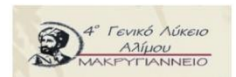




Erasmus+

Refugees and Frontiers:Keep Europe United



Co-funded by the
Erasmus+ Programm
of the European Union



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Editing : Murat Ermez

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of the European Union



In 2015, The Jean Jaurès Foundation presented the results of an opinion poll on the migrant crisis as seen in seven European countries (France, Germany, Italy, Spain, Netherlands, Denmark, and Great Britain). Results show a clear split in European opinion.

Why do so many people in Europe not support the reception of people from war zones? People in need who lost all security and possessions. Why do people's views from various European countries differ so widely on this important issue? What will be the consequences for Europe if we as a union cannot deal with this crisis in a united and constructive way?

The Italian and Dutch school in this project expressed the wish to form a partnership that addresses these issues and questions. On etwinning, they found partners in some of the other countries included in the opinion poll (Denmark), but also partners in countries that can be seen as the most important gateways into Europe (Greece and Turkey).

So, the choice of studying refugees and frontiers as a transnational project is necessary as this is one of the biggest challenges the EU has had to face so far. Millions of people attempting dangerous sea crossings and walking for days to reach certain EU countries indicates there are major issues (in the countries from which they are fleeing, but also within the EU because of different approaches and attitudes).

In mixed European groups, the students studied the rationale behind the current policy framework within the EU as well as the human stories that hide behind these policies.

Different countries all have different approaches in dealing with the current situation: Can we learn from them? Is it possible to establish a common approach in dealing with the crisis? How do partner countries deal with immigration from outside of the EU?

Working collaboratively with students from partner countries enabled students to give a better understand the process of dealing with refugees and their rights in partner countries, essential to develop a greater European identity.

All activities (school activities, international meeting etc.) during this project were linked to the questions we raised above.

Our goal was to create a website filled to the brim with teaching tools. This open educational resource (OER) captures all the experiences from us and our students during this project. It is for young people by young people. All lesson plans, individual activities and so on incorporate the 21st century skills. Next to IT skills, the most relevant skills here are collaboration, critical thinking, problem solving, creativity, social skills, and cultural skills. This unique OER means that other students and teachers at other schools throughout Europe will be able to benefit. We hope we have made our contribution to a more positive and unified Europe.

The specific objectives being pursued in this project:

- improve understanding why refugees flee their own countries and wish to live within the EU;
- better understanding of practices and policies linked to the refugee crisis;
- greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity in and outside of Europe;
- to promote a greater sense of European identity;
- more active participation in society concerning the refugee issue and integration aspects;
- more positive attitude towards the European project and the EU values;
- increased competence in the English language;
- increased level of digital competence and ICT skills



The refugees leave all their possessions (if any), their relatives and all their histories in their country, hand over almost all the money to human smugglers and leave their country in non-human ways. Sometimes they are covered in closed truck safes and they go for miles and sometimes they try to cross the seas in groups of 15 people in 5-person boats. Because they have no other choice, because they are afraid of what they will go through if they do not take these journeys.

When many asylum seekers are told that they can die on this journey, their answers are “I know, but I have to”. This journey is a source of hope for them, even if it is risky because they are sure that they will die when they stay in their country and will be tortured or oppressed.

Then, if they can survive, they are left to a seaside town like Izmir. Most of them do not know Turkish or English. They try to tell people who speak a language they never know in a place they don't know. Do they succeed? Most of the time no. Sometimes their lack of communication prevents them, sometimes traumas from their experiences.

These people need to stay somewhere, need a place to sleep, find food and if they are sick (it's almost impossible not to be sick on these journeys) they need treatment.

When an asylum seeker applies for refugee status, it sometimes takes years to get results.

You don't know any language, you don't find a job, you have no place to stay, no food, no friends to talk to, you don't have a relative to hug.

According to the data of the UNHCR (UN High Commissioner for Refugees), 50.8% of these people are women, 41% are under 18 years old and 5% are under 5 years old. Some children don't have mothers, some don't have fathers, and some don't have both mothers and fathers because of what happened on the road. These little ones are alone and in need of protection.

Refugees have the right to receive protection from the first country and the international community when they cross their borders. This right, which is protected by religions, different administrations and traditional law in general, is recognized and protected as a fundamental human right in the universal declaration of human rights declared in 1948.

What is important here is that as a country we have legal responsibilities as well as human responsibilities. These people are not only refugees, but their most important feature is that they are “foreign” in our country. They are all “human”. They are the people who need help, who are certain to have lived in very bad conditions, who have not left their country voluntarily. A refugee child who has been in Izmir for 4 months was asked what he needed and the answer was “a smiling face to me” We hope that someday we will have a face to laugh at a small refugee child.



THE NETHERLANDS

06-10 March, 2017

Jesper Kongsgaard (Denmark)
Cecilia Abildtrup (Denmark)
Mette Ludvigsen (Denmark)
Charikleia Panopoulou (Greece)
Marianthi Ntara (Greece)
Tecla Gaio (Italy)
Lucia Turra (Italy)
Murat Ermez (Turkey)
Melek Çınar (Turkey)



Dendron
college



Students gathered at school and situation presentations per country were performed.



Holbæk 10. klassecenter



4^ο Γενικό Λύκειο Αλίμου ΜΑΚΡΥΤΑΝΝΕΙΟ



Creative workshops linked to theme were carried out and the students had the joy of meeting new friends from 5 partner countries.





We were in Brussels to visit the Parlamentarium (interactive museum decision-making process in EU) and main conference hall EU Parliament. We also met MP Jeroen Lenaers and got information about the policy of EP about the refugee case.

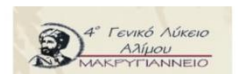




We were on a guided tour to highlight Brussels and comic graffiti art, Atomium and many other nice places around the city.



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We had Virtual Reality workshop at school.





We went to Venlo in the afternoon for photo quest/ crazy 88 activities in city centre





The day for Amsterdam





At night we had a party .





GREECE

02-07 October, 2017

Benjamin Birch (Denmark)
Cecilia Abildtrup (Denmark)
Mette Ludvigsen (Denmark)
Francesco Mulas (Italy)
Tecla Gaio (Italy)
Marco Casali (Italy)
Hinde Lemmen (The Netherlands)
Marieke Hoebers (The Netherlands)
Anja Noijen (The Netherlands)
Murat Ermez (Turkey)
İlhan Bilen (Turkey)
Naciye Bozkurt (Turkey)





Day 1

Sunday,

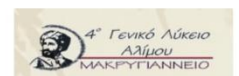
- 1-10-2017 11:20 The Netherlands. The Dutch arrive in Athens(reception: Ntara M.and the hostingparents).
- 15:50 Denmark . The Danish teamarrives in Athens(reception: Dodou M. and the hostingparents).
- 18:00 Turkey. Turkish team arrives in Athens(reception: Panopoulou C and the hostingparents).
- 19:30 Dinner near the seaside at theRestaurant“Ellados Eikones”
- 22:50 Italy. Italian team arrives in Athens.(reception:Giatra A. + hosting



First morning in Athens on Monday, the 2nd of October students and teachers from all countries met for the first time in the courtyard of the 4th Lykeion of Alimos.



After having their tour around the school, the students entered the school's ICT labs for the 1st workshop which was prepared by the Italian team. The students searched the internet for refugee/immigrant cases in Italy and found details about some of refugees/immigrants and their stories.





•Greek Refugee Council

Announcement by Mr S. Tzouanopoulos on Council's actions and future perspectives.

• Shelters for Unaccompanied Children in Greece

NGO "Save the Children" Announcement by Mrs Ylva van den Berg, Child Protection Manager-S5 Greece.





8:00 Meeting in Alimos Metro Station

08:45 Arriving in Acropolis place, Dionysos' Ancient Theatre Guide

10:00 Visiting the Acropolis Museum Tour•

Lunch at Plaka

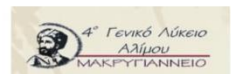
Sightseeing in the City Center

Free time for the students until 19:00 when everyone met at the Acropolis' Metro Station

9:30 Arrival in Alimos



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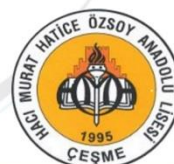




08:00 School
08:00-20:00 All day trip at Nafplio
10:30 Arrival at Mycenae and guided tour
12:00 Arrival at Nafplio (the first Greek capital) sightseeing through the city and then visiting the Palamidi Castle
3:00 Lunch at local restaurant free time for students and teachers
18:00 Departure for Athens 20:30 Arrival
In the evening, walk around town and the sea



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4^ο Γενικό Λύκειο Αλίμου ΜΑΚΡΥΤΑΝΝΕΙΟ

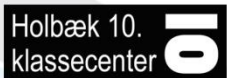


At 4 am the Erasmus team met at the school in order to depart for Athens Airport

- 5:30 am flight to Chios
- The Erasmus students arrive at Chios and have breakfast near the airport, then settle at their hotel and prepare for the upcoming activities

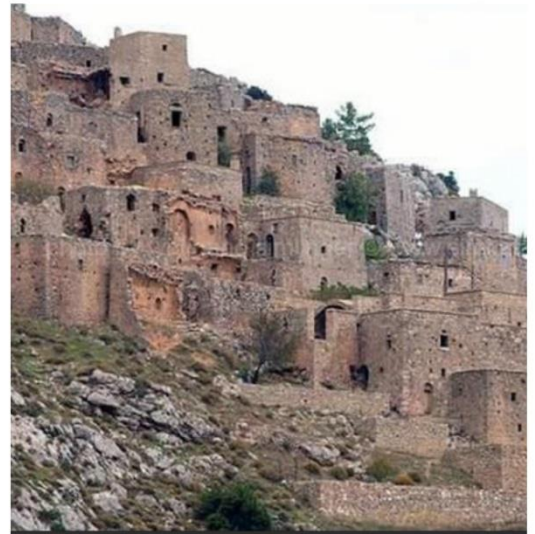


The erasmus team then visited the Town Hall , met the Mayor and had an interview on





Around 8:30 the erasmus team had breakfast and at 10 they visited the 2nd Lyceum of Chios where a presentation on immigration by Greek students took place. And then they visited Northern Chios





Volissos School Visit



The Erasmus team then visited the refugee's shelter in Chios/VGO metaDRASI



09:00 School
All day trip to Athens
North-East Suburbs
Cape Sounion
Ancient temple of Poseidon
sight seeing
Lavrion/Lunch
Sight seeing free
time 20:00 Arrival
back
rest...seaside...





DENMARK

16-20 April, 2018

Hinde Lemmen (The Netherlands)
Annemarieke Crommentuyn (The Netherlands)
Daniela Gentili (Italy)
Elisa Begni (Italy)
Charikleia Panopoulou (Greece)
Angeliki Tsatsi (Greece)
Murat Ermez (Turkey)
Mümün Er (Turkey)

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Everybody met in the gym of the school at 08:30. Here we had a small welcoming in the different languages. An employee with Dutch background helped a student to give the speech in Dutch.





A Turkish student welcomed in Turkish, a Greek/Danish student presented in Greek and Lars did his best in speaking Italian. Also the headmaster Jesper, said a few words.



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4^ο Γενικό Λύκειο Αλίμου ΜΑΚΡΥΤΑΝΝΕΙΟ



As Denmark is the home of Hans Christian Andersen, Lars read a small fairy tale from him, called “The Shepherdess and the Sweeper”. We chose this story because the morals must be, that it is good to step out into the world, and experience things, but the best part is always coming home.. This is the situation for us, but for the people we deal with in this project, coming home seems so far away... home becomes a concept one can only dream about.



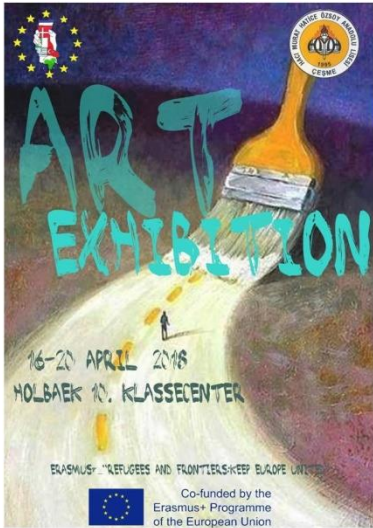


After this, some of our migrants and refugee students came to say what they think home is.. To most of them, home is where your family is.

At 09:15 it was time to see the schools. So host students did a tour in small groups.

Coming back to the gym, it was time to get to know one another. First papers were handed out and students had to go and find other students, who could answer the questions





After a small break, it was time for all the presentations. All the students had worked hard for this.

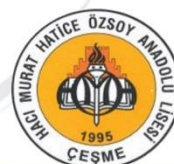
Denmark: Kahoot

Turkey: Display of paintings

Holland: Lessonup (interactive, youtube film van Kerst Ondertiteld)

Italy: Video

Greece: Scenario activity





Then it became time for lunch. We had ordered a large amount of open sandwiches on rye bread, so that everybody could taste a Danish style lunch...

After lunch at 13:00 Lars took the lead for a “game” called “All that we share”, so the students could see what they had in common. This was a fun activity.





At 14:00 we started up the workshops with different countries. All students have become “experts” from home in a specific country, and together in international groups, they were supposed to communicate their knowledge to the other students.

At 15:00 it was time to go home and teachers were taken back to the hotel for a free afternoon.

Dinner was taken at a folk kitchen, where Afghan refugees had cooked. A nice experience.





Students and teachers met at school at 08:15. The entire morning they worked in the workshops from Monday and before lunch we had the presentations from the groups.

Syria: Create a cartoon using the tool “Powtoon”

Afghanistan: Create a Prezi

Libya: Create letters from “pretended” youngsters, paint and letters

Nigeria: Create an animation with “Film X”

Iraq: Create a cartoon with “Animoto”





Lunch consisted for pizza for the teachers. Students brought from home. After lunch we had another workshop with an NGO called “Rapolitics”. There was a refugee and a Danish rapper who talked about being a refugee. Students had to write some lyrics and then perform a rap afterwards. It was a very good workshop and all the students liked it. At the same time, teachers had a monitoring meeting, so they could follow up on the project results and further work. At 15:00 it was time to go home and dinner for teachers was at restaurant “Perron 1”.



This day was dedicated to Copenhagen sightseeing. We all met at 09:00 by the old city Town Hall in Holbæk, where we had arranged with a bus to take us to Copenhagen.

We started at the Freetown Christiania. A self-proclaimed autonomous neighborhood of about 850 residents. We started inside at “Spiselloppen”, where one of the guides told us about the values of the place and about the beginning and how it works. Afterwards we were divided into 3 groups and we had a guided tour around the premisses. It as very intereting for both students and teachers, as this is so different from anything else.





The hotel had made lunchpacks for the teachers and we ate them here before walking down to “Nyhavn”, where we were going for a harbour cruise. From here there was a little free time for everybody, to go shopping or just walking around the central Copenhagen. We all met at the Town Hall Square, to walk to the bus that took us back to Holbæk at 18:00. Teachers had dinner at restaurant “Vivaldi”



Today we met a little earlier. Again we were going to Copenhagen. But first we went by bus to a small town north of Copenhagen, called Farum. Here we find an Immigration Museum. It is about both Danish people who immigrated to other parts of the world, but also people coming to Denmark. The students and teachers were divided into 2 groups and had a guided tour. When the first group was done with their tour, they took the train with Cecilia to Copenhagen. And so did the second group an hour later with Lars and Mette.





We all met in TIVOLI Gardens where we spent the afternoon, before going back by bus to Holbæk. We got back around 19:00 and had dinner at “Jensen’s Steakhouse” (teachers) at 20:00..





The last day of this meeting and back to school. Today the students' were going to have a workshop with an NGO called "Crossing Borders". Their mission is to educate global citizens and raise awareness of educators on global issues with the aim to contribute to build a peaceful and sustainable world. This is done by providing capacity building and space for youth to take action and create space for dialogue. The students worked with teambuilding.





Meanwhile the teachers gathered for a second agenda, which was about the further planning of the project, including the next mobility in Italy.

At 12:00 the students was given a free afternoon, as they needed to prepare for the gala party in the evening. This was with the rest of the school. Teachers went out to lunch and as it was a beautiful warm day, it was possible to sit outside.

At 18:00 all teachers went to school. Our refugee/migrant class had prepared a nice dinner with dishes from their own country. The goodbye party began at 20:00 in the gym and continued until 23:30. Then we were tired..



ITALY

22-26 October, 2018

Lars Kongsgaard Jensen (Denmark)

Mette Ludvigsen (Denmark)

Marieke Hoebers (The Netherlands)

Anja Noijen (The Netherlands)

Wen Kortooms (The Netherlands)

Charikleia Panopoulou (Greece)

Spyridon Psaroulis (Greece)

Ourania Makri (Greece)

Murat ERMEZ (Turkey)

İlhan Bilen (Turkey)

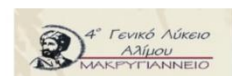
Mümün Er (Turkey)





The fourth mobility of the Erasmus + Keep Europe United project took place from Monday 22nd to Friday 26th of October.

Liceo Bagatta hosted students from Greece, Turkey, the Netherlands and Denmark, who all shared the aim of deepening the topic of "Refugees and Frontiers", focusing in particular on the theme of "inclusion





The week has been full of activities, workshops and conferences that have increased our thoughts and awareness to the current phenomenon of immigration. The Monday morning meeting was particularly interesting because students from each school presented their projects on the theme of "the journey". It was a real source of inspiration to see how each country used different approaches to the same topic, but with the same final result: knowledge and reason.





During the week we worked and discussed a lot about the topic of inclusion with the other European students. It was interesting to compare different points of view about our own culture. The debate shows us that we can go beyond our stereotypes only when we are willing to listen to the other students and doubt ourselves.





In that meeting we also had the opportunity to receive a lot of new information about immigration and to discuss it. The workshops at school and the lesson at the Catholic university were the most relevant from this point of view. In Brescia we were directly involved in the training activities and the conference on Migration, regarding the best practices of inclusion in education and remarks on the EU legislation.



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4^ο Γενικό Λύκειο
Αλίμου
ΜΑΚΡΥΤΑΝΝΕΙΟ



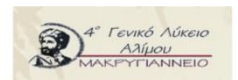
Among the most significant experiences is undoubtedly the one at the Pampuri Center in Brescia. Here we were witnesses of the concrete meeting, the immigrant boys were really integrated and on their way to start a new life. In these centre they can develop their competence through many activities. In this way they start to feel themselves as part of a community.



Our visits to Venice and Verona was a wonderful experience for our students.



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We have learned a lot from this experience, which gave us the possibility to concretely experience the importance of cooperation and at the same time made us aware of the importance of believing in our ideal of friendship and respect between people and nations.



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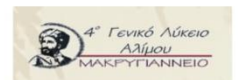


4^ο Γενικό Λύκειο Αλίμου ΜΑΚΡΥΤΑΝΝΕΙΟ



Our students' comments on the project

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If we open our hearts to new people, we can improve so much!
by Anna Vaiana, Liceo “Bagatta”, Italy

In the past two years I have been lucky to take part in an Erasmus project regarding the problems of immigration and visit some asylum centres near home. The problem of integration or rejection of immigrants is very felt and debated in today’s European political panorama. Thousands of African immigrants escape from their country in search of a better future, risking their life at sea to come to Europe.

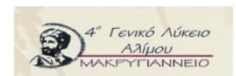
Having the chance to talk directly to them and learning their stories helped me gain awareness of the issue. I learnt that often social media doesn’t tell us the whole truth and most of the people are badly influenced and talk without really knowing what is happening, who these people are and what they are leaving behind.

I also had the privilege to work on this topic with students from other European countries.

I was shocked at how we are so different , yet so similar, and how wonderful and easy it is to make new friendships. The most touching experience was when we had to say goodbye: we knew each other for just a few days and probably won’t meet ever again, but we all cried and felt grateful for all the wonderful experiences we lived together.

If we open our hearts to new people, we can improve so much. I think everyone should be given the chance to make the same experiences I made, because the only way our society can overcome prejudices ad hate is through information, knowledge and an open mind.

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Thanks to the Erasmus Project “Refugees and Frontiers: Kepp Europe United” by Gioia Bazzaro, Liceo “Bagatta”, Italy

Breaking news: "Another bange has just arrived on the Italian coast". Since 2011 this statement becomes a recurring title among national newspapers. Waves of migrants coming from the southern Saharan area come to our country hoping for a new and better future for themselves and their family. Unfortunately often, their dreams are swept away replaced by an unwelcome, hostile and unorganized reality. For the concreteness and proximity of this phenomenon, luckily, I was given the possibility to face it in person and elaborate my own critical thoughts, without being influenced by mass media or politics. Since the third year of high school, indeed, I have been involved both in the Erasmus Plus Project "Keep Europe United" as well as training experience where the central themes are "refugees and frontiers" both on practical and theoretical level in fact I have got the opportunity to see many conferences such as in the European Parliament in Bruxelles or in the Castle of Desenzano, where experts in some sector talked about the latest rules and institutions on immigrants and the possible development of this phenomenon on the European level. These projects were very important also because I could have a concrete real relationship with refugees themselves. I've realized that they are not only war exiles, escaping difficult political situations but they are also the victims of strong ignorance and prejudices among their future fellow citizens. In fact those who should make them feel protected and welcome thus promoting social integration and allowing an exchange of knowledge, culture and ideas prefer to label them as "different" or "foreign" and raise a wall around them.



We Are All Human Beings

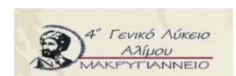
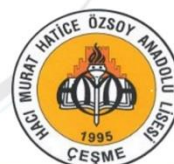
by Diego Garrini, Liceo "Bagatta", Italy

After four international meetings I can state I'm really satisfied with joining this project. It has permitted me to get closer to an unknown reality, which is the reception world, and set me free from a great deal of prejudices and wrong ideas, which are common in the Italian minds. In fact, before this project I didn't know how many migrants had tried to cross the Mediterranean sea and lost their lives, following their hopes and dreams of freedom, or how a refugee camp works or how terrible and unbearable their conditions of life were in their countries of origin.

All this has made me develop a new sensibility towards the phenomenon of migration. First of all, notice that I've used the word "phenomenon" and not "problem" or "crisis", as most people say, because I think these terms would dehumanize them, by reducing them only to an obstacle to our country's development.

We shouldn't never forget they are all human beings, animated by the same feelings of joy, grief, fear and anger and, as an asylum seeker said when we interviewed him for the project, even if their skin is black, their blood is red, exactly as ours. His words struck me and made me feel guilty for the scorn and the indifference a great part of society harbours towards them. This contempt will never stop spreading among people till a xenophobic, narrow-minded and racist mentality survives. This is the first impediment to integration, which nowadays is inevitable in such a world whose foundations are multiculturalism and multiethnicity. This is an irreversible process which is useless to stand against, so the only thing we can do - and to me is the right thing - is to favour it. We must knock down the wall of diversity.

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I have listened to dramatic stories and I am not the same any more.

by Giulia Dell'Olio, Liceo "Bagatta", Italy

Dinghies that sink near the Libyan coast, lifeless bodies that surface (emerge) from the water of Mediterranean Sea, sightings of large boats full of people squeezed as sardines, landings at Lampedusa: these are the typical everyday news on Italian newspapers. Every day, a lot of us, Italian teenagers, while we have dinner in our safe and comfortable houses, we hear from the 8 p. m. newscast about this situation. But, totally concerned on our hectic life, the most of us, is not concerned about it, is not interested on it and, having listened to it millions and millions of times, starts to believe it normal. Fortunately, there are project, like the one in which I took part, that help new generations to open their eyes in front of reality.

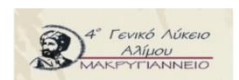
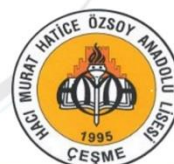
Thanks to the Erasmus+ project "Refugees and frontiers", I had the possibility to be personally involved in this situations.

I've listened to Nigerian women talking about their own dramatic stories. Persecuted in their own country, forced to escape, they told us how difficult and agonizing was their journey towards Italy: they crossed first the desert and then the sea, always squeezed, with no water, with no food, with no cares, but with the constant danger to falling down and die.

I've also met many young men who leaved the same situation. I've spent some days with them, we've talked together, we've exchanged ideas and opinions and, at last, I've found out how similar we are, joined by the same passion for music and sport. But what struck me the most was reading in their eyes, despite all that they had had to face, the joy of being here, the will of reclaiming their life and the faith in a better future.

Moreover, we also have learnt how gaining the "refugee status" long and difficult is. In fact, it is not allowed to everybody and ones who don't have the right requisites are forced to leave Italy. So, this is not an "invasion" as many unaware people sustain. Too much is the ignorance about it. Italians need to become conscious about the superficiality of the circulating news, they need to learn to recognize a true news from a fake one, they need to be well informed, and they mustn't let themselves carry by the stereotypes and the prejudice of society: that's what I've learnt.

Thanks to the project, we also visited situations beyond Italy, as, for example, a refugee centre in the Netherlands and another one Kyos, Greece. This proves that it's a European question: only the whole united Europe can face it, the single country has not enough instruments and skills to do this.





INCLUSION THROUGH EDUCATION AT SCHOOL

By Giorgia Bossini and Chiara Capuzzi, Liceo “Bagatta”, Italy

Toledo guiding principles on teaching about religions and beliefs in public schools.
(2007)

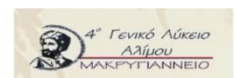
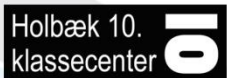
It is important for young people to acquire a better understanding of the role that religions play in today’s pluralistic world. The Toledo Guiding Principles have been prepared in order to contribute to an improved understanding of the world’s increasing religious diversity and the growing presence of religion in the public sphere. (a European Legislation Act) .

School is recognized as the best environment helping children and teens to develop the social value of education and the crucial role of school in education; everyone may interface with different kinds of diversity. One of the main purposes of education is to create thoughtful citizens. Education has to teach how to live well together across religious, ethnic and other cultural differences.

Starting from nursery school, Italy has a special teaching plan finalized to integration of foreign children, who grew up in a different socio-cultural background. They need open-minded educators with deep intercultural knowledge and they need to be respectful of diversity. Catholic Religion is taught two hours per week at Primary school and one hour per week at the Middle School. All the students whose religion is different from the Catholic one can choose to attend another subject called Alternative Activities to Catholic Religion.

In the last few months the Italian Minister of Education, Mr Bussetti, has been preparing a new bill which includes 33 hours a year of civics and an exam concerning this subject at the end of high school. Civics main target is promoting tolerance, lack of prejudice and broad-mindedness to increase bilateral partnership and mutual development of people inside the community they live. Students are involved to become active citizens, aware of their rights and capable of taking and their community responsibility in their own nation, Europe and worldwide.

In conclusion, the European Union is dealing with refugees and their inclusion in the society from their early days at school, a foundation for a peaceful and united world.





Overcoming Prejudices

by Martina Simonelli, Liceo “Bagatta”, Italy

The social situation in Italy and in other European countries is very critical. Thanks to the Erasmus + Project “Refugees and Frontiers” we have known the real situation of migrants all over Europe, that is very different from the one we know through media.

There are so many refugees that arrive in our country every day after a very dangerous and expensive journey. According to our law system they have to ask a special permission to stay in Italy that is not always granted. While they wait for these documents they have to stay in places called refugee shelters where sometimes they are treated very well, if they are lucky, but it is also possible that they are treated very badly.

In my fourth year of high school, I had the privilege of going to Alimos, a little city near Athens, for ten days. During those days I went also to Chios to visit a refugee camp. This part of the island is called “boiling point” because it is not far away from Turkey and is the enter point to Europe for over a million Afghans, Syrians and Iraqis since 2015. They live in some tents, without any kind of help and, of course, they are not accepted by society.

The only way to resolve this situation, that is quite the same all over Europe, is to overcome prejudices, understanding that also refugees are humans, just like us, and they can’t be treated unequally.



Just try to get into their shoes...

By Valentina Pizzocolo, Liceo "Bagatta", Italy

"If I cut my skin it comes out red blood, if you cut your skin it comes out red blood."

This is what a guy from Nigeria told us during a meeting organized for the Erasmus project "Refugees and Frontiers: Keep Europe United."

We often hear newscasts, journalists and politicians talking about migration, but we don't really know how dramatic the situation is.

68,5 million of people from Africa (Nigeria; Gambia; Lybia; Sudan) and from the Middle East (Iran; Iraq; Syria) were forced to escape from their house because of war, political persecutions and ruthless exterminations. The most part of them remained in their own country, but about 28,5 million of people decided to run away from a destiny of sure death, challenging the fate, beginning a dangerous travel, in inhuman conditions that doesn't give them the security of a real safety, but only a little possibility.

To be more tangible, from 2016 to 2018 more than 332.800 people moved to Italy and about 8700 died during their hard and cruel travel through the sea and the desert.

When they arrive in the new country, far from home, maybe alone, after abandoning their own life and after unbelievable experiences, they find prejudices and barriers built by people who don't want to know their stories and sufferings.

"They are here to steal our jobs"; "They receive thirty-five Euros a day in Italy"; "They pretend to be poor but they have enough money to buy a phone...": This is what we think and say when we see them, ignoring that they are here only because they want to live as a human being has the right to live.

When you are about to think something against them, just try to changes the roles.

What would you do if you were in their situation?

How would you feel after leaving behind all that belongs to you, such as your country, your home and probably also your family?

Wouldn't you like to find someone willing to help you?

This is what the Erasmus project taught us, taught me. We all are the same: my blood is like your blood; my life is important as your life; my rights are undeniable as your rights, as their rights. The power of equality, on which our society should be built on, is in our hands, we only need to understand that.



It is not enough to feel compassionized...
by Virginia Stucchi, Liceo "Bagatta"- Italy

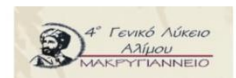
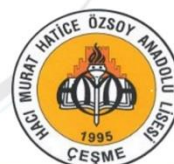
Sometimes we act as judges before knowing the truth. We forget to compare our ideas with the events and we don't care to analyze deeper what is happening around us. The Erasmus + project has helped us to develop a critical conscience. With my classmates I have had the opportunity to meet migrants who applied for asylum. These people escape from war, poverty and oppression. They leave everything behind in search of a better future. They have no choice.

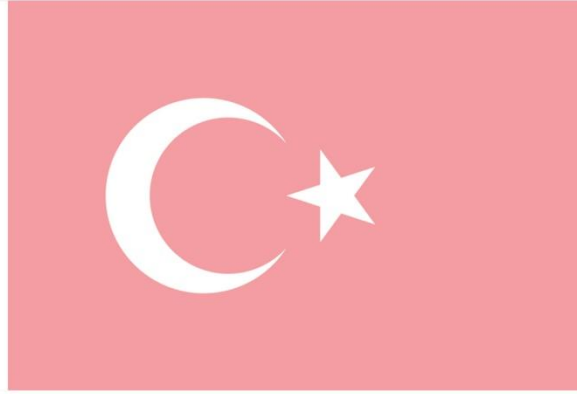
These stories made me think. Too many times we misunderstand their needs. It's not enough to feel compassion or to be sorry for them. All of us have the duty to do something concrete. We have to work on ourselves to overcome our prejudices and groundless fears. Even if it could seem useless I think that it's important to go against the spread of indifference. Reading essays, meeting refugees and others European students make me conscious about the necessity to do something concretely in our daily life. We have to work on ourselves to overcome our prejudices and our unfounded fears.

I also started to be suspicious about the proposal of easy answers for great themes. When we try to reduce the complexity of the phenomenon of migrant flow to Europe inevitably important details will be lost. For example we don't never forget that immigrants and refugees are normal person. They have their dreams, their flaws, their weakness like all of us. We can't classified or stereotype them.

We can't close our borders and our eyes. My generation has grown up with the awareness of being part of a bigger homeland and conscious of its benefits. We need to be careful and to protect ourselves from ignorance and fears. Cooperation, sharing, integration must be the key words to build our future. If we don't work together we risk to lose our humanity and the principles of our culture too.

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TURKEY

08-12 April, 2019

Lars Kongsgaard Jensen (Denmark)

Mette Ludvigsen (Denmark)

Hinde Lemmen (The Netherlands)

Marieke Hoebers (The Netherlands)

Lucia Turra (Italy)

Luciana Mattiotti (Italy)

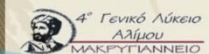
Charikleia Panopoulou (Greece)

Aliki Giatra (Greece)





In the first day our the meeting, we organiesed some icebreacking activities like M&Ss and Kahoot.The students had the joy of entertaining themselves as well as making new friends.





Partners presented what they prepared for this meeting.



to access our kahoot quiz:



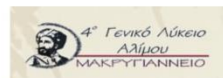
The winner of Kahoot quiz was Kristoffer from Denmark.



While we were having the teachers' meeting at school, the students had a graffiti activity outside. They expressed their feelings towards the peace and tolerance on the walls through graffiti.

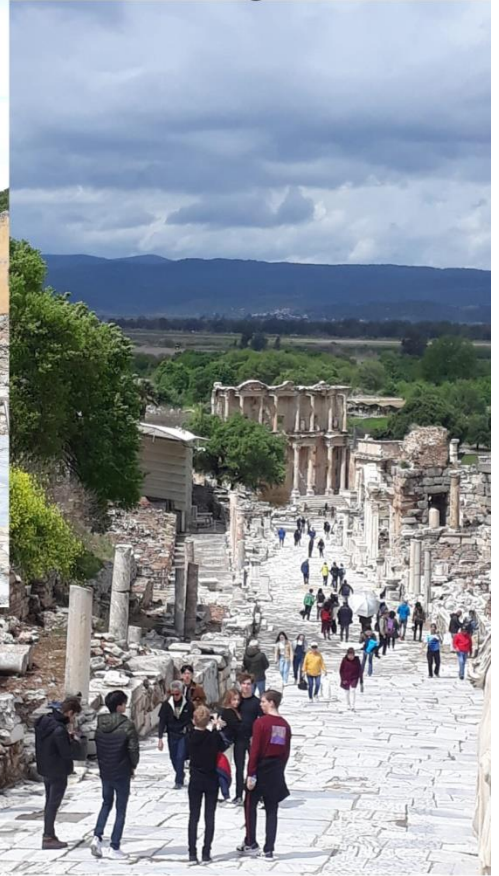


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The ancient city of Ephesus, which is one of the most important centers of civilization, culture, science and art in the ancient world and hosted one of the seven wonders of the world, the Artemis Temple, is located within the borders of Selçuk district of İzmir. Every year, approximately 1.5 million people visited the excavations in the ancient city of Ephesus in Turkey's most beautiful ancient cities are located in more than 100 years continues. Celcus Library, each of which is a magnificent architectural masterpiece, Hillside Houses, Ancient Theater, King's Road and numerous archaeological works are

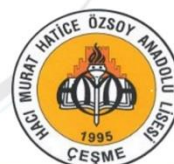




The Church of Mary is an ancient Christian cathedral dedicated to the Theotokos (The Virgin Mary), located in Ephesus (near present-day Selçuk in Turkey). It is also known as the Church of the Councils because two councils of importance to the history of Early Christianity are assumed to have been held within. The church is located in the south stoa of the Olympieion (Temple of Hadrian Olympios) next to the harbor of Ephesus.



efes virtual tour





We visited the Coast Guard Headquarters in Çeşme. They provided us with information on the refugee issue on the coasts of Turkey, how they react to the situation, the whole procedure by the international agreements etc. They also showed us and gave info about their ships and boats and also presented actual footage videos which they shot in many cases.





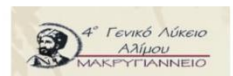
Turkey's third most populated city, fairs and congresses center of Izmir, is a modern port city integrated with trade and industry. To the west of İzmir lies Çeşme Peninsula with its colorful sea, beaches and thermal centers. Ephesus, one of the most famous cities of ancient times, was one of the largest cities in the world during the Roman Empire.



İzmir



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We opened our exhibition with the theme of refugees in Çeşme Haralambos church. Çeşme Mayor, district national education director and education community participated in the exhibition, which included approximately 250 paintings.



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4^o Γενικό Λύκειο Αλιψού ΜΑΚΡΥΤΑΝΝΕΙΟ



Marbling works



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4^ο Γενικό Λύκειο Αλίμου ΜΑΚΡΥΤΑΝΝΕΙΟ



One of the activities in the Cultural Center was the exhibition by Mr Korcan Karar, a famous anchorman and journalist. He was sent to Chios Island to photograph SOUDA Camp as the reporter of Huffington Post. He gave a different and broad aspect of the refugee problem to us. Thanks for his contribution.



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4^ο Γενικό Λύκειο Αλίμου ΜΑΚΡΥΤΑΝΝΕΙΟ



We had a farewell party on our last night and gave the certificates. The students were a bit sorry while saying good bye to their friends but every end is also a new beginning and they were already making plans to meet their friends again.



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4^ο Γενικό Λύκειο Αλιφίου ΜΑΚΡΥΤΑΝΝΕΙΟ



During the project LTTA week in Turkey, we couldn't visit the refugees' settlement in İzmir for safety reasons. But before the meeting, we had to chance to visit two camps with a limited number of our students.



At our school we organised a campaign for collecting toys and gifts for refugee children and our students distributed them in the camps.





In the camp we talked to most of the refugees about their story from the beginning, their dangerous journeys, the situation here, their expectations etc. We also took many photographs of them and used these photos to create a photo album which also consists of poems about the refugees by the students of all partner countries. The album was given to every partner in the meeting in Italy.

