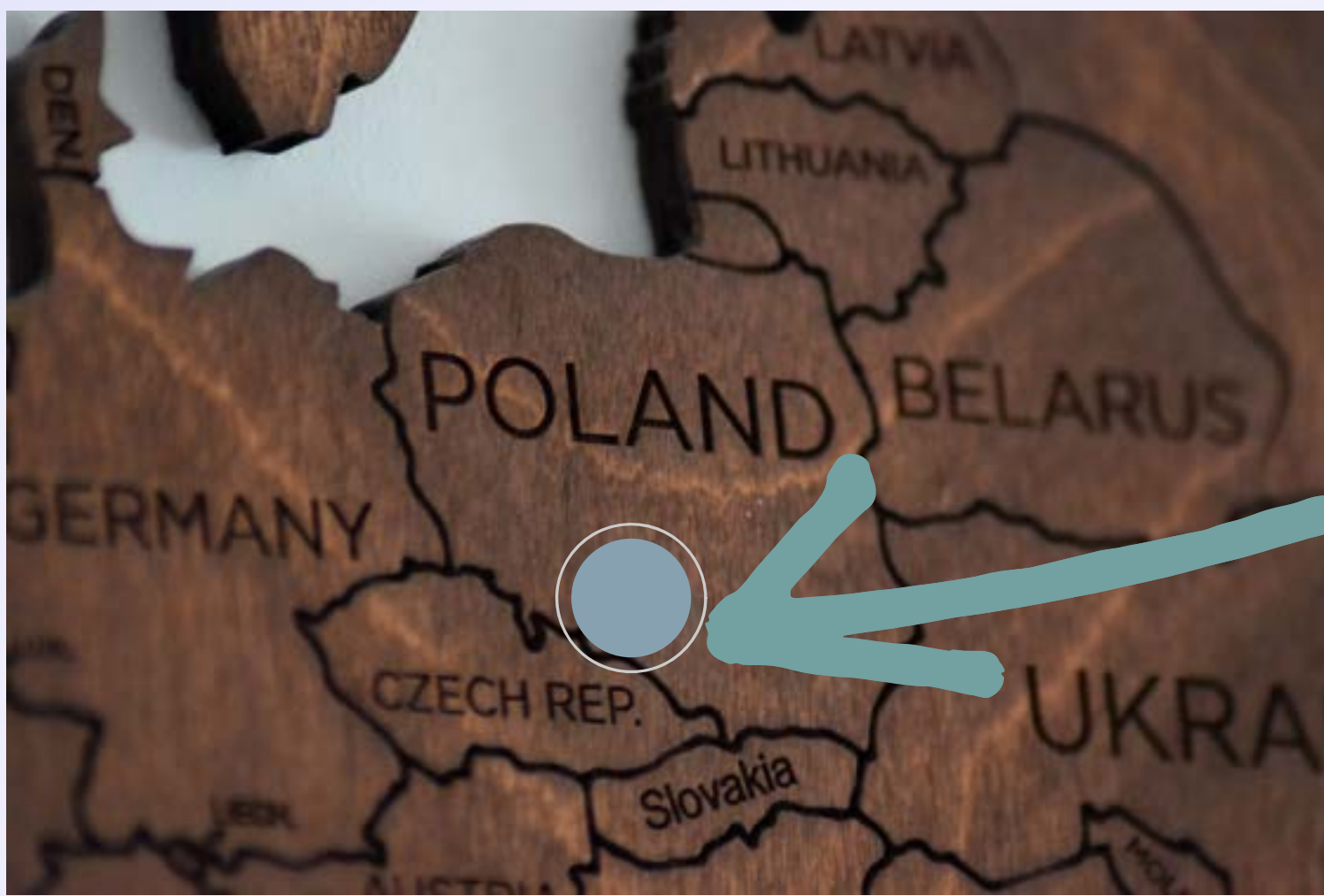
Cracow



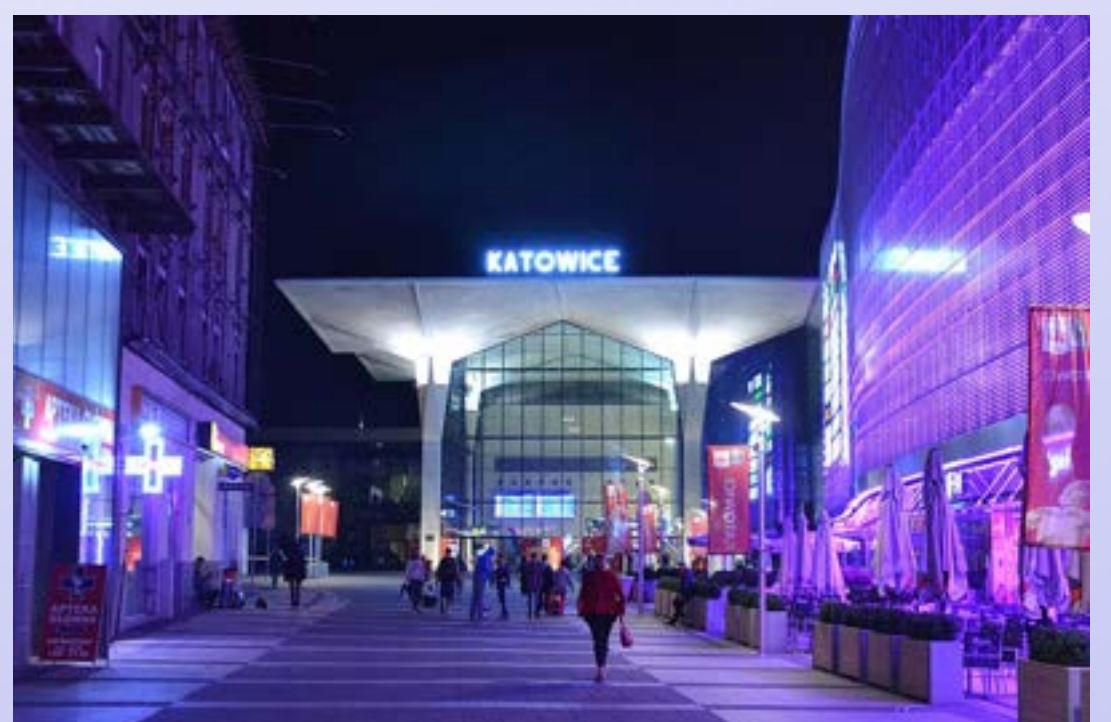
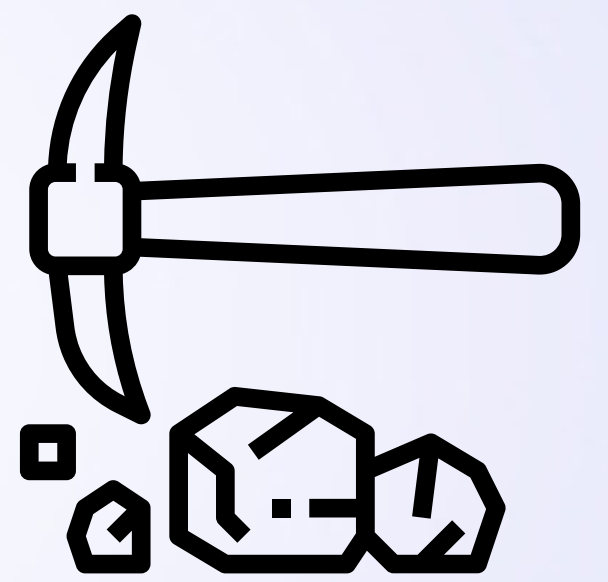
Gdansk

Upper Silesia

Upper Silesia is the southeastern part of the historical and geographical region of Poland. It is located today mostly in Poland, with small parts in the Czech Republic.



Upper Silesia



Katowice

Chorzów



Emblem of Chorzów



City Hall

Chorzów is one of the central cities of the Upper Silesian Metropolitan Union – a metropolis with a population of 2 million.



Silesian Stadium



IV Liceum Ogólnokształcące im. Marii Skłodowskiej-Curie

The oldest high school in Chorzów



The school hall is the place of the most important meetings



North Macedonia

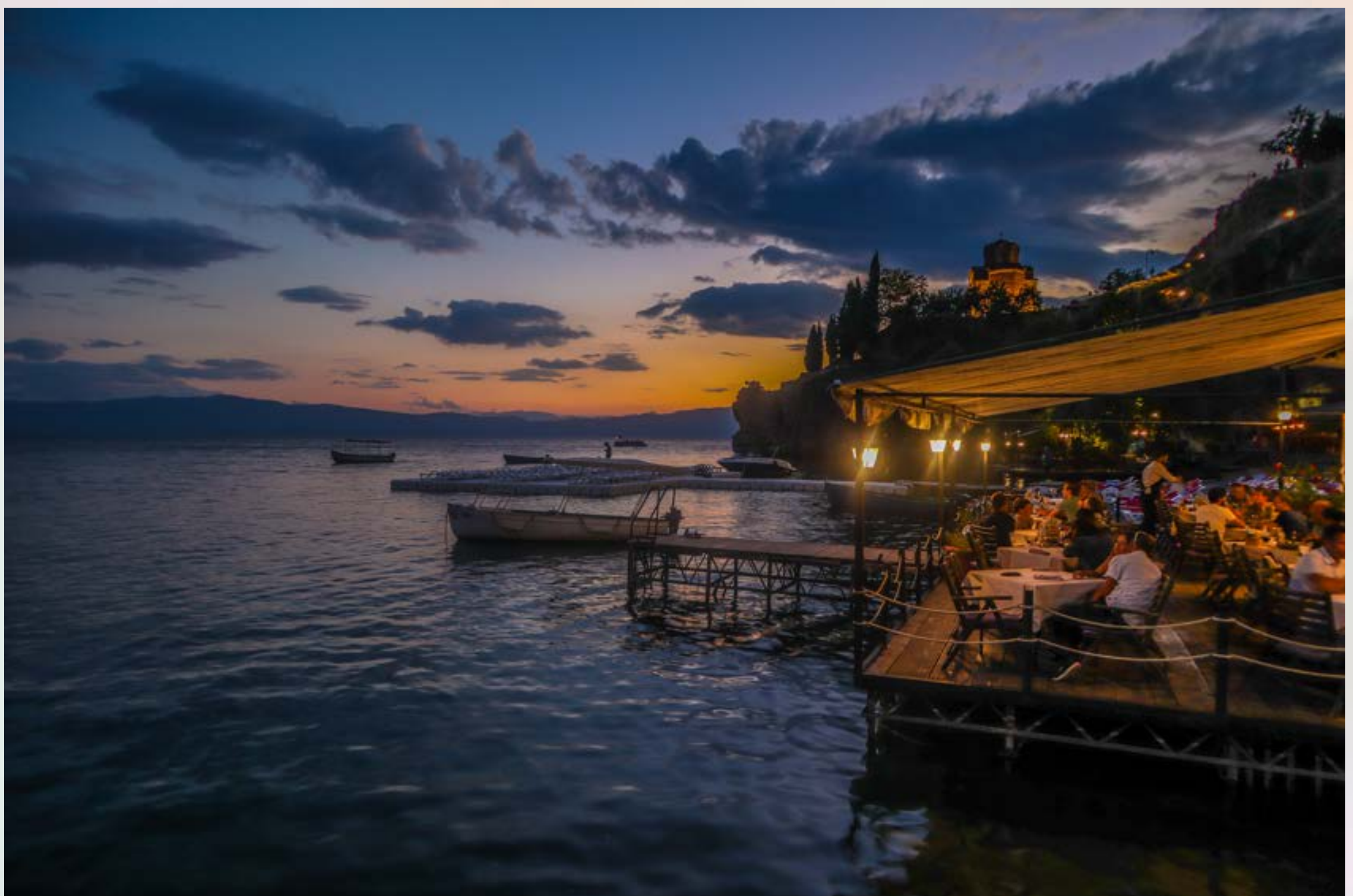


North Macedonia



North Macedonia (Macedonia before February 2019), officially the Republic of North Macedonia, is a country in Southeast Europe. It gained independence in 1991 as one of the successor states of Yugoslavia. It is a landlocked country bordering Kosovo to the northwest, Serbia to the north, Bulgaria to the east, Greece to the south, and Albania to the west.

Skopje, the capital and largest city, is home to a quarter of the country's 1.83 million population. The majority of the residents are ethnic Macedonians, a South Slavic people. Albanians, Turks, Romani, Serbs, Bosniaks, Aromanians and a few other minorities.



Kumanovo is a city in North Macedonia and the seat of Kumanovo Municipality, the largest municipality in the country. Kumanovo lies 340 metres above sea level and is surrounded by the Karadag part of Skopska Crna Gora mountain on its western side, Gradištanska mountain on its southern side, and Mangovica and German mountain on the Eastern side. Skopje airport also serves Kumanovo. It has many historical sites. One of the most important sites is the 4,000-year-old megalithic astronomical observatory of Kokino, located 30 km northeast of Kumanovo and discovered in 2001. It is ranked fourth on the list of old observatories by NASA.



Goce Delchev High School- Kumanovo

Our school is named by one of the greatest revolutionary, patriot, tireless fighter for independent Macedonia – Goce Delcev. He sacrificed his life for one big goal he had, to give Macedonians a better future and freedom.

He is the patron of our school.

Our school is the biggest school in our town. There are 968 students and 100 employees.

Our school is ranked as the 5th best high school in North Macedonia (based on the results from the final examinations). Also, our school is the best high school in Kumanovo. Our students always participate in competitions and they always win the first three awards.



Fields of study

Natural Sciences and Mathematics

Social Humanities

Foreign Languages and Creative Arts

Each of these areas are divided into two groups (A and B) which follow similar programs with subtle differences.

In addition, there are also bilingual classes available for the aforementioned fields which are held in French as well as in Serbian





Visit in Poland - December 2019

Visiting Katowice



Workshops

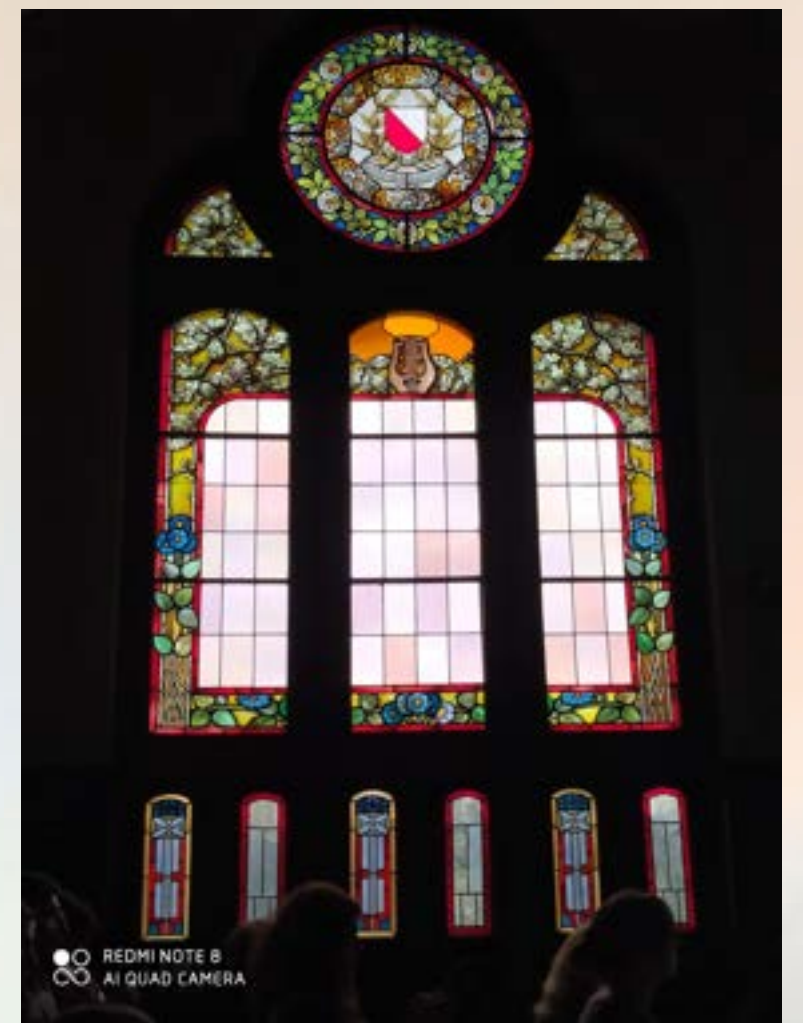


Project meeting in Chorzów

The first meeting within our Erasmus + project was an opportunity to break the ice and start fruitful cooperation. Students were accommodated in Polish families, which was conducive to getting to know Polish culture, customs, typical dishes, the lifestyle of Polish teenagers, and above all, constant communication in English. Our first topic was issues related to immigration in individual countries. We also got to know partner schools, cities, regions and countries participating in the project. Students from different cultural circles have found out that despite different traditions and languages, they share common values, interests and passions. Students and teachers participated in workshops on media manipulation and fake news. The students were working in international teams. They presented their point of view and they proposed possible solutions to how they should defend themselves against manipulation. They also participated in a city game – to get to know about the City of Chorzów, improve language skills and integrate the students' group. Then the students went bowling so they can get to know each other. We visited Nikiszowiec, one of the districts in Katowice. We learned about the Silesian region, and its cultural identity. We also visited Silesian Museum in Katowice and learned about the history of this region. The Polish students worked as a translator for a guide. A great opportunity to get to know the cultural heritage of Poland was a trip to Krakow. We had a guided tour in Cracow, we visited Wawel, Royal Castel, and the Museum Podziemia Rynku, and we learned about the life of the Polish people living in the twelfth century. It was a very good experience to participate in the workshops about students' autonomy and critical thinking. Students discussed also immigration, had a debate, and they presented their solutions to the problem from a young person's perspective. A valuable trip was also the opportunity to visit the former German concentration camp in Auschwitz. The meeting was a beautiful start to cooperation and fostered the development of our project.

Topic: Immigration

Work in international teams



Bowling



Visiting Cracow and Auschwitz



How not to be manipulated by the media?

FESTIWAL
ARTYSTYCZNY

CURIE MUNDIAL

1. Take a research.
2. Prefer safer than quicker.
3. Seek for the bigger picture
4. Take a test, before you buy.
5. Talk about it with someone.



- WE SHOULD INVESTIGATE MORE THAN ONE WEBSITES
- WE SHOULD TRUST TRUSTWORTHY WEBSITES
- TALKING TO OTHER PEOPLE FOR THEIR OPINION
- VERIFY THAT THE INFORMATION IS RELIABLE
- WE CAN THINK ABOUT NEWS REALITY

- 1. By doing more research
- 2. Discussing with other people
- 3. Taking in information just from ~~one~~ credible sources
- 4. Don't take everybody's word for granted
- 5. STOP living off Social Media

- AVOID FROM MANIPULATION -

- 1) We can look different sources and look from other perspectives.
- 2) Look for more reliable sources.
- 3) Anything can't be perfect or imperfect from all sides.
- 4) What you want to hear isn't always true.
- 5) Objective information more reliable than Subjective information.

TIME TO DISCUSS

- Reality Check
- Private Gain or Public Good?
- What's Left Out?
- Values Check
- Read Between the Lines
- Stereotype Alert
- Solutions too Easy?
- Record/Save for Later
- News Media
- Websites
- TV
- Movies
- Apps
- Podcasts
- Comics
- Books
- Music
- Social Media
- Video Games
- Off

KEY QUESTIONS OF MEDIA LITERACY

- 1 Who is the author and what is the purpose?
- 2 What techniques are used to attract and hold your attention?
- 3 What lifestyles, values and points of view are represented?
- 4 How might different people interpret the message?
- 5 What is omitted from the message?

Media Education Lab
www.mediaeducationlab.com

Immigration





1st General Lyceum of xanthi

<https://www.youtube.com/watch?v=hiujzFNgHcE>

An example of successful integration

<https://www.youtube.com/watch?v=pwa9KPxbZWQ>

FACTORS THAT CAUSE MIGRATION

- In order to improve the economical or social status 
- In order to improve their educational status 
- Due to the family reunion 
- On account of climate change, natural disasters, famine etc. 

Special types of immigrants are refugees. According to the Geneva's Convention in 1951, a refugee is a person who:

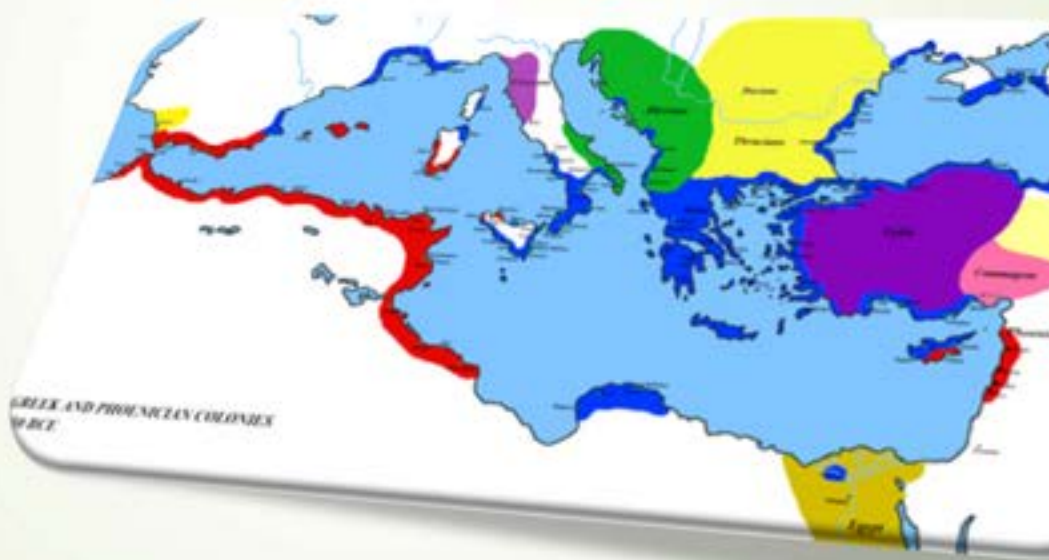
- Abandons his/her country of origin
- Has a justifiable fear of persecution for reasons of race, religion, nationality, social status or political beliefs
- Is unable or unwilling to enjoy the protection of the country of origin or to return there because of this fear.



Migration has always been a local issue for Greece

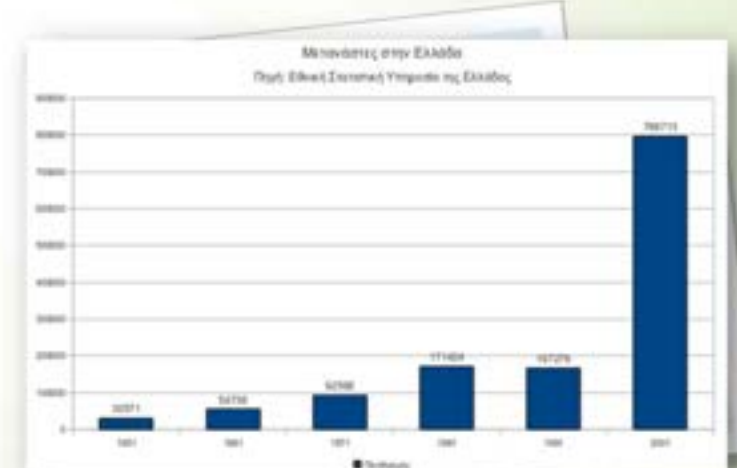
Since antiquity, the Greek people have had colonies in:

South Italy
South France
Sicily
Asia Minor
Pontus

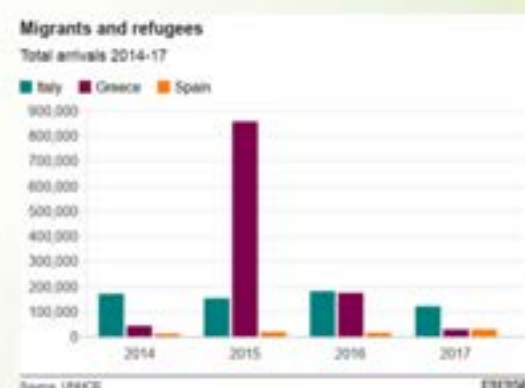


Nevertheless, in the last decades and more specifically after the collapse of the Soviet Union in 1989, there has been a large number of immigrants who came to Greece due to economical reasons, from various countries such as:

Albania
Bulgaria
The Former Soviet Union
Romania



At present, this situation has a lot of repercussions on the internal affairs of our country and consequently on the economical stability of Europe. It is a matter that concerns everyone.



Consequences

- The cost of services such as health, education and accommodation weakening the welfare state
- The uprise of racism ,religious and cultural differences
- The overcrowding in the immigration facilities immigrants

Before you watch a video by the BBC on an example of successful integration, we would like to leave you with the lyrics by a world known Greek poet, Giannis Ritsos, who says:

"There, where the love of people gets together lies your home"



IMMIGRATION

BASIS FOR STUDENTS' AUTONOMY
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Immigration is a process through which individuals become permanent residents or citizens of another country. Historically, the process of immigration has been of great social, economic, and cultural benefit to states. The immigration experience is long and varied and has in many cases resulted in the development of multicultural societies.



Advantages and disadvantages

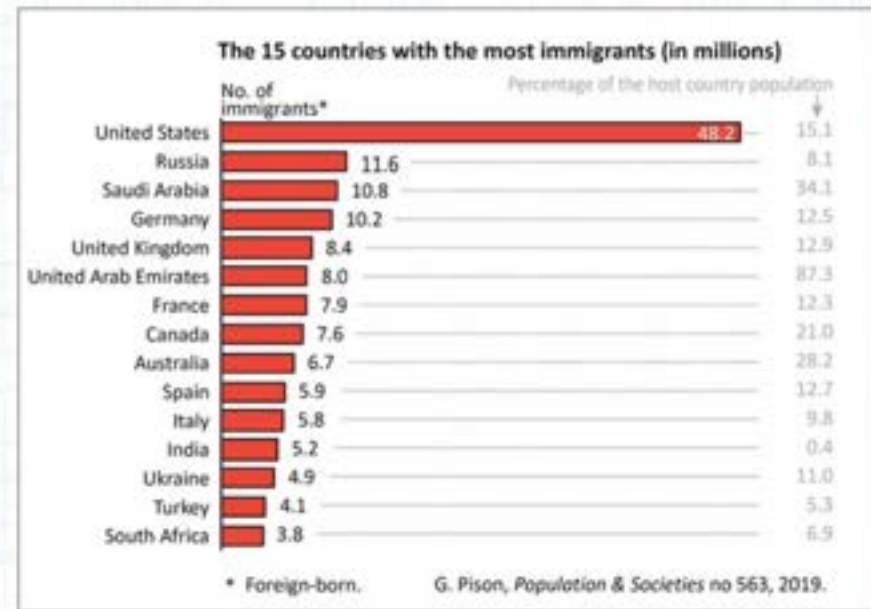
With economic migration on a large scale, a large number of these migrants are of **working age**, which means that in often cases it can come to an **economic strain** – the elderly population remains as the working-age people exit the country.



For host countries, the invasion of working-age migrants is a **source of cheap labor**. Also, the inflow of migrants can **increase cultural diversity**.



As of 2015, the number of international migrants has reached **244 million** worldwide, which reflects a **41%** increase since 2000. One third of the world's international migrants are living in just 20 countries. The largest number of international migrants live in the **United States**.



Immigrants and guest workers played a vital role in the rebuilding of Europe's infrastructure after World War II by working in heavy industry, in health services, and in transport. However, they suffered **discrimination**, which contributed in some countries to the isolation of ethnic groups and minority communities.



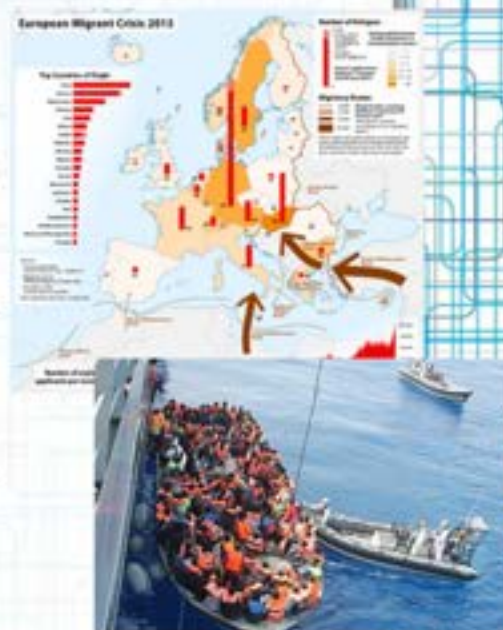
Some states attempted to deal with the social exclusion of immigrants by **limiting future immigration**, whereas others approached it with a more-inclusive "**melting pot**" focus on the combination of diverse cultures into one coherent understanding of citizenship.

So why do immigrants come? For the last few decades, studies of immigration have spoken of the relationship between the factors that "push" migrants from their home countries and the factors that "pull" them to a particular receiving country. While it is obvious that people migrate for different reasons, it is plausible that people will search, in the countries to which they immigrate, for certain "pull" characteristics that are the converse of those that "push" them from their homes.



European migrant crisis

The European migrant crisis, also known as the refugee crisis, is a period beginning in 2015 characterized by high numbers of people arriving in the European Union (EU) from across the Mediterranean Sea or overland through Southeast Europe following Turkey's migrant crisis. Of the migrants arriving in Europe by sea in 2015, 58 percent were males over 18 years of age, 17 percent were females over 18 and the remaining 25 percent were under 18. The number of deaths at sea rose to record levels in April 2015, when five boats sank in the Mediterranean Sea, with a combined death toll estimated at more than 1,200 people. The number of people crossing EU borders illegally has fallen from 1.8 million in 2015 to 204,219 in 2017.



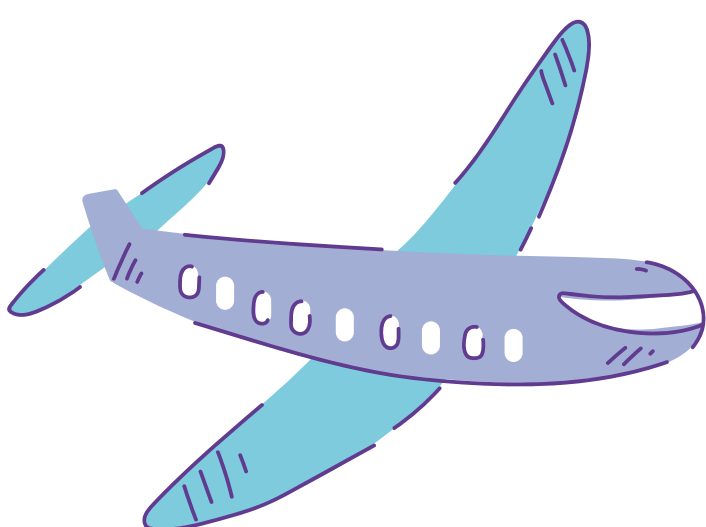
Macedonian migrant transit crisis

One of the more affected countries, not by hosting, but by the transit of the refugees is the Republic of North Macedonia. It has had more than a million refugees pass its borders in the last 4 years and has hosted over 250 000 of them in its camps. Given the fact it's the direct north neighbor of Greece, it's an inevitable stop for the refugees in their trip to Central and West Europe. There are still illegal migrants trying to pass the border daily.



Macedonian economic immigration

North Macedonia's citizens immigrate to European countries due to economic reasons as well. The number of economic migrants increases annually. People leave because of better economical conditions such as work and studying opportunities. The population census conducted in 1994 provided 159,548 citizens of Macedonia staying abroad. The next census conducted in 2002 showed that the amount of 22,995 people staying abroad up to one year and another 12,128 staying longer.



IMMIGRATION

GAZIPASA SCIENCE HIGH SCHOOL
PRESENTATION ERASMUS+

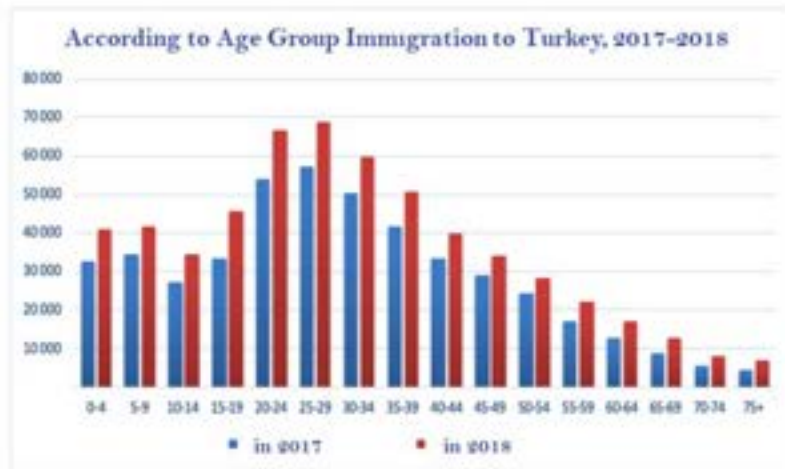


❖ According to the TUIK's data, in 2018 the number of people who migrated to Turkey from abroad has increased by 23.8% compared to the previous year. While 52.7% of men who migrated to Turkey and 47.3% is women.

Annual Migration To Turkey, 2016-2018		
YEAR	MIGRATION TO TURKEY	Increased By Previous Year
2016	380.921	
2017	466.333	22,4%
2018	577.457	23,8%

❖ On the other hand, according to both age groups who came to Turkey when we look at immigration from Turkey, it is possible to say that most migrating population age is in the range of 25-29.

❖ According to TUIK's rankings, in 2018 Turkey's migration is 68 885 in the 25-29 age group. As we see in the table, one of Turkey's largest group of the emigration is created by young people. When we look 2017, we see that the situation is similar.



Whatever the reason is, the migration creates some effects on the origin, transit and the target country. Handling of these effects in multi-faceted and multi-dimensional way will provide better understanding of migration and allow to resolve the problems associated with migration.



Problems caused by migration directly affect people's social life. Uncontrolled migration causes natural and human problems. The consequences of migrations for various reasons are also important. Some positive and negative situations emerge as a result of migrations.



❖ In addition, we think that the first five provinces that received the most immigration in 2017 have not changed. Istanbul still ranks first. Istanbul is followed by Ankara, Antalya, Gumushane and Izmir

5 most emigrant provinces, 2018



The Turkish Red Crescent, contributes to the development of social welfare, provides, presents and offers various and important services for social solidarity such as shelter and protection to the poor and needy, aids for nourishment and health care, blood, disaster operations, international aids, social services, health, first aid, education and youth, housing, immigration and refugee protection.



The Turkish Red Crescent is besides the people in need not only in times of disasters but in 365 days of the year with its pilot projects carrying out social aid works without hurting the pride of the people. In our country there are many non-profit organizations to help refugees in need.



The Turkish Red Crescent solves diversified health problems with its qualified health personnel in the hospitals and medical centers with modern technology.

Giving health services from the time of its establishment to the present, the Turkish Red Crescent provides health services with suitable prices to the citizens with its hospitals in Konya and Kayseri, 3 Medical Centers in Istanbul with high quality medical devices and experienced health personnel.

Refugees in our country have free medical treatments in public hospitals.

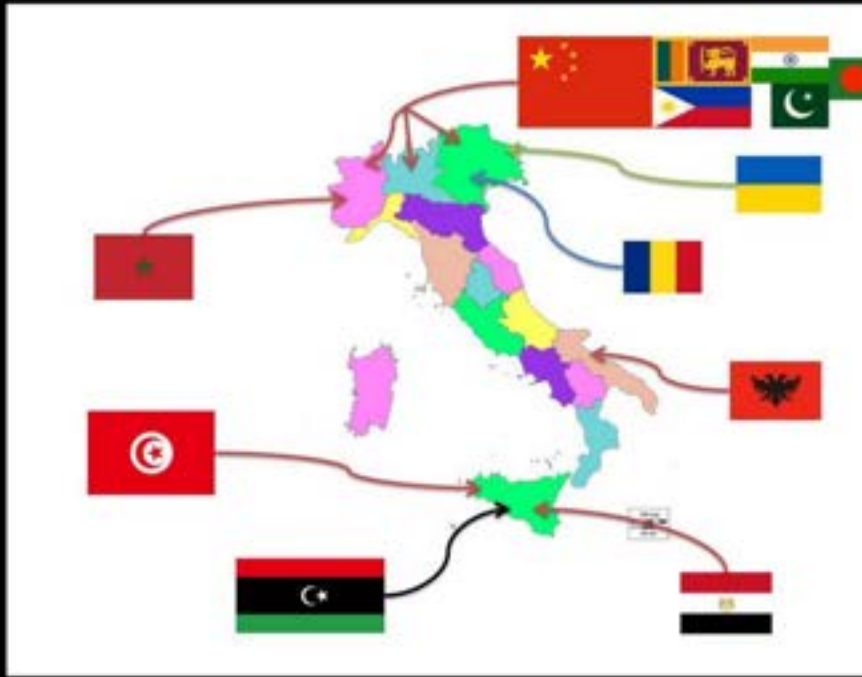
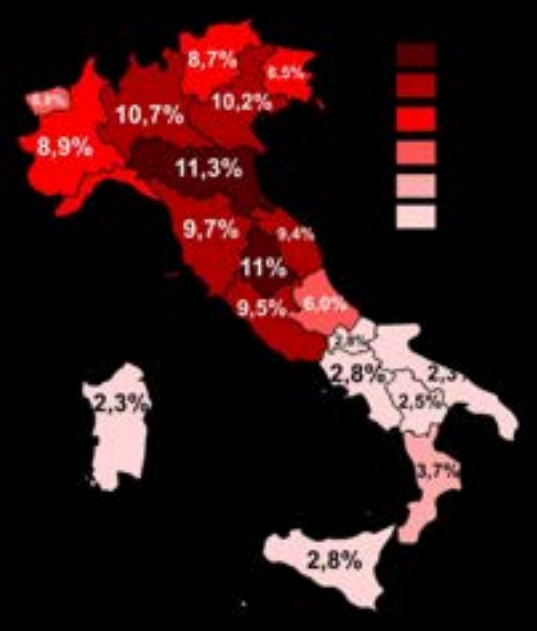


Erasmus+

BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION

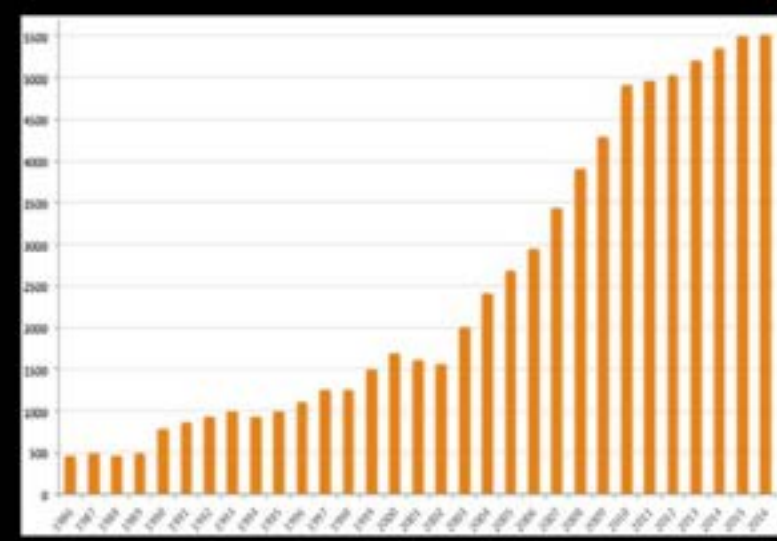


IMMIGRANTS NOW



The Italian contest

5.255.503 ARE FOREIGN CITIZENS RESIDENTS IN ITALY
1° JANUARY 2019
8,7% OF THE TOTAL POPULATION



ITALIANS EMIGRATE



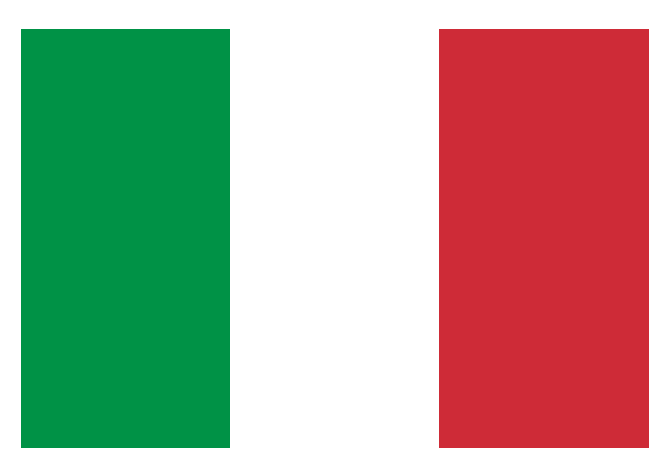
IMMIGRATION SERVICE CENTER

THEY'RE NOT ONLY MIGRANTS

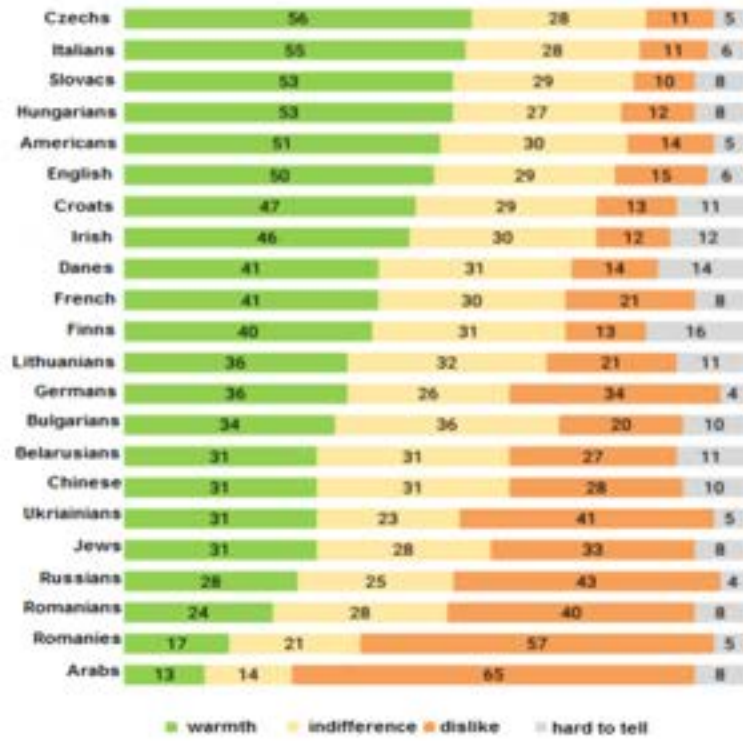
CARTAS E

«OVERCOMING DETACHMENT AND INDIFFERENCE TOWARDS PEOPLE WHO, ALTHOUGH WITH A DIFFERENT HISTORY, DECIDE TO PACK FEW THINGS»

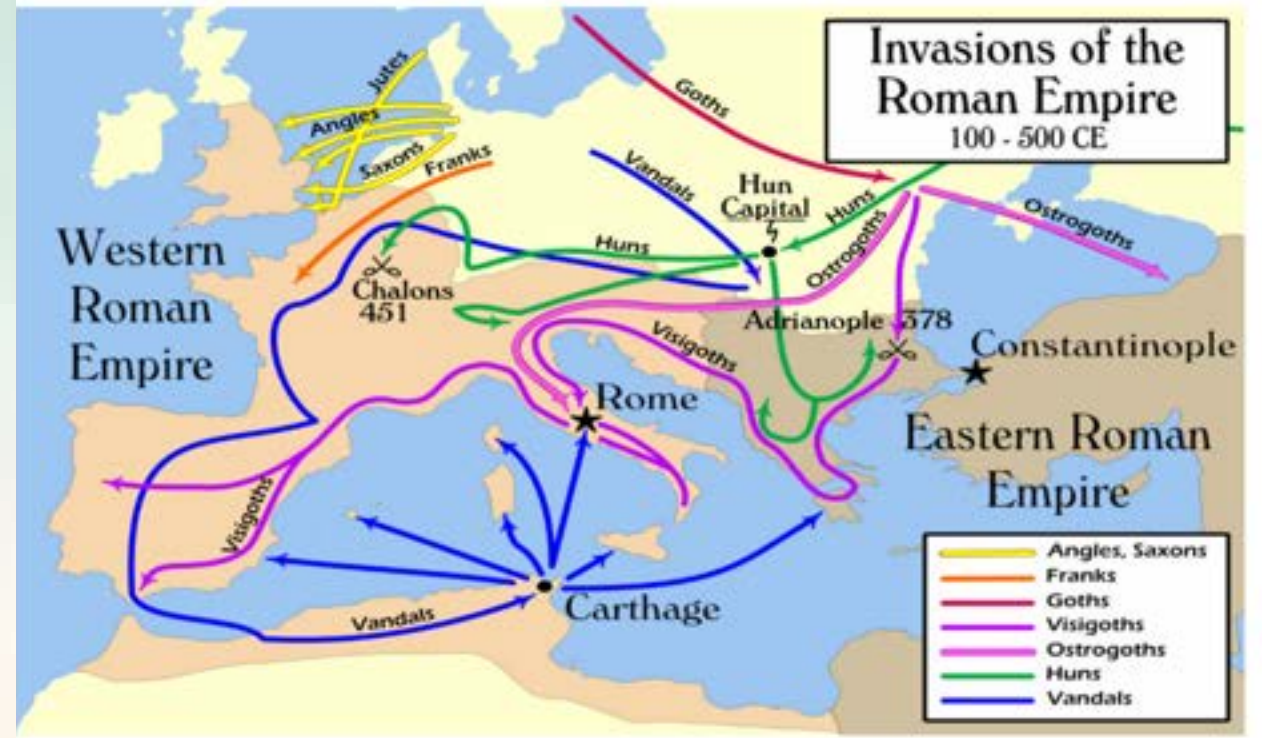
« A RADICAL DIVERGENCE HAS STARTED FROM THIS ISSUE : A DETACHMENT BETWEEN REALITY AND PERCEPTION HAS SHAPED THE NOWADAYS ITALIAN MO... »



Polish attitude towards people of other nationality (In research led by CBOS)



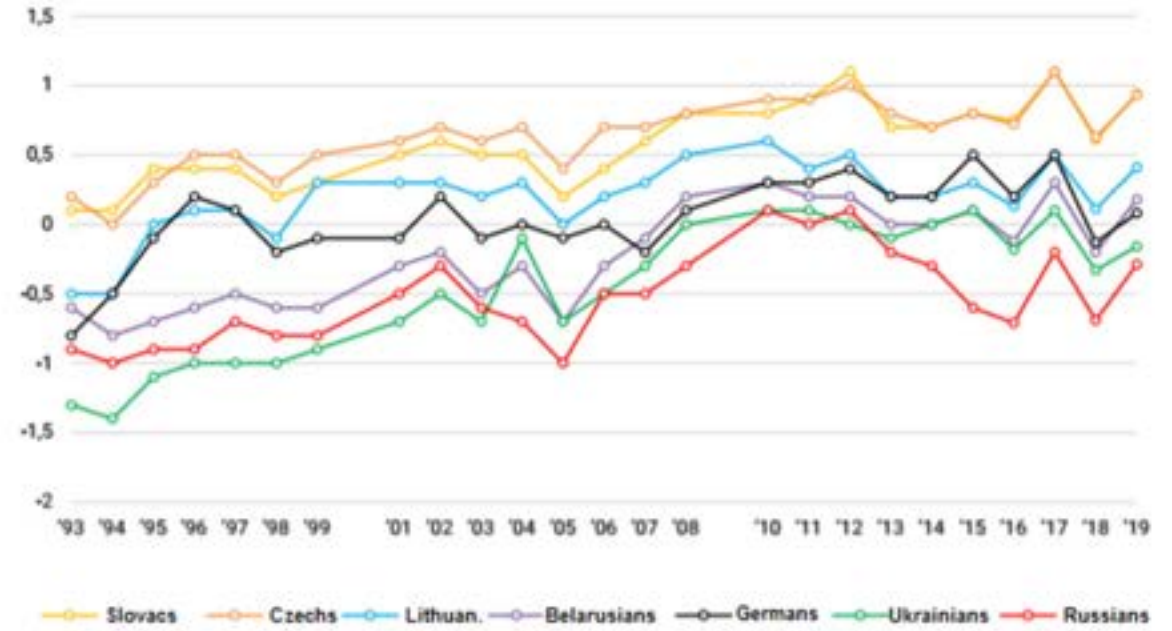
Map of tribes movement during the Migration Period



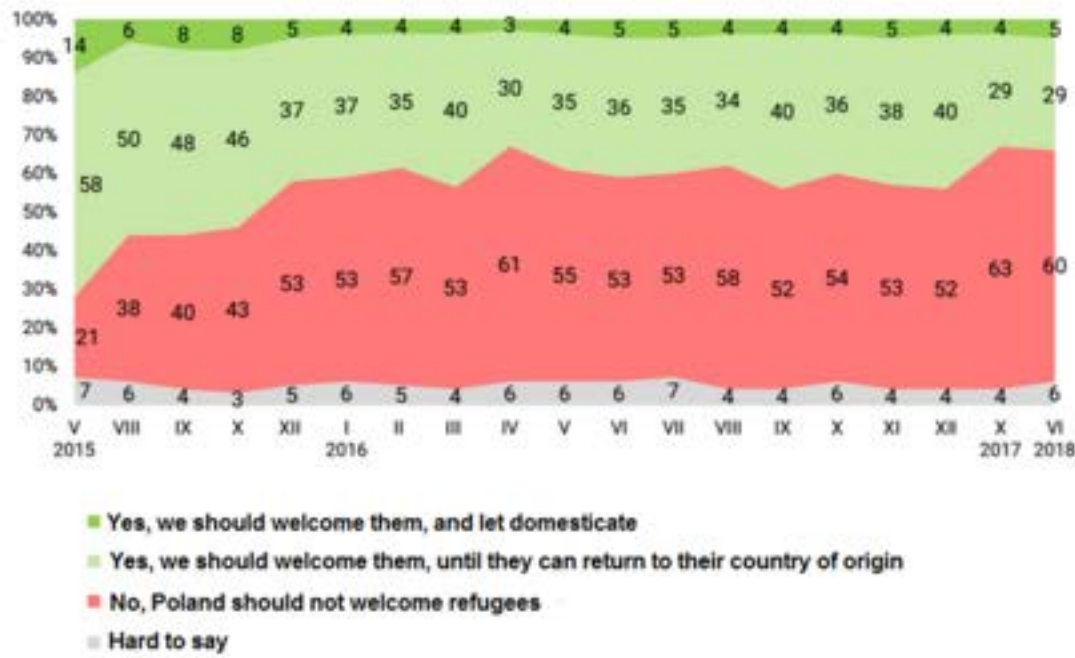
Why Polish people are afraid of immigrants?

- Misconception of why these people are running from their country
- Obduracy and ignorance from older inhabitants
- Fear of unknown, lack of knowledge about other cultures

Changes in attitude towards our neighbours:



Do you agree, that Poland should welcome refugees from countries affected by armed conflicts?



Importance of Ukrainian labour for Polish economy.

- Polish economy is currently experiencing a sharp and increasing economic growth.
- To maintain this growth a large and steady influx of labour is necessary.
- That growth (along with cultural similarities) is the main motivation for the Polish government to invest in Ukrainian workforce.

Attitude towards Ukrainian immigrants.

- Ukrainian immigration levels increased in the wake of Russian annexation of Crimea.
- Important factors attracting Ukrainian immigrants are low travel costs, ability to maintain family ties, extensive migration networks and cultural similarities.
- In contrast to the refugees from the Middle East, Polish government's attitude towards Ukrainian temporary labour immigrants is rather relaxed.
- In 2017 Poland became a global leader in the inflow of foreign, seasonal, short-term workforces.

National minority living in Poland:

- Belarusians
- Czechs
- Ukrainians
- Lithuanians
- Jews





Visit to Alanya

Visit to Turkey - February 2020



Workshops in school



Project meeting in Gazipaşa

Another visit to Turkey was overshadowed by the Covid pandemic. It was for this reason that the arrival of the Italian school was prevented. Partners from Turkey, Greece, North Macedonia and Poland met. The visit was an excellent living lesson for students and an unforgettable experience for teachers. Turkish school organized a welcoming ceremony and tour of the school and a mini exhibition about Turkish culture. Turkish traditional patterns, handcrafts and some handmade accessories were shown. The students from every partner school did the presentations on their schools and countries and education systems. As planned in the previous exchange, students from each country did their presentations about Individual Rights and acted out their sketches. They also used their posters to enrich their presentation. Each country presented their customs to share its culture. After presentations, while students were doing workshops about Individual Rights, the teachers had a meeting to talk about the tasks and activities of the project. Both teachers and students were divided into five international groups for hour-long workshops; Physical Education, Handcraft, Art and Making a Traditional drink. And finally, music therapy was held by the host school Music Club members. All the students and teachers were transferred to Alanya to have a guided visit to Alanya Castle, and The Red Tower Museum, we climbed up by cable car and went down by busses. In the afternoon it was time for shopping in the tourist bazaar in Alanya. To increase the knowledge about the history of the host country, a guided tour was held in Manavgat-Side. Antique City Aspendos and Side were visited. To show the real-life experiences of Turkish people, they were taken to Manavgat City Museum. The next day, the host school teacher organized the debate to increase the ability to speak English, collaboration, self-confidence and social abilities. The students were divided into two international groups. The rules were announced and they made discussions. We visited the mayor of Gazipaşa and the governor of Education in Gazipaşa; all the participants got information about their economy, education, community, society of the region and culture. It was an unforgettable time and a very important life experience for students and teachers.

Topic: Individual Rights



WORKSHOPS AT SCHOOL



PRIVATE LIFE



AZRA DÖNMEZ
BISERA KOURCHINSKA
HEGONKA PIPCALDEA

HUMAN RIGHTS

The right to organize meet
and demonstration rights



Hilal

Nigel



CHILDREN'S RIGHTS



STUDENTS' RIGHTS IN ACTION



"EVERYONE OF YOU, CAN BE A DOCTOR, A SCIENTIST BUT NONE OF YOU CAN BE AN ARTIST WITHOUT FREEDOM."

Alpina, Anu, Mark



Gyölné
Ioanna Athan
Sara Kyprianou
Janis Kourou

Our posters

Individual rights

MINORITY RIGHTS



1. What are the rights of minority groups?

Minority rights are individual and collective rights through which people belonging to national minority groups are entitled to enjoy their own culture, to use their own language, to profess and practice their own religion, to have the right to freedom of expression and assembly, to have equal opportunities to education and employment, and to enjoy full participation in public life.

2. How are minority rights protected?

Article 3 of 1992 United Nations Declaration on the Rights of Minorities guarantees persons belonging to minorities the right to exercise their rights individually and in community

with others without discrimination. It was adopted by the General Assembly resolution 47/135 of 18 December

3. Where do minority rights come from?

Minority rights derive from **basic international law on human rights, as well as specific treaties and declarations on minority rights**, notably the UN Declaration on the Rights of All Persons Belonging to National or Ethnic, Linguistic and Religious Minorities (UNDM).

4. What are minority problems?

Minorities often **face discrimination and exclusion**, and they struggle to gain access to their human rights, even under conditions of full and unquestioned citizenship. Denying or stripping them of citizenship can be an effective method of compounding their vulnerability, and can even lead to mass expulsion.

5. What rights does the minority have?

Minority rights cover **protection of existence, protection from discrimination and persecution, protection and promotion of identity, and participation in political life.**

6. Why is it important that minority rights are protected?

Central to the rights of minorities are **the promotion and protection of their identity.** Promoting and protecting their identity prevents forced assimilation and the loss of cultures, religions and languages—the basis of the richness of the world and therefore part of its heritage



- People and animals are free in their lives.
- Nobody can restrict anyone's freedom unless they bother anyone else.
- People are free to write, think, and read.
- The societies whose freedoms were taken away are nothing. Fight, be free!
- Every person is born free!
- Claim your rights, don't sleep! Be on the lookout!
- We are all equal!
- Personal freedom cannot be restricted! Be free to be captive!
- Wake up and claim your rights! Read, learn, become conscious! Don't let go of your freedom!
- The thinking person is free!
- We are right, we are right, our rights are ours!
- The slave is not born; you become a slave.
- One should not serve man.
- Personal freedoms are indispensable.
- Protect your rights, protect your free

INDIVIDUAL RIGHTS

Definition:

The concept of a **right** relates to the freedom from interference by other individuals or the government. **Individual rights** refer to the liberties of each individual to pursue life and goals without interference from other individuals or the government. Examples of individual rights include the right to life, liberty and the pursuit of happiness.

Personal immunity

- Freedom and security of the person
- Privacy of private life
- Housing immunity
- Freedom of communication
- Freedom of settlement and travel
- Freedom of religion and conscience
- Freedom to express and spread thought
- Freedom of thought and opinion
- Freedom of science and art



Individual rights

BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION



2019-1-PL01-KA 229-065023_3

What do individual rights mean?

The concept of a **right** relates to the freedom from interference by other individuals or the government. **Individual rights** refer to the liberties of each individual to pursue life and goals without interference from other individuals or the government. Examples of individual rights include the right to life, liberty and the pursuit of happiness as stated in the United States Declaration of Independence.

Rights are those essential conditions of social life without which no person can generally realize his best self. These are the essential conditions for health of both the individual and his society. It is only when people get and enjoy rights that they can develop their personalities and contribute their best services to the society.

Human **rights** are **important** in the relationships that exist between **individuals** and the government that has power over them. The government exercises power over its people. However, human **rights** mean that this power is limited. States have to look after the basic needs of the people and protect some of their freedoms.

Difference between human and individual rights

In simplest terms, the difference between a human and civil right is why you have them. Human rights arise simply by being a human being. Civil rights, on the other hand, arise only by virtue of a legal grant of that right

Human rights are generally thought of as the most fundamental rights. They include the right to life, education, protection from torture, free expression, and fair trial. Many of these rights bleed into civil rights, but they are considered to be necessities of the human existence.



Civil rights, on the other hand, are those rights that one enjoys by virtue of citizenship in a particular nation or state.

Civil rights protect citizens from discrimination and grant certain freedoms, like free speech, due process, equal protection, the right against self-incrimination, and so forth. Civil rights can be thought of as the agreement between the nation, the state, and the individual citizens that they govern.

How individuals and young people learn about their rights

Individuals cannot find out about their rights only by reading the Convention and its articles. The first important step is to know that there is such a document that applies to them. The only real way is the opportunity to exercise and enjoy those rights in daily life, the rights to be present in activities related to them.



Convention for children rights in North Macedonia

In order to establish a measurable database for the implementation of the Convention on the Rights of the Child in Northern Macedonia, from 2011 to 2014, the SEGA coalition has developed and implemented a system for monitoring and evaluating the implementation of the Convention at national level.

The system was developed in accordance with the recommendations of the United Nations Committee on the Rights of the Child. To co-ordinate the process, SEGA has established co-operation with the UNICEF office in Skopje.

The main focus of the project was on improving the democratic participation of students in primary and secondary schools. To this end, it SEGA has established a partnership with 36 schools in the period 2011-2019.



Learning rights in essence implies creating an atmosphere of group in which every individual is valued and respected, with no room for recrimination and prejudice where democratic participation is encouraged and where responsible expression of one's own opinion is the norm.



Student's comments about the SEGA convention

Participating in this project has helped us through workshops and debates to better protect against abuse. Our team will make every child in the school feel safe and secure.

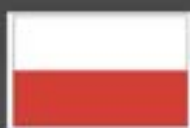
I participated in school debates. I was excited about these debates because they gave me a chance to express my opinion. I have learned that everyone has different opinions, it is easy for many people to turn to us if we debate good results.

The benefits of the project for me personally are enhancing my leadership skills, learning more about children's rights, taking part in school and extracurricular activities where I always make new friends.

I am the president of our school's student parliament. I understood my role, to be behind the demands and problems of my classmates, to have them delivered on time to the school's core bodies for their better realization.

With each problem solved, I felt proud of myself and my companions. Participating in many debates has developed my knowledge of how to debate and that the child has his / her own rights, which others should respect.





INDIVIDUAL HUMAN RIGHTS

Erasmus+ Basis for Students' Autonomy in Thinking and Action
ERASMUS+ KA229
2019-1-PL01-KA229-065023

Natalia Warzecha
Klaudia Kot
Weronika Waclawska

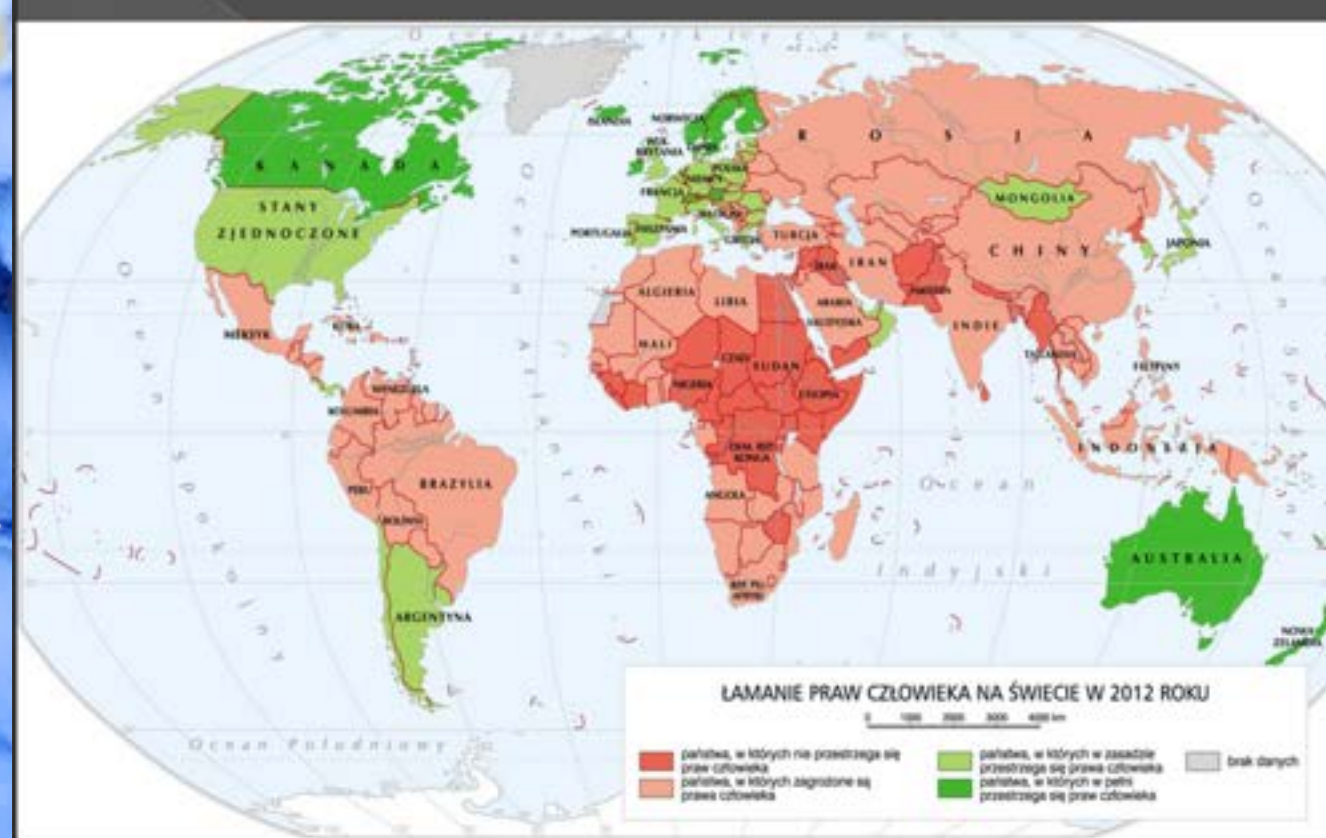
HUMAN RIGHTS ARE:

- **UNIVERSAL**- every person has that right regardless of faith, colour of skin, sex, nationality
- **NATURAL**- every person has that right since their day of birth
- **UNALIENABLE**- a person cannot waive their right

INDIVIDUAL HUMAN RIGHTS IN POLAND



HUMAN RIGHTS VIOLATIONS



However, Poland affects some of those rights. According to Human Rights Watch 2012 Poland has one of the most restrictive Abortion Acts. It violates the prohibition of cruel and inhuman treatment and affects right to privacy and family life. Additionally, HRW 2012 criticizes discrimination of sexual orientation and gender identity. HRW 2017 says that people who commit these crimes avoid responsibility.

- the right of citizens to care outside the country
- legal protection of life
- liberty from tortures, inhuman and degrading treatment and corporal punishments
- freedom and personal immunity
- right of defence
- right to privacy
- right to personal data protection
- freedom of religion and positions
- right to equal access to public service
- right to vote

Detailed human rights in Poland are protected by second chapter of the Constitution of the Republic of Poland (1997) and additionally guaranteed by ratified international treaties.

Polish constitution provides that human and civil rights are respected. For example:

- right to property and inheritance
- right to freedom
- equality before the law and non-discrimination
- equality before the law on grounds of sex

DECEMBER 10 INTERNATIONAL HUMAN RIGHTS DAY



THE HISTORY OF HUMAN RIGHTS



Code of Hammurabi, XVIII b.C.



- The Hammurabi Code is the first example of written laws to ensure justice to all the citizens

Magna Charta Libertatum, 1215



- In England it established the main rights of the citizens and introduced the Habeas Corpus that is the inviolability of the body

Statuto Albertino, 1848

- Made by the Italian king, there were all the laws and human rights, but this kind of constitution was flexible and the king changed it when it was convenient.



Declaration of the right of Human and Citizen, 1789



- During the French revolution for safety and property

Universal Declaration of Human Rights, 1948

- 58 states decided about every human, economic, civic and social rights that still works universally



Constitution of Italy, 1948



- With 139 articles it has every single law and more important, our rights



Visit to Greece September 2021



Project meeting in Xanthi

On day 1 the welcome ceremony took place along with a tour of the school with the presentations following. The presentations were about human rights and democracy including minority rights.

On Day 2 the students exhibited their artistic spirit through their presentations on the topic of human rights and democracy while they participated in educational games which included a debate, a quiz and testimonials of minority students.

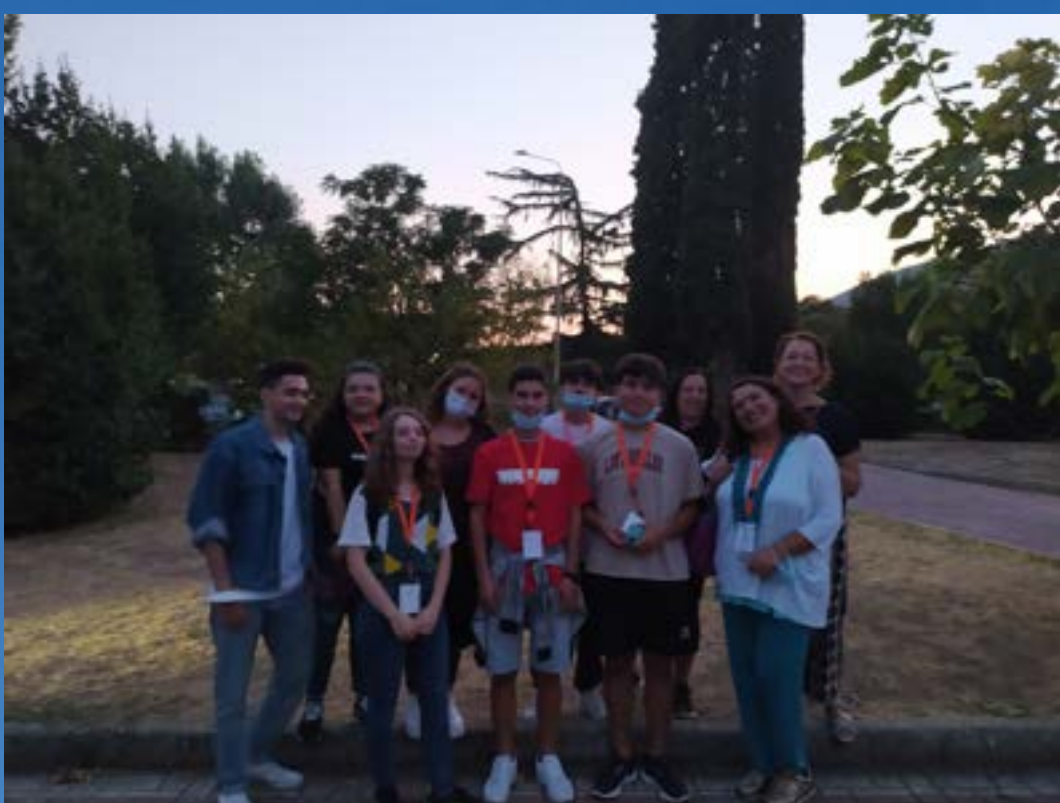
On Day 3 the participants of the program(except for NorthMacedonia) visited the protected under international law Lake Vistonis and the ancient village of Abdera. Later, they had the opportunity to see River Nestos.

On Day 4 all the participants visited the neighbouring town of Kavala and the archaeological site and the ancient theatre of Philippi, where students acted out a few lines from Antigone by Sofocles.

On Day 5 the closing ceremony took place at the school and the participants were welcomed at the Mayor's House. Afterwards, they visited the mountain range of Rodopi, the town of Stavroupolis and a Macedonian Tomb.

The visit to Greece strengthened our conviction of the importance of European values and respect for human rights. It was wonderful to meet face to face after the one-year pandemic suspension of the project.

Visit to Abdera, Thessaloniki and Kavala



Ancient theatre of Philippi



Visit to Abdera,
Thessaloniki
and Kavala



Topic:
**Democracy and
human rights**



Workshops at school



Our posters





TURKEY, POLAND, MACEDONIA, ITALY, GREECE





If war is holy
 And sex is obscene
 We got it twisted
 in this lucid dream
 Baptized in
 boundaries,
 schooled in sin
 Devided by
 difference,
 sexuality
 and
 skin.



Democracy and human rights

ERASMUS+ K229 2019-1-PL01-K229-065023



Erasmus+

1st High School Of Xanthi
2021

Democracy Human Rights Minority Rights

1ST HIGH SCHOOL OF XANTHI 2021

ARETI MARKOU, IOANNIS VOMVARDAS, DIMITRIS AGGOROUDIS

What Is Democracy?

Democracy (Greek: δημοκρατία, *dēmokratīā*, from *dēmos* 'people' and *kratos* 'rule') is a form of government in which the people have the authority to deliberate and decide legislation or to choose governing officials to do so.



Values of Democracy

Cornerstones of democracy include freedom of assembly, inclusiveness and equality, membership, consent, voting and minority rights. The notion of democracy has evolved over time considerably.



Democracies all over the world



Human Rights

One of the most critical pillars of democracy is the establishment of human rights in a society. These rights protect, most importantly, the life and dignity of humans.



on needed to imp these rights

ect for minorities is not enough to prote
action is needed so that everyone has
rtunities, right to exercise their religion
nment and judiciary.



The role of mutual understand

Only through dialogue will mutual understanding between populations be feasible. It isn't a coincidence that only in an inclusive society have arts and culture developed at such great rate.



Epilogue

The values of freedom, respect for human rights and the principle of holding periodic and genuine elections are essential elements of democracy. In turn, democracy provides an environment for the protection and effective realization of human rights.



Conclusion

Social prejudice can only be battled with effectively through the respect of minority rights.



Thank you!



Grazie!



Teşekkürler!



Ви благодарам!



Dziękuję!



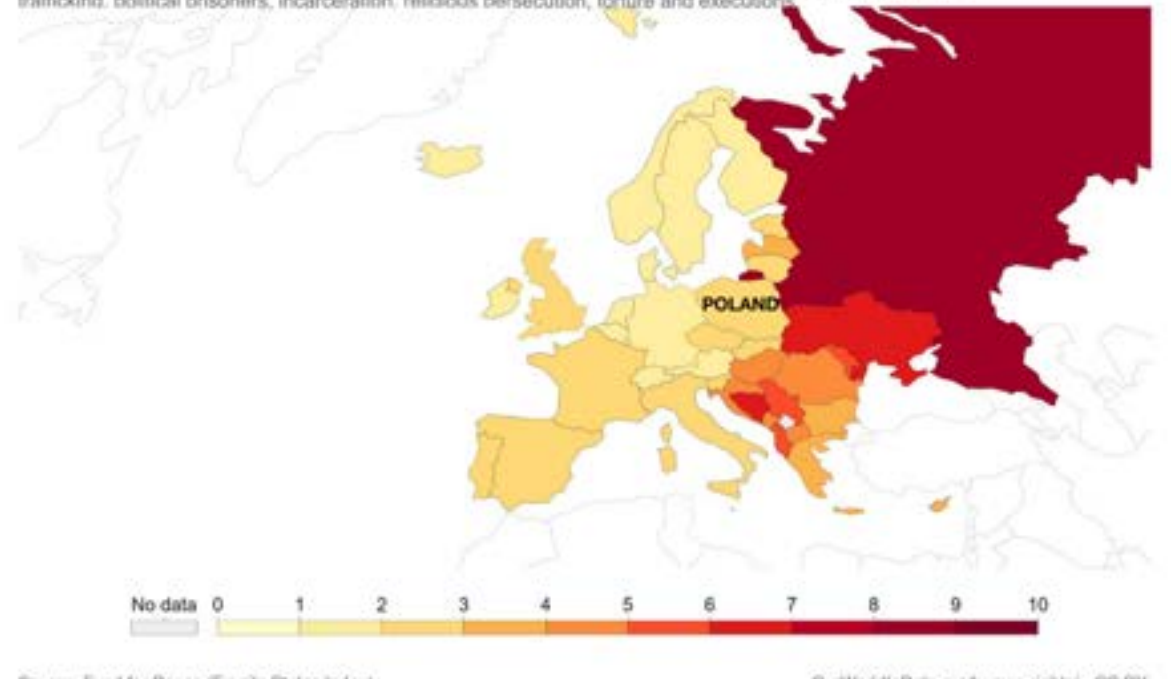
Human Rights in Poland

Made by Piotr Wajer



Human Rights Violations, 2014

Human rights violations measured on a scoring system from 0 to 10 (where 10 is worst). This is an aggregated metric on that basis of multiple variables, including: press freedom, civil liberties, political freedoms, human trafficking, political prisoners, incarceration, religious persecution, torture and execution.

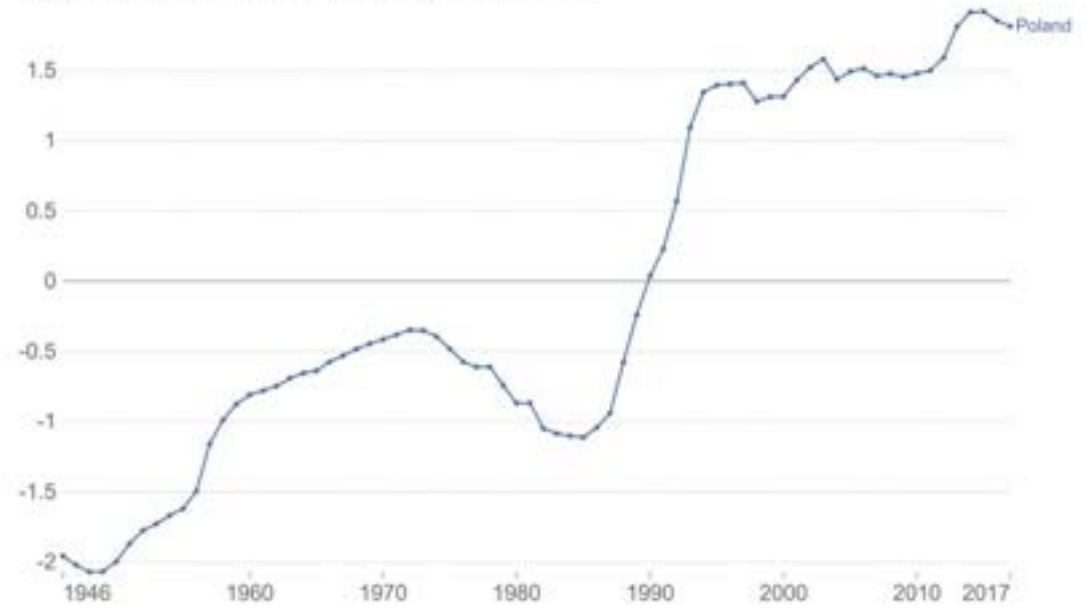


HISTORY



Presidential elections, further attack on judges, campaign against LGBTQ community, restriction of civil liberties, women's rights - all overshadowed by the great challenge of fighting the pandemic. 2020 brought new threats to the protection of human rights, the rule of law and democracy. The pandemic has exacerbated the ongoing problems related to the ongoing constitutional crisis, discrimination against minorities and the polarization of society.

These Human Rights Scores indicate the degree to which governments protect and respect human rights. The values range from around -3.8 to around 5.4 (the higher the better).



Source: Schnakenberg and Faries (2014), Faries (2019) OurWorldInData.org/human-rights/ • CC BY Note: These Scores are produced from an econometric model that combines measures from nine other sources. For details, see Faries (2019).

STATISTICS

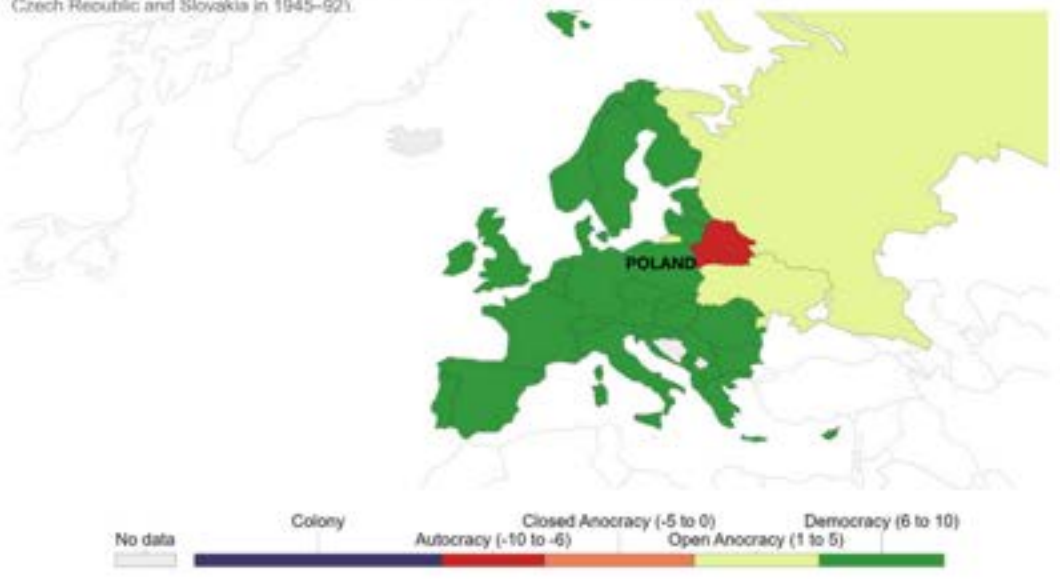
Human Rights Scores, 2017

These Human Rights Scores indicate the degree to which governments protect and respect human rights. The values range from around -3.8 to around 5.4 (the higher the better).



In July, the Minister of Justice announced that Poland will withdraw from the Council of Europe Convention (Istanbul Convention) on preventing and combating violence against women and domestic violence, claiming that it is "harmful".

"Colony" (coded as -20) includes not only colonies, but also countries that were not yet sovereign states (e.g. the Czech Republic and Slovakia in 1945-62).



Source: Political Regime (OWID based on Polity IV and Weimer & Min) OurWorldInData.org/democracy/ • CC BY Note: See the linked democracy entry for some discussion of the complexity in defining democracy and the limitations of this data.

World Press Freedom, 2019

The World Press Freedom Score is calculated by Reporters Sans Frontieres, and measures the level of freedom available to journalists around the world. Scores are on a scale of 0-100, where 100 means there is no journalistic freedom.



Source: Reporters sans Frontieres, Press Freedom (2019) CC BY



Poland joined the United Nations in 1945, signing the United Nations Charter, becoming a full founding member of the United Nations.



Human Rights in Poland are protected by current Polish Constitution (from 1997) and international treaties.



2019-2022

BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION -ERASMUS +KA226-

DEMOCRACY AND HUMAN RIGHTS



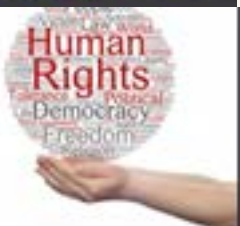
Democracy and human rights

- HUMAN RIGHTS: "All of the rights that people should have with the dignity of being human, to develop feelings of love, respect and friendship without discrimination of race, religion, color, age, gender, are called Human Rights."



Democracy and human rights

- DEMOCRACY : A form of government in which political control is held directly by the people or by representatives freely chosen by the people at regular intervals, and all citizens are considered equal regardless of their social and economic status.



What created democracy?

- Democracy is generally associated with the efforts of the ancient Greeks who were themselves considered the founders of Western civilization by the 18th century intellectuals who attempted to leverage these early democratic experiments into a new template for post-monarchical political organization.



What are some human rights?

- 2. Freedom of Thought and Expression
People have freedom of thought and expression. No person can be mistreated because of their thoughts or expressions. Freedom of thought and expression is among the basic principles of human rights.



What are some rights?

- 4.Right to Vote and to be elected
- Everyone has the right to choose and be elected. So a person can run a country by using his right to vote and be elected and they can take part in important levels of the country.He can participate in the elections and become a candidate.A person has the right to choose whoever they want. So people cannot be coerced.



What are some rights?

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What does minority mean?

- Minorities are communities that differ in any quality from the others in a community and are less in number.

What are some human rights?

- 3.Right to Privacy
- Every person has their own private life. No one can interfere in someone else's private life. It cannot collect information about someone else's private life. Private life is private and can hide private life like a person.



Minority Rights

- Minority rights; It covers the protection of the property, the fight against discrimination and torture, the protection and promotion of individual rights, and participation in political life. Many countries have enacted special laws to protect minority rights.





HUMAN RIGHTS INCLUDING MINORITY RIGHTS

Basis for students' autonomy in thinking and action

2019-1-PL01-KA229-065023_3



improve conditions in penal - correctional facilities in order to prevent torture, inhuman and degrading treatment. We will introduce complete control over police authorities in these facilities in order to remove cases of improper treatment and excessive use of force by police officers in these institutions. We will also introduce systematic training of prison officials as well as procedures for detailed review of all complaints citing cases of violence and use of force. In this light, we will strengthen the role of the Ombudsman as a preventive mechanism for protection of torture, inhuman and degrading treatment. Additionally we will improve the conditions in penal - correctional institutions, especially those connected to health care protection and dignified treatment;

table amendments to the Law on Referenda and other forms of direct expression of the will of citizens. The change will set precise terms for all actions carried out by state authorities with jurisdiction over this citizen right as well as upgrade certain provisions that caused problems in practice and were abused by the Government to disable and discourage citizens from using direct democracy m

WOMEN'S RIGHTS ARE HUMAN RIGHTS!



Human rights in North Macedonia

- The Government of the Republic of North Macedonia will promote, protect and enhance the respect of human rights in the Republic of North Macedonia and provide the institutional capacities for efficient protection and sanctioning of all attempting to violate them. We will put emphasis on reinstating trust in authorities and their obligation to protect human rights and freedoms. One of the most urgent priorities on the Government agenda will be to bring back freedom to the Republic of North Macedonia and build a society of free, equal, safe and dignified citizens! In view of implementing European human rights standards and guaranteeing human rights protection, the Government of the Republic of North Macedonia will:
- -propose legislative changes so people subjected to human rights violations receive real and not like until now;
- - symbolic compensation for the violation. This will be the basis for personal responsibility of judges and prosecutors, who had participated in violations of the law



- - open debates on constitutional changes and seek support for constitutional limit of the duration of detention as well as for strengthening legal basis and mechanisms for control of the merits of deprivation from freedom and the use of various detention measures;
- - propose new legal framework which will include European standards for protection of presumption of innocence and penalties in accordance with European standards in case of violation of this right;
- - propose legal amendments for reform of the Commission for Protection from discrimination, which will become independent, expert body with increased competences, composed of people, who are truly dedicated to human rights protection;
- - solicit wider support for amendment of the Law on Communications Surveillance, so motions for oversight of communications are not raised by any given police officer; decrease the period of duration in which time of secrecy of communications is imposed. Limiting the right to secrecy of communications must be strictly controlled and imposed only when necessary for collecting data for the purposes of oversight;
- - propose amendments to the Police Act in order to precisely delineate the methods for operating control, the maximum period of monitoring people and introduction of other guarantees to limit arbitrary police behavior;
- - suggest changes to the Law on civil responsibility for libel and defamation and lower the damage fees issued in cases of libel or defamation in the Republic of North Macedonia;

Each of these systems can either promote peace or deepen minorities' sense of alienation from mainstream society:

Justice systems can offer minorities the chance to see violators of their rights brought to account and punished, whether the crime was violent or discriminatory. Such justice is particularly important after mass crimes against a group of people.

Education systems can combat or condone hate speech, and can erode or support minority languages. They can build understanding between minority and majority cultures and religions that can create firm foundations for tolerant societies.

Conflict early warning systems are more effective when they take note of minority rights violations. Incorporating and analysing patterns of discrimination and exclusion are vital in tracking the rise of tension.



- Currently, such systems either do not have minority rights at their center or are inconsistently applied. A more coherent and coordinated system that draws together national and regional expertise and highlights this at the international level is imperative in preventing conflict. Minority experts should exist in key UN bodies that deal with conflict, including the Office for Co-Ordination of Humanitarian Affairs, the Peace Building Commission and the country missions. Segregation, or the creation of ethnically or religiously 'pure' countries or regions must not be the only post-conflict solution if sustainable peace is the genuine aim. A greater commitment to understanding and implementing minority rights at local, national, regional and international levels, with the full inclusion and participation of minority groups, is imperative to conflict prevention. Where conflict has occurred, such knowledge and participation is critical in peace building, not least so that minorities who are caught up in violence have their voices heard.



RIGHTS



Museum in Chieti

Visit in Italy - November 2021



Visit to Rome

Project meeting in Chieti

Chieti welcomed us with a rainy aura, which did not prevent us from working on our project. On day one the welcome ceremony took place along with a short concert by the music group of the school. Then students gave their presentations about works of figurative arts, literature, and music talking about the fight against discrimination and abuses. Then there was a tour of the school: science, physics and robotics lab activities for the students and the project meeting for the teachers. We were welcomed by the Vice Mayor of the City in Marruccino theatre and we saw a short part of the rehearsal of Donizetti's opera "L'Elisir D'Amore". After that, we visited the Cathedral and the studio of the artist Gaetano Memmo, a famous painter in Chieti. On day two the students examined a case of discrimination and abuse from the press or the news in each country. There was also a video about a testimonial of an employee of the International Organization OXFAM. Afterwards, in three international groups, students were involved in a debate and the creation of a poster about their contribution to the fight against bullying, discrimination, and human rights abuses. On day 3 the participants of the meeting visited the cultural and historical sites of Chieti. After the visit to Palazzo De Mayo and a walk in Corso Marrucino, the students were involved in a treasure hunt quiz. Then they visited The Roman ruins and the archaeological museums where they were also involved in an archaeological workshop. On day 4 the goodbye ceremony took place at school. Students presented the results of group work in international teams. Each group discussed the poster. Afterwards, the participants sang and danced together songs with lyrics talking about respect for human rights, the value of life, and the importance of freedom and self-confidence. At the end of our visit, we had a unique opportunity to visit the capital of Italy, Rome.

Topic: Human rights and discrimination





Discrimination and human rights - our posters

BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION
ERASMUS+ KA 229 2019-2022


HUMAN RIGHTS

ARE FOR EVERYONE



HUMAN RIGHTS ARE NOT OPTIONAL


LAUGHS, NOT WITH TEARS
AND THIS IS ACHIEVED THROUGH DEMOCRACY.



BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION
ERASMUS-KA229 2019-2022

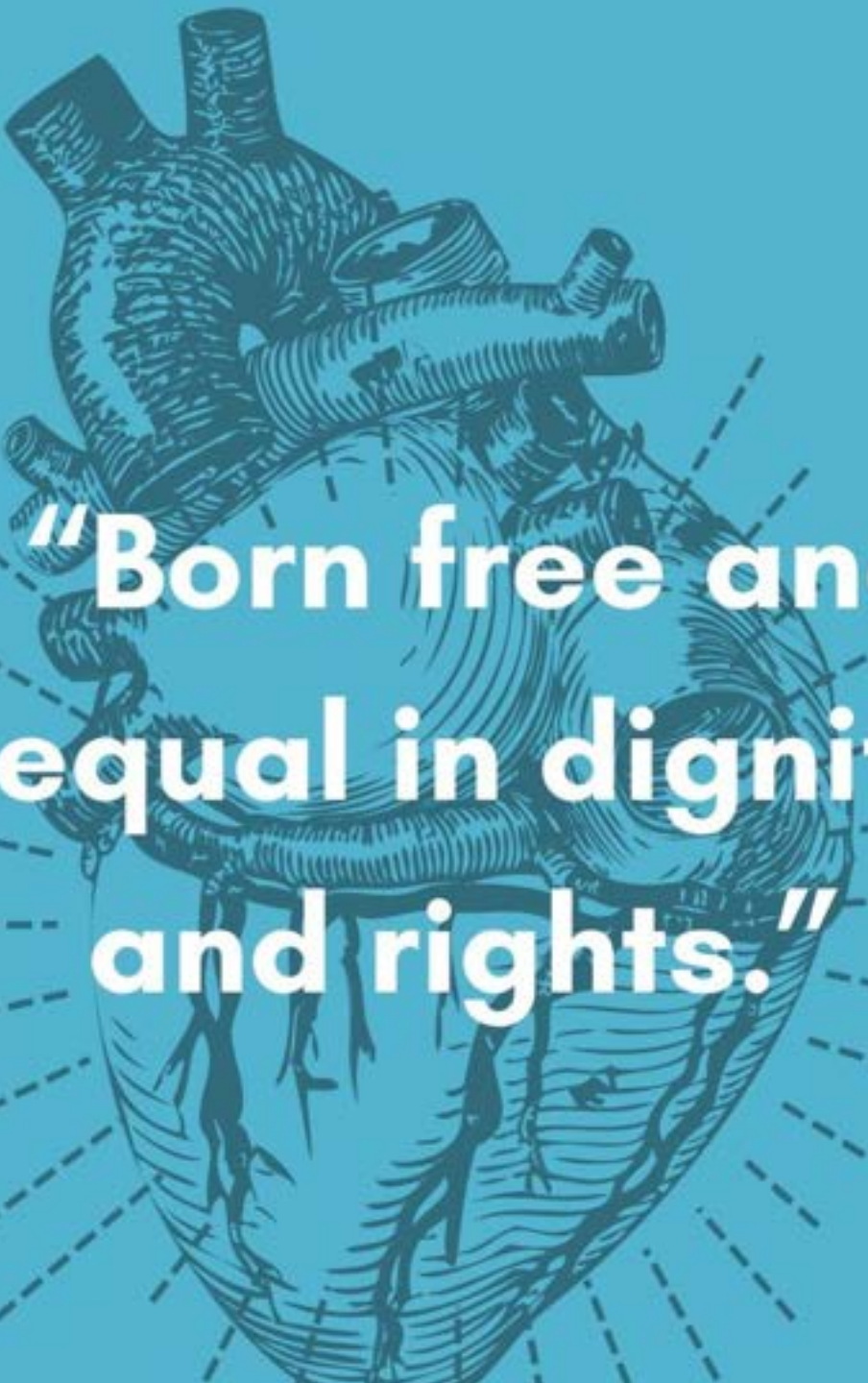
HUMAN RIGHTS
BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION
ERASMUS+ KA229 2019-2022

WE ARE ALL EQUAL



NO ONE CAN JUSTIFY THE VIOLATION OF HUMAN RIGHTS

BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION
ERASMUS+ KA229 2019-2022



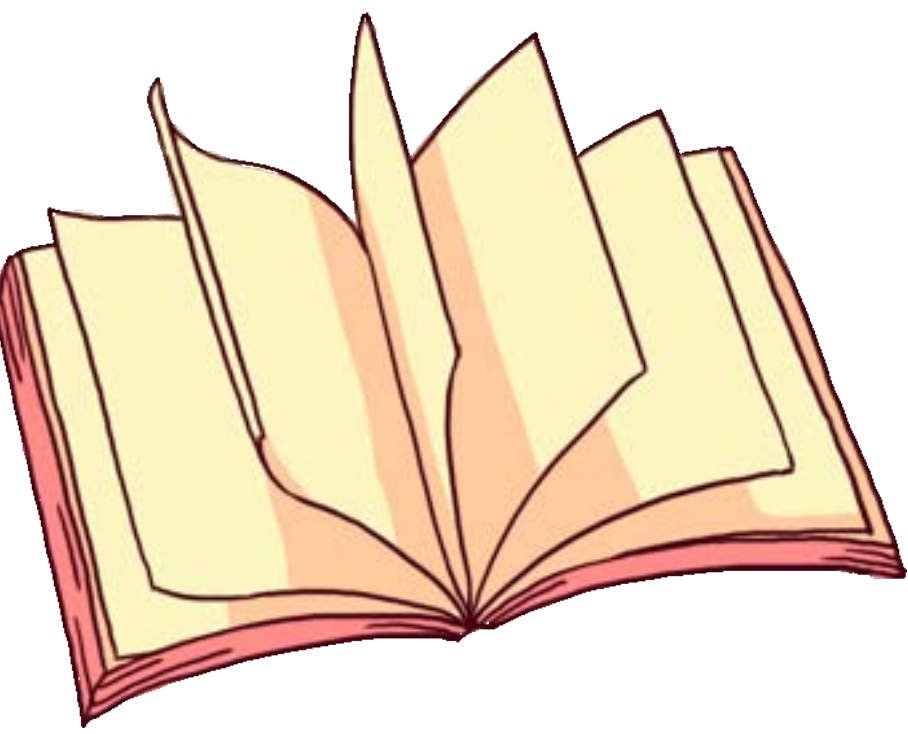
"Born free and equal in dignity and rights."

THE WORLD SHOULD BE A PLACE FULL OF LAUGHS, NOT WITH TEARS

AND THIS IS ACHIEVED THROUGH DEMOCRACY.



BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION



EXAMPLES OF DISCRIMINATION

We are all equal before the law and we are entitled to equal protection of the law.
Worker's rights: Every adult has the right to a job, to have the right to social security and to be protected by your government.
Somebody saying hateful things or attacking you repeatedly.
Being made to do hateful or inappropriate things.

Some people were discriminated in the USA in 50s and 60s. They couldn't find the job, because they were different colors. A lot of people were homeless and they need help from government, but they don't get it.
Bullying in school for your color, skin, religion, etc.
Somebody saying hateful things or attacking you repeatedly.

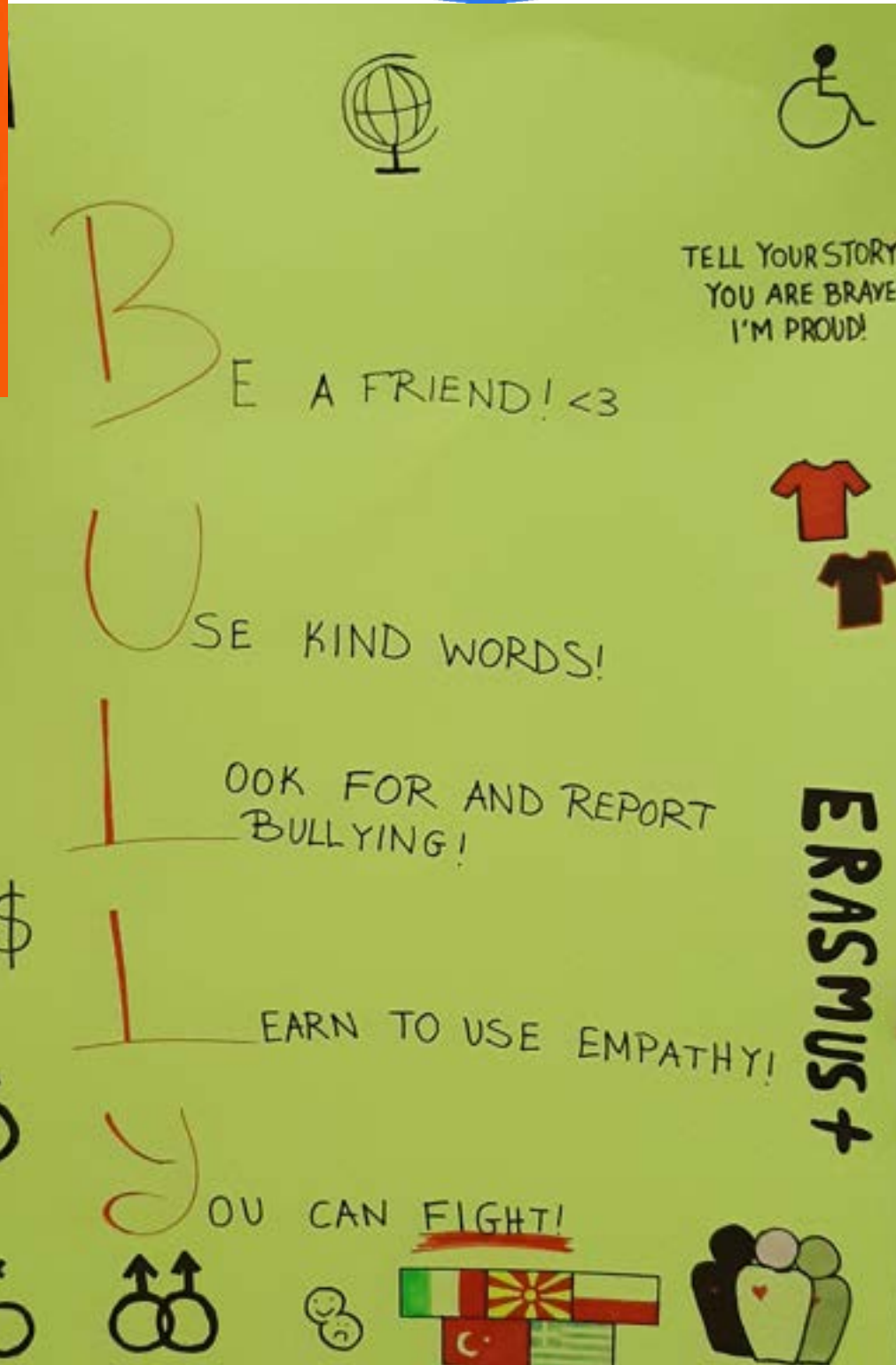
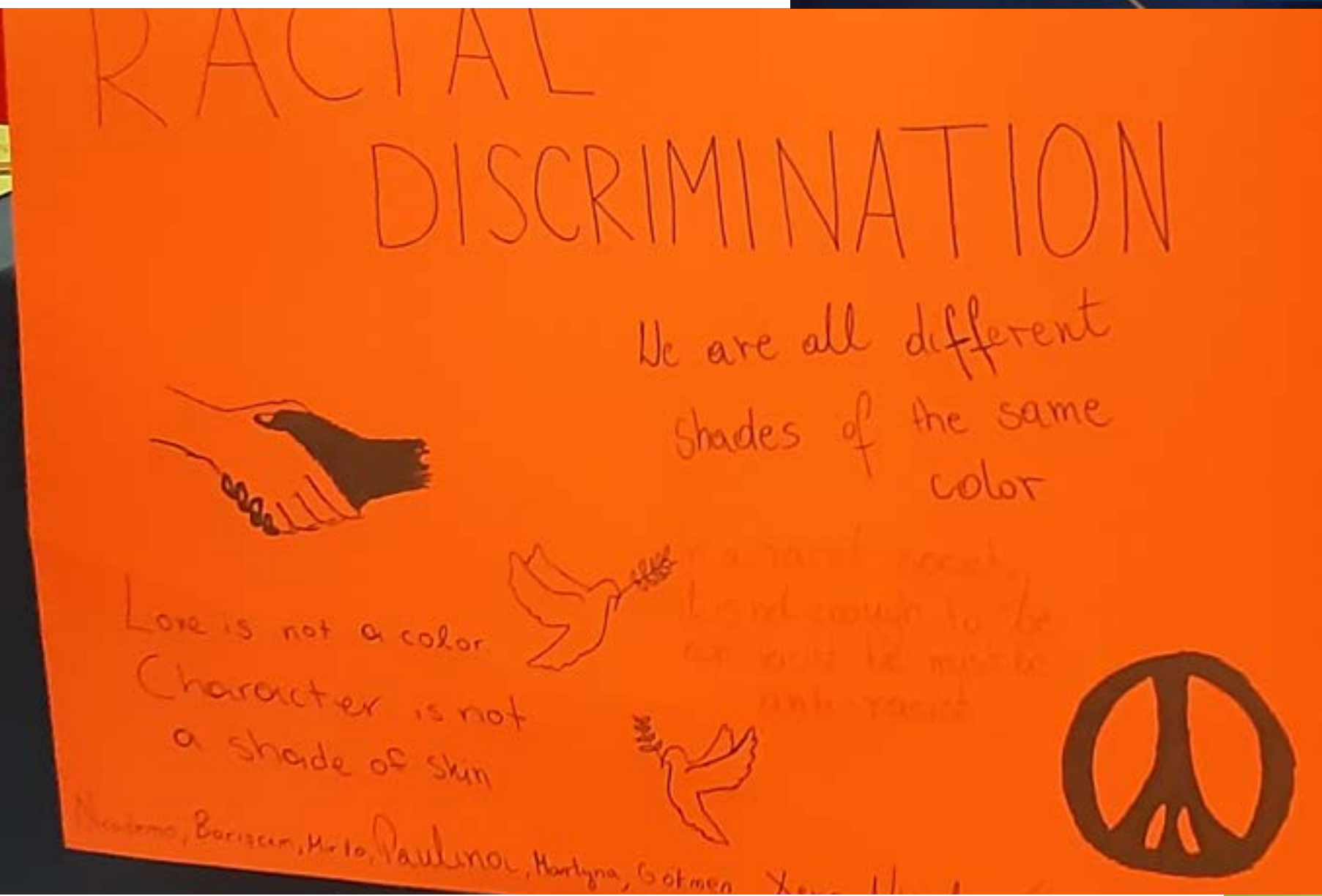


NIJE ČIŠTINY ČIŠTINICA.
Ali Bekturki emi kuzurcu udu.
Siyah insan istemiyorus.
Nem voflaner parone de colare.

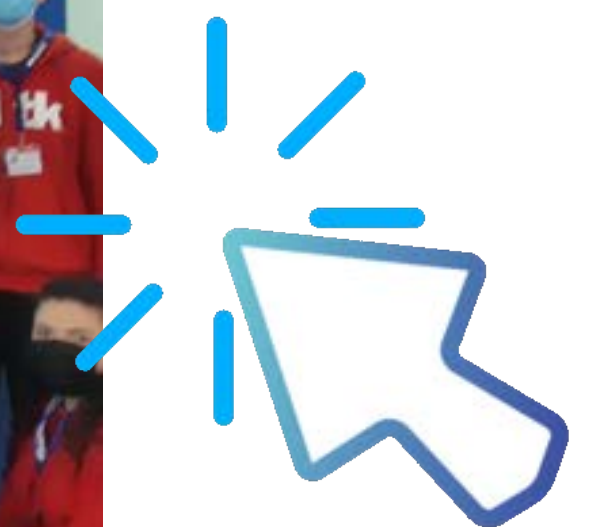
Poland · Turkey · North Macedonia · Greece · Italy

ERASMUS+

Valentina Di Russo, Polya Karpur, 2021
Arashvorn, Vase Emek, Ioannis, Lidiya
Fubecce, Daria, Nur San, Roberto, Nina



Our posters



Discrimination and human rights in our countries



SAMAN'S CASE

Saman Abbas disappeared on May 1st, 2021 in Novellara, near Reggio Emilia. The only beaten track is the family's one, but after months of research her body still seems to have disappeared into thin air. The turning point, however, could come with the arrest of her uncle. Saman Abbas had been obliged into a forced marriage by her parents, a marriage to which she opposed. For this, she attempted suicide, then fled to Belgium for a short time and finally, in December 2020, on the eve of her wedding, she asked for help to the Italian social services.



These entrusted her to a protected structure, which Saman voluntarily left and went home to retrieve her documents, including her passport. She wanted to be free, and to marry the man she loved. But exactly 11 days later she returned to carabinieri to present a complaint again. In fact, during Saman's last visit to Novellara, in her house in the middle of the greenhouses, her parents reproached her behavior and her documents were hidden.

On April 30th Saman wrote a text message to her boyfriend Saqib thanks to a second phone: he reported that she had heard her mother speaking about a single remedy for a girl who does not respect the Pakistani rules of life: to kill her. Saman asked Saqib to alert the police if she hadn't written to him in the next two days. The girl violently argued with her parents, prepared her backpack and demanded the necessary documents to leave forever.

At that point, however, her father asked her if her will was that to marry someone else. She replied that she just wanted to leave and tried to escape. Her father called her uncle and asked him to take her home even against her will. The uncle agreed to do so and comes back saying he had fixed everything.

On May 1st, Nazia and Shabbar Abbas returned to Pakistan with a ticket bought two days earlier. Only few days later, the carabinieri carried out a search in Novellara house. But they found neither the girl nor the parents, but only the younger brother and the uncle with whom the investigators exchanged a few words to track down Saman's boyfriend.

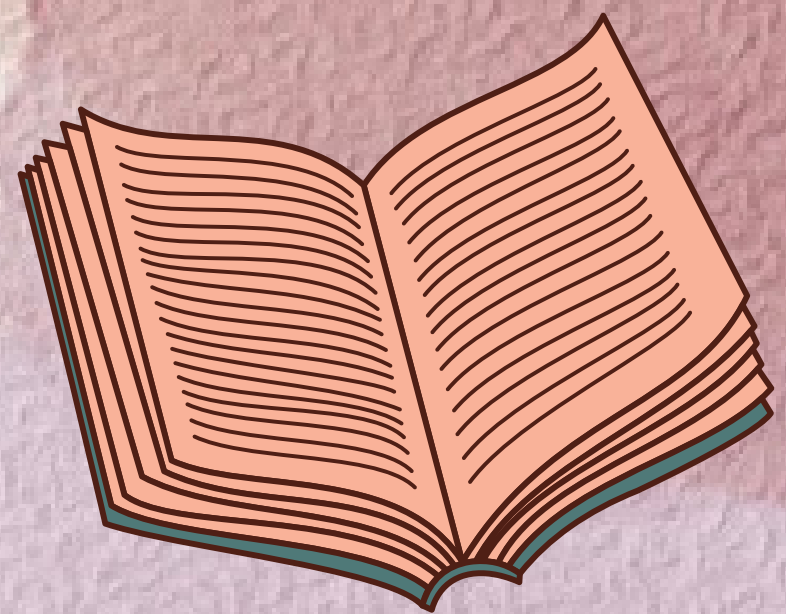
Abused and marginalized only for the color of his hair: this is the sad story, set in Sicily at the end of the 19th century, about the famous character created by Giovanni Verga, a symbol of the fear that differences can generate. This is what happens in the famous Verga's novella *Rosso Malpelo*, included in *Vita dei campi*, a collection of the late nineteenth century, where the very serious fault of the young protagonist is only that of being born with the red hair, seen as a sign of the devil. *Malpelo* works in a red sand quarry, which, not only represents Sicily in the late nineteenth century where the "cavalli" were barbarously exploited for the extraction of materials from the underground tunnels, but also it is a mark of diversity.

Malpelo hides within himself his humanity and his need for love generated by the premature death of his father (who died working at the quarry where *Malpelo* too will end his days, without leaving any trace of himself) into the relationship, apparently violent and hard, with *Ranocchio*, another unhappy and weaker adolescent, but, above all, in that, all intimate and silent, with his father. The story ends with the death of the protagonist, as well as, with the previous one of his father and *Ranocchio*. It makes us reflect on problems that have affected Italy, in particular Sicily, in the period of the second half of the nineteenth century, such as the harshness of living and working conditions and the reality of exploitation of the Sicilian people, including children.

Other themes dealt with by Verga are:

- loneliness: the protagonist, after the death of his father, finds himself alone because he is abandoned even by the only relatives left to him (mother and sister);
- discrimination, *Malpelo* is badly judged because of the color of his hair;
- violence, the boy is mistreated and kicked by all those who work in the quarry;
- marginalization, because of the color of his hair and this it is considered bad and discriminating

This short story, even if written in a different historical period, can also perfectly reflect today's world, where loneliness,





2019-2022

BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION -ERASMUS+KA226-

Discrimination and Abuse



What is the meaning of discrimination?

- Discrimination is an unfair situation in which people are not treated equally because of their actual or attributed characteristics, without a valid reason. The General Equal Treatment Act (AGG) defining characteristics of discrimination as ethnic origin, gender, religion or worldview, disability, age or sexual identity.
- We can see discrimination in casual life at the various time. In social life, this manifests itself, for example, as restrictions on participation in public events, education, practice or fee enforcement. In such a situation, it is the attitude of an organization (for example, a workplace) that is responsible for discrimination. In private life, discrimination is when a person does not consider another person because of one or more of his or hers characteristics, excludes him or her from a group or belittles him or her, etc.

Discrimi

What is the meaning of abuse?



- Abuse, as a dictionary meaning, is a word that means use for bad of good will, exploitation. Abuse includes meanings such as taking advantage of the good intention of another person or persons, aiming to harm by abusing an idea, using without the permission of the other person and without taking into account his will.
- It is possible to specify the main types of abuse as follows:

5- Animal abuse

Violence and use for bad against animals



1-Physical abuse

- Inflicting physical pain on a person by being subjected to violence



6-Abuse of power

It's people's abuse of their status

2-Sexual abuse

- Using a person for sexual purposes without their consent or subject to physical and psychological pressure



7- Bullying

All kinds of pressure



3- Psychological abuse

Applying psychological pressure by using their emotional state to persuade a person to do something they do not want to do



Human rights abuses

It is denial of human right, for example right to life, personal data protection etc.



BASIS FOR STUDENTS' AUTONOMY IN THINKING AND ACTION -ERASMUS+KA226-



GAZIPASA SCIENCE HIGH SCHOOL

Duygu İrtem

Emek Uçucu

Nur Sena Ulubaş

Barışçem Boztaş

Gökmen Toprak

Thank you for your attention. Gazipasa Science High School Italian Team Students And Teacher.



ΓΙΑΚΟΥΜΑΚΙΣ ΑΝΔ Η ΙΣΤΟΡΙΑ ΤΗΣ ΤΟΥΤΟΥΡΑΣ

10 ΓΕΝΙΚΟ ΛΥΚΕΙΟ
ΧΑΝΘΗ

GREECE



ERASMUS+ KA229 Project
2019-1-PL01-KA229-065023

WHO WAS VANGELIS ΓΙΑΚΟΥΜΑΚΙΣ?

- Vangelis Giakoumakis was a Cretan student at the Dairy School of Ioannina. He disappeared on February 6 2015 and was found dead with stab wounds about a month later, on March 15. Evidence and testimonies that came to light showed that even before his death he had been a victim of physical and verbal violence by his fellow students and, in particular, by a group of fellow citizens with serious criminal behavior. His case has been widely reported in the media and on social media, both because of his tragic death and because he is believed to have brought to light a problem that is often kept quiet. His death has been under prosecution for premeditated murder since June 2015. The prosecution and trial are ongoing.



Vangelis cannot move his arms or legs. "Let me go," he tells them, laughing mechanically.

One of the cruel Cretans vulgarly curses him. The "fury" seems to cross all boundaries when a muscular young man catches Vangelis Giakoumakis head-on.

"Vangelis went out. I went down to the person in charge of the dorm and told her, "There is a boy **being tortured** up there. If you do not pay attention to him, they will **beat him** very hard, they will even **kill him**."

With these words, a friend of Vangelis Giakoumakis had tried to inform the school administration, as mentioned in a recent article in the newspapers.

The Greek civil war

The Greek Civil War (1946-1949) was fought between the Greek government army and the Democratic Army of Greece (DSE) – the military branch of the Communist Party of Greece (KKE) from 1946 to 1949. The fighting resulted in the defeat of the DSE by the Hellenic Army.

The Greek civil war is internationally recognized as the first act of the Cold War. For Greece it is a period with many dead and great losses, while the citizens were divided according to their ideological and political integration. The situation created in Greece after the end of the civil war was dramatic. The Aegean islands had become places of exile and martyrdom for thousands of Greeks. One of them was the poet Giannis Ritsos.

- One guy shout to Giakoumakis "**You have torn my blouse, you will pay for this. "If I do not catch you today, I'll catch you eventually, I'll catch you ..."**, and knocked on the door with blows. He ... said, "**Open up, Vangelis and let us get together, you'll regret it**"... At the same time ... he loudly threw handcuffs at him, while Vangelis shouted "Get out!".

"Όλοι μιλάνε και καθένας ακούει μονάχα τη δική του φωνή"

"Everyone talks and everybody only hears their own voice"

-Giannis Ritsos



Discrimination

-types and forms

Колку се почитуваат правата и слободите на граѓаните во Македонија?

Објавено: 07/03/2014



Во Македонија се случуваат прекршувања на човековите права и слободи по разни основи, предупредуваат експерти. Според невладината организација „Цивил“, создаден е „зид“ меѓу граѓаните и институциите на системот.

Активистите на невладината организација „Цивил“ - Центар за човекови права и слободи од Скопје

неодамна во Битола организираа средба на отворен простор со граѓаните и поставија големо платно симболично наречено „Зидот на плачот“. Потоа имаа среќавање и со граѓаните на Тетово, каде што пред Домот на културата го поставија „Зидот на нееднаквоста“.

Кате Христовска, менаџер за комуникации во невладината организација „Цивил“ вели за ДВ: „Има исклучително многу случаи на прекршувања на човековите права во целата земја. Постои 'зид' меѓу граѓаните и институциите на системот. Во Тетово поставивме 'Зид на нееднаквоста', за да укажеме низ една симболика на тоа дека граѓаните се чувствуваат нееднакви. Немаат каде да се пожалат. Ако и се пожалат, не добиваат повратен одговор. Или, тоа трае предолго и не им се решава ни еден проблем, за кој се пожалиле. Во Битола

Everyday, citizens of Macedonia experience some form of human rights violation.

They feel extreme inequality, because none of their complaints are heard by the institutions, or they take too much time to resolve them.

Activists from the organization "Civil" held meetings across the country to show through symbol that there is a "Wall" between the citizens and the government. They think that the biggest problem is in the judicial system, the public prosecutor's office, the courts and the constitutional court, which do not provide even a minimum protection of the rights and freedoms of citizens.



5 КАНВАЛ 5 ТВ ВЕСТИ СПОРТ МАГАЗИН ПРОГРАМА ЕМИСИИ СЕРВИС ФЕСТИВАЛИ ВЕБ ТВ

МАКЕДОНИЈА

Прв судски случај за дискриминација во Македонија

Основниот суд во Штип решава за случај за дискриминација. Тужба против директорот на училиштето каде што работи поднела професорка по македонски јазик, која била прераспределена да работи како библиотекарка и била дискриминирана по повеќе основи. Ова е прв случај во земјата по кој судот постапува, а се однесува на дискриминација. Лани во дванаесет случаи е поставено по мислења на Комисијата за заштита од дискриминација, од вкупно 75 претставки, јави МИА.

The first lawsuit against discrimination in Macedonia was about a Macedonian language teacher who was reassigned to work as a librarian, and was discriminated on several grounds in that workplace.

Nobody mentions it, but several job vacancies are being filled out by women who have to turn in their pictures alongside their CV's. This directly indicates that they are not hiring solely based on their work ability.

Денешен ЕКОНОМИЈА

Дискриминација: За иста работа во Македонија жените за 18 отсто помалку платени од мажите

Осумнаесет отсто помалку вредни: јазот во платите на мажите и жените во Македонија е темата за која денеска дебатираа учесниците на дебатата, што се одржа во организација на Центарот за истражување и креирање политики, по повод утрешниот Ден на еднакви плати меѓу мажите и жените.

Време е да се затвори јазот во платите и жените да добијат соодветен надомест за својот труд, време е жените да се охрабрат и во поединечните преговори за плата да побараат колку што им следува на мажите, време е да се воведат алатки за евалуација на вредноста на трудот и да се издначат бодовите за работа со иста вредност, време е да престане родовата дискриминација на работното место, беа дел од пораките што ги упатија учесниците на дебатата.

Марија Ристевска нагласи дека дебатата се организира со цел да се подигне јавната свест за јазот што постои меѓу приманаата на мажите и жените за исти работни позиции.

Македонија ја има потпишано и ратификувано Конвенцијата за еднакви плати, ги следи препораките согласно европските политики но јазот сепак е евидентен.

The wage gap in Macedonia is 18%, meaning women get payed 18% less than the men for doing the same job, just because of their gender.

A debate was organized by the Center for Research and Policy Making for this exact topic. Women are not only demotivated by this gap but feel as though they are not worthy enough to work, resulting in another problem. Only half of women aged 15 to 64 participate in the labor market, as employees or unemployed, for men that percentage is 70.

With the debate, the organization is hoping that the government will get rid of the wage gap, to show that they are not discriminating the employees based on gender.

Ако си жена, не те бидува за градоначалник?

Од 301 кандидат за градоначалници на локалните избори, само 25 се жени. Повеќето партии не им одговораат зошто речиси исклучиво предочиле мажи кандидати, а декларативно се залагаат за унапредување на родовата еднаквост.

Дел од политичарките, пак, сметаат дека е неопходно да се најде правен механизам за зголемување на бројот на жени на раководни позиции и во власта и во самите партии, како и да се санкционира говорот на омраза, кој ги демотира жените да влезат во политиката.

Северна Македонија е држава со речиси еднаков број жени и мажи како демографска категорија, но кога се во прашање локалните избори, таа статистика не е важна. Ако соодносот на мажката и женската популација е близу 50-50, кај кандидатите за градоначалници тој е 92 спрема 8 отсто во корист на мажите.

Процентот помал од 10 отсто на застапеност на жените меѓу кандидатите за градоначалници е поразителен и го покажува недостатокот на политичка волја за вклучување на жените во политичкиот живот. Вака од „Иницијативен комитет“ ја коментираат (не)застапеноста на жените на локалните избори односно Државната изборна комисија да објави официјалните листи според кои од 301 кандидат за градоначалник само 25 се жени.

Овој дискусиски ги прави жените инволвирани во изборите и покажува дека тие имаат само декларативно право да бидат избрани и да изберат да бидат претставници, смета Бранија Јовановска од „Иницијативен комитет“.



Discrimination in Poland



Introduction

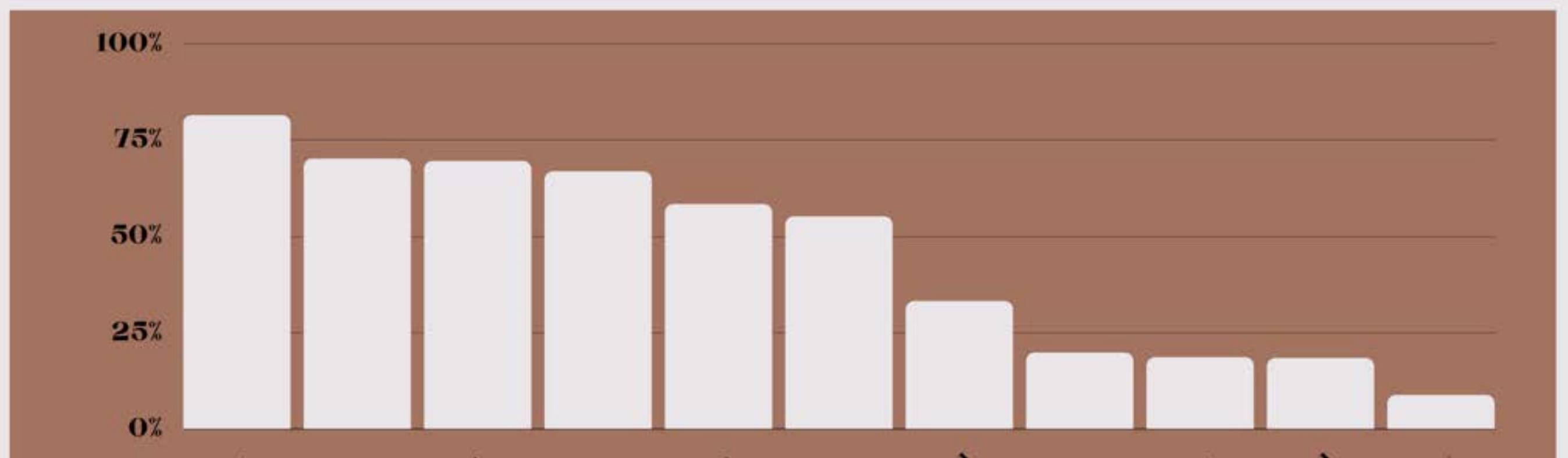
- Tolerance in European countries
- LGBT+ Community
- People of different races
- Disabled people
- People of various religious denominations
- Women and Abortion

Sources

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Chart showing the tolerance of European countries



LGBT+ Community

- LGBT persons are not legally protected against crimes and hate speech
- Highly discriminated
- Gay marriages are illegal
- Gay marriages can not legally adopt a child



Women and abortion

- Women in Poland were granted the right to vote on November 28, 1918
- Women earn 20% less than men
- A woman can perform an abortion only when the child is a threat to the mother's health and was conceived, for example as a result of rape
- Nationwide women's strike



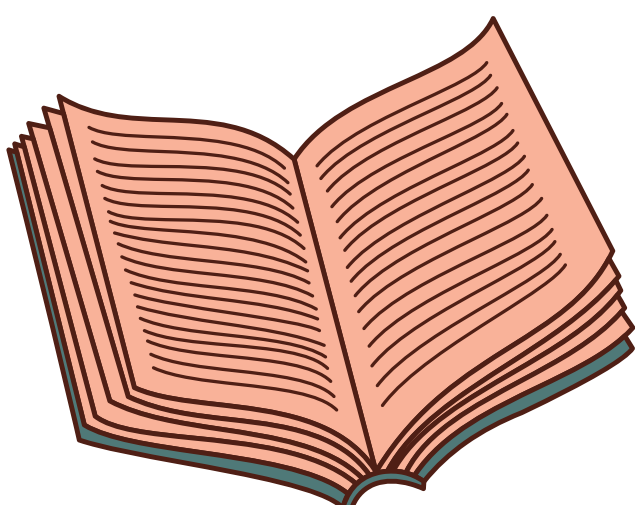
Disabled people

- The government does not provide sufficient financial assistance to people with disabilities
- For several years now, disabled people have been protesting at the headquarters of the government for an increase in the amount of assistance provided to them
- More and more facilities for people with disabilities can be found throughout the country



People of various religious denominations

- Catholics are the largest religious group in Poland
- Poles most often accept the followers of Christian religions and Judaism
- The followers of Islam, Buddhism and Jehovah's witnesses are less accepted



Visit in North Macedonia

June 2022

Students at work



Project meeting in Kumanovo

The last project meeting took place in North Macedonia. We started with the presentations about the partners' countries, regions, towns and schools. The partners were shown some sights of Kumanovo, such as The Square of Kumanovo, The Monument of Batko Gjorgjija (Uncle George), St. Nikola's Church, The Turkish Fountain, Sinan Tatar Mosque and others. The next day each country presented their presentations about the current situation in their countries related to their social problems by giving statistical data, facts and figures, case studies, interviews taken by local authorities, and opinions by members of the local communities. Finally, the students came up with their own conclusions and solutions. Also, a documentary trip to Skopje, the capital city of North Macedonia, was realized. But before visiting Skopje we went to the Canyon Matka. After that, we went on a boat tour of the Canyon Matka and visited the Cave at Matka. When we arrived in Skopje we visited the Square of Skopje, the Memorial House of Mother Teresa, the Fountain of Alexander the Great and other Statues and monuments which were placed in the Square of Skopje, Bit Pazar and others. On Wednesday a workshop was organized by the non-governmental organization "Kreator" about civic involvement. The students were introduced to the rules they had to follow during the workshop. The students were told to debate on the following topics: social problems, social isolation due to COVID-19, acceptance from peers, peer pressure, family pressure and economic crisis. In the end, they discussed the topic they have chosen by giving a solution on how to solve the problem.

On Thursday early in the morning, we went to visit Ohrid. The participants visited the Museum on Water (the Bay of bones) in Gradishte, the Monastery of St. Naum of Ohrid, Saint Sofia, Saint John the Theologian Kaneo, Saint Clement Panteleimon (Plaoshnik), the Samuel's Fortress, the Ancient theatre of Ohrid, Haji Turgut Mosque and other churches and sights of Ohrid.

On the last day of our mobility, while we were having our teachers' meeting to discuss our final report, the students were involved in a workshop. They worked in multicultural teams and created posters about the issues they have been discussing in this mobility. Also, they were asked to make another poster about a guide for students to open a local association. After finishing their posters they had an opportunity to explain their posters.

After that, the Farewell lunch was organized by the host families. They prepared all kinds of Macedonian traditional dishes.

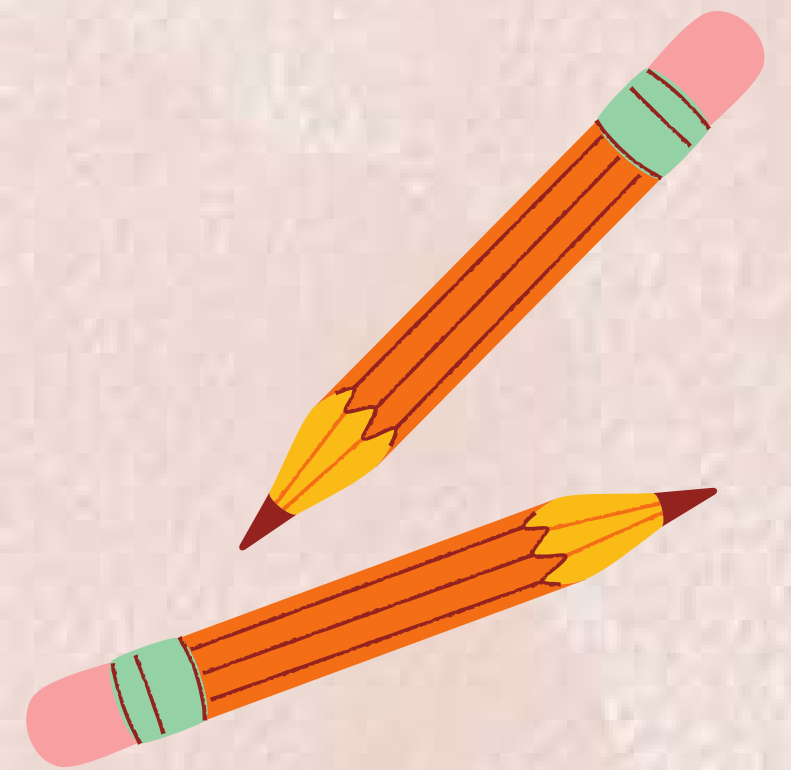


Visit to Ohrid

Workshops

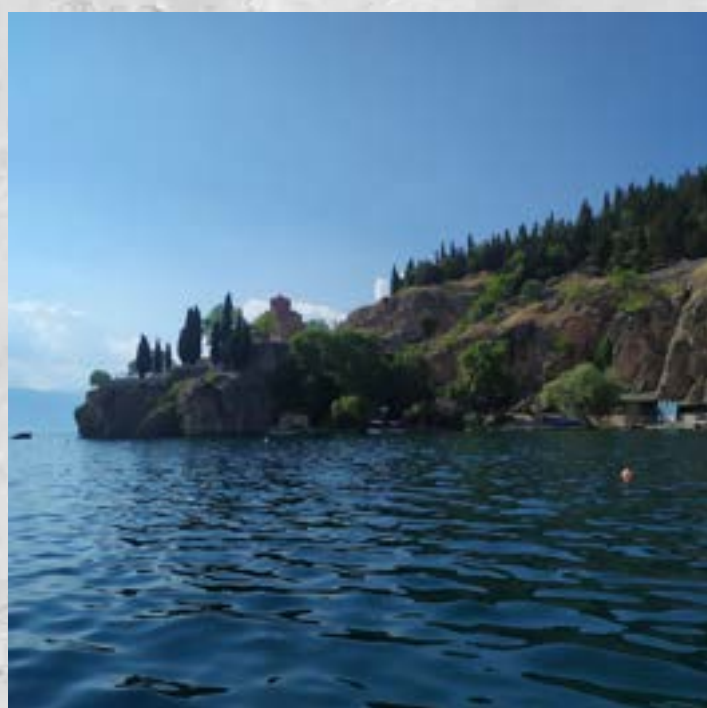


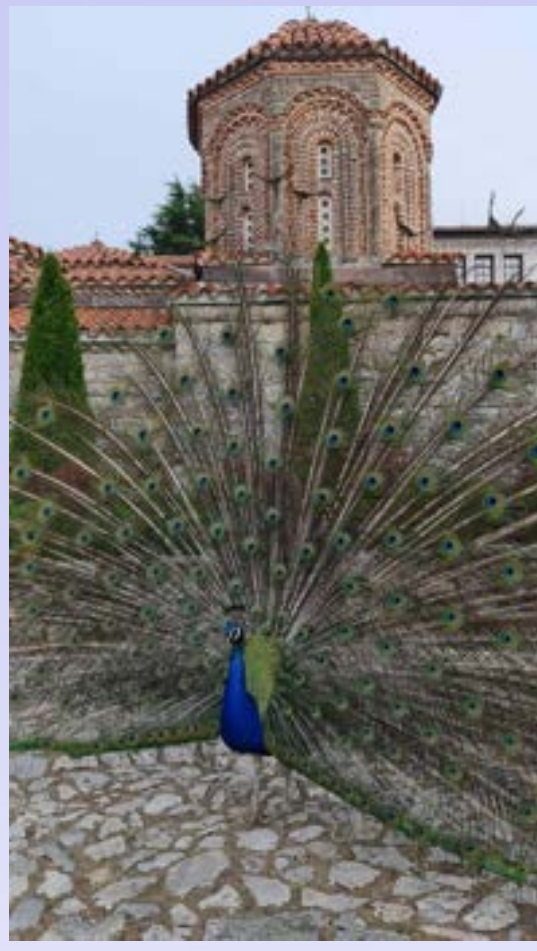
Topic: social problems and civic involvement



Visit to Skopje and Kumanovo

Kumanovo
Skopje
Bay of Bones
Matka canyon
Buy of Ohrid





Guide: How to create an association?

HOW TO START A LOCAL ASSOCIATION?

WHAT IS AN ASSOCIATION?

An association is a type of nonprofit organization, it can receive tax exempt status from the government. They receive from goods, services, donations, or sponsorships and cycling them back into the organization to further achieve shareholders and investors of the organization.



Valentina D Ruse, Mirademo Elin Grammatici, Giulia Di Marco, Angelo Tancor, John Salsbery, Sila Yaman, Paola Napoletano, Filiz Isinirai

GOALS OF YOUR ASSOCIATION:

- Encourage people to discuss about the topic of your association.
- Raise awareness and bring society closer to equality.
- Convince people to join your group, spread the movement.
- Try to expand to a national or even international level.
- Encourage people to make a change.

A work by group 4

HOW TO ACHIEVE IT:

- Find people who have the same interest as you.
- Know precisely what you want to do (ex. organize you want to go bigger, a building).
- find a meeting spot, maybe an office, an apartment or...
- organise a schedule and split the assignments.



HOW TO PROMOTE YOUR ASSOCIATION:

- use internet and social medias to grow
- show on the internet what you've achieved to draw curiosity on your case.
- organise outside events in which people can join and find out about your project.
- teach your members how to spread information to loved ones to create a chain of connections.
- Organize events in schools, universities or workpla...



Civic involvement and social problems - our posters



WOW



Social problems in our countries

SOCIAL PROBLEMS IN NORTH MACEDONIA



"Basis in students' autonomy in thinking and action"
2019-1-PL01-KA229-065023_3

SOCIAL PROBLEMS

- 2022 will mark the third year since the start of the Covid 19 pandemic. Although the pandemic itself is expected to subside, its consequences will remain and they will continue to present economic, social and political challenges to the Macedonian people.
- The second set of challenges will stem from the energy crisis and its impact on inflation, energy poverty and the overall drop in living standards.



- The second set of challenges in 2022 will stem from the energy crisis and its impact on inflation, energy poverty and the overall drop in living standards. The global energy crisis combined with the lack of domestic production and the mismanagement of public energy companies, has forced the country to import high-priced electricity from international markets.
- As a result, since November 2021, a state of energy crisis has been in place, which will continue until the spring of 2022. Additionally, since January 2022, the crisis regime has also been applied to the heating energy market in the capital city of Skopje.
- So far, the energy crisis has drained nearly 170 million euros from the state budget. At the same time however, it has also started to drain the already impoverished population, putting a serious strain on both households and businesses.



- Three years into the Covid 19 pandemic, the Macedonian society is emotionally, financially and physically drained. The long-term healthcare, social and economic consequences of the pandemic will remain a challenge even as the immediate health crisis subsides in 2022.
- Moreover, new challenges will compound the pressures on the individuals, households and businesses. Poverty, inequality and unemployment are likely to rise as the energy crisis makes itself felt across different social groups.
- As the majority of the population continues to suffer the consequences of a corrupt and an incompetent political establishment, various social manifestations of discontent can be expected. The pre-existing ethnicization of the society is likely to be exposed and reproduced in the face of new political and social challenges and a predatory political establishment, possibly leading to new inter-ethnic divisions and tensions.
- Political mobilization along the lines of social justice, redistribution and class politics, however unlikely in the current context, will remain the only possible way out of the social gridlock.

INVOLVEMENT OF YOUNG PEOPLE IN THE SCHOOL ACTIVITIES

- Our school has many activities for students. One such activity is the debate club, which is composed of a large number of students. The debate club is led by our professor of sociology. Its goal is for students to get involved in various current topics, to learn to express their opinion. In addition to expressing their opinion, they learn here to be heard and to be parliamentarians.



DEBATE CLUB



- The Debate Club works by selecting two students who will lead the debate and they are responsible for the peaceful atmosphere. The topics of the debate are from everyday life and it is at this debate that the social problems in Macedonia have been discussed. From the very beginning, everyone chooses whether it will be for, whether it is against or whether it will remain neutral.
- The aim of the debate is to have as few neutrals as possible, in fact to see if anyone has changed their mind or maintained their position.



CIVIC PARTICIPATION



1st General Lyceum of Xanthi Greece

Are you a volunteer?

Do you donate blood on a regular basis?

Do you take action to protect the environment ?

Do you help at the local animal shelters?

Do you take a stand on the refugee crisis?

Do you participate in movements that promote social values like equality of genders and equal rights to education?

Do you vote?

Civic involvement is all about:

Participating

Deciding yourself along with the rest about the society around you

Taking action

Being active

Voting (follow the I vote Europe campaign

<https://www.ivoteurope.eu/>)

Why must we all engage in civic involvement?

- We learn how to live and work together
- We learn to appreciate different opinions, values and beliefs in a tolerant manner



Who benefits?

We all do

we develop and use knowledge, skills, and voice to cultivate positive change. We help improve the conditions that influence health and well-being for all



Take action

A ACTION
C CHANGES
T THINGS



exercising our voting rights



times are so tricky...
Make a difference! Only united we can

As an ending to our presentation we leave you with a song that urges us to take action because our time is running out

https://www.youtube.com/watch?v=O2IuJPh6h_A



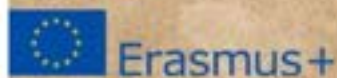
turn up the volume!!!!!!!!!!!!!!
!!

Lots of love and kisses from Greece





BASIS FOR STUDENTS AUTONOMY IN THINKING AND ACTION



Civic involvement

NGO[Non-governmental organization:

An organization that tries to achive social or political aims but is not controlled by a government

2019-2022

There are 121,974 active NGO in Turkey

Some NGO's

LÖSEV
AKUT
TEMA
AÇEV
İHH
KIZILAY
YEŞİLAY
THK

NGO in Gazipaşa

Sycamore
Hunters and Shooters
Association

NGO in Gfl

GÇTB(Gazipaşa Çevre Temizliği Birliği)
The Environment Cleaning Society of Gazipaşa

Lets keep the environment
clean"

SHKB(Sokak Hayvanları Koruma Birliği)
Stray Animal Protection Team

Save our friends"



LÖSEV

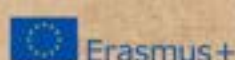
Losemili Çocuklar Vakfı

LOSEV



Thousands of leukemia in my country
It is a non-governmental organization that provides financial and moral support to the child.

It works entirely with the help of volunteers and benevolent Turkish people. It is also one of the essential governmental organizations in our country



AKUT AND TEMA



AKUT



It is Turkey's first non-governmental organization in search and rescue. Akut was founded on 14 March 1996 under the name of "AKUT Search and Rescue Association"

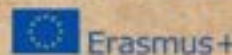
AKUT provides first aid, search and rescue works, in accidents that occur in hard-to-reach places such as mountains, caves and forests, in natural disasters occurring all over the country. Except these situations, it informs individuals through various free educational activities and various media.



TEMA



It works on combating erosion, afforestation and protecting natural assets.



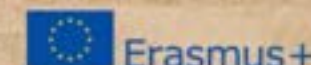
AÇEV (Mother-Child Education Foundation)



Its purpose was only educate mothers and children when it was established. (1993)

But today, it's educating fathers, childless mothers, and families too.

It has established by Çiğdem Kağıtçıbaşı, Sevda Bekman and Ayşen Özyeğin.



HUMANITARIAN AID FOUNDATION



İnsani Yardım Vakfı (Humanitarian Aid Foundation)

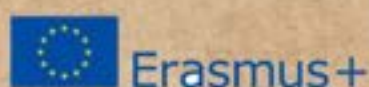


Humanitarian Aid Foundation is an aid organization operating in the field of human rights.

Turkish volunteers, provide various donation to the countries of the world (especially Africa) in need of food.



IHH is donating a lot of things besides food



KIZILAY (THE RED CRESCENT)



The Red Crescent was founded on 11 June 1868 under the name of " Ottoman Wounded and Sick Soldiers Assistance Society"
In 1947 its name changed into "Turkey Red Crescent Society"



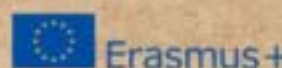
The aim of the Red Crescent is to try to prevent or alleviate human suffering wherever it is seen, to protect human life and health, to ensure that his personality is respected, and to strive to bring mutual understanding, friendship, respect, cooperation and lasting peace among people.

What are they doing ?

Disaster management, blood services, health service ,volunteer management , immigration and refugee services, social aids and international aid.



It has extended a helping hand to 137 countries since its establishment.



Stray Animal Protection Team



It is organ of 11 stud and 2 teach our scho

We sell the food we make for stray animals.



With the help we help nearly 50 in the shelter food and v

And these are some photos of the event.



Bethlehem Hut



It is run by the Pope John XXIII Community Association, founded in Chieti when the Ursuline sisters left the city and donated their convent to the Chieti-Vasto diocese.



Founded in 1968 by Don Oreste Benzi, the Association is committed to combating marginalisation and poverty: it binds its life to that of the poor and oppressed and lives with them, 24 hours a day, striving to create a climate of trust in which to build a new life project.

Today, the Community sits at the table every day with more than 41,000 people around the world, thanks to more than 500 sharing realities.

Bethlehem Huts for the homeless

family homes

open families

soup kitchens

shelters

therapeutic communities

prayer houses

COVID-19

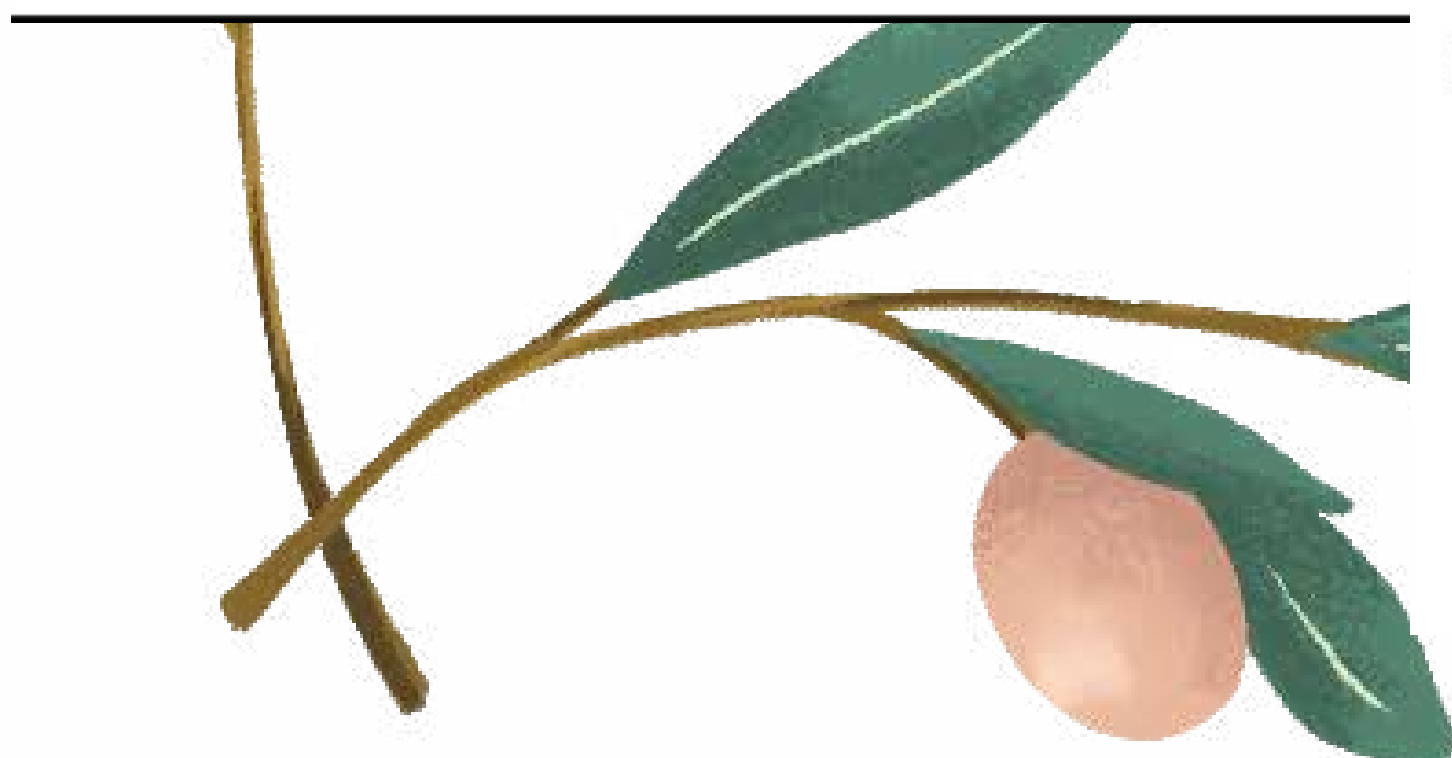
Due to the Covid-19 pandemic, in Abruzzo too, economic and social poverty is compounded by mental health problems affecting people of all ages who are helped by the Bethlehem Hut in Chieti.



The Bethlehem Hut is close to those in need and always keeps the doors of its headquarters in the Civitella area open, and volunteers are on the streets to assist homeless people and families in the provinces of Chieti and Pescara.



Because giving ourselves to a stranger, and not to those who already love us, is the way to rediscover the meaning of life and happiness, and because by strengthening relationships we can start again from community.

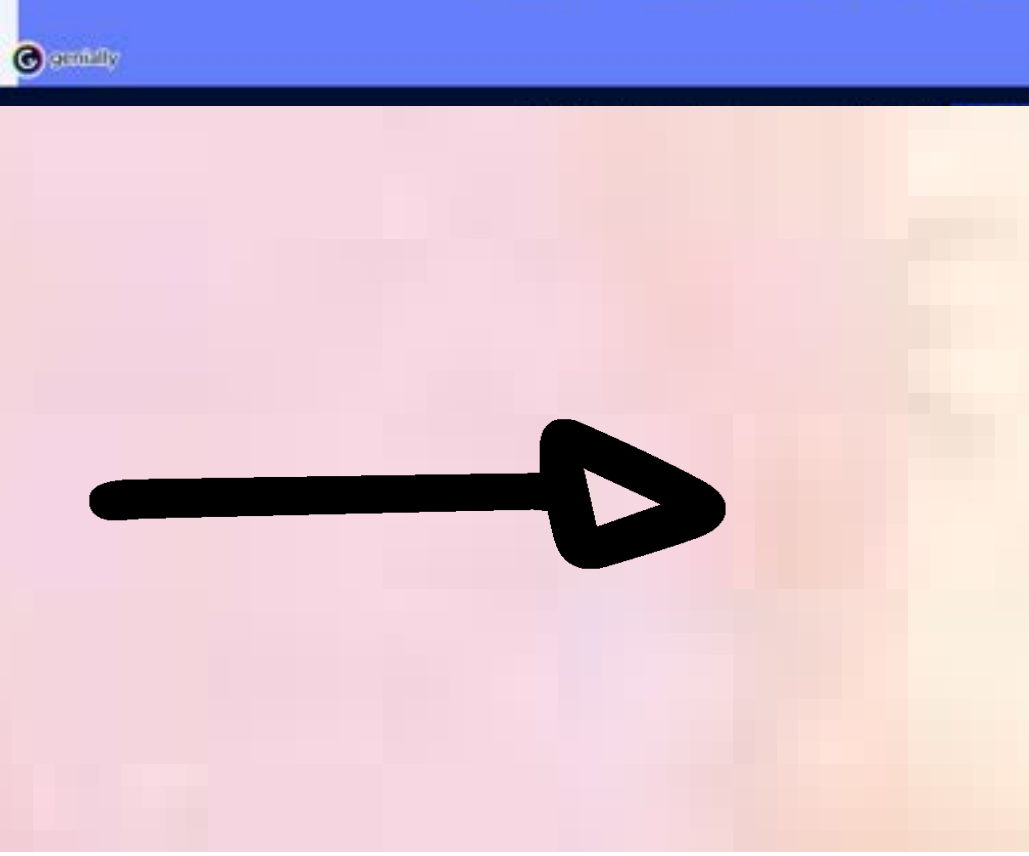




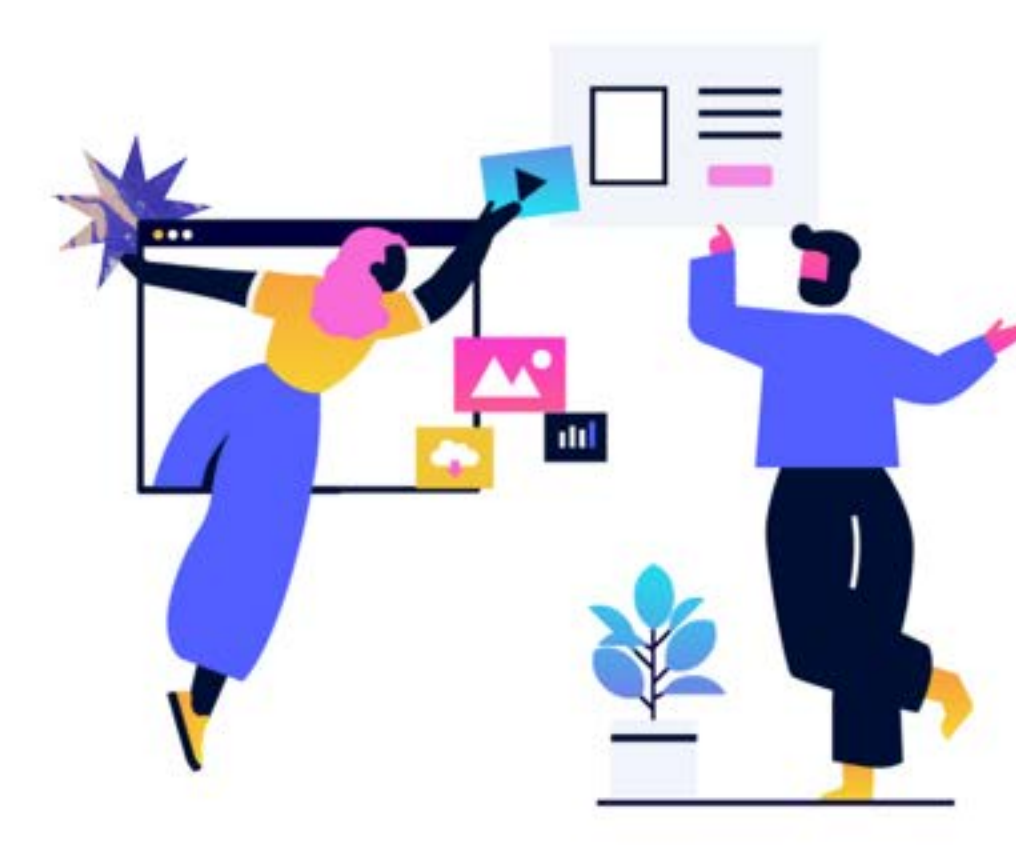
“BASIS FOR STUDENTS’ AUTONOMY IN THINKING AND ACTION”

ERASMUS+ KA229
2019-1-PL01-KA229-065023

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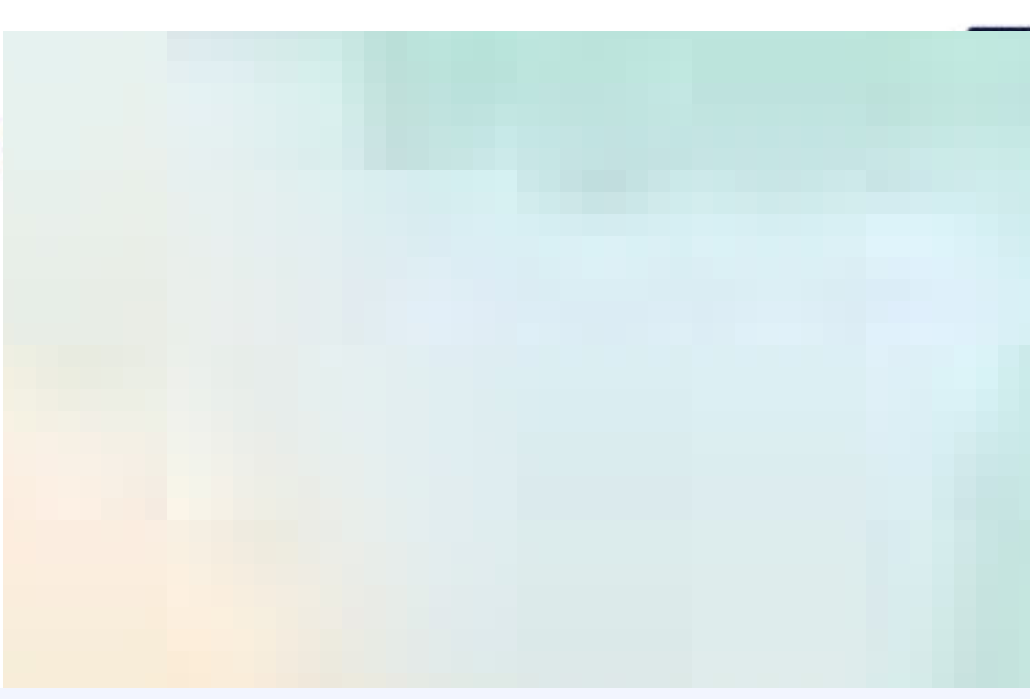
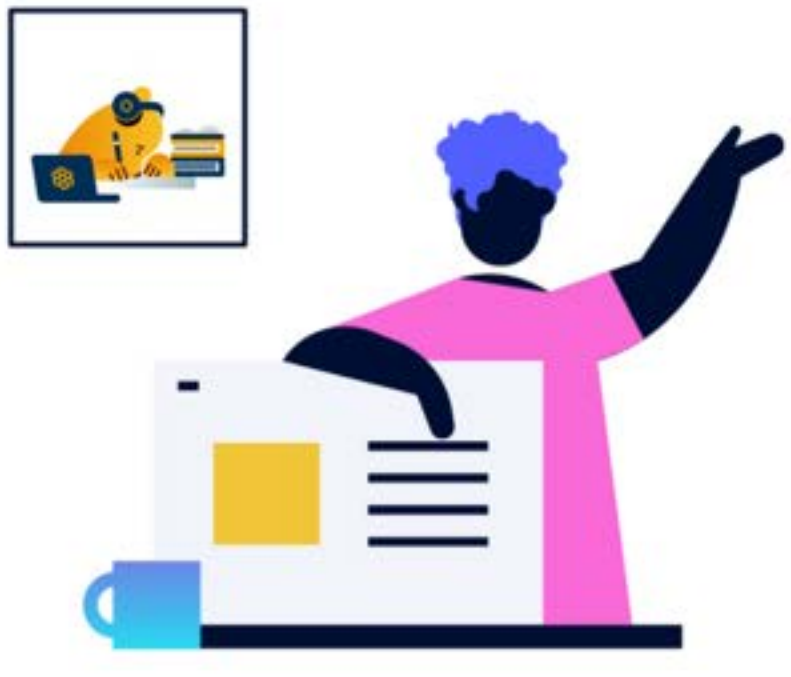
Social problems and current situation in Poland



Educational problem

The most involving us topic. We are students, we want to study in good environment and redical aura. Here are some problems a lot of polish students need to deal with every day:

- Not equal access to education
- Not being able to decide what kind of advanced classes they want to take up
- Social inequality
- Unadapted system of teaching
- Archaic program of teaching



Immigrants

This year we are witnesses of terrible crime. War in Ukraine. Poland has accepted over a 3.8 mln immigrants since February. As polish people we are trying our best to give this people peace of mind. Here are some actions that students directly from our school were involved:

- Collection of products everyday use
- Collection of sweets for Easter for ukrainian children
- Collection of electronics



PHOTOS

- We were helping in shelters
- We have accepted some students from Ukraine to our classes
- We are trying our best to make them feel on the right place in the right time




CHORZÓW

Social projects

In our school we are trying to stay social active. We are taking part in project such as: "Młodzi w akcji +", "Młodzieżowa Rada Miasta", "Zwolnieni z teorii" and a lot of inside scholastic projects

