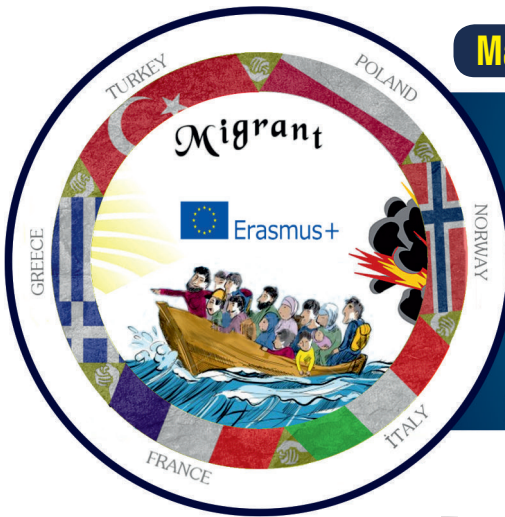


Co-funded by the  
Erasmus+ Programme  
of the European Union



Many Immigrants Go and/or Return to/from Another National Territory

**Project**

June 30, 2017 No:1  
**Migrant**

The world has been facing a dramatic situation of more and more people escaping their homes due to the conflicts being carried out in their native countries.

► Page 2



**Turkey takes more than 1,000 migrants under EU deal**

More than 5,000 Syrians sent to EU from Turkey since start of refugee deal, EU minister says  
ANKARA

► Page 7



# NAZILLI MENDERES ANATOLIAN HIGH SCHOOL

Nazilli Menderes Anatolian High School is in Nazilli in the west of Turkey. It's the second largest town in the city of Aydın.

**TERTNES VIDEREGAENDE SKOLE**



Tertnes videregående skole is a public upper secondary school situated 15 km North of Bergen city center.



This is our Institute.....

**ISTITUTO ISTRUZIONE SUPERIORE ENRICO FERMI**

The "Professional Institute E. Fermi" is the headquarter. It is one of the most ancient high school of the district, and it is located in the center of Formia. The Technical Institute is one of the three located in the District of Latina, and it is placed in a suburb of the city.



**THE SECONDARY SCHOOL OF PLATYKAMPOS**

The Secondary School of Platykampos is located 11 km from Larissa, the capital of Thessaly, situated in the center of Greece.



► Page 4-5



Menderes Anadolu Lisesi Öğrencisi Olmak Ayrıcalıktır.

Başarmak için Doğru Yerdensiniz



## Project summary

We all witnessed masses of people from the Middle East crossing the Mediterranean Sea at the end of the summer 2015.

► Page 3



TÜRKİYE ULUSAL AJANSI  
TURKISH NATIONAL AGENCY

Erasmus + Programı

Erasmus + Programme

TÜRKİYE CUMHURİYETİ  
AVRUPA BİRLİĞİ BAKANLIĞI



REPUBLIC OF TURKEY  
MINISTRY FOR EU AFFAIRS

# Project

The world has been facing a dramatic situation of more and more people escaping their homes due to the conflicts being carried out in their native countries.

The exodus from Near East and Africa is directed towards Europe, which as a continent, has to deal with this situation. Unfortunately, there are many factors which constitute a lot of obstacles on the way of refugees' to Europe. Geographical distances, cultural and religious differences, economic situation of host countries, all which issues are being taken into consideration while delegating immigrants' quotas to the particular countries, are not factors that matter most. The biggest challenge for such projects are negative attitudes of people, media, governments towards every difference that does not conform to the group of native inhabitants. In the era of growing terrorism which takes unexpect-

ted forms of solo or lumpen terrorism it is understandable that people are afraid to open to new cultures which intermingle with their daily routines, thus making the process of immigrants' assimilation even more difficult. The aim of this project is to provide bona fide knowledge on the phenomenon of immigration which has to be followed by increasing students' awareness of the advantages, but also dangers and threats of immigration movements. Commonly with the local communities, we as teachers and also students via peer-to-peer education should reconsider the stereotypes trying to make Europe home to other nationalities as well. The project should advocate the attitude of reasonable open-



ness people who are seeking freedom- their undisputable human right which has been severely violated in their own countries. For teachers the project will be a platform to exchange the ideas, methods and techniques of teaching and mentoring on this difficult lesson

of responsible citizenship. We should fight passive attitudes towards the world problems, so the project will enhance active behaviors to change the unfavourable conditions immigrants have to stay in our countries, help them as much as it will be possible and develop social bonds to help them become legitimate citizens of the united Europe. The biggest challenge but also a "must" of the project will be conquering the feeling of fear and inflicting in students and their families more tolerance and acceptance of the timelessness of the phenomenon of people's migrations for whatever reason, although our project will mainly focus on the refugees whose situation was caused by wars and military conf-

licts in their countries. We should never cease in the attempts to undertake any activity including international projects to eliminate racism from any aspect of our lives. We have to raise tolerance levels and defend our human right to freedom, education and pursuit of happiness, which is undeniable for every human being not chosen nations. Rational will be also to make our citizens aware why immigrants want to settle down more willingly in one countries rather than in the others, which the problem will soon become a burning issue particularly in the case of aging societies, whose economies in no time will start to depend on the young hands of both native and foreign inhabitants, both groups hopefully being equally well educated.

# Project aim

The project is aiming at understanding the push factors of immigrants through time, then move on to study the situation of the refugees as well as the pull factors of the EU countries.

The case of the refugees from Syria, in particular, has been dramatically put forward in the media because of the increase of new-comers in the summer 2015. This project will be innovative because it will allow the students to know directly this "issue". Until now what we know, what we see, are only the images sent us and filtered by tv and social media. The project will allow the students to see and to know the needs, the hopes, the problems of these persons from their point of view. Innovative will be also increasing awareness among younger students which will come from their older schoolmates. The hatred is spreading and it touches even small kids who do not understand the whole phenomenon and repeat unconsciously incidentally heard opinions of their parents, or other adults'. The intolerance of everything which is new is threatening our continent and the young people in the aging societies with such



attitude to differences will not build the better world. While the global aspect of the project is obvious, what we should draw attention to is focusing on very particular stories, finding the real people who would be willing to share their experience with different age groups, which will appeal to the still unconvinced about our obligation to help these people. The teaching



should go down from students themselves in a way adjusted to the recipients and target groups as for their age. This project will give us a chance to see the best practises in different countries.

- Local Authorities/Initiatives
- innovative methods of teaching like peer-to-peer education and/or PBL (Problem Based Learning),and/or CLIL approach
- European Union values advocacy in different schools
- Following the good practices especially in the case of the countries for which the huge

number of refugees /immigrants is a fairly new phenomenon like Norway, dealing with the issue and observing the experienced countries.

- How to make some countries attractive for refugees to stay

The project will draw students attention to the psychological aspects of their life, to the fact of appreciation of what chance they got to be free and have access to all values a human being deserves. touchin the strings of empathy they will be able to find the power to act and help the ones in need.

# Project summary

We all witnessed masses of people from the Middle East crossing the Mediterranean Sea at the end of the summer 2015.

As a consequence, six secondary schools (Poland, Turkey, Italy, Greece, Norway and France) decided to work on a common two-year project that would give rise to collective consciousness about the phenomenon through a project we have decided to call MIGRANT (acronym for Many Immigrants Go and/or Return to/from Another National Territory) aiming at understanding the push factors of immigrants through time, then moving on to study the situation of the refugees as well as the pull factors of the EU countries. This project will be innovative in the sense that it will allow the students to know directly this "issue", like witnesses of the situ-

via emails, a whatsapp group, a messenger group, and through a googlesite expressly created for the project, and this will be pursued. And once agreement is given, students' communication will be carried out on a Facebook group of the project, transnational meetings will take place three times (Poland Nov,2016; Turkey Oct,2017; Norway May 2018). Since evaluation is a crucial stage to see if our action is unfolding as planned, the major actions will be assessed using the SMARTER objectives and indicators (Specific, Measurable, Accepted, Realistic, Time-defined; Evaluable; Resetttable). Dissemination will be assured by a blog, an online newspaper uploaded on the website of each partner school. To avoid any risk of misunders-



ation in situ carrying out voluntary work, standing back from the omnipresent media prism. Besides, it will give us a chance to see the best practices in different countries during mobilities (Italy April,2017; Greece Nov,2017; France March,2018) such as innovative methods of teaching like peer-to-peer education and/or PBL (Problem Based Learning), and/or CLIL approach; advocating European values and citizenship through international and humane cooperation; comparing the ways each of our partner countries are facing the situation; or what makes some countries attractive to migrants. Effective communication will be ensured by many ways of doing so. All partners are already cooperating and communicating through the social media,

tanding, the project has been organized in a realistic and pragmatic way: the division of tasks between the partners is detailed and each school involved in the project knows clearly its role.

The activities will be varied, and amongst the common ones will be organizing a logo competition to symbolize the project, workshops at school firstly about each partner's rules and the positions of national political parties on migrants, then about some significant stories of migrants, and finally about the history of immigration in each partner country; each host partner will organize some lessons about his own country language about the "migration terms". Other activities are planned such as: writing and composing (poems; a play

that will be performed by the students; a song... about migration); creating online illustrated documents: weekly/monthly news review on migrations, collecting articles related to the issue - thus, the pupils will get to know the editorial line of their national newspapers); publishing the book with real life-stories of immigrants in the form of "national chapters" (Turkish Chapter, Polish Chapter, etc); a common guide on how to deal with racism and xenophobia. Specific activities will also take place in the partner countries: e.g visit to museums of immigration, voluntary service, Oxford debates, hot spots visits.

We expect this partnership to have an impact on students (adding respect, tolerance and understanding towards students from different backgrounds to diminish or even eliminate injustice and violence, discrimination and marginalization; developing capacities for independent judgement, critical thinking and ethical reasoning; broadening their knowledge and understanding of the way national and European institutions work; improving communication skills; enhancing

motivation to learn foreign languages - and more particularly English by learning subjects in the framework of CLIL approach; increasing social skills within the prospect of a better knowledge of the migrations phenomenon in Europe; getting interested in exchanging with others to be able to compare different points of views and finally adopt the one that suits them best; strengthening the role of the peer-to-peer education; improving ICT-skills. But staff, parents, the schools and the migrants themselves will be impacted by the project as they will be part of it. As it is school's duty to encourage students to adopt a responsible attitude and to get to know what solidarity and social cohesion mean in action, we expect them to keep in touch with active citizenship.



# PROJECT PARTNER COUNTRIES

## NAZILLI MENDERES ANATOLIAN HIGH SCHOOL

### THE SECONDARY SCHOOL OF PLATYKAMPOS

The Secondary School of Platykampos is located 11 km from Larissa, the capital of Thessaly, situated in the center of Greece.

Platykampos, the village which houses our school is in the center of the largest Greek plain, near the sea. There are about 200 students, divided into three classes, aged 12 -15 years. Our students come mainly from rural families. In the last years with the economic crisis, the agricultural production in Greece is

low living and educational standards. This situation does not allow students to travel abroad and get to know other countries, people and cultures. In our school there are 25 teachers of different specialties, with training in the subject they teach and with long training experience. Since 1994 our school imp-



in recession, so the residents live in poverty and young people are faced with unemployment. 10% of the students have learning difficulties. Also in this school there are students attending from other countries (Albania, Romania) from families with

lements annual programs relating to the environment, health, culture and science. We realized already a Comenius project for environment and energy resources from 2010-2012 and now we realize an Erasmus+ project about Immigrants.

### AYDIN - NAZILLI MENDERES ANADOLU LİSESİ



Nazilli Menderes Anatolian High School is in Nazilli in the west of Turkey. It's the second largest town in the city of Aydin. Nazilli is located by the Menderes River which is the biggest river in the Aegean Region and our school derives its name from the river. Our institution is a state high school. The pupils are between 14 and 18 years old. They are registered to the school according to the results of the exam which they take at the end of the 8th grade. The school year starts in the second week of September and finishes in the second week of June. Our school has got a modern building. There are 32 classrooms with smart boards, with two physics, one chemistry, one biology and one computer labs and one library, a canteen, a cafeteria, two etude saloons, one music room and one painting room. There are 53 teachers and 757 pupils and an office holder. It's one of the most successful high schools in this region. Our pupils are successful and eager to learn. Last year 78 per cent of our pupils were



accepted by various universities. Our pupils participate in extracurricular activities such as folk dancing, basketball, badminton and theatre.

### TERTNES VIDEREGAENDE SKOLE

Tertnes videregående skole is a public upper secondary school situated 15 km North of Bergen city center. It is a middle-sized school with 430 pupils aged 16-18. Most of them study general subjects, but the school also offers vocational studies within Service and Transport. Twenty percent of our students specialize within sports. They are chosen among the most talented athletes in the country. These students train 12 hours a week, and they are coached by the best trainers in the country. This is financed by the government and the Norwegian Olympic Committee. The school was founded in 1964, but expanded to its current size in 2007. In August 2018 the school will merge with another nearby school, and the new school will host 750 pupils. Our vision is: Learning and development in an inspiring environment. We regard everyone as equals and treat each other with care and respect. We want our pupils to actively participate in school activities, and try to provide them with the possible training and education for the future. We also focus a lot on pupil co-operation, equity and democracy. The pupils are engaged in various charity events, financial support to projects in Syria and Uganda.



### MELCHIOR WAŃKOWICZ PRIVATE HIGH SCHOOL IN KATOWICE

Melchior Wańkowicz Private High School was established 16 years ago. It was founded at the dawn of the twenty-first century. It combines multicultural teaching with respect for Polish culture and traditions.

Wańkowicz students have two programs to choose from: New Polish Matura Programme (taught in Polish) and International Baccalaureate Diploma Programme (taught in English). Charity actions, travelling, participation in competitions and tournaments, sport, modernity, open-mindedness and tolerance are what makes us special among similar schools. Wańkowicz High School is the High School of the Future.

Our School has been a host of The Great Orchestra of Christmas Charity since 2005. It is a Polish charity action which has been helping children and seniors for 25 years already. During the last final, we collected more than 12 thousand €.

Charity actions last all year long. "Running From The Heart", "Map of Life", "The House of Guardian Angels" are just some of them. We are not indifferent to human suffering.

Since 2008, the school hosts youth People to People International Chapter, which is the only one in Poland. The leading idea of the organization is Peace Through Understanding. We organized the European Conference in 2011. We also participate in conferences in other countries, we learn, we help others.

Our school is affiliated with UNESCO. Every December since 2009, our Amnesty International Student Group has organized the so-called AI Letter Writing Marathon, the purpose of which is to defend those imprisoned because of their views, those falsely convicted and tortured. We wrote more than 800 letters in 2015.



Our school is involved in two projects, realized as part of the European Erasmus+ Programme. These are: Eurocyberteacher Project (for teachers) as part of Erasmus+ Key Action 1 Learning Mobility of Individuals and Migrant Project as part of Erasmus+ Key Action 2 Cooperation For Innovation and the Exchange of Good Practises - Strategic Partnerships (for students).



### ISTITUTO ISTRUZIONE SUPERIORE ENRICO FERMI

This is our Institute.....



The "Professional Institute E. Fermi" is the headquarter. It is one of the most ancient high school of the district, and it is located in the center of Formia. The Technical Institute is one of the three located in the District of Latina, and it is placed in a suburb of the city. The project is led by the technical section located in a new building constructed two years ago. In our school there are 40 teachers and 250 students from 14 to 19 years old. Our students study English for five years, so this project will help them improving it, by meeting other people of other different countries with different traditions.

The technical Institute for Constructions, Environment and Territory (ex school for surveyors) with a geotechnical branch is the only High School with this course of study in the area of South Pontine. The offered formation is usable in different working fields which require a high technological and scientific level which is more and more in demand in the labor market. Our school is equipped with all the structures and outfits provided for the regulations concerning high school technical formation and instruction: WEB SITE: [www.iis-fermitallini.gov.it/](http://www.iis-fermitallini.gov.it/)

### COLLEGE GAMBETTA

Opened in 1970 and rebuilt in 1999, the College Gambetta became a "digital" school in 2014 and a "connected" school in 2016. It also has the "eco-college" label attributed to schools that are involved in a process of sustainable development. The headteacher is Mrs Guillonueau. There are 725 students and 55 teachers. 2 different sections welcome students



with special needs. Most of the students are between 11 and 15 years old. They spend 4 years in our school. As far as sports are concerned, we have 3 particular options and sections, in volley-ball, gymnastics, and table-tennis. Culture is present in many actions: stu-

dents usually go to museums, to the theatre... There is a choir that gives wonderful concerts each year. Sciences are also important with many scientific actions. Our school very recently won a competition about robotics. Finally, there are many clubs students can get involved in during their free time: English, German, manga, dance, calligraphy, ecology... In September 2016, we started the Erasmus + project called Migrant with great enthusiasm. 16 3rd year students take part in this project, in collaboration with students of 5 other countries (Turkey, Poland, Italy, Greece and Norway). They all feel the need to raise awareness about the situation of Migrants in our respective countries. They work hard on this project.

# Migrant crisis: Migration to Europe explained in seven charts

More than a million migrants and refugees crossed into Europe in 2015, sparking a crisis as countries struggled to cope with the influx, and creating division in the EU over how best to deal with resettling people.



The vast majority arrived by sea but some migrants have made their way over land, principally via Turkey and Albania. Winter has not stemmed the flow of people - with 135,711 people reaching Europe by sea since the start of 2016, according to the UNHCR.

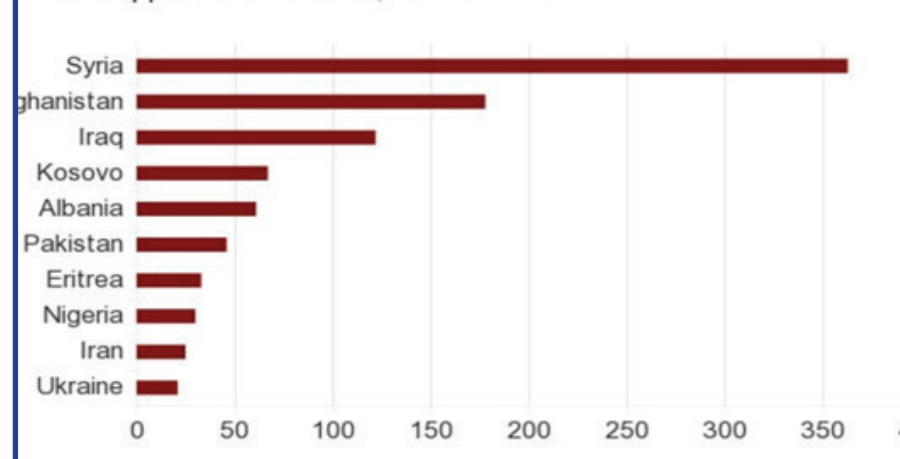
lum applications, as more migrants made the journey overland through Greece and the Western Balkans. It had 177,130 applications by the end of December.

### 3. How do migrants get to Europe?

The International Organization for Migration (IOM) estimates that more than 1,011,700 migrants arrived by sea in 2015, and almost 34,900 by land. This

### Top 10 origins of people applying for asylum in the EU

st-time applications in 2015, in thousands



to be by far the biggest driver of migration. But the ongoing violence in Afghanistan and Iraq, abuses in Eritrea, as well as poverty in Kosovo, are also leading people to look for new lives elsewhere.

### 2. Where are migrants going?

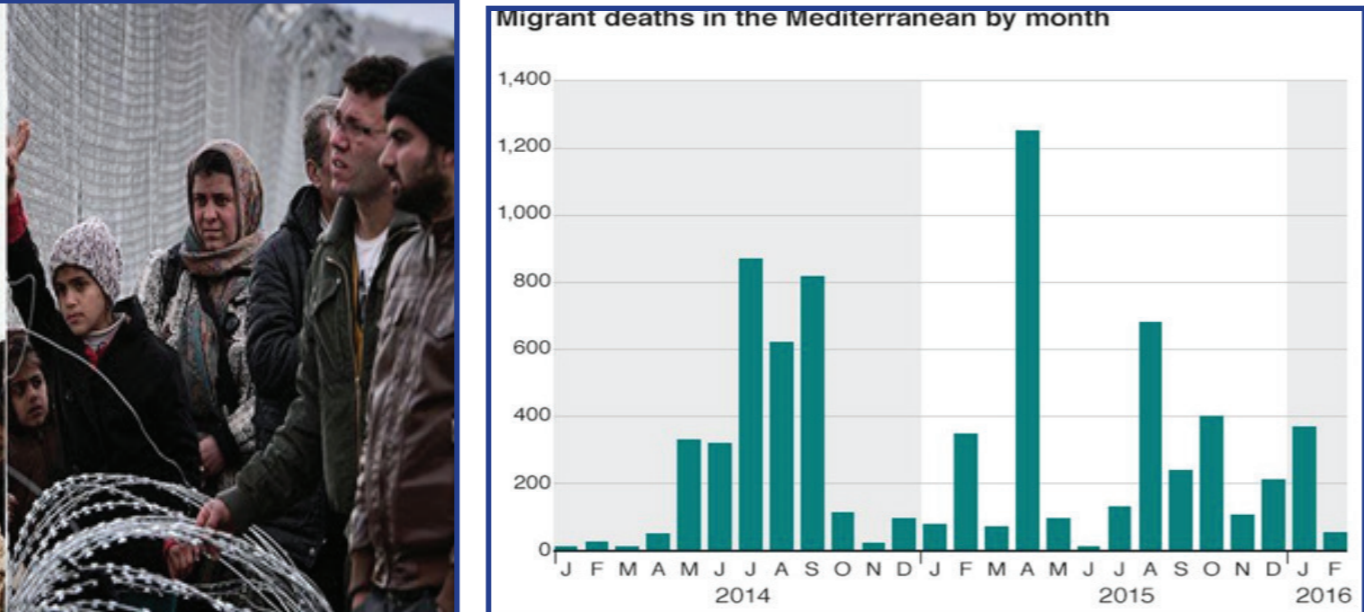
Although not all of those arriving in Europe choose to claim asylum, many do. Germany received the highest number of new asylum applications in 2015, with more than 476,000.

But far more people have arrived in the country - German officials said more than a million had been counted in Germany's "EASY" system for counting and distributing people before they make asylum claims. Hungary moved into second place for asy-

compares with 280,000 arrivals by land and sea for the whole of 2014. The figures do not include those who got in undetected. The EU's external border force, Frontex, monitors the different routes migrants use and numbers arriving at Europe's borders and put the figure crossing into Europe in 2015 at more than 1,800,000. Most of those heading for Greece take the relatively short voyage from Turkey to the islands of Kos, Chios, Lesbos and Samos - often in flimsy rubber dinghies or small wooden boats.

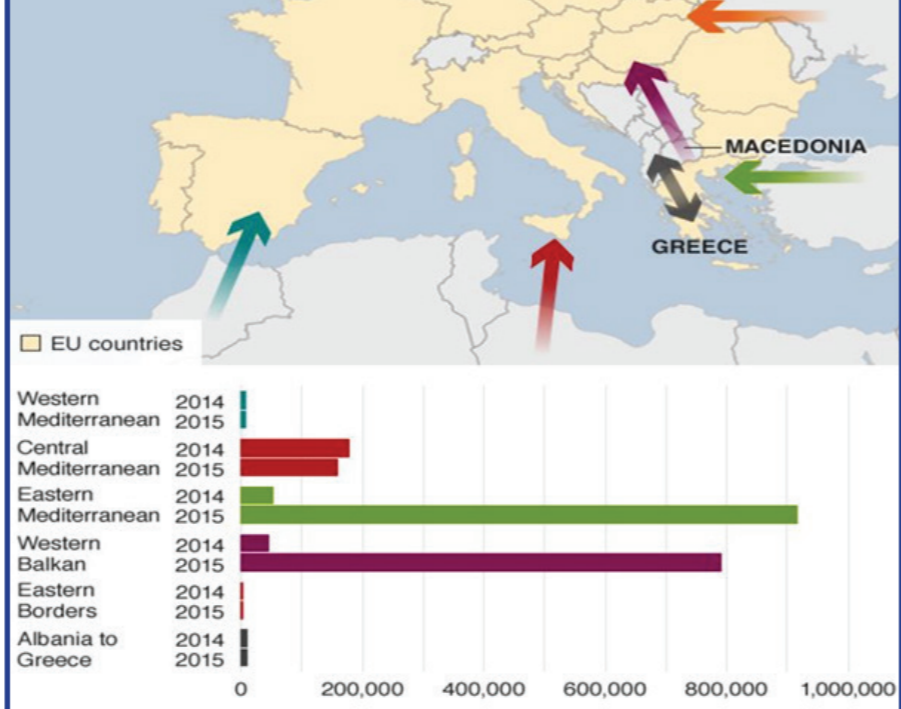
### 4. How dangerous is the journey?

According to the IOM, more than 3,770 migrants were reported to have died trying to cross the Mediterranean in 2015. Most died on the crossing from north Africa to



ries, particularly the countries where the majority of migrants have been arriving: Greece, Italy and Hungary. In September, EU ministers voted by a majority to relocate 160,000 refugees EU-wide, but for now migrants from Italy and Greece as part of the relocation scheme. The UK has opted out of any plans for a quota system but, according to Home Office figures, 1,000 Syrian refugees were resettled under the Vulnerable Persons

### Migrants detected entering the EU illegally, 2014-2015



the plan will only apply to those who are in Italy and Greece. Another 54,000 were to be moved from Hungary, but the Hungarian government rejected this plan and will instead receive more

Relocation scheme in 2015. Prime Minister David Cameron has said the UK will accept up to 20,000 refugees from Syria over the next five years.

### Asylum applications approved 2015



despite having closed its border with Croatia in an attempt to stop the flow in October. Nearly 1,800 refugees per 100,000 of Hungary's local population claimed asylum in 2015.

Sweden followed close behind with 1,667 per 100,000. The figure for Germany was 587 and for the UK it was 60 applications for every 100,000 residents. The EU average was 260.

### 6. How has Europe responded?

Tensions in the EU have been rising because of the disproportionate burden faced by some coun-

## Turkey takes more than 1,000 migrants under EU deal

More than 5,000 Syrians sent to EU from Turkey since start of refugee deal, EU minister says ANKARA



More than 1,000 "irregular migrants" have been returned to Turkey under the refugee deal with the Europe, EU Affairs Minister Omer Celik said Tuesday.

Responding to a written question in parliament, Celik said 1,093 migrants had been sent back to Turkey by the EU following the introduction of the agreement in March last year.

"As of May 2, 2017, a total of 1,093 irregular migrants have been returned to Turkey and a total of 5,024 Syrians have been sent to EU member states," Celik said.

Under the deal, which was reached in November 2015 at the height of the refugee crisis threatening Europe, Turkey agreed to accept the return of migrants who crossed to the EU from its territory.

In return, the EU agreed to accept Syrian refugees for resettlement.

More than 857,000 migrants arrived in Greece, where most migrants headed from Turkey, in 2015, the International Organization for Migration said. This figure fell by 79 percent to just under 177,000 arrivals the following year.

Turkey has repeatedly warned that the refugee deal could collapse if the EU does not honor a promise to grant visa-free travel to Turkish nationals. (<http://aa.com.tr/en/turkey/turkey-takes-more-than-1-000-migrants-under-eu-deal/824434>)



Now more than ever, we need to stand #WithRefugees. 1,494,154 have pledged their support!

Each day war forces thousands of families to flee their homes.

People like you, people like me. To escape the violence, they leave everything behind - everything except their hopes and dreams for a safer future. UNHCR, the UN Refugee Agency believes that all refugees deserve to live in safety. Add your name to the #WithRefugees petition to send a clear message to governments that they must act with solidarity and shared responsibility. We stand together #WithRefugees. Please stand with us.



The petition asks governments to:

- Ensure every refugee

- child gets an education. Ensure every refugee family has somewhere safe to live.
- work or learn new skills to make

a positive contribution to their community. The campaign continues until a global compact for refugees is signed in 2018.

# Migrant crisis: UN says 250 missing in shipwrecks

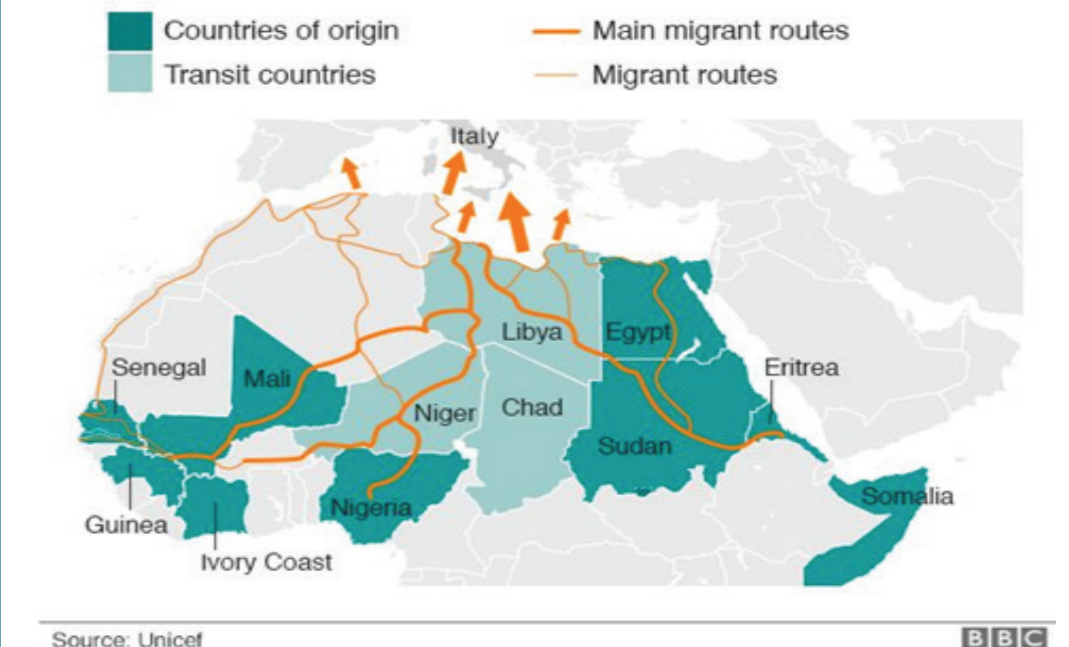
Nearly 250 people are feared drowned after two shipwrecks in the central Mediterranean over the weekend. Some 163 people are missing after a boat reportedly sank off the Libyan coast on Sunday, the UN said.

Another sank on Friday night and, though some 50 people were rescued and taken to Sicily, about 82 are missing.

The central Mediterranean route for illegal migration to Europe is currently the busiest. It is also one of the most deadly, the UN says.

"Since the beginning of 2017, one person out of 35 has died on the sea journey from Libya to Italy," UN High Commissioner for Refugees Filippo Grandi said two days ago.

- ▶ Migrant NGOs 'colluding' with smugglers
  - ▶ Migrants in concentration camps - Pope
- The latest shipwrecks mean more than 1,300 people have died or disappeared while trying to cross from North Africa to Italy since the beginning of the year, the UN's refugee agency said. More than 43,000 migrants and asylum seekers used the central Mediterranean route to reach Italy in that period, it added.



Menderes Anadolu Lisesi Haber Bülteni

İmtiyaz Sahibi Menderes Anadolu Lisesi Adına Mehmet ATAY

Sorumlu Yazı İşleri Müdürü Yeliz SÜMER İngilizce Öğretmeni

Öğrenciler Sude Tuğan Duygu Önal Onur Özkan Duygu Altıntaş Mert Efe Akkulak Gülben Kocaboşoğlu Melikşah Ayhan

Yayın Türü : Yerel Süreli

Tasarım & Baskı

AKGölset matbaacılık

0256 312 13 43 Merkez: Altıntaş Mah. 334 Sok. No: 16/A - NAZILLI Baskı Tesisi: Yeni San. Sit. D6 Blok No: 117-121 - NAZILLI

# First Learning, Teaching, Training Activities Meeting in Formia/ITALY between 4-14th May, 2017

## Activity with Baobab Experience Association: "BORDERS"

### "NO BORDERS, WELCOMING"

Other activities to do at the same time:

- 1) A Soccer game with migrants;
  - 2) Dancehall with traditional african songs;
  - 3) At Biagetti room, loop view of the short film "Nonostantetutto", about the mayor of Riace City, MimmoLucano;
  - 4) At Asia room, a short language course of tigrino/arabo/amaricoto survive the desert (will be given for free some copies of the vocabulary in the english version)
- Meeting with Amnesty International;
  - Listening to migrant's stories
  - Visit to the main monuments and museums of Rome

The days in FORMIA

- Vision of videos and film about migrants.

- 2 Italian Language lessons.
- workshop. (ITALY) How to raise awareness about the problem of migrants.
- workshop (Italy + Norway) about the history of Immigration in their countries;
- workshop (Italy + Poland) about their countries' rules and the positions of their national political parties on migrants.
- workshop (Italy + Turkey) about how to deal with racism and xenophobia in their countries;
- Competition among the grouped students on "Creative writing"
- Teacher's meeting
- Visit The Migrant Centre at Monte San Biagio. Listening to migrant's stories.
- Students Europass
- Visit The Migrant Centre at Itri. Listening to migrant's stories.
- Presentation of the next meeting (by the Greek partners).
- Touristic trip to POMPEI and Naples
- Touristic guided trip to Formia's neighborings places
- The curriculum vitae and europass of the students



# First Transnational Meeting in Katowice /POLAND between 14-18th November, 2016

The transnational meeting of all coordinators from six countries took place in Poland, 14-18.11. 2016

Hosting country: Poland

Partners' mobilities: France, Italy, Greece, Norway, Turkey

Summary of the project management discussions:

1. Pre- test to be corrected by Turkey and adjusted to online version by Greece. (approx deadline- by the end of November)
2. To make up for the games not played in some countries; Norway, France, Turkey, Italy ( before the visit to Italy)
3. Blog creation by Italy ( apprx deadline - by the end of 2016
4. Logo design decided as the artistic reoesentaton / form of expression of immigration topic. ( schools may organize an exhibition - optional)
5. Starting the Newspaper (ap-



prox deadline - by May, 2017) on instrinctions previously specified by Turkey and sent to the partners.

6. The lectures on PBL, Non-formal/Informal Education, CLIL - to be placed on the website , twinspace and other dissemination channels by the end of January, 2017
7. The dates of the visit to Italy established and agreed upon - 05-13. May, 2017 (working days) plus travel days.

- workshops by the students according to the schedule with special regard to European rules/law concerning the problem of refugees compared to the situation in our countries. )
- Sotiris- giving a lecture to the

Italian students/all students on the subsequent visit to Greece (approx date in November, 2017)

- language lessons (Italian in Italy)
- workshop for teachers on the film processing.( showing what has been done in every country)
- 8. Establishing the baseline of the movie:- discussions with students, finding the protagonists, general idea- (approx deadline - by the end of January, 2017)
- Length- 5-10 minutes episodes
- each country- 1 episode type: documentary, reportage, interview, feature film (?)



- audience/ target group- peers, parents, local communities
- 9. Reinvoices to be sent to the partners by the end of the year 2016 and funds returned to Poland by bank transfers or cash in Italy.

10. Agreement from France to share the coordinator's extra budget into two parts - 3000Euro each. One 3000 part will be divided and shared by: Greece, Italy, Poland, Turkey & Norway (600 Euro each country). The money will be used to cover the expanses of the common activities leading directly or indirectly to the final project product(s) creation.

## PROJECT MEETING IN 2017-2018

1. Second Transnational Meeting will be in Nazilli/TURKEY in September 2017
2. Second Learning, Teaching, Training Activities Meeting will be in Larisa/GREECE in November 2017
3. Third Learning, Teaching, Training Activities Meeting will be in LYS-Les Lannoy/FRANCE in March 2018
4. Third Transnational Meeting will be in Bergen/NORWAY in May 2018

