

Passengers on the Same Bus!

No Place for Discrimination

Segregation and Inequality!

By Petros Tekkelas

Erasmus⁺ KA229

**Cyprus, The Czech
Republic, Italy and
Finland**

2018-2020



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“Passengers on the Same Bus!

No Place or Discrimination, Segregation

And Inequality!”

Author and Editor of the book:

Petros Tekkelas

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Introduction to our Project

INTRODUCTION

The need for education to contribute to social cohesion, equality, non-discrimination, and civic competences has proved to be one of the main challenges and future priorities in the era of a united Europe. Yet, discriminatory attitudes and diversity problems are still persistent challenges to be addressed. The present refugees' situation has added an additional critical need for Europe to recruit innovative practices, investing in education.

Our project under the title "Passengers on the Same Bus! No Place for Discrimination, Segregation and Inequality" has been a bridge, initially connecting four European partner-schools: Xylofagou Gymnasium as coordinating school, Ceske Budejovice Gymnasium in the Czech Republic, Tommaso Fiore Gymnasium in Italy and Kainuun Ammattiopisto in Kajaani Finland. By integrating and sharing specific experience, viewpoints, knowledge and best practices, we have succeeded in widening the bridge. Strictly dedicated to our aim, our partnership has fostered the promotion of social cohesion among and beyond school communities and developed competencies in sustaining it.

The whole project has been well designed to meet its objectives. Our aim has been to raise awareness and trigger the sensitization of participants and target groups on the issues of discrimination and diversity, as well as to develop competence in tolerating and respecting others. In addition, our project has aimed towards developing awareness and competence in predicting and tackling the phenomenon of bullying at schools and increasing awareness and tolerance towards refugees and asylum seekers.

The design and implementation of our learning activities, events and tasks have been developed under an innovative method in order to yield the outstanding and utmost results possible. Furthermore, four learning activities (short-term exchanges of groups of pupils) were designed under an effective and much promising methodology. This innovative methodology included creative and experiential workshops, conferences with external experts, short activities like role-playing, creation of artistic tasks, visits to reception halls and refugee camps, as well as visits to places of cultural interest. Unfortunately, the fourth activity in Kainuun Ammattiopisto in Kajaani in Finland was cancelled due to the COVID-19 pandemic.

Our 24-months project, starting from September 2018 and ending in August 2020, has been more than a sweet journey. It has been a precious source of invaluable memories, knowledge and experiences.

Our Project

“Passengers on the Same Bus!

No Place for Discrimination, Segregation and Inequality!”

“Passengers on the Same Bus! No Place for Discrimination, Segregation and Inequality” is an Erasmus+ KA229 (School Exchange Partnerships) project, which started on the 1st of September 2018 and ended on the 31st of August 2020. Xylofagou Gymnasium in Cyprus-a regional Public school located in a rural area of Larnaca’s district-is the coordinating school-partner. The project consists of four school-partners: Xylofagou Gymnasium in Cyprus, Jirovcova Gymnasium in the Czech Republic, Tommaso Fiore Gymnasium in Bari-Italy and Kainuun Ammattiopisto in Kajaani-Finland.



Students and teachers-participants from all the four schools during the activity one in Cyprus.

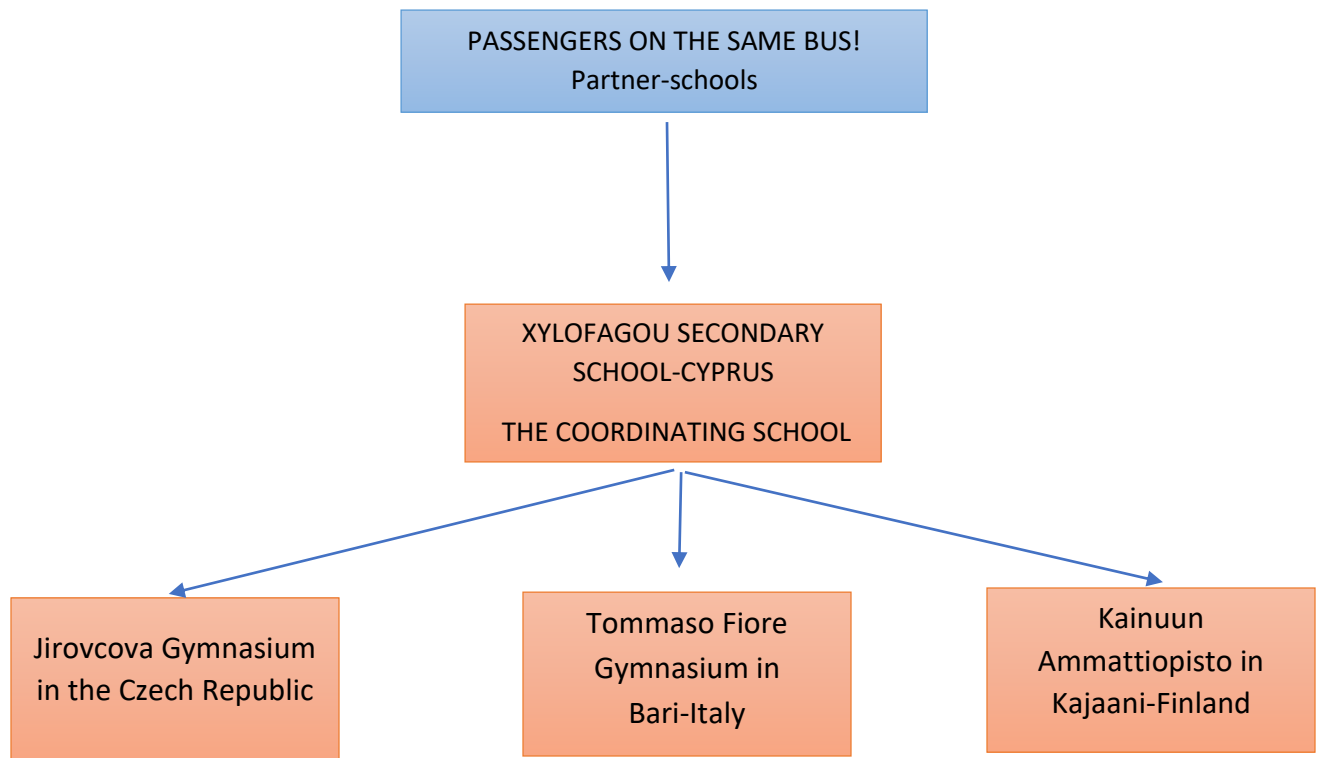
The motivation for our project.

It is beyond question that social inclusion has proved to be a dynamic process of valuing all individuals and recognizing their diverse contribution to communities. All children should have the right and entitlement to be socially included in their school. We have chosen the priority of social inclusion and mainly discrimination, diversity and refugees’ issues in order to fulfill our aim to secure for all students the feeling of being valued and fight discriminatory attitudes. Promoting social inclusion will certainly provide our students the opportunity to fulfill their potential, take part in educational opportunities with their peers and grow respect and understanding of diversity.

Since school provides the context of a child’s first relationship with the world outside, aiming towards social inclusion will certainly enable the development of social relationships and interactions of our students in the world outside the school setting.

PARTER-SCHOOLS

The choice of our partners was not accidental. We valued their experience, their work and their professionalism in issues concerning the educational arena.



The main idea of choosing our partner-schools was based on a variety of criteria which could best enable our project to fulfill its objectives. Experience gained from previous participation in Erasmus+ KA2 programmes, background, covered programmes, level of education, number of students and staff and the school's motivation to join the project, were some of the basic criteria while choosing the partner-schools of the project.

The Xylofagou Gymnasium in Cyprus

The Xylofagou Gymnasium is a regional public school, located in a rural area of Larnaca's district. At the time the school joined the project, there were 315 students and 51 teachers. The majority of students come from the two nearby villages, Xylofagou and Liopetri. All students are between the ages of 12 to 15 and they attend a three-year circle of courses with all taught subjects common and compulsory for all students. Xylofagou Gymnasium is the coordinating school of the whole project.



Jirovcova Gymnasium in Ceske Budejovice- The Czech Republic

Our partner-school from the Czech Republic is one of the best quality schools in the country and it has participated in various Erasmus projects. It can offer a lot to the issues of diversity and discrimination since it has managed itself to deal efficiently with these issues and won the first place in the Czech Republic in the programme "Excellence Secondary School". Jirovcova Gymnasium is in the centre of the city Ceske Budejovice.



Tommaso Fiore Secondary School in Bari-Italy

Tommaso Fiore is a secondary school which lies in Poggiofranco area, on the west side of Bari in Italy. The Italian school and its staff have noticeable experience in diversity issues with students with special needs and its teachers have been involved in various seminars and programmes concerning social inclusion. This school has been a valuable source of knowledge, practices and innovative ideas on the issues of refugees, asylum seekers, discrimination and diversity.



Kainuun Ammattiopisto in Kajaani-Finland

Kainuun Ammattiopisto is a vocational school on the secondary level in Kajaani in Finland. The Finnish school has produced much valuable work in the educational field. It has developed outstanding teaching methods and got many prizes in various educational programmes. Its teaching staff is highly trained and has been constantly involved in educational training. Kainuun Ammattiopisto has been a valuable source of knowledge, practices and innovative ideas on discriminatory issues, on the issue of bullying and the inclusion of students with special needs. The fourth activity under the title "Lets Uproot Bullying" was about to take place in the Finnish school. Unfortunately, the activity was cancelled due to the pandemic of COVID-19.



The Participants and their Role in the Project

The selection of the participants has been, indeed, a crucial parameter of our project's success. Therefore, as partner-schools, we set right from the beginning of our preparation a set of criteria for their selection.

Students-Participants

All students were given the opportunity to apply for their participation in the activities of the project. However, the choice of the participants was laid on each Erasmus Team of each school, based on common criteria set by all partner-schools. One of the main criteria was that the potential participant should be eager and able to host and be hosted by a family abroad. Moreover, English and ICT competencies were some of the main criteria set by all partner-schools.



The Akhyronas Barn Museum in Liopetri-Students-participants from all the three schools during the 1st activity in Cyprus.

The choice of the students-participants in all the three activities had to be made with much caution. Our students-participants were the main ambassadors of our programme-the people on whom the spread of our project's results rely on. There was much preparation and training of the participants before the enactment of each activity so as to prepare all-students and parents- for each mobility. It was obvious that the hosting of the students could be one of the greatest difficulties of our project. However, there were not severe problems as far as the hosting of the students is concerned. On the contrary, our students from all countries feel so excited about being able to have such precious experience. On the other hand, all parents who hosted students were so responsible, caring and warm.

The hosting of the students-participants was one of the important issues that we had to be cautious about. *"Thank you for giving us the opportunity to live this"* – That was a written message of a mother of a hosting family a few minutes before our departure. *"A lifetime experience", "the sweetest journey", "unforgettable experience" ...* This is how students and parents express their excitement over participating in our project.

Our Project's Objectives

Based on concrete objectives, our project sought to deliver certain changes and outputs for our participants and our organisations-school communities.

Acquiring knowledge and experience from the part of learners and staff, as far as diversity, discrimination and segregation are concerned, has been one of the most important objectives. We expected students and teachers to gain knowledge and awareness as well as experience in the issues of discrimination and diversity among students. We aimed towards turning the negative attitude of students on diversity to positive one, and we worked hard to help students conceive diversity as a powerful tool which can unite their school community instead of separating it. Moreover, all our efforts intended for the participants to gain much experience and knowledge in foreseeing ways to prevent and even deter discrimination, inequality and diversity problems.

Furthermore, one of our project's main objectives has been to respect and cherish human rights and mainly the right of refugee students to be included in our school communities.

At the same time, our participants have been encouraged and trained to use new communication technologies so as to be able to establish instant and continuous communication with other organisations and schools and by doing so, be able to share information and achieve cooperation in a long-term basis.

Fortunately, the results of our projects have been beyond our expectations. Despite the fact that we were called upon to face some difficulties during the preparation and the enactment of the activities, our project had indeed brought positive changes and improvements to our school communities.



Short-Term Exchanges of Groups of Pupils

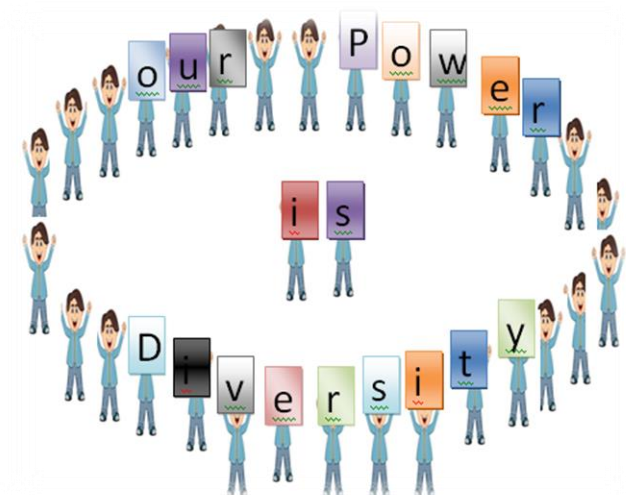
The four Activities of our Project

A Short Description of our Activities

“Passengers on the Same Bus” consists of four activities (short-term exchanges of groups of pupils). Each activity was developed, managed and monitored by the country of venue. Activity One took place in Cyprus on the 26th of November 2018. Activity Two took place in the city of Ceske Budejovice in the Czech Republic on the 1st of April 2019. Activity Three was developed in Bari in Italy on the 7th of October 2019. Unfortunately, the fourth activity in Kajaani in Finland, which was due to take place on the 31st of March, was cancelled due to the pandemic of COVID-19.

Each school sent five students-participants and two teachers to the country of venue. The hosting country was responsible for the preparation and the monitoring of the activity as well as the hosting of the students-participants. All the activities were designed to last for 5 days. There were specific objectives set for each activity. These objectives were carefully designed to lead to the main objectives of our project. The coordinator of our project, Mr. Petros Tekkelas from Cyprus, was the responsible person to coordinate the activities and mainly their design, objectives and methodology so as to achieve better results.

Experience, emotional involvement and awareness have been the three essential ingredients of the successful methodology we used in order to develop the three activities of our project. And it is obvious that the combination of these three ingredients has led our project to success.



Passengers on the Same Bus!



26th - 30th of November,
2018
Regional Gymnasium of
Xylofagou-Cyprus



No Place for
Discrimination,
Segregation
and Inequality!
"Cyprus"



Diversity Unites us!
It does not
Separate us!
"The Czech
Republic"



Let's Uproot
Bullying!
"Finland"



"I am a refugee, a
migrant-NOT a
criminal"
"Italy"



www.passengers-erasmus.simplesite.com



Working together against Discrimination, Segregation and
Inequality!
26th-30th of November. Regional Gymnasium of Xylofagou.

Activity One (C'1)

**“Adopting and Developing New
Communication Technologies”**

Place of Venue:

Xylofagou Gymnasium

Cyprus,

26/11/2018 – 30/11/2018

Activity One (C'1)

“Adopting and Developing New Communication Technologies”

A short Description of the Activity One C'1

Activity One took place in the Xylofagou Gymnasium-the coordinating school- in Cyprus on the 26th of November 2018 and lasted five days. There were five students-participants and two teachers-participants from the Jirovcova Gymnasium in the Czech Republic, the Tommaso Fiore Gymnasium in Bari-Italy and the Kainuun Ammattiopisto in Kajaani-Finland. Students-participants were hosted by the students of the Xylofagou Gymnasium and teachers stayed in hotels and apartments.

Objectives of the Activity One C'1

The main aim of this activity was to develop the ability for the participants to use certain communication technologies in order to be capable of communicating, cooperating and disseminating the results of our project. A further objective was to introduce students-participants with the issues of diversity, discrimination and Segregation, which were the core topics of our projects. Consequently, during this activity we aimed towards setting the foundations on which the whole project would base on. Besides, that was the main reason that the first meeting was chosen to be in the Xylofagou Gymnasium as a coordinating school.

Methodology

Taking into consideration the diverse competence of our participants in the use of the English language, all our activities were designed and developed at a less demanding level as far as language is concerned. Furthermore, there was a continuous evaluation of the results of each activity and minor or major changes were made where and when the results of a specific activity were not the ones we expected to be.

Perhaps the most distinguishing feature of our project's methodology has been our pursuit for our participants to be emotionally involved through real-life situations in well-designed tasks and activities.

Opening Event

This opening event was officially the first meeting of the four school-partners. It took place on the 26th of November 2018 in the Xylofagou Gymnasium in Cyprus. It was a very warming and promising event. That was the beginning of our long and precious journey with the name “Passengers on the Same Bus!”.

OUR PROJECT

Our ambitious project under the title “Passengers on the Same Bus! No place for Discrimination , Segregation and Inequality”, will make a bridge, initially connecting four European partners-schools; Cyprus, Finland, Italy and the Czech Republic.

Integrating and sharing specific experience, viewpoints, knowledge and best practices, we aim to widen the bridge, moving from local and regional level towards national, European and international level.

Our students-participants will become pioneer ambassadors , within their school community and beyond, combating discrimination and inequality.

Erasmus+

STRENGTH LIES IN DIFFERENCES, NOT IN SIMILARITIES

“Passengers on the same bus!!
No place for Discrimination,
Segregation and Inequality!”

Erasmus+

26th to 30th of November, 2018.
Regional Gymnasium of Xylofagou

Erasmus+

PASSENGERS ON THE SAME BUS!

NO PLACE FOR DISCRIMINATION, SEGREGATION AND INEQUALITY

The beauty of the world lies in the diversity of its people.
— Voltaire

26th to 30th of November, 2018.
Regional Gymnasium of Xylofagou

The Gymnasium of Xylofagou has never been involved in KA 229 Erasmus+ programmes before. Therefore, a strong foundation had to be built on which the whole programme could lie on. The first meeting of the school-partners during the opening event was a strong proof that our project could be a successful one.

Teachers of the four partner-schools during the first meeting in Cyprus on the 26th of November 2018.



1. Petros Tekkelas – The Xylofagou Gymnasium Cyprus – Coordinator of the whole programme.
2. Pavel Kavric – The Jirovcova Gymnasium in the Czech Republic – Principal and coordinator of the Czech Republic school Erasmus+ programme.
3. Merilainen Kaija– The Kainuun Ammattiopisto in Kajaani-Finland – Vise principal and coordinator of the Finnish school.
4. De Giglio Giovanna – The Tommaso Fiore Gymnasium in Bari-Italy – Principal and coordinator of the Italian school.
5. Antonis Antoniou – The Xylofagou Gymnasium Cyprus – Teacher-participant.
6. Helena Victova – The Jirovcova Gymnasium in the Czech Republic – teacher-participant
7. Maria Carmela - The Tommaso Fiore Gymnasium in Bari-Italy – Teacher-participant.
8. Tuula Humanen – The Kainuun Ammattiopisto in Kajaani-Finland – Teacher-Participant

Opening Event Programme.

Opening Event Programme

- 9:30** A short play on bullying.
- 9:35** Welcoming by the students' Erasmus+ Group and the headmaster of Xylofagou Gymnasium Mr. Marios Lysandrou.
- 9:45** A short presentation of the project by the coordinator of the programme.
- 9:50** Traditional dances and songs by Cypriot students.
- 10:00** Presentation of the four countries-partners of the project by students.
- 10:40** Please treat yourself!

Passengers on the Same Bus!

No place for Discrimination,
Segregation and Inequality!!

26th of November, 2018
Gymnasium of Xylofagou





As the saying goes, “coming together is a beginning; keeping together is a progress and working together is success”. The first step was made. The beginning was hard and demanding but nothing could be more rewarding than seeing four schools from different parts of Europe working together and joining their forces to achieve their goal.



Mr. Marios Lysandrou, the principal of the Xylofagou Gymnasium and Mr. Tekkelas Petros, the coordinator of the Erasmus+ Programme are opening the first activity C'1 of the project.

Breaking the Ice



It was somewhere here that the ice began to break. A number of icebreaker activities were designed to facilitate the participants' effort to come closer. To be honest, it was not hard to achieve it. Students soon started realizing that although there were differences – in language, nationality, skin colour and culture- there were so many common and vital things that were strong enough to keep them together.



“A Migrant Bird” – A short Play on Bullying and Discrimination

A short film called “A Migrant Bird” was successfully acted by the Erasmus+ Group of Xylofagou Gymnasium at the first meeting of our project in Cyprus. The script of the play was written by the coordinator of our Erasmus+ Project and teacher of English Language and Literature, Mr. Petros Tekkelas. The One-Act play shows light on the common problem of bullying and the emotional impact of such behaviour on possible victims. The spectators are given powerful anti-bullying messages as the script unfolds profound and hidden parts of the suffering of the victim.

The daring efforts of one of her fellow students to support her at any cost, give strong messages to the spectators of how to deal with similar cases in their school environment and beyond it.



Students-participants of the Xylofagou Gymnasium are acting an antibullying short film produced by the coordinator of our Erasmus+ Project Mr. Petros Tekkelas



The short film “A Migrant Bird” shows light on the common problem of bullying and the emotional impact of it on the victims.

A Visit to the Commissioner's Office for the Children's Rights in Nicosia-Cyprus

The conference with the Commissioner for the Children's Rights of the Republic of Cyprus, Mrs. Koursoumba Leda was focused on the need for the Children's Rights to be protected as well as the efforts of the institution towards the full and effective implementation of the children's rights in Cyprus.



Students-participants had the opportunity to get involved in a discussion concerning the Children's Rights in a very comfortable and hospitable environment.

Workshop: The Cracked Pot

“The Cracked Pot” was a successful activity which took place on the third day of the Activity C’1 in Cyprus. Through the known fable of “the cracked pot”, the workshop opened up with the issues of diversity, discrimination and segregation. Participants were firstly warmed up by watching a video with the fable and then encouraged to get involved in well-structured tasks.

The objectives of this Activity were to sensitize participants over discriminatory issues and encourage the sharing of ideas and thoughts. The workshop aimed to provide participants with further knowledge and experiences over the problems we encounter in our school environment and generally in our society as a result of the lack of respect diversity issues. The methodology used to carry this task was mainly the emotional involvement of the participants through sound, picture, art craft, discussion and storytelling. To facilitate participants to overcome potential language barriers, the fable was translated into Finnish, Italian, Czech and English.



Students are drawing their own pot. Each pot is unique, different but so beautiful!

Much to our amazement, we noticed that our participants-students and teachers were so much absorbed in their effort to draw their own pot.

Thirty-eight completely different pots were drawn-that was the exact number of our participants. On every single pot drawn by participants, there was something common and that was DIVERSITY.



Mr. Pavel Kavric, the principal of the Czech school is holding the poster of all the diverse pots.

Activity C'1 –

Xylofagou
Gymnasium

When all the pots were put on a poster, almost all the participants realised that we were unconsciously trying to find the most beautiful pot on the poster. However, choosing the most beautiful pot was totally depended on our way of thinking and on the various criteria each one of us had previously set.



Thirty-eight different pots were drawn by the participants.
“Which one is the best?”

The task which revealed how biased we are and gave the participants a strong message about diversity and discrimination

Activity C'1
Xylofagou

That was a strong proof that there was a force deep inside us, powerful enough to tempt us to discriminate over the different pots. In the end, we all agreed: We are all, more or less, biased. No matter how hard we try-difference does not make the difference. As soon as all the pots were put together, a new dynamic was created. The beauty of that poster was the diversity among the pots. The beauty of our world lies in the diversity of its creature.

The message given by this activity was undoubtedly strong and well-structured to penetrate our hearts. “Diversity is our power, not our weakness”!

Workshop: The Race of Life

The “Race of Life” activity is a role-play activity which was successfully developed during the Activity C’1 in Cyprus. The activity took place in the schoolyard and it was opened for all the teachers and students of the school.

“The Race of Life” activity aimed to raise the issues of inequality and fair treatment disregarding any diversities such as colour, family background, nationality, gender, etc. It was one of the touchiest experiences our participants had during the whole project. We considered that the most effective way to get our participants involved in the issues of inequality and discrimination could only be a task with a scenario much like the ones we encounter in our real world. Role-Play approach could be the most suitable technique for our case.



Role-Play activity “The Race for Life” which took place during the 1st activity in the Xylofagou Secondary school.

Each participant was given a cue card- a different identity. All the participants stood in a line and got ready to compete themselves in a running race. However, before the beginning of the running race, the teacher called participants who fulfilled certain criteria according to the cue-card identity they were holding, to take several steps forward. For example, students whose parents were not divorced should have moved three steps forward. Students whose skin colour was white should have moved four steps forward and so

on. It was then obvious that the starting point for the race was not the same all the participants. Privileged students were far too front than the others.

It was time for the race. The whistle is heard. The battle begins. All participants are struggling to reach the end. For the privileged participants, the opportunities to win are much more than the others. But still, you could see a lot of the non-privileged participants try hard and almost win.



"The Race for Life" activity helped participants realise that all people should be treated equally, no matter their origin, family background, skin colour, language and religion.

A torrent of reactions and thoughts were caused by the end of the activity. That was the actual aim of the activity after all – to make participants realise that it is not our choice to be born in a poor family or with white or dark skin or have divorced parents. This is life! However, we ought to respect and value the efforts of those people who are born to be "non-privileged" and yet struggle to survive. That was the conclusion of our discussion a few minutes after the race had ended.

A Visit to the Achyronas Museum in Liopetri

Our visit to the “Achyronas” Museum - the barn where the four Cypriot heroes sacrificed their lives for the freedom of Cyprus against the British rule in 1958.

All participants shew great interest in listening to the story of the Achyronas Battle. They were informed about the history of the island mainly during the British Rule and the efforts and struggles of Cypriots to regain their freedom. They also shew great attention to the story of the heroes of the Achyronas Barn and expressed their admiration for the courage and love of these people towards their country.



Our visit to the Achyronas Museum in Liopetri during the 1st activity in Cyprus.



Getting to know the history of a country is the first step towards showing respect to others and yourself.

Our visit to that historical monument aimed to develop respect over the history and diverse culture of all countries. The visits to important historical places constituted an integral part of our project's activities. We consider that the development of respect towards the history and culture of the places beyond our own boundaries can be a milestone of our efforts to foster respect towards diversity.

A Visit to the Avgorou Ethnographic Museum



Ethnographic Museum on the village of Avgorou during the first activity C'1 in Cyprus

Our visit to the Avgorou Ethnographic Museum took place during the first Activity C'1 in the Xylofagou Gymnasium in Cyprus.

The Ethnographic Museum on the village of Avgorou is housed in a 1921 two-store, traditional residence. The museum depicts the daily life of the previous generations on the island. Our participants had the opportunity to see rare 19th-century woodcarved furniture, costumes, silverware and pottery. They were amazed by the collection of paintings and the priceless traditional textiles and embroideries of the 18th – 19th century as well as by many other traditional utensils and tools.



In the yard of the two-storey traditional residence in the Ethnographic Museum.

The visit to the Ethnographic Museum on the village of Avgorou was a great opportunity for the participants to meet the Cyprus tradition and the way of life of the previous generations on the island. It was an enlightening visit which triggered a lot of questions and boosted the interest of the participants in the different lifestyle of the residents of the island of Cyprus.

Meeting the tradition and the customs of the partners was the first step towards growing and developing respect towards diverse cultures. By the end of the day, it was clear that our visit's objectives were completely fulfilled.

The Ghost Town of Famagusta

Our drive from the Ethnographic Museum in Avgorou to the village of Deryneia across the Green Line, caused overwhelming emotions among the participants. The barbed-wire fencing across the Green Line reminded participants of the concrete walls of Berlin. Teachers and students were so much concerned with getting informed about this event-the invasion of the Turkish troops in Cyprus in 1974 - which ended up in separating this small island into two parts.



Famagusta-the Ghost Town. Its residents were forced to flee to other parts of the island after the Turkish Invasion of Cyprus in 1974. Since then legal Greek-Cypriot residents are not allowed to return to their homeland.

Visiting the Cultural Centre of Occupied Ammochostos (Famagusta) gave the participants the opportunity to get informed about the Ghost Town of Famagusta. The centre was created to host regular presentations and briefings regarding the prevailing Cyprus problem – the resulting division of the island following the Turkish invasion of 1974. Our visit to the place boosted long and interesting discussions regarding relevant historical events in the partners' countries which resulted in depriving freedom and violating human rights.



The Cultural Centre of occupied Ammochostos in Deryneia

Using Kahoot

Kahoot is a game-based learning platform that makes it easy to create, share and play learning games. This application helped us to power up learning and transfer information to participants in an attractive and effective way. The kahoot games were tailored to our project's needs and mainly to help us fulfill the objectives set.


Furthermore, our kahoot games were precious tools to evaluate and measure the degree of success, as far as the fulfillment of our objectives was concerned. Participants were challenged to share information about diversity, segregation and inequality as well as the cultures and customs of the involved countries in our project.

Using the particular games, we managed to engage all the students-participants, disregarding their English language competence, since they were designed in a very simple form and language.


Kahoot games attracted the interest of all the participants and unleashed the fun in our workplace.

My Kahoots


Team space



I am a refugee-a migrant-Not a...
Tekkelas **72 plays**



Cyprus-Italy-Finland-Czech...
Tekkelas **31 plays**



Passengers Tekkelas
Tekkelas **47 plays**

Three of the Kahoot games that students and teachers loved very much.



Students and parents playing a Kahoot game during the 1st activity in Cyprus.

“Raven” – The Free Communication App – a Product of the Activity C1 of the Project.

The application called “Raven” is one of the products of the Activity C1 in Cyprus. It was created and developed by the teacher of ICT of the Xylofagou Gymnasium Mr. Antonis Antoniou.

Since the activity in Cyprus was the first activity of the project and the first meeting of the participants, the issue of effective communication among our participants was a matter to be considered. We had to take seriously into consideration that our participants came from four different countries with a different language and different English language competence. There was, indeed, the need to find a way to enable and sustain effective communication among the participants. Besides, that was the main core of the first activity in Cyprus.

“Our initial thought for the design of the communication app called “Raven” was to develop a way so that the participants of the Erasmus+ programme of our school could sustain and develop communication among them. We ought to take into consideration the fact that the participants of our programme could not communicate in four different languages and in some cases, their English language competence was not good enough to enable effective communication and interaction.

After discussing the issue with a friend and colleague of mine, we decided to design an application where participants could communicate via text messages. Additionally, we added real-time message translation so that they could communicate instantly in any language. Moreover, this



application would foster long term relationships among students since sharing of ideas and respect of different cultures could be achieved.

Creating groups in “Raven” is perhaps one of the powerful and promising characteristics of our apps. Students and teachers-participants of our project and any other student and teacher from a European country can join the groups, discuss and share opinions about common issues of interest and even create a forum. Our app has enabled us to overcome any difficulties, worries and anxiety of communication among students and teachers with a different language since Rave could provide participants with accurate and live translation into almost all the languages of the world. Making or receiving instant video calls is also provided by using this application. The use of our application “Raven” is free for all the participants, and its access is simple.



Much to our amazement, we noticed that the application has been used extensively by our participants in order to communicate with other students of the four European participating schools. The application is available for mobile phones with the operating system ios (iphone) and android (Samsung, Huawei, Sony), etc. You can download the application from the Play Store and App Store using the Keyword ravenanm”.

Hosting Participants in the Village of Xylofagou and Liopetri

The hosting of participants-students in each of the country-venue was probably one of the hardest things we should take care of. The safety and the well-being of our students had always been our priorities. Therefore, too much care was taken to organize and monitor the hosting of the participants to secure safety. There was much preparation of students and families as far as the hosting of the students was concerned. Possible difficulties and necessary details about the participants' health, allergies, dietary restrictions were collected in advance. Alternative and emergency plans were designed and implemented so as to secure the participants' safety. There was a close communication among all the involved parts of each school-partner, and we sustained a 24hour channel of communication among students, teachers and parents to be ready to deal with any possible difficulty.

Moreover, the hosting of the participants was anticipated to bring important outcomes for the students themselves. Sharing family moments in an everyday life environment in a foreign country proved to be a great opportunity for our students to meet and respect diverse cultures as well as their culture.

Although some minor difficulties were encountered on the first days of the participants' hosting, all students came up with the most valuable life experiences.



Hosting families, students and teachers together at a restaurant in Xylofagou.



A Cypriot student with two Finnish students in Cyprus.



Students-participants and teachers are having dinner at a restaurant in the Xylofagou village

We are grateful to all the parents and hosting families for being so hospitable, caring and responsible. As hosting parents mentioned “It was something we have never lived before. A very wonderful experience”.

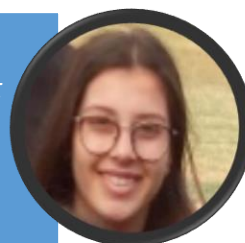
The whole procedure of hosting and being hosted was one of our main means in order to achieve the objectives set for our project. Sharing, understanding, respecting, taking care, were all included in hosting and being hosted.

We are really glad to see that new channels of communication have been opened among the students and the families of the four school-partners.



Students-participants and teachers are having dinner at a restaurant in the Xylofagou village.

“I was so worried about hosting a person from a different country with a different language, religion and customs... but from the first moment I met her, I knew it-differences do not separate people”. Andriana Eleftheriou from Cyprus.



The “Goodbye Event

On the 31st of November 2018, our “BUS” finally reached its destination. It was its maiden journey where all passengers, disregarding their diverse cultures, skin colour, religion and nationality, had equal opportunities and shared unforgettable life experiences. No matter how big the bus was; there was a seat for everyone.

All participants- teachers and students- were given a certificate of attendance and the Europass Certificate.

However, apart from the above certificates, the participants would carry with them something which was deeply rooted in their heart; that diversity does not separate us but rather unites us. As ambassadors of our project’s innovative ideas and practices, all participants were more than ready to spread the results of our activity in Cyprus and prepare the ground for the further development of our project within their school communities. Perhaps, the best conclusion lies in the words of

“For me, my participation in activity C1 in Cyprus was the most compelling and tangible proof that diversity is power!”



Mr. Marios Lysandrou, the principal of the Xylofagou Gymnasiou in Cyprus, is delivering the certificates of attendance.



The group of Cypriot students-participants of the activity C1 in Cyprus and all the teachers-participants at the back.

Georgia Panayi-a Cypriot participant:

Activity Two (C'2)

**“Diversity Unites Us! It Does not
Separate Us!”**

Country of Venue:

**Jirovcova Gymnasium- Ceske
Budedjovice – The Czech Republic**

1st of April – 5th of April 2019

Activity Two (C'2)

“Diversity Unites Us! It Does not Separate Us!”

A Short Description of the Activity One C'2

The Activity Two C'2 took place in the Jirovcova Gymnasium in the Czech Republic from the 1st of April 2019 to the 5th of April 2019. There were five students-participants and two teachers-participants from each of the sending schools – the Xylofagou Gymnasium in Cyprus, the Tommaso Fiore Gymnasium in Bari-Italy and the Kainuu Ammattiopisto in Kajaani-Finland. All students were hosted by the students of the Czech school whereas all the teachers-participants stayed in hotels and apartments.



All students-participants from the four countries during the activity C'2 in the Czech Republic.

Objectives of the Activity Two C'2

The activity C'2 was under the title “Diversity Unites us! It Does not Separate Us!” and it focused on diversity, discriminatory and segregation issues. The aim of this activity was to promote tolerance and combat discrimination and segregation in the school environment.

Methodology

After the implementation of the Activity C1 in Cyprus, we had gained much experience and knowledge of the possible difficulties the participants could have encountered. We mainly focused on tasks and activities which could enable students to acquire experience rather than knowledge. Students were involved in experiential workshops, games related to our topic and visits to reception centres. They were also asked to express themselves and rather depict their thoughts and opinions using art. Additionally, our pursuit of the emotional involvement of our participant was reinforced, since we had previously observed that this approach could bring loads of positive results to our objectives.

Opening Event

The opening event was on the first day of the activity in the Czech Republic on the 1st of April 2019.

The four schools presented their school, culture, educational system, their traditions and customs. It was a very warming environment since much of the ice had been broken during the first activity in Cyprus. It was obvious, from the very beginning of the activity that our meeting in the city of Ceske Budejovice would be more than a success.



The opening event on the 1st of April in the Jirovcova Gymnasium



The Czech students-participants are presenting their school, culture and educational system during the opening event.

Much to our surprise, we observed that our students from all the four schools showed much interest and respect over the diverse culture and traditions of the hosting and sending countries.

Furthermore, it was profound that our students felt quite proud of being able to share their culture and traditions with the rest of the participants.

Besides, that was one of the main objectives of our project; to raise respect and tolerance over diverse cultures, customs and traditions.



A Cyprus traditional song and dance during the opening event in the Jirovcova school in the Czech Republic captured the interest and caused admiration towards the diverse customs of the island of Cyprus.



The presentation of the Finnish culture, customs and educational system on the left, and the Italian presentation on the right, kept all participants' interest acute right up to the end of the opening event.

A Game with QR Codes

The QR codes game was an excellent opportunity for all the participants to get to know the Czech history and culture. It was an exciting game and all the participants showed great interest in it. The objectives of the activity were:

- a. to get participants to know about the culture and history of the Czech Republic
- b to gain participants' respect and acceptance of different cultures and customs of life.



The Game with QR Codes was played on the first day of the activity in the city of Ceske Budejovice in the Czech Republic.

All the participants of the four schools were divided into groups and were given cue cards with directions. The participants were asked to find the specific landmark which was described on the different cue cards given to them.

It was a very successful activity, which managed to raise much enthusiasm from the part of the participants.

The success of this particular activity lies on the fact that it managed to combine fun with knowledge, and it used an approach which was less demanding on the English language competence of the participants. Of course, the winner was promised a reward!



The Game with QR Codes-an excellent opportunity for all the participants to meet the Czech history and culture.

Bowling with Parents, Teachers and Students

The bowling game which took place on the first day of the activity in the city of Ceske Budejovice, managed to bring together all the participants-students, teachers and hosting parents.

During the game, we all had the opportunity to meet each other and come closer. Teachers, students and parents played together; won and lost and prepared the ground for the coming events of the activity C'2.



The bowling game with parents, teachers and students in the city of Budejovice on the first day of the activity.

The warm participation of the parents in the game was definitely an early sign of our activity's success. The role of the hosting families in our project's success was undoubtedly important. Therefore, close cooperation with them was more than a must for our project.



The cooperation with parents was a must for our project.

Sociology Course-Workshop Connected with a Game Against Diversity Problems

The “Passengers on the same bus” game was a part of the sociology course-workshop which took place on the second day of our activity in the Czech school.

The objectives of the particular game were to develop a sense of unity and foster cooperation among students disregarding any diversity issues.

A piece of cloth was a “bus” on which all the students were called to get on. For the first time, the piece of cloth-the bus-was big enough for everyone to get on. However, at every bus station, the cloth would be folded in half, and the room for the passengers to get on was limited. Surprisingly though, the students would always find a way to spare a room for all the passengers, no matter the limited space left in the bus.



The “Passengers on the Same Bus” Game.



There was always a room for all the passengers to get on. “The passengers on the same bus” game on the first day of the activity.

A Campaign Against Diversity and Discrimination Issues

A campaign against Diversity and discrimination issues was organised and developed by the teachers of the Czech school during the activity two C'2 in the city of Ceske Budejovice.

Students were first introduced to the issues of Diversity and Discrimination through some interesting games. Then they were encouraged to work together in the above campaign.



Students-participants are taking part in a campaign against discrimination during the activity C'2 in Ceske Budejovice.



A warming up with games and short role-plays before the campaign.

Students were involved in the activity with much responsibility, dedication and enthusiasm. The main objectives of the task were to reinforce students' cultural sensitivity and enable participants to express their cultural sensitivity.

It was really surprising to see how participants managed to cooperate and come up with such innovative ideas. Their product was, once more the strongest evidence that their diverse language, skin colour, culture and country could not be obstacles at all. On the contrary. Their diverse culture was the main ingredient on which the results of their work were based.



Diversity is a power and not an obstacle.

Visiting a Cultural Centre for people with Intellectual disabilities in Prague

Visiting “Studio Oaza” in Prague, 147 kilometers from the city of Ceske Budejovice, was one of the major real-life experiences during the activity two C’2 in the Czech Republic.



Studio Oaza is a non-profit organization that offers cultural, educational and artistic activities for people with mental disabilities. It provides a quality content of free time and allows these people to develop their skills, find meaning of their work and integrate into society.

Participants were presented the work of Studio Oaza and they were given the opportunity to ask and get informed about the offer of this organization to the people with mental disabilities and to the whole society in general.



Shortly after our visit to the Studio Oaza, participants walked on Charles Bridge-the historic bridge of the city of Prague and towards Old Town Square. Although our trip to Prague was quite tiring, students were astonished by what they

had seen and lived during their visit. It is worth mentioning that especially Cypriot students were amazed by our travelling by train since there are no trains in Cyprus and most of them have never travelled by train before.

Visiting a Community Centre in Ceske Budejovice

We visited the “Diocesan Charity Ceske Budejovice” organization on the 5th of April 2019 during the C’2 activity of the project.

The mission of this organization is to help people in difficult social situations, such as people who suffer from severe illness, victims of domestic violence, people who are affected by natural disasters or war etc. The aim of the organization is to protect the rights and dignity of every person, regardless of race or religion.

The staff of the organization welcomed us with the most friendly way possible and provided us with detailed information about their objectives and the methodology used to implement the objectives of the non-profit organization.

The participants were toured inside the building which was suitably equipped to provide a convenient roof under the head of the homeless people and hundreds of others who are in need. Our visit to this organization was the last activity before the goodbye event in the city of Ceske Budejovice-but, not the least important.



The Diocesan Charity in Ceske Budejovice in the Czech Republic



Our visit to the Diocesan Charity Ceske Budejovice during our activity C’2 in the Czech Republic

A Goodbye Event

After the five-day activity in the city of Ceske Budejovice in the Czech Republic, Mr. Pavel Kavric, the principle of the Czech school is delivering the certificates of attendance to the participants.

Our activity C'2 under the title "Diversity Unites Us-It Does not Separate Us", had completely fulfilled its objectives. The idea that Diversity is our power and the key to success was deeply rooted in our head and heart.

More than ever before, the bonds of the relationship among all the people involved in the activity were deepened. The sense of cooperation and collaboration among people with diverse cultures, background and customs was reinforced.

The Czech choir led our programme to a sweet end of the activity C2 in the Czech Republic. We are so thankful to all the people involved in the activity C'2 and particularly to the hosting students and families who were so hospitable and caring. All our students left the Czech Republic with a suitcase full of life experiences, sweet memories and much determination to support the idea that "Diversity Unites Us-It Does Not Separate Us!"



Mr. Pavel, the principle of the hosting school, is delivering the certificates of attendance to the participants.



Our visit to the Diocesan Charity Ceske Budejovice during our activity C'2 in the Czech Republic



The Czech choir brings the end of the activity C'2 in the Czech Republic.

Activity Three (C'3)

**“I am a Refugee – a Migrant – Not a
Criminal!”**

Place of Venue:

Tommaso Fiore Gymnasium

**Bari-Italy, 7/10/2019 –
11/10/2019**

Activity Three (C'3)

“I am a Refugee – a Migrant – Not a Criminal!”

A short Description of the Activity Three C'3

The third activity C'3 was implemented in the Tommaso Fiore Secondary school in the city of Bari in Italy from the 7th of October to the 11th of October 2019. There were five students-participants and two teachers-participants from each of the four schools-partners. The activity C'3 was under the title “I am a Refugee, a Migrant-Not a Criminal”. The country of venue was chosen to be Italy since Italy and especially the city of Bari has a long history as far as refugees and migrants are concerned.



A poster on our activity C'3 outside Tommaso Fiore school in Bari-Italy.

Therefore, developing practices concerning the issues of refugees, asylum seekers and migrants in that particular city, would be more than beneficial for the successful development and implementation of our activity and the fulfillment of its objectives.

Objectives of the activity Three C'3

The main objectives of the activity C'3 were to raise awareness and sensitize students, teachers and parents over the acceptance of refugees, asylum seekers and migrants, as well as to develop and implement strategies of reception, acceptance and equal treatment of all the students in the school community.

Methodology

The predominant approach throughout the implementation of our projects had been the use of such methodology as to invest in the empirical rather than the theoretical approach towards the target issues of our project. Consequently, the particular activity was designed to be developed and implemented using practices that could provide participants with more life experience and less theory. The interactive game “Fleeing for life”, the campaign on refugees, migrants and asylum seekers’ issues, our visit to the reception centre for immigrants in Bari, “La Casa Delle Culture” are some examples of the practices developed during the third activity which were base on life experience acquisition.



Tommaso Fiore - Bari
scuola secondaria di primo grado
Erasmus+ KfI 229

Passengers on the Same Bus!
There is no Place for Discrimination,
Segregation and Inequality!



Activity C'3, Bari-Italy

October 7 - 11, 2019

**I'm a Refugee-a Migrant-
Not a Criminal!**



www.passengers-erasmus.simplesite.com

Opening Event

The process of breaking the ice was much easier this time. The relationships between students-participants and teachers of the four schools-partners had already acquired much intimacy from the previous activities.

Nevertheless, the opening event on the first day at the Italian school on the 7th of October was unique. The Italian students welcomed the rest of the participants with sweet songs and beautiful melodies on the harp. Each of the four schools had the opportunity to present their culture, tradition, educational system and country.



All students and teachers-participants joining force for our activity in Bari-Italy



The opening event washed away all our worries about possible difficulties, due to the fact that the principal and the coordinator of the Italian Erasmus+ group had been employed to a different school. The detailed and careful design of the activity, as well as the perfect collaboration of all the teachers involved in the

programme, enabled us to predict and solve any possible difficulties.

The first day proved to be much promising for our activity in Bari. The participants of our programme were more than ready to set off “the journey” of awareness and life experience concerning the issues of refugees, migrants and asylum seekers.



Sweet songs on the harp by some students of the Tommaso Fiore school in Bari

A tour of the City of Bari

A stroll around the Old City of Bari was more than enough to persuade us of the distinct beauty of the place. It was such a joy to discover little churches, picturesque alleys, bustling cafes and impressive squares.

The Cathedral of Bari, The Basilica of Saint Nicolas, the wonderful cathedral of San Sabino and the 13th - century Norman-Swabian Castle were some of the fascinating landmarks of our tour in the centre of Bari.

While exploring the charming historic centre of the Old Town of Bari, students and teachers-participants witnessed themselves that cultural diversity is a matter of beauty one cannot ignore.

Our tour to the Old Town of Bari was unquestionably the most tangible proof that strength lies in differences-not in similarities.



A Panoramic tour in the city of Bari by a little train.



Italia traditional pasta in the heart of the old town of Bari-Italy

All teachers and students – participants of the activity C'3 in the city of Bari-Italy.

Presentation of the issues of migrants and refugees

What does it mean to be a refugee, an immigrant or an asylum seeker? People who have lived or witnessed such bitter experiences prepared a workshop on the second day of the activity C'3 in Bari.

The Cyprus Erasmus+ group presented the short film "Refugee in my own country-Cyprus 45 years ago". The film was based on the refugee issue of Cypriots, who were forced by the Turkish forces to abandon their home and become refugees or migrate as a result of the Turkish Invasion on the island in 1974. 45 years after the Turkish Invasion in Cyprus, Cypriot refugees are still waiting to return to their homes and places they were born.

Fear, despair and anxiety are feelings well depicted on the face of every child who is doomed to be a refugee or an immigrant. The words of despair and fear of the refugee people, the photos and the music in the video were more than enough to describe how it feels to be a refugee or an immigrant. The overwhelming silence right after the film, as well as the rolling tears on the cheeks, could only witness the deep emotional involvement of our participants with the issues of refugees, immigrants and asylum seekers.



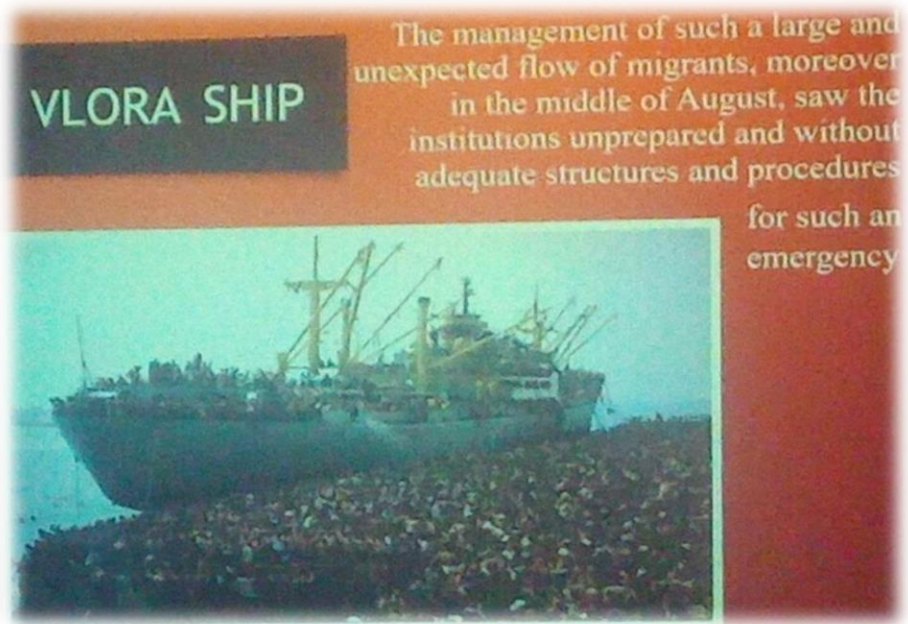
A short film about Cypriot refugees of 1974 produced by the coordinator of our Erasmus+ who is a Cypriot refugee as a result of the Turkish invasion in Cyprus in 1974.



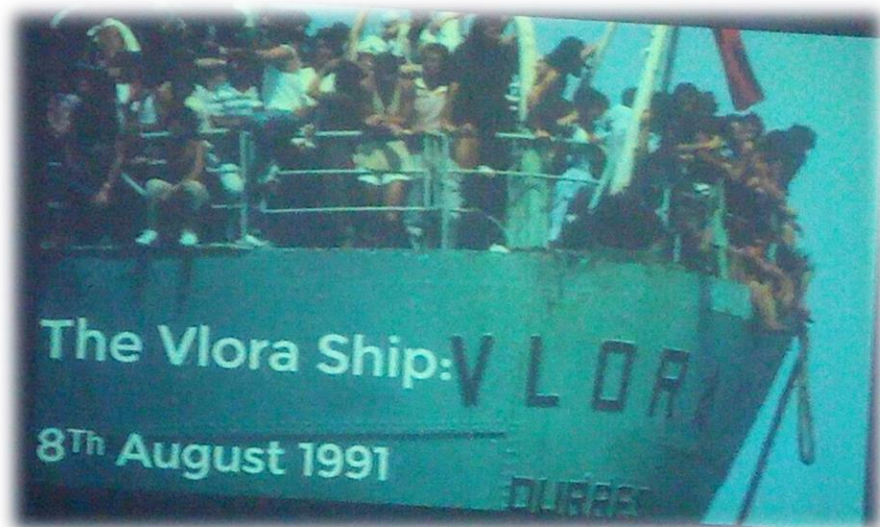
The Italian Erasmus+ Group prepared an overwhelming project about the ship of hope called “The Vlora Ship-the ship of Hope”.

On the 7th of August, about 20,000 Albanian people boarded the Vlora ship which set a course to Italy. When the ship docked in Bari the Italian government decided to retain them in the port and ferry them back. When the Albanian migrants comprehended that they would ultimately be sent back, they tried to force their way out. On the following days, around 3,000 had been repatriated, some of them left voluntarily due to the hostile reception and several others managed to escape.

The story about the “ship of hope” kept the participants’ attention acute. The presentation was well prepared to meet its objectives, one of which was to raise awareness about the battles of migrants for a better life.



The story about the ship of hope called “Vlora Ship” and the 20,000 migrants on board on the 7th of August 1991.



The Vlora Ship – a ship of hope for 20,000 Albanian migrants.

A campaign for the issues of Migrants and Refugees.

Expressing thoughts and feelings, as well as sending strong messages about migrants and refugees' issues through art was one of the most important priorities in every activity.

The participants of the activity C'3 managed to implement an outstanding campaign on the rights of migrants, refugees and asylum seekers on the second day of our activity with the help and guidance of the Italian art teacher of the Italian school. The students came up with very innovative posters with powerful messages in order to be used during the campaign for the issues of migrants and refugees.



The campaign for the issues of migrants and refugees during the activity C'3 in the city of Bari-Italy.



Students-participants came up with very innovative ideas and powerful messages for the rights of migrants, refugees and asylum seekers.

Visiting Polignano

Our visit to Polignano a Mare was an enlightening meeting with the Italian culture, tradition and history.

Polignano is a small coastal town situated on a craggy cliff and surrounded by vibrant turquoise waters.

Our drive to the place took us less than half an hour from the city of Bari. We started our visit from the old Quarter, we then walked through the Arco Marchesale and wandered through the warren of narrow streets and alleys. We visited some of the town's old churches and then headed down to the beach just a few minutes' walk from the old town.



Students and teachers-participants at Polignano during the third activity in Bari-Italy.

The most picturesque scenery – a beach which seems to be sandwiched between two cliffs and features calm, clear water



Visiting “La Casa Delle Culture in Bari- A Reception Centre for Immigrants.

Our visit to the reception centre for immigrants called “La Casa Delle Culture” in Bari – Italy was an excellent opportunity for participants to witness the efforts of the Italian government to secure the safety, wellbeing, and inclusion of the migrants, refugees and asylum seekers.

The reception centre called “Casa Delle Culture” has been activated by the municipality of Bari in favour of the migrants in the city. It is a multicultural centre, which presents an innovative and experimental service that includes the temporary residential reception of migrants, refugees and asylum seekers.

Students and teachers-participants had the chance to explore the place and raise awareness of the Italian efforts towards the migrants’ and refugees’ inclusion. The staff of the centre presented the organization’s objectives and practices, whereas the participants of our activity were encouraged to get involved in a discussion concerning the aims and the ways of implementing them by the organization.



Visiting “La Casa Delle Culture” in Bari, a reception centre for migrants, refugees and asylum seekers.



Reinforcing Students-Participants Relationships

The development of long-lasting relationships and collaboration among all our students and teachers of the four schools involved in our Erasmus+ programme has definitely been crucial for the project's success. Therefore, apart from developing practices and workshops, we invested in encouraging and fostering long and lasting bonds among our students-participants by sharing moments of joy and fun.



A decent lunch offered to the students and teachers-participants during the activity C'3 in Bari.



The Italian teachers with a Cypriot and an Italian participant.



Students-participants and teachers at a Pizzeria in Bari during the third activity.

An interactive Game “Fleeing for Life”

The interactive game “Fleeing for life” was designed and produced by the coordinator of the whole programme, Mr. Petros Tekkelas. It is an interactive game that is based on the life stories of thousands of migrants and refugees who dared flee for a better life.

The particular game depicts the harsh struggle of a family from Damascus in Syria that decides to flee for a better life.

The participants in the game, as members of the family, have to make life decisions on the spot and make the best choices possible of the ones left for them, in order to lead the parents and the three kids of the family to a secure place.

The situations given to the players-participants during the play were much like the ones the refugees and migrants confront in real life. Therefore, while the participants were taking part in the interactive game, they were witnessing the harsh and unfair struggle of these people to survive.

The main objective of the game was the raising awareness of the participants of the problems, difficulties and harsh situations in which refugees, migrants and asylum seekers are.

Through a very interesting interactive game with sounds and pictures, the participants’ interest remained acute up to the end. The game uses real maps and names of some cities in Syria, Turkey, Lebanon and Cyprus. Furthermore, the interactive game is based on a simulation plot – a mixture of real and imaginary situations.



Now it is the time for the big decision:

- a. Walk from Damascus to Turkey.
- b. Walk from Damascus, cross the borders to Lebanon and from Lebanon to Cyprus by boat.



A Goodbye Event

The 11th of October was the last day of our five-day activity in Bari-Italy. It was a wonderful “journey” full of knowledge, real-life experiences and cherishable memories.

Students and teachers-participants were given a certificate of attendance during a warm Goodbye event, which was organised by the hosting school. The moments of farewell were tense and moving. By the end of the activity participants got the strongest evidence that unity is strength and where there are teamwork and collaboration, wonderful things can be achieved.

We are so grateful to the Italian hosting families who were so warm and caring for all our students-participants. We are also grateful to all the Italian teachers who were involved in the implementation of the activity and particularly Mrs. Anna Pietrarossa, the new coordinator of the Italian Erasmus+ Group, for her precious help and commitment to the success of our activity in Bari-Italy.



Mrs. Anna Pietrarossa, the coordinator of the Italian school, is delivering the certificates of attendance at the end of the third activity in Bari-Italy.



Moments of farewell at the Airport of Bari-Italy. The activity is over, but relationships will last forever.



Parents, students and teachers a few minutes before our departure from the airport of Bari-Italy during the third activity of our project.

Our third activity in Bari-Italy was a real challenge. Thanks to the dedication, the great efforts and the valuable commitment of the involved people, we managed to fulfill the objectives set for our activity. We all left Bari with the sweetest memories and the most precious and unique life experiences. No other words could describe better the degree of our activity's success than the words of a student-participant below:

*"Thank you for providing us with such a precious opportunity...
I am so grateful for the opportunity I was given to learn things,
but most importantly of all, to live things..."*





A plaque given to all three schools from the hosting Italian school at the end of the activity C'3.

Activity Four (C'4)
“Let’s Uproot Bullying”
Country of Venue:
Kainuun Ammattiopisto
Kajaani-Finland
1st of April – 5th of April 2020

Activity Four (C'4)

“Let’s Uproot Bullying”

The fourth activity of the project was due to take place at the Kainuun Ammattiopisto in Kajaani-Finland from the 1st of April 2020 to the 5th of April 2020. Unfortunately, the activity was cancelled because of the pandemic COVID-19.

The activity was under the title “Let’s Uproot Bullying” and aimed to raise awareness of the possible causes and consequences of bullying in the school setting. A second and more important objective of the activity was to develop competencies in predicting and tackling the problem of bullying. Five students and two teachers from all the three sending countries-schools, as well as 85 students and teachers from hosting school, would take part in the activity.



The Kainuun Ammattiopisto school in Kajaani-Finland was due to be our fourth destination. The activity was cancelled because of the pandemic covid-19.

Dissemination of our Project

Disseminating of our Project's Results

Sharing results, lessons learnt, outcomes and findings within and beyond our school communities have been one of our priorities. Besides, one of the main objectives of the first activity in the Xylofagou Gymnasium in Cyprus was to adopt new communication technologies to enhance and establish effective communication, sharing and dissemination of our project's results.

■ Our Project's Website

The website of our project: www.passengers-erasmus.simplesite.com

All the four partner-schools are owners of the website and have access as editors. The visitors of this website can get informed about our project, its objectives, the results of our activities as well as the findings and the outcomes of each activity.

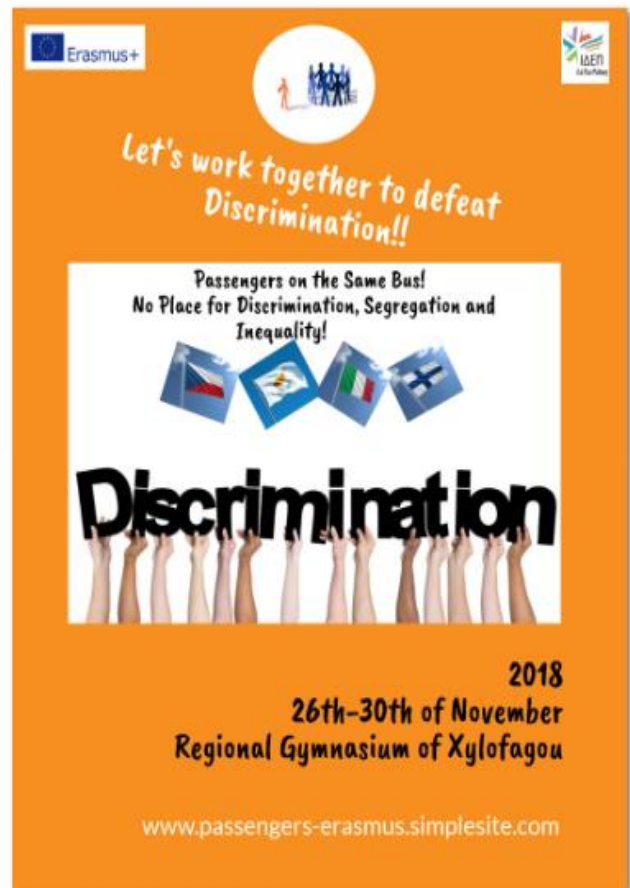


■ Creating Posters and Flyers

During the first activity in the Xylofagou Gymnasium in Cyprus, we considered important for the dissemination of the results of our project to train participants on how to create posters and flyers so as to share the outcomes of our activities. The ability of the participants to use specific tools to create posters and flyers could secure the effective dissemination of our project's results throughout its life and long after its completion.

Our participants were trained to use online programmes, such as Pictochard, and design their own posters in an attractive and effective way. Participants had the opportunity not only to create printed posters and flyers but also to present and share the findings of our activities within and beyond their school community.

Much to our surprise, we noticed that the competence in using this kind of tools had been soon developed among the rest of the students of the participating schools. It was obvious that the first step towards effective dissemination had been done.



Students-participants of the Czech Republic school are presenting their poster and the results of the enacted activity to the rest of the school community during the Activity C'1 in Cyprus.



■ Publishing Articles

➤ An article written about the first Activity C'1 in Cyprus

This article was published during the first activity C1 in the Xylofagou Gymnasium and it was part of our effort to disseminate the results of the activity.

ΜΕΣΗ / Δημόσια Μέση Γενική

/ 29 Νοε 2018 - 11:27



Erasmus+ στο Γυμν. Ξυλοφάγου: Επιβάτες στο ίδιο λεωφορείο, χωρίς διακρίσεις, ανισότητα, διαχωρισμό

Αρχισε τη Δευτέρα 26 και θα ολοκληρωθεί την Παρασκευή 30 Νοεμβρίου στο Περιφερειακό Γυμνάσιο Ξυλοφάγου, δράση του Ευρωπαϊκού προγράμματος Erasmus+ με τίτλο «Επιβάτες στο ίδιο λεωφορείο, χωρίς διακρίσεις, ανισότητα και διαχωρισμό».

Σε γραπτή ανακοίνωση του Σχολείου αναφέρεται ότι «το περιφερειακό γυμνάσιο Ξυλοφάγου είναι ο εμπνευστής και ο συντονιστής του συγκεκριμένου προγράμματος και τα τρία σχολεία εταίροι, από τη Φιλανδία, την Ιταλία και τη Τσεχία, επιλέχθηκαν κυρίως επειδή είναι σχολεία με μεγάλη εμπειρία στα θέματα της ποικιλομορφίας, του διαχωρισμού και τις ανισότητες στις σχολικές Κοινότητες».

Προστίθεται ότι το φιλόδοξο αυτό πρόγραμμα θα αποτελέσει γέφυρα που θα συνδέσει αρχικά τέσσερις ευρωπαϊκούς εταίρους – σχολεία και στη συνέχεια ενσωματώνοντας και προσωπικό αποκτήσουν σημαντικές γνώσεις και εμπειρία όσον αφορά την ποικιλομορφία, τις διακρίσεις και τον διαχωρισμό. Επίσης, να αποκτήσουν σημαντικές γνώσεις, εμπειρίες και ευαισθητοποίηση όσον αφορά το πρόβλημα του εκφοβισμού, να είναι σε θέση να αναπτύξουν και να εφαρμόσουν μία αποτελεσματική προσέγγιση για τον εκφοβισμό, να αποκτήσουν σημαντικές γνώσεις και εμπειρίες όσον αφορά την ένταξη των προσφύγων στην σχολική Κοινότητα και να αποκτήσουν γνώσεις και εμπειρίες όσον αφορά την έμπνευση και εφαρμογή τρόπων πρόληψης και αποτροπής των διακρίσεων, των ανισοτήτων και των προβλημάτων διαφορετικότητας. Όπως δήλωσε στο ΚΥΠΕ ο εκπαιδευτικός-συντονιστής του προγράμματος Πέτρος Τεκκέλας οι τέσσερις συνολικά δραστηριότητες μάθησης (βραχυπρόθεσμες ανταλλαγές μαθητών) έχουν

σχεδιαστεί για το πρόγραμμα του σχολείου. Πρόκειται για πενήνήμερες δράσεις βασισμένες σε μια αποτελεσματική και πολλά υποσχόμενη μεθοδολογία η οποία περιλαμβάνει δημιουργικά και βιωματικά εργαστήρια, συνεδρίες, σύντομες δραστηριότητες όπως υπόδυση ρόλων, δημιουργία καλλιτεχνικών έργων και άλλα.

Στην ανακοίνωση αναφέρεται επίσης ότι η πρώτη δράση που πραγματοποιείται στο Περιφερειακό Γυμνάσιο Ξυλοφάγου έχει τίτλο «Προσαρμογή και ανάπτυξη νέων τεχνολογιών επικοινωνίας» και στόχος της είναι να αναπτύξει την ικανότητα των συμμετεχόντων να επικοινωνούν, αν συνεργάζονται για να μπορέσουν να διαδώσουν τα αποτελέσματα του προγράμματός μας στη σχολική τους κοινότητα και όχι μόνο.

Η δεύτερη Δράση θα γίνει στο σχολείο Ceske Budejovice της Τσεχίας με τον τίτλο "Η Πολυμορφία μας ενώνει. Δεν μας χωρίζει!" από τις 25 Μαρτίου 2019 μέχρι και τις 29 Μαρτίου 2019, η τρίτη Δράση θα γίνει στο Kajaani της Φιλανδίας από τις 21 μέχρι τις 25 Οκτωβρίου 2019 με τον τίτλο "Ας ξεριζώσουμε το Σχολικό Εκφοβισμό" και η τέταρτη Δράση θα γίνει στο Γυμνάσιο Grado T. Fiore στο Μπάρι της Ιταλίας από τις 23 μέχρι τις 27 Μαρτίου 2020 με τίτλο "Είμαι Πρόσφυγας, Μετανάστης-Δεν είμαι Εγκληματίας".

➤ An article written about the second Activity C'2 in the Czech Republic.

This article was written for the second activity C'2 in the city of Ceske Budejovice and it was published on the 4th of April 2019.



04/04/2019 12:51

Στη Τσεχία βρίσκεται αντιπροσωπεΐα μαθητών του Περιφερειακού Γυμνασίου Ξυλοφάγου για το πρόγραμμα Erasmus+ Δράση 2.



Σε γραπτή ανακοίνωση του Γυμνασίου αναφέρεται ότι «στα πλαίσια του προγράμματός Erasmus+ Δράση 2, το Περιφερειακό Γυμνάσιο Ξυλοφάγου, ως συντονιστικό Σχολείο του Προγράμματος, συνεχίζει δυναμικά την προσπάθειά του κατά των διακρίσεων, του διαχωρισμού και της ανισότητας. Τόπος αναφοράς και δράσης είναι το Γυμνάσιο Ceske Budejovice στην ομώνυμη πόλη της Τσεχίας».

Το πρόγραμμα «ξεκίνησε το Σεπτέμβριο του 2018 και θα διαρκέσει 24 μήνες, με θέμα «Επιβάτες στο ίδιο Λεωφορείο. Δεν Υπάρχει Χώρος για Διακρίσεις, Διαχωρισμούς και Ανισότητες!» Στο πρόγραμμα συμμετέχουν τέσσερα σχολεία, της Φινλανδίας, της Ιταλίας, της Τσεχίας και το Περιφερειακό Γυμνάσιο Ξυλοφάγου ως συντονιστικό Κέντρο».

Πέντε μαθητές από κάθε χώρα θα συμμετέχουν κάθε φορά στις τέσσερις Δράσεις και το “Περιφερειακό Γυμνάσιο Ξυλοφάγου έχει ήδη πραγματοποιήσει με επιτυχία την πρώτη Δράση του στην Κύπρο με θέμα «Αναπτύσσοντας τρόπους επικοινωνίας, συνεργασίας και διάδοσης των αποτελεσμάτων του προγράμματός μας».

Σύμφωνα με την ανακοίνωση «από την 1η μέχρι και τις 5 Απριλίου πενταμελής ομάδα μαθητών του Γυμνασίου και των τριών άλλων σχολείων, μαζί με δύο καθηγητές συνοδούς από κάθε ομάδα, εργάζονται με δυναμισμό και αποφασιστικότητα για τη δεύτερη Δράση του Προγράμματος. Θέμα της δεύτερης Δράσης είναι «Η Πολυμορφία Μας Ενώνει! Ποτέ Δεν Μας Χωρίζει!» και όλα τα παιδιά ένωσαν τις δυνάμεις τους, ανεξαρτήτως φύλου, θρησκείας και χρώματος και βρήκαν ξανά τον τρόπο να αποδείξουν ότι μπορούν να καταφέρουν πολλά, φτάνει να τους δίνονται οι ευκαιρίες».

Προστίθεται ότι «μέσα από ειδικά σχεδιασμένα εμπειρικά εργαστήρια, συζητήσεις, παιχνίδια, ζωγραφική και επισκέψεις σε εκπαιδευτικά Ιδρύματα, οι τριάντα μαθητές από τις τέσσερις χώρες βιώνουν εμπειρίες ζωής. Οι μαθητές του Περιφερειακού Γυμνασίου Ξυλοφάγου έχουν ευαισθητοποιηθεί και έζησαν εμπειρίες που αφορούν τα θέματα της πολυμορφίας, των διακρίσεων και της ανισότητας».

Οι 30 μαθητές από τα τέσσερα σχολεία που λαμβάνουν μέρος στη Δράση, καταλήγει η ανακοίνωση «είναι έτοιμοι να αγωνιστούν και επιστρέφοντας στα σχολεία των χωρών τους, να αποδείξουν ότι «Η πολυμορφία είναι η δύναμή μας, και δεν μπορεί ούτε πρέπει να μας χωρίζει».

ΠΗΓΗ: ΚΥΠΕ

➤ An article written about the third activity C'3 in the city of Bari in Italy.

This article was written about our third activity in the city of Bari in Italy and it was published in a local Italian newspaper on the 8th of October 2019.

mentre la scuola... che a loro non è stata neppure assegnata una supplente». Paola è indignata: «Già da giugno le scuole fanno richiesta dei docenti che hanno il compito di seguire gli studenti

«Eppure la responsabilità di questa vergogna - chiarisce il segretario provinciale della Fie-Cgil, Ezio Falco - è imputabile esclusivamente al ministero e alla politica. Il Prov-

settembre gli alunni... abili che frequentano le materne, le elementari, le medie inferiori e le superiori del territorio barese, bambini e ragazzi che, più dei loro

teriore... deroga. Eppure l'emergenza delle cattedre di sostegno affidate persino a chi ha denti».

L'INIZIATIVA SCAMBIO CULTURALE CON I PARTNER STRANIERI PROVENIENTI DA CIPRO, REPUBBLICA Ceca E FINLANDIA. UN VIAGGIO ALLA SCOPERTA DELL'INTEGRAZIONE

Sui banchi a lezione di tolleranza

Il progetto Erasmus della secondaria di primo grado Fiore: così si impara a cooperare

● La scuola secondaria di primo grado Tommaso Fiore è giunta alla seconda annualità del progetto Erasmus+ dal titolo «Passengers on the same bus!! No place for discrimination, segregation and inequality!». Dopo aver atteso l'arrivo dei partner stranieri provenienti da Cipro, Repubblica Ceca e Finlandia, la scuola si appresta a svolgere un programma fitto e interessante di attività e tour previsti per tutta la durata del loro soggiorno. Le famiglie baresi ospitanti i quindici ragazzi stranieri ricambiano la cortesia e l'affetto che questi ultimi hanno dimostrato nel corso della permanenza dei loro figli prima a Cipro e poi nella Repubblica Ceca. L'obiettivo del progetto è sensibilizzare gli studenti e tutta la comunità

scolastica al tema dell'inclusione e dell'immigrazione nel nostro Paese e nella nostra città. Il progetto è un'occasione per conoscere realtà culturali diverse dalla propria, per imparare a socializzare e a cooperare per un unico scopo: diffondere valori come l'integrazione, la tolleranza e l'uguaglianza.

Il progetto, avviato dall'ex dirigente Giovanna De Giglio, prosegue sotto la guida dell'attuale preside Alba Decataldo, grazie al lavoro della coordinatrice, professoressa Anna Pietraroja e della docente di lettere Daniela Trieri coadiuvate dalle famiglie degli alunni di terza C e di terza F. Ha collaborato anche la professoressa Maria Cacucciolo, ex coordinatrice del progetto.



IL PROGETTO ERASMUS Gli alunni della Fiore con i compagni stranieri

le altre notizie

IL CONVEGNO NAZIONALE
All'università si esplorano le frontiere dell'astronomia culturale

■ Le pietre forate della Sicilia occidentale, onnipresenti calendari solari che svelano la complessa astronomia megalitica dell'isola, gli allineamenti astronomici lunari nell'area di Saint Martin de Corleans ad Aosta, la determinazione della fondazione di un tempio a Vishnu

OGGI LA PRESENTAZIONE
Rispetto dei beni pubblici
la campagna per le scuole del Comune

■ Questa mattina alle 10, nella sala consiliare di Palazzo di Città, viene presentata a dirigenti scolastici e docenti la nuova campagna di sensibilizzazione «Nicolino un amico in Comune», incentrata sui valori che fanno grande e coesa una comunità, attraverso il nuovo cartone animato.

del vivere civile. La precedente campagna fu promossa nel 2010: coinvolti 6mila alunni.

DESTINATA AGLI OPERATORI COMMERCIALI
Prorogata di sei mesi l'ordinanza sulla gestione dei rifiuti in città

■ È stata pubblicata l'ordinanza sindacale che proroga per sei mesi la validità delle disposizioni in ordine alla gestione dei rifiuti da parte dei

- An article written about the third activity C'3 in the city of Bari in Italy.

This article was written and published in “Pedeia News” during our third activity on the 9th of October in the city of Bari in Italy.

ΜΕΣΗ / Δημόσια Μέση Γενική

/ 09 Οκτ 2019 - 11:07



**Συμμετοχή Γυμνασίου Ξυλοφάγου
στο
Π**

ΚΥΠΕ - Το Περιφερειακό Γυμνάσιο Ξυλοφάγου συμμετέχει στο πρόγραμμα Erasmus+ KA229 «Passengers on the Same Bus. No Place for Discrimination, Segregation and Inequality».

Σε δελτίο Τύπου του Γυμνασίου αναφέρει ότι το εκπαιδευτήριο «συμμετέχει στα πλαίσια του συγκεκριμένου προγράμματος σαν συντονιστικό σχολείο στην τρίτη συνάντηση που πραγματοποιείται στο Μπάρι της Ιταλίας. Στο πρόγραμμα συμμετέχουν τέσσερα σχολεία, ένα από την Ιταλία, τη Φιλανδία, τη Τσεχία και το Περιφερειακό Γυμνάσιο Ξυλοφάγου από την Κύπρο».

Η ομάδα του Γυμνασίου «η οποία αποτελείται από πέντε μαθητές/τριες και δύο καθηγητές, με εργατικότητα έχει ενώσει τις δυνάμεις της με τα υπόλοιπα τρία σχολεία-εταίρους για να αναπτύξουν την συγκεκριμένη δράση με θέμα «I am a Refugee-a migrant. Not a criminal»- «Είμαι ένας Πρόσφυγας-Μετανάστης. Όχι Εγκληματίας».

Μεταξύ των κύριων στόχων της Δράσης «που άρχισε τη Δευτέρα 7 Οκτωβρίου και θα διαρκέσει πέντε μέρες, είναι η ευαισθητοποίηση των μαθητών μας και όχι μόνο, για το θέμα των προσφύγων και των μεταναστών, η ενημέρωση για τα δικαιώματα των παιδιών με μεταναστευτική βιογραφία και να εργαστούν μαζί και να αναπτύξουν τρόπους, μέσω βιωματικών εργαστηρίων, με τους οποίους η σχολική κοινότητα θα διευκολύνει την ένταξη των μαθητών στο σχολικό περιβάλλον».

Σύμφωνα με το δελτίο Τύπου «οι μαθητές συμμετέχουν σε ειδικά σχεδιασμένα βιωματικά εργαστήρια, σε επισκέψεις Κέντρων Υποδοχής και Φροντίδας των προσφύγων και των μεταναστών, σε συζητήσεις και διαδραστικά παιχνίδια και σε άλλες δραστηριότητες».

Η συμμετοχή των μαθητών του Περιφερειακού Γυμνασίου Ξυλοφάγου «στη συγκεκριμένη δραστηριότητα έχει πολλαπλά οφέλη όχι μόνο για τους ίδιους τους συμμετέχοντες, αλλά και γενικότερα για τη σχολική μας κοινότητα. Ο σεβασμός των ανθρωπίνων δικαιωμάτων των προσφύγων και η υποχρέωση μας να εντάξουμε τα παιδιά με μεταναστευτική βιογραφία στη σχολική μας κοινότητα, είναι δύο από τα κύρια θέματα βάση των οποίων οι περισσότερες δραστηριότητες έχουν σχεδιαστεί».

A Short Film about our Project

Spreading the results of the projects has been of great importance. We would like to thank the public station «PIK» in Cyprus which immediately responded to our calls for our project's dissemination. The short film, which was very well-designed, managed to give as much information as necessary about our project, its objectives and the first results of the activity C1 in Cyprus.



A short film about our project during the first activity in the Xylofagou Gymnasium was projected by the public station «PIK» in Cyprus.



The short film about our project was projected by the public station “PIK” on the 28th of November 2018. The film was part of our efforts to disseminate the results of our project and mainly the results of the Activity C1 which took place in the Xylofagou Gymnasium in Cyprus.

Our Project's Results

From Objectives to Results and Impacts

The ancient Greek Philosopher, Plato stated, that the beginning is half of everything. Unquestionably, the beginning of our project was very important. But the results and the impact gained after each implemented activity and quite after the implementation of all the mobilities, are what count more for our project.



Teachers and coordinators together during the implementation of the activity C'3 in Bari-Italy.

The road towards the implementation of the mobilities and the activities of the project was not always easy. There were expected and unexpected practical barriers and difficulties which acquired much flexibility, constant cooperation among the partners, and hard work to be resolved. Perhaps, one of the most striking problems emerged three months before the enactment of the activity C'3 in Bari-Italy when both, the coordinator and the principal of the Italian school changed school.

To secure an effective continuation of the project, the safety of our participants and the successful fulfillment of the designed objectives, we reinforced the communication and collaboration among partners. Within partners' close cooperation, we managed to predict difficulties, make alternative plans, and slight flexible changes and movements to our project in order to foresee and deal with possible obstacles.

Of course, we had minor accidents, disagreements and different opinions, but the sense of teamwork, responsibility and our professionalism were far too developed to allow any vibrant disturbances on our efforts to achieve the best possible results and impacts.

Tools of measurement for our Project's Results

Measuring the results of the project, its outcomes and impacts during and after its lifetime was definitely of immense importance. Therefore, too much consideration was given to develop and sustain appropriate tools of measurements.

A number of questionnaires on the degree of students' and teachers' involvement and positive influence of the activity-mobility on them were conducted. Not only did the analysis of the questionnaires give us evidence of the degree of success of the planned activity-mobility, but it was also a perfect guide for necessary improvements. Moreover, instant tool measurements such as Kahoot, were used almost on a daily basis in order to measure the outcomes of enacted tasks and workshops.

Additionally, a number of reports on the short-term student exchanges were written by the host and sending schools. This kind of evaluation helped us spot any possible weaknesses of our project and make the necessary changes and improvements.

The presentation of the activities-mobilities after their enactment in all four schools was definitely a powerful tool towards evaluating and disseminating the outcomes of the activity. Of course, there were numerous other dissemination tools and materials during and after each of the activity-mobility, which helped the results of our project be spread. Posters, brochures, flyers, short films and videos, published articles, interviews on TV and local radio stations, etc. were constructed during and after our activities.

Erasmus+ | **IAEF**

ACTIVITY C1 – XYLOFAGOU SECONDARY SCHOOL
EVALUATION QUESTIONNAIRE

PROJECT TITLE: "Passengers on the Same Bus! No Place for Discrimination, Segregation and Inequality!"

KA 229-Strategic Partnership for schools only. 2018-2020

ACTIVITY C1 TITLE: "Adopting and Developing new communication Technologies"

HOSTING COUNTRY: Cyprus, Xylofagou Gymnasium

DATE OF ACTIVITY: 26-30 of November, 2018

PLEASE, FILL IN THE FOLLOWING TEMPLATE

	1	2	3	4	5
	Very low	low	medium	high	very high

Please, put a ✓

NO	1. ACTIVITY C1 ORGANIZATION IN CYPRUS	1	2	3	4	5
1.1	Information (about travel, accommodation, activity etc) received before the activity from the host partner, responding in time					
1.2	Assistance for travel and accommodation by the host partner before the activity					
1.3	Communication between the host partner and the hosted partner(s) before the activity					
1.4	General organization during the activity in Cyprus by the host partner					
Any other comments on the organization of the activity by the host partner before and during the activity:						

A questionnaire for the evaluation of the activity C'1 in Cyprus.



Presentation of the activity C'3 by the Cyprus Erasmus+ Group.

The Tangible and Intangible Results and Impacts of our Project

The questions of what the results and impact of our projects should be as well as the way to disseminate and exploit the results have been an integral part of the project from the beneficiary's initial idea up to the end of the European funding of the project.

Significant tangible and intangible results and impacts became visible early during our project and their dissemination and exploitation were a priority for the four partners of the project.

❖ Tangible results:

▪ “Raven” – Free Communication App

The application called “Raven” has been a significant result of the Activity C’1 in Cyprus. “Raven”, as described in detail on page 31, has been a valuable tool to enhance, develop, and sustain communication among and beyond participants and their school communities.

▪ “Fleeing for Life” – An interactive Game depicting the harsh Refugees’ Struggle to Survive

The particular game was a result of the Activity C’3 in Bari-Italy and it is described in detail on page 58. The game was given for free to teachers and schools within and beyond our school communities. The main objective of the game is to raise participants’ awareness of the problems, difficulties, and harsh situations in which refugees, migrants, and asylum seekers are called upon to deal with.

▪ A handbook - “Passengers on the Same Bus. No Place for Discrimination, Segregation, and Inequality”

Our handbook under the title “Passengers on the Same Bus. No Place for Discrimination, Segregation, and Inequality”, is one of the most important results of our project. The aim of this publication is mainly to present and disseminate the results of our project. It is written in English so as its reading can be accessible to a larger group of people.

▪ Role-Play Activity – “The Race of Life”

The role-play activity “The Race of Life” is a result of the activity C’1 in Cyprus. The particular activity, as described on page 25, aims towards raising the issues of equality and fair treatment, disregarding any diversities such as colour, family background, nationality, gender, etc. “The Race of Life” activity was shared with other teachers in order to be performed in their schools.

▪ Kahoot Games

A number of Kahoot games were produced throughout the lifetime of our project. As described on page 30, the game-based learning platform named Kahoot, gave us the opportunity to develop very

interesting games which enabled the transferring and sharing of information and knowledge among our participants.

- **Information leaflets, newsletters and videos**

A number of posters, leaflets, articles, and videos resulted from our activities. The aim of all these products was to disseminate and share our work with all target groups such as colleagues, local authorities, stakeholders, decision-makers at local, national and European level, parents and the general public.

❖ Intangible results:

- **Fostering long term relationships and cooperation among partner schools.**

Our working together for more than four years has fostered strong relationships and cooperation among the four school-partners. There has been frequent communication among a number of colleagues from the four schools and the channels of communication and collaboration among them are open and will be open on a long-term basis.

- **Developing and maintaining friendships among students-participants.**

Strong and long-lasting relationships have been created among students-participants. Students have kept constant communication and sharing alive.

- **Boosting Respect, Tolerance, and non-discriminatory Attitudes.**

Acknowledging the gravity of the possible problems caused by discriminatory attitudes has been one of our core objectives. The need for respect and tolerance towards diversity has been at the heart of our project. By sharing various methods, experience, and innovating best practices, the participants of our project have embraced diversity with empathy and fostered respect and tolerance over diverse cultures, languages, religions, skin colour, gender, etc. The project has certainly paved the way for a long-term collaboration with the project's school-partners and beyond them, in order to achieve further impacts on discriminatory issues.

- **Boosting Cultural Awareness and Intercultural Competence.**

Moving from cultural awareness towards intercultural competence has been a vital objective of the project. The awareness of cultural differences and the knowledge of the customs and values of those different to ours were unquestionably important achievements. However, the enhancement of the participants' ability to understand, communicate with, and effectively interact with people across cultures, has been more than a success. Our participants gained knowledge and of different cultural practices and world views. They developed skills of communication and interaction across cultures and fostered positive attitudes towards diverse cultures.

- **Develop Participants' own Sense of Responsibility and Community.**

Participants were engaged with various developmental tasks and activities during our project's life and hence, developed their sense of responsibility and self-esteem. They had to organised campaigns, presentations, take decisions, and resolve problems through a set of various well-structured activities. To achieve the above developmental tasks, the need for collaboration and sharing of ideas and practices, were more than necessary.

- **Improve Language Competence.**

Participants were given the opportunity to practise and improve their competence in the English language since English was the language of instruction of our project. In addition, it has been observed that participants have developed positive attitudes towards the need and value of acquiring a foreign language. A great number of the participants of our project are still maintaining communication, and thus their English language competence is being improved.

- **Increase participants' awareness of the need for Refugees and Migrants' Inclusion in School Communities and Beyond them.**

What does it mean to be a refugee, a migrant, or an asylum seeker? Why and how the inclusion of refugees, migrants, and asylum seekers in school communities and beyond them should be increased? Through various practices and well-structures activities, participants have raised awareness and empathy on people who are unlucky enough to flee their own country for the hope of a better life.

❖ **Exploitation and Sustainability of our project's Results**

The project's plans for the dissemination and the exploitation of its results have been carefully designed so that they can help to maximize the impacts and the results on a wider range of people, school organizations and stakeholders during and after the project's funding.

To ensure much sustainability of our project beyond the end of the funding period, certain sustainable results of the whole project are already accessible to be exploited. The communication app "Raven", the interactive game "Fleeing for Life", our project website, a number of leaflets, posters, and articles as well as this handbook, are some of the examples of our project sustainable results which can be exploited in the longer-term.

Conclusion

Mrs. Anna Pietrarossa

**THE COORDINATOR OF THE ERASMUS+ PROJECT
TOMMASO FIORE SECONDARY SCHOOL
BARI-ITALY**

I personally coordinated the project from 1st September 2019 until the end of its term during which my headmaster was A. Decataldo, whom I thank a lot for her precious support, advice and encouragement particularly in organizing together with our partners' arrival in Bari at our school from 7th to 11th October 2019. In the year 2018/19, the coordinator of the project in our school was teacher M. Cacucciolo and the headmaster was G. De Giglio, they both organized the mobility to Cyprus and the Czech Republic.



Regarding the third activity that took place in our Country, whose topic was immigration, we strived to involve the whole school community since the very beginning. On the welcoming day some classes performed a typical popular Apulian dance, Taranta dance, our school choir sang "Volare" by the great past Italian singer D. Modugno and some harpist students played "Bella Ciao", a song symbol of our resistance. Social inclusion was a priority of our project because we all share the idea that every child must have the right to be socially included by first fighting discriminatory attitudes in their school, then by providing them with the same educational opportunities as their peers and finally by growing the idea of respect and understanding of diversity.

I think the main aim of the project was perfectly fulfilled since primarily the students involved in it and secondly the ones attending the whole school are all more sensitized on this important issue. Thus we used modern technological means and innovative methodology based on interesting conferences with external experts to engage debates, group works to make handmade objects and posters on the theme, experiential and creative workshops, activities like role-playing and visits to places of cultural interest so as to achieve the main goal. The design idea brought together different school communities who belong to European Countries so far apart and sometimes so clashing among them for their language, habits and traditions.

We gave our students the opportunity to learn such important contents by travelling, working, having fun together, mentally growing up and living touching moments as when they had to say bye-bye to each other at the airport after sharing an intense and moving experience in Italy made of meetings, games, surveys, workshops and educational trips.

All the teachers and students cooperated, shared ideas, and worked well together. All this helped them discover the cultural richness of Europe, understand and accept others, learn from them and share a holistic view of the issues of diversity, respect, tolerance and equality not only in their school community but in a transnational setting.

The fact that we shared with other people outside Italy such painful experiences as those concerning immigration from the Vlora ship event to our days landings makes us feel closer to each other in Europe.

During the cultural workshops in Italy, we tried to raise awareness and share the immigrants' suffering by discussing immigration and diversity matters starting from political laws and ending with our school measures to include foreign students.

Schools are first of all made of individuals who feel and share the same emotions when they face great social issues.

The other aim of the project, not less important, is the language improvement and I may assert that the students' attitude is now more positive not only towards a foreign language but also towards people at large, they are more confident with themselves and their potentialities. They finally improved their knowledge of the English language that they can speak almost fluently.

I firmly believe that the project helped increase the awareness and tolerance towards refugees and asylum seekers not only in our local community but in our partners as well. The history of immigration we showed and shared with them is a true and concrete example of how a country, despite all the difficulties, can successfully welcome and include in its own social fabric people who are desperately running away from war, hunger and injustice.

We brilliantly succeeded in exchanging experiences, abilities, good practices and true emotions by showing and learning in mutual contact that solidarity is the key to make Europe not just a group of different countries but one strong community.

The fourth activity and also the last mobility of the project was the one to Finland which had to take place in April 2020, from 1st to 5th, but it was unfortunately cancelled because of the covid-19. Of course, we are all deeply saddened because of it.

RELAZIONE FINALE SUL PROGETTO ERASMUS+

"PASSENGERS ON THE SAME BUS!

NO PLACE FOR DISCRIMINATION, SEGREGATION AND INEQUALITY!"

Ho personalmente coordinato il progetto dal primo Settembre del 2019 fino alla sua scadenza, periodo durante il quale la mia dirigente è stata la Prof.ssa A. Decataldo, che ringrazio sentitamente per la sua preziosa collaborazione, i suoi consigli e l'incoraggiamento particolarmente utili nell'organizzare insieme l'arrivo dei partners a Bari, nella nostra scuola, dal 7 all'11 ottobre 2019. Nell'anno scolastico 2018/19 la

coordinatrice del progetto è stata la prof.ssa M. Cacucciolo e la Dirigente, la Prof.ssa G. De Giglio, insieme si sono occupate dei preparativi per la mobilità prima a Cipro e poi nella Repubblica Ceca.

Riguardo alla terza attività, quella a Bari, il cui tema era l'immigrazione, abbiamo cercato di coinvolgere l'intera comunità scolastica fin dall'inizio. Il giorno dell'accoglienza alcune classi si sono esibite in un tipico ballo pugliese, la Taranta, il coro della nostra scuola ha cantato "Volare" di D. Modugno, un grande rappresentante della musica italiana del passato e alcuni alunni arpisti hanno eseguito il brano "Bella Ciao", una canzone simbolo della nostra resistenza.

Il tema dell'inclusione è stata la priorità del nostro progetto perché tutti condividiamo l'idea che ciascun bambino debba avere il diritto all'inclusione sociale cominciando col lottare contro ogni forma di discriminazione nella scuola, poi dando loro le stesse opportunità educative dei coetanei e infine diffondendo l'idea del rispetto e dell'accettazione della diversità.

Credo che la finalità principale del progetto sia stata pienamente realizzata visto che, in modo particolare gli studenti coinvolti direttamente, poi quelli che fanno parte della popolazione scolastica, sono stati tutti sensibilizzati al problema. Di conseguenza abbiamo usato i moderni mezzi tecnologici e una metodologia innovativa basata su conferenze interessanti con esperti esterni per stimolare dibattiti, lavori di gruppo per realizzare manufatti e cartelloni sulla tematica, workshops creativi ed esperienziali, attività come i role-playing e le visite a luoghi d'interesse culturale così da raggiungere l'obiettivo principale. L'idea progettuale ha avvicinato comunità scolastiche diverse, che appartengono a Paesi Europei lontani, e talvolta così in contrasto fra loro per la lingua, le abitudini e le tradizioni.

Abbiamo dato ai nostri studenti l'opportunità di apprendere contenuti viaggiando, lavorando, divertendosi, crescendo cognitivamente e vivendo momenti emozionanti come quando hanno dovuto dirsi addio all'aeroporto dopo aver condiviso in Italia un'esperienza intensa e sentita fatta di meetings, giochi, ricerche, workshops e visite istruttive.

Tutti i docenti e gli studenti hanno cooperato, hanno condiviso idee e lavorato bene insieme. Tutto questo li ha aiutati a scoprire la ricchezza culturale dell'Europa, a capire e ad accettare gli altri, ad imparare da questi e a condividere una visione olistica di tematiche come la diversità, il rispetto, la tolleranza e l'uguaglianza non solo all'interno della propria comunità scolastica, ma in uno scenario transnazionale.

Il fatto di aver condiviso con altre persone, al di fuori dell'Italia, esperienze così dolorose, come quelle riguardanti l'immigrazione dall'evento della nave Vlora fino agli sbarchi dei nostri giorni, ci fa sentire più vicini gli uni agli altri in Europa.

Durante i workshops culturali in Italia, abbiamo cercato di informare e di condividere la sofferenza dei migranti discutendo di questioni come l'immigrazione e la diversità partendo dalle leggi politiche fino ad arrivare al regolamento scolastico in uso per favorire l'inclusione degli studenti stranieri. Le scuole sono prima di tutto fatte da individui che provano le stesse emozioni quando affrontano le grandi questioni sociali.

L'altro obiettivo del progetto, ma non il minore, è progredire linguisticamente e posso asserire che l'atteggiamento degli studenti è adesso più positivo non solo verso una lingua straniera, ma anche verso

gli altri in generale, sono più sicuri di se stessi e delle proprie potenzialità. Hanno finalmente migliorato la conoscenza della lingua inglese che possono parlare quasi fluentemente.

Credo fermamente che il progetto abbia aiutato ad accrescere la sensibilità e la tolleranza nei confronti dei rifugiati e dei richiedenti asilo non solo nella nostra comunità ma anche nei nostri partners. La storia dell'immigrazione che abbiamo mostrato e condiviso con loro è un vero e concreto esempio di come un Paese, malgrado le difficoltà, possa con successo accogliere e includere nel suo tessuto sociale gente che scappa disperatamente dalla guerra, dalla fame e dall'ingiustizia.

Siamo riusciti brillantemente a scambiarci esperienze, abilità, buone pratiche e sincere emozioni mostrando e imparando reciprocamente che la solidarietà è la chiave per fare dell'Europa, non semplicemente un insieme di Paesi diversi, ma una sola forte comunità.

La quarta attività e anche l'ultima era quella in Finlandia che avrebbe dovuto tenersi ad Aprile 2020, dall'1 al 5, ma sfortunatamente è stata cancellata a causa del covid-19. Naturalmente siamo tutti profondamente rattristati da ciò.

LA COORDINATRICE DEL PROGETTO ERASMUS+ IN ITALIA 2019/2020

Prof.ssa Anna Pietrarossa

Mrs. MERILAINEN KAIJA

**THE COORDINATOR OF THE ERASMUS+ PROJECT
KAINUUN AMMATTIOPISTO
KAJAANI-FINLAND**



Cyprus

We were very thrilled coming with the students to Cyprus. We arrived some days before because of the flight schedules, but we enjoyed the warm weather and being together the whole weekend. On Monday we started to work on the project in a diverse education system. Furthermore, our students were excited also to live in local homes.

In the project we had various activities, some using different materials some of them made with computers. It was totally unlike to Finnish students to work with papers and colours, because we are used to doing everything with laptops and software. We learned a lot about the history of Cyprus, its culture, fine landscape and friendly people.

The aim of the project succeeded – students got friends, used their language skills and above all the project got publicity. Also, we realized that everyday life is quite the same in different countries!

Czech

Having the meeting in Czech Budejovice we got to know the history, local food culture, fine historical buildings and another kind of school system. It was interesting to visit the capital Prague, see the castle of President and of course Krumlov and Hluboca and Vltavou Chateau.

The aim of the meeting was segregation and we were able to see amenities and places to help not so underprivileged people. To prevent segregation is so important to us and also to people in other countries. Our students learned that not in all countries there is not so good social security system and there are a lot of people in various countries that do not have good facilities for their lives. We visited a day care centre and saw how dedicated workers wanted to help their fellow citizens.

Italy

In Bari, Italy we got to know the Italian educational system and lifestyle. The school days were not so long, perhaps because of the warm weather. But the students have homework after school, which is different than in Finland.

The students were younger than ours, but still, Finnish students had a nice time with other students and families they were staying at. The aim was to get the knowledge of immigration, the problems it has raised and the personal lives of immigrant people. We had a very interesting lecture on the amount of immigration in the whole world, the huge mass of people leaving their countries and the problems that it causes as well for the people as for whole countries. Especially we learned how Italy is solving the immigration problems and we got to know the reasons for immigration.

Finland

We could not unfortunately organize the last meeting in Kajaani because of the pandemic Covid19-virus. Our topic would have been bullying and how we have solved that in our school.

Kypros

Olimme todella innoissamme, kun tulimme opiskelijoiden kanssa Kyprokselle. Saavuimme aiemmin lentojen takia ja nautimme lämmöstä ja yhdessäolosta viikonlopun. Maanantaina alkoi projektiin paneutuminen ja erilaiseen kouluun tutustuminen. Totta kai opiskelijoita jännitti myös perheisiin majoittuminen.

Projektissa teimme erilaisia aktiviteetteja, osa käsin osa tietokoneilla. Oli hieman erilaista suomalaisille opiskelijoille piirtää/värittää, kun teemme kaiken erilaisilla ohjelmilla ja jokaisella on koulun antamat kannettavat.

Tutustuimme Kyproksen historiaan, kulttuuriin, hienoihin maisemiin ja ystävällisiin ihmisiin.

Tavoite kokoontumiselle onnistui, sillä opiskelijat saivat ystäviä, käyttivät kielitaitoaan ja projektille saatiin näkyvyyttä. Lisäksi huomasimme, että arkielämä on samanlaista eri maissa!

Tsekki

Tsekin kokoontumisessa pääsimme tutustumaan maan historiaan, paikalliseen ruokakulttuuriin, hienoihin vanhoihin rakennuksiin ja toisenlaiseen koulusysteemiin. Mielenkiintoista oli vierailla Prahassa, nähdä presidentin linna sekä Krumlov ja Hluboca nad Vltavou Chateau.

Projektissa aiheena oli syrjäytyminen ja pääsimme tutustumaan vähäosaisille järjestettyihin palveluihin. Syrjäytymisen ehkäisy on tärkeä niin meille kuin muillekin maille. Suomalaisilla opiskelijoilla silmät avautuivat sille, ettei kaikissa maissa ole niin hyvää sosiaaliturvaa kuin meillä. Lisäksi Tsekissä oli myös vapaaehtoisjärjestöjä, jotka auttoivat syrjäytyneitä ja vähäosaisia.

Italia

Italian Barissa pääsimme tutustumaan italialaiseen koulutukseen ja elämänmenoon. Koulupäivät eivät olleet niin pitkiä kuin meillä, mutta se johtunee lämpimästä säästä ja siitä, ettei kouluissa ole koneellista ilmanvaihtoa.

Opiskelijat olivat nuorempia, mutta kuitenkin suomalaiset opiskelijat sopeutuivat perheisiin ja koulutovereihin hyvin ikäerosta huolimatta. Projektin tavoitteena oli tutustua maahanmuuttoon, sen aiheuttamiin ongelmiin ja maahanmuuttajien henkilökohtaisiin tilanteisiin. Mielenkiintoinen luento oli koko maapallon kattavasta maahanmuutosta, sen aiheuttavista ihmisvirroista eri maihin ja varsinkin Italian keinoihin selvittää ja löytää ratkaisut maahanmuutolle.

Opiskelijoiden silmät avautuivat näkemään niin yksilötason kuin koko maan ongelmat ja ratkaisuvaihtoehdot sekä syyt maahanmuutolle.

Suomi

Valitettavasti emme voineet järjestää kokoontumista Kajaanissa Covid19-pandemian aiheuttaman tilanteen takia. Aiheena olisi ollut kiusaaminen ja sen ehkäisy

Merilainen Kaija

Mr. Pavel Kavrik

**THE COORDINATOR OF THE ERASMUS+ PROJECT
JIROVCOVA GYMNASIUM
CESKE BUDEJOVICE
THE CZECH REPUBLIC**



Hned ze začátku musím přiznat, že jsem se projektu Passengers on the same bus! No place for discrimination, segregation and inequality velmi obával. Ne proto, že by byl špatně napsaný, to bychom nechtěli být partneři, ale proto, že otázka imigrace byla tou dobou v České republice vnímána velmi negativně a také téma se mi zdálo na žáky ve věku cca 14 let těžké.

I tyto obavy byly důvodem, proč jsem se rozhodl jet na Kypr na úvodní setkání. A musím říct, že moje pochyby se velmi rychle rozptýlily. Od prvního okamžiku probíhalo vše v úžasně přátelském duchu a přitom podle přesně daného harmonogramu. Petros Tekkelas a jeho tým měli dokonale připravený program, v kterém žáky nenásilnou a většinou herní formou uváděli do velmi těžkého tématu nerovných příležitostí a vzájemných odlišností. A setkání na Kypru nastavilo pravidla a atmosféru i pro další setkání v České republice a Itálii, kde se nám snad povedlo podobně přátelsky a nenásilně zpracovat témata rozmanitosti, diskriminace, segregace a uprchlictví. Je velká škoda, že se nemohlo uskutečnit poslední setkání ve Finsku, které by celý projekt uzavřelo.

Projekt byl velmi dobře připravený a promyšlený. Důležité bylo také rozmanité složení celého projektového týmu (Kypr, ČR, Itálie a Finsko), který svojí rozmanitostí nabízel různé pohledy na danou problematiku.

Největší přínos projektu ale nevidím v jednotlivých aktivitách, které probíhaly. Ano, byly úžasně připravené, obohatily žáky o spoustu zajímavých informací a umožnily jim proniknout zábavnou formou do velmi těžkých témat. Osobně ale vidím hlavní přínos v rozvoji přátelství a poznávání nových kultur. Pokud bych měl mluvit za účastníky z České republiky, tak bezpečně vím, že vznikla nová přátelství jak mezi žáky, tak mezi vyučujícími, která se budou dále rozvíjet a to by bez projektů Erasmus nebylo možné.

Na závěr bych chtěl poděkovat Petrosovi: „Udělal jsi obrovský kus úžasné práce! A ačkoliv jsem z projektu měl ze začátku obavy, ukázalo se, že to byl jeden z nejlépe zpracovaných a nejlépe vedených projektů, kterých jsem měl možnost kdy zúčastnit. Díky!“

Right from the beginning I have to admit that I was a little bit afraid about the project Passengers on the same bus! No place for discrimination, segregation and inequality. Not because it was poorly written,

we would not want to be partners, but because the issue of immigration was perceived very negatively in the Czech Republic at the time, and also the topic seemed difficult for pupils aged about 14.

These concerns were also the reason why I decided to go to Cyprus for the introductory meeting. And I must say that my doubts dissipated very quickly. From the first moment, everything went in a wonderfully friendly spirit and at the same time according to the exact schedule. Petros Tekkelas and his team had a perfectly prepared program in which they introduced students to a very difficult topic of unequal opportunities and mutual differences in a non-violent and mostly playful way. And the meeting in Cyprus set the rules and atmosphere for further meetings in the Czech Republic and Italy, where we managed to deal with the topics of diversity, discrimination, segregation and refugees in a similarly friendly and non-violent way. It is a great pity that the last meeting in Finland, which would close the whole project, could not take place.

The project was very well prepared and well thought out. Also important was the diverse composition of the entire project team (Cyprus, the Czech Republic, Italy and Finland), which with its diversity offered different perspectives on the issue.

The project itself was a success. Our objectives have been successfully met and its impact has been and will be, after its funding, enormous for all of us. All the activities were wonderfully prepared and enriched the students with a lot of interesting information. The designed activities managed to penetrate very difficult topics in a fun way. Furthermore, I personally believe that boosting strong friendships and raising cultural awareness among students and teachers-participants are perhaps the most outstanding intangible results of the project. If I were to speak for the participants from the Czech Republic, I know for sure that new friendships have emerged between pupils and teachers, which will be further developed, and this would not be possible without Erasmus projects.

In conclusion, I would like to thank Petros: "You have done a huge amount of wonderful work! And although I was worried about the project from the beginning, it turned out to be one of the best developed and best managed projects I have ever had the opportunity to participate in. Thanks!"

Pavel Kavrik

Mr. Marios Lysandrou

**THE LEGAL REPRESENTATIVE OF THE PROJECT
XYLOFAGOU SECONDARY SCHOOL
XYLOFAGOU-CYPRUS**



Conclusion

Petros Tekkelas

Coordinator of the Erasmus+
Programme KA229

The German philosopher Immanuel Kant once said: “there can be no doubt that all our knowledge begins with experience”. As an educator in the front lines of the contemporary teaching arenas, my utmost concern has always been the transferring of knowledge through experience.



The Erasmus+ project “Passengers on the Same Bus! No place for Discrimination, Segregation and Inequality” has been, perhaps, the most outstanding challenge for me to lead participants toward the building of experiences on the issues of Diversity, Discrimination, Equality and Segregation within and beyond the school environment. I have been conscious enough while designing and implementing the project, that our “journey” would be demanding and challenging. What really provided me with much courage and enthusiasm to go on, were the bright smiles of all the students involved from the four countries, the obvious positive impact of our project’s results, as well as the excellent cooperation I had with my colleagues of the three partner-schools.

The “bus” of our project will keep being in service for everyone disregarding skin colour, religion, nationality and cultural diversity.

I would like to express my gratefulness to all the involved teachers and parents, whose commitment to the success of our project was more than precious. I am also grateful to Mr. Marios Lysandrou, the principle of my school who trusted and encouraged my efforts on the project, as well as the staff of “ΙΔΕΠ” the Cyprus Foundation for the Management of EU Lifelong Learning programmes in Cyprus, for their valuable advice and help.

Petros Tekkelas

Teacher of English Language &
English Literature
Coordinator of the Erasmus+
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