



**YOUR RIGHTS ARE MY RIGHTS, FIGHTING
DISCRIMINATION AND PROMOTING EQUALITY
2017–2019**

YOUTH MANIFESTO FOR HUMAN RIGHTS

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1. The symbol of the project

1.1. The protest song: Fighting discrimination

Lyrics from ERASMUS

Lyrics from Portugal

Não penses que me podes julgar e castigar quando te apetece
Eu não vou ficar a ouvir-te queixar,
Eu apenas quero um pouco de respeito
Porque todas as mulheres merecem alguém que as faça sentir bem e com valor.

*Do not think that you can judge me and punish me whenever you feel like it
I will not stay to hear you complain
I just want a little respect
Because all women deserve someone who can make them feel good and worthy.*

Lyrics from Romania

Toti ne nastem in aceasta lume,
Din prima zi cu dreptul de-a trai.
Toti avem un vis si o speranta
Si ne dorim sa le implinim.
Dati copiilor dreptul la viata,
Sa poata crede in sansa lor de viitor!

*"We are all born in this world,
From the first day with the right to live.
We all have a dream and a hope
And we want them to be fulfilled.
Give children the right to life,
To be able to believe in their future".*

Lyrics from France

Pardon la vie d'être un homme
Je dois faire des métiers d'hommes pour être crédible auprès des miens

Je ne dois pas révéler mes sentiments car on sait que les hommes n'en ont pas

Je ne mesure pas un mètre quatre-vingts

Je ne suis pas un footballeur pro

Pardon la vie d'être une femme

Je suis payée moins cher qu'un homme qui signe le même contrat

Pardon la vie car je me suis fait frapper par l'homme que j'aime car j'ai fait quelque chose qui ne lui plaisait pas

J'ai mis une jupe trop courte et je me suis fait insulter dans la rue

Car je ne voulais pas répondre à un inconnu

Pardon la vie d'être humain et d'avoir des défauts

Pardon la vie d'être trop petite, trop grosse, trop maigre, trop blonde, trop brune

Pardon la vie, je ne suis qu'un homme, je ne suis qu'une femme

Pardon la vie d'avoir été créé comme ça

Sorry to life because I am a man

I have to do men jobs to be considered among my peers

I don't show my own feelings because it is know men don't have any

I don't measure 1 metre 80

I'm not a professional football player

Sorry to life because I am a woman

I am paid less than a man who is hired for the same job

Sorry to life because my boyfriend hit me as I did something he didn't like

I wore a short skirt and I was treated as a whore because I didn't talk with a stranger

Sorry to life because I a just a human being with defaults

Sorry to life because I am too small, too fat, too skinny, too blonde, too brown

Sorry to life because I am only a man, I am only a woman

Chorus

So now let's talk about the love

The most powerful antidote against hate

I've got only two phase and let me prove

That men are good, women are great !



Lyrics from Italy

Uomini senza donne non vanno da nessuna parte

Differenze fra di noi sai che ce ne sono tante

Ma l'importante sai che è il sentimento

Non conta il colore della pelle ma quello che c'è dentro

Fratelli e sorelle non vi classifico nemmeno

Perché la differenza torna sempre zero

Senza istruzione sai che non c'è futuro

Il diritto all'educazione è per tutti, non solo per qualcuno

Men without women go nowhere

Differences between us are a lot

But the most important thing is the feeling

doesn't matter skin colour but what there's inside

I don't even classified Bros and Sis

Because the difference is always zero

Without learning there's no future

Right to education is for everyone, not just for someone



Lyrics from Hungary

Beszéljük meg, hogy legyen a jövő,
te keress sok pénzt, én levágatom a hajam.
otthon ülök majd a pénzed mellett,
a szép kocsidban, mint a többi nő.
ez a világ rám se köszön,
csak várjak, várjak, szüljek,
otthonkában üljek. én is férfi
szeretnék lenni, olyan, mint te,
nem csak ez a nő.

*Ok, so let's talk about the future,
You'll earn a lot of money, I'll cut my hair.
I will stay at home, spending your money
I will sit in your car, like all the other women.
The world doesn't care about me,
Everyone is waiting for me to have children,
Wear comfortable clothes.
I would love to be a man, a man like you,
Not just a woman.*



Lyrics from Cyprus

THE SONG IN GREEK

ΧΩΡΙΣ ΕΣΕΝΑ ΔΕΝ ΥΠΑΡΧΕΙ ΑΓΑΠΗ
ΧΩΡΙΣ ΕΣΕΝΑ ΔΕΝ ΥΠΑΡΧΕΙ ΖΩΗ
ΑΝ ΘΕΣ ΕΣΥ ΜΠΟΡΕΙΣ ΝΑ ΚΑΝΕΙΣ ΤΑ ΠΑΝΤΑ
ΧΩΡΙΣ ΕΣΕΝΑ ΔΕΝ ΥΠΑΡΧΕΙ ΚΑΝΕΙΣ.....

ΜΑΝΑ ΓΥΝΑΙΚΑ ΑΔΕΛΦΗ
ΦΙΛΗ ΓΙΑΓΙΑ ΜΕ ΑΓΑΠΗ ΚΑΙ ΨΥΧΗ
Η ΓΥΝΑΙΚΑ ΕΙΝΑΙ ΜΙΑ
Η ΓΥΝΑΙΚΑ ΕΙΝΑΙ ΖΩΗ

THE SONG IN ENGLISH

WITHOUT YOU THERE IS NO LIFE
WITHOUT YOU THERE IS NO LOVE
IF YOU WANT YOU CAN DO EVERYTHING
WITHOUT YOU THERE IS NOBODY

MOTHER WOMAN SISTER FRIEND GRANDMOTHER....
WITH LOVE AND SOUL.....
THE WOMAN IS ONLY ONE.....
THE WOMAN IS THE LIFE.....

Chorus

So now let's talk about the love

The most powerful antidote against hate

I've got only two phase and let me prove

That men are good, women are great !



1.2. Project slogan poll

TOPO (Tied On Peace Only)

1.3. The LOGO of the project





2. Human rights

2.1. Fighting Discrimination and Stereotypes



2.2. PEOPLE WITH DISABILITIES RIGHTS: integration and inclusion of pupils with special needs

2.2.1. Latsia Gymnasium Cyprus

<h2>LATSIA GYMNASIUM CYPRUS</h2> <p>Good Practices in our School about integration of pupils with special needs</p> 	<h3>PURPOSE OF SCHOOL PLANNING</h3> <p>The fundamental purpose of School Development Planning is to ensure that all students experience a quality education appropriate to their needs in a changing world. Its key focus is the enhancement of student learning.</p> 
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The development of the policy concerning the education of the students with special needs is under the authority of the ministry of Education.



The educational Psychology office, the social welfare office and the students parents are involved in the procedure.

The above bodies contribute in matters such as

- >Financial resources
- >Educating the teachers



WHAT IS OUR SCHOOL CURRENTLY DOING TO SUPPORT STUDENTS WITH SPECIAL NEEDS?

For students with assessed syndromes
A special education unit runs in our school with the following characteristics:

- >A specially adjusted classroom
- >Special subjects focusing on skills rather than knowledge
- >Educational excursions
- >Participation in voluntary activities
- >Attend classrooms lessons on subordinate subjects
- >Minders by their side at all times



2.2.2.The Hungrien presentation



Inclusive Education in Poli

- integrating students with SEN
- complementary classes (3 special needs educator)
- sensitizing for all students
- mental team (2 psychologists, 1 socio pedagogue, 3 special needs educator)

Kapcsold

- organized every
- working with m

Prezi

Kapcsolda

- organized every year
- working with mentally disabled children
- variety of games and activities
- spending a day together

<https://poli.hu/wp/2017/04/10/kapcsolda-2017-filmek-beszamolo/>

Prezi

2.2.3. Good practices in French school about integration of pupils with special needs

In the junior high school next door, a specific class welcomes 12 (5 girls and 7 boys) pupils aged between 12 and 16 who mainly suffer from cognitive disorders. 5 are in 6th form, 1 in 7th, 3 in 8th and 3 in 9th. They integrate classes for some specific school subjects: Art, Music and Physical Education and sometimes History-Geography, English or German.

The pupils work more or less 21 hours per week. They do not have any courses on Wednesday. They start school at 8 am. Most of the time, they are with their specialized teacher, Mrs Jacques who teaches French and Maths and they follow other courses as mentioned before. They are also helped by Mrs Sandre, a school life assistant.

They also have workshops : Selling with Mrs Iffly and Industrial Production with Mr Kunça : 6 hours per week in 8th form and 12 hours per week in 9th form.



The pupils have access to five computers to work in autonomy



The reading corner and the African exhibition



Some drawings



Saint-Avoid vs Marseille on April the 14th 2018



Saint-Avoid leading the game

2.2.4. Good practices in Romania school about integration of pupils with special needs



Colege Ion Kalinderu, School Sanatorium Busteni – PH - Romania



Article 23

- Everyone has the right to work, free choice of work, fair and satisfactory working conditions, and protection against unemployment
- All people, without any discrimination, are entitled to equal pay for equal work
- Everyone who works has the right to a fair and satisfactory remuneration to ensure both his and his family an existence in accordance with human dignity and supplemented, if necessary, by other means of social protection
- Everyone has the right to found trade unions and to join trade unions to defend his interests

Everyone has the right to learn. Education must be free, at least in terms of elementary and general education

Technical and professional education must be available to all, and higher education must also be equal, accessible to all, based on merit.

Education must pursue the full development of human personality and the strengthening of respect for human rights and fundamental freedoms. It must promote understanding, tolerance, friendship among all peoples and all racial or religious groups, as well as the development of the United Nations peacekeeping activity.

- *Solidarity*
- *Persistence*
- *Enthusiasm*
- *Responsibility*
- *Engagement*
- *No - discrimination*

2.2.5. Good practices in Portugal school about integration of pupils with special needs



In the Portuguese high school – Agrupamento de Escolas da Lixa – there is a Department of Special Education, with a group of teachers who work with students who have different disorders / learning abilities. This department coordinates the integration / inclusion of these students into the school and local community. The students from special education attend classes together with the other students and those with more serious cognitive problems have also some hours per week with the special education teachers, who also coordinate and supervise their integration in the world of work. The school establishes partnerships with local businesses and these students receive training there during some hours / days of the week. The school aims to prepare them for integration in the world of work and give them some autonomy.

2.3. WOMEN'S RIGHTS : Women as a symbol of emancipation in Science, Education

2.3.1. LATSIA GYMNASIUM, NICOSIA, CYPRUS: Female Key Figure From Cyprus And Her Influence On Society

WOMEN IN CYPRUS

- Cyriot women were greatly affected by changes after World War II as they expanded access to education and increased participation in national workforce
- In the past, Cyprus women main expectations were to get married and have children



WOMEN IN CYPRUS

- Their schooling were little to none and many women did not work outside their homes
- Today, many Cyprus women have jobs outside their homes and receive a higher education
- Even so, women still continue to keep up with the domestic work that their life requires of them



First Cypriot woman to join the RAF in the second world war in 1943



Education

- By 1980 girls received secondary education up to 45%
- After 1960 women commonly leave Cyprus to get higher education
- In the 1980s, 32% of the Cypriot women where studying abroad



President of the Cyprus Red Cross Society (1961-2004)



2.3.2. LYCEE PROFESSIONNEL VALENTIN METZINGER, SAINT-AVOLD, FRANCE: Famous French women



A revolutionary heroine considered as one of the first French feminists. Olympe de Gouges was distinguished by her famous text entitled The Declaration of the Rights of Women and Citizens. She fervently advocated for women's emancipation.

Born on May 7th 1748 in Montauban, under the name of Marie Gouze, she married Louis Aubry, in 1765 but became a widow shortly thereafter. She then chose to change her name into Olympe de Gouges. Eager for freedom and fame, she went to Paris with her little boy and wrote her first texts. Inspired by the events of the Revolution, she published books for Equal Rights and her famous

Marie CURIE



Marie Skłodowska-Curie, born November 7, 1867 in Warsaw, within the Kingdom of Congress, and died July 4, 1934 in the sanatorium of Sancellemoz located in Passy (Haute-Savoie, France), is a Polish physicist and chemist, naturalized French.

Marie Curie, and her husband Pierre Curie received half of the 1903 Nobel Prize in Physics (the other half went to Henri Becquerel) for their research on radiation. In 1911, she won the Nobel Prize in Chemistry for her work on polonium and radium.

An exceptional scientist, she was the first woman to receive the Nobel Prize, and to date the only woman to have received two. She remains to this day the only person to have been rewarded in two distinct scientific fields (thereafter, and outside strictly science, Linus Pauling obtained the Nobel Prize for Chemistry in 1954 and the Nobel Peace Prize in 1962).

SIMONE VEIL



She was born on July 13, 1927 and died on June 30, 2017. She was born into a Jewish family of Lorraine origins. She was deported to Auschwitz at the age of sixteen, during the Holocaust, where she lost her father, her brother and her mother.

After studying law and political science, she joined the judiciary as a senior civil servant and in 1974 she was appointed Minister of Health by President Valéry Giscard d'Estaing, who charged with the passing of the law decriminalizing the appeal by a woman with abortion, which will then be commonly referred to as the Veil Act.

NIKI de Saint-Phalle



She was born on October 29th, 1930. She was a visual artist, painter, sculptor and a director of Franco-American films.

She started to paint in 1952. She also realized a large number of sculpture-architectures.

With her husband, they realized the fountain Starvinsky which you can see in front of the Pompidou museum in Paris. She died on May the 21st 2002.



She explored the artistic representations of the woman by making dolls of impressive sizes named « Les Nanas ». It symbolizes the supremacy of women.



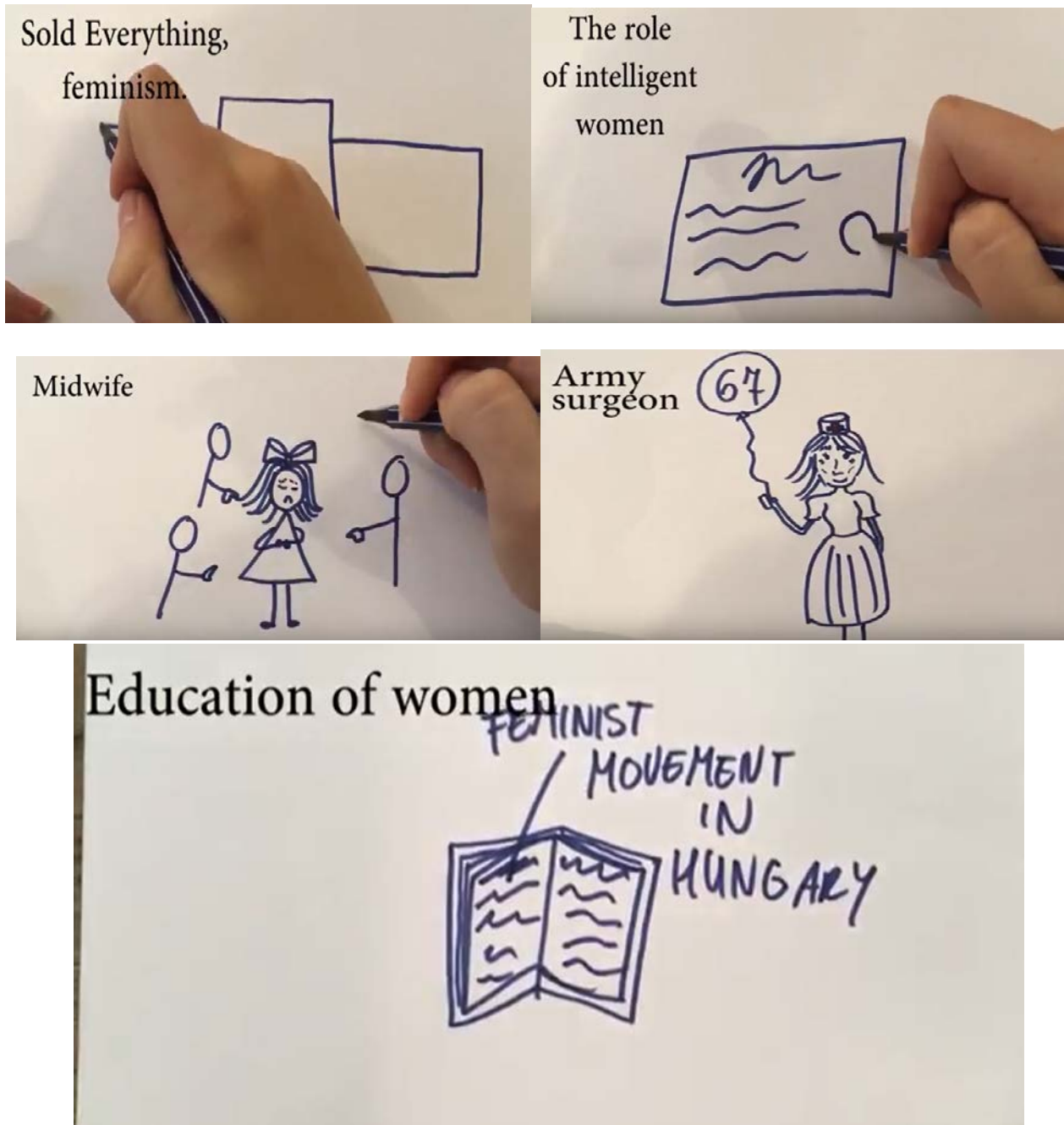
Christelle BRUA was born on July 10th 1977, in Sarrebourg. Her mother was an innkeeper and her father was a framework. She learned literature and got her baccalauréate. She specialized herself in bakery. Then she became the best apprentice of the region (Lorraine) at 21 years old. She was the best pastry cook of the year on 2009. Now she is the pastry chef in the restaurant Le Prof Cordon in Sarrebourg.



Madeleine Pelletier was born on May 18, 1874 in Paris and died December 29, 1939 in Epinay-sur-Orge.

In 1906 she was the first female medical doctor graduated in psychiatry in France, she also militated in the socialist, anarchist and communist movement.

2.3.3. KOZGAZDASAGI POLITECHNIKUM ALTERNATIV GIMNAZIUM, BUDAPEST, HUNGARY: Vilma Hugonnai de Szentgyörgy was the first Hungarian woman medical doctor



The video was created by the students of Közgazdasági Politechnikum, Budapest, Hungary for an international Erasmus+ meeting. Each participating school presented a female key figure, a role-model, who did something extraordinary regarding this topic. Vilma HUGONNAI or Countess Vilma Hugonnai de Szentgyörgy (1847 -1922) was the first Hungarian woman medical doctor.

Samantha

CRISTOFORETTI



First Italian woman sent on a mission in space ★



Samantha

CRISTOFORETTI




WHY Samantha? ★




She is the first Italian woman who went into the space, she is an important symbol for all the women because she showed that space missions are **equal** with men.

Men and Women **have the same opportunities.**



★ Quick presentation

- **Profession:** astronaut 
- **Nationality:** Italian
- **Status:** married 
- **Date of birth:** 26/04/77
- **First Launch:** 23/11/14
- **Last Launch:** 11/06/15
- **Time in space:** 199d 16h 42 min
- **Mission:** Soyuz TMA- 15M ★
- **Years of service:** since 2001 
- **Grade:** Captain
- **Military studies:** aerospace engineering 



Biography

- Born in **Milan** in 1977
- She studied at **Munich University**



In **May 2009** she was selected as an **★** astronaut by the **European Space Agency (ESA)** as the first Italian woman being among the six best, a selection in which had taken part **8,500** candidates



Missions



In **Mission 42** (called "**Future**" mission) experiments were made of **physics** and **biology** conducted in a condition of microgravity, from these results improvements in the conditions of life and health may derive. **Samantha** was in the space **199 days, 16 hours and 42 minutes**. Considering this time she became **the woman who has been more days in space**.



2.3.5. Nicolae Balcescu Highschool: Ana Aslan and the miraculous treatment of Gerovital H3 = Youth Everlasting and Life Without End



ANA ASLAN:

- "To be eternally young does not mean to be 20 years old, it means to be optimistic, to feel good, to have an ideal in life to fight for and to conquer it."



Ana Aslan was a specialist in gerontology, the inventor of the Gerovital H3 treatment.

During the communist era, celebrities around the world - actors, billionaires and heads of state - came to Bucharest in search of the secret of youth. Ana Aslan promised to delay the aging process. Among her clients were John F. Kennedy, Salvador Dali and Charles de Gaulle.



Ana Aslan

- Aslan's Clinic brought communist Romania up to \$ 17 million annually. Her success attracted the attention and envy of the communist authorities, especially from Elena Ceausescu, who was apparently disturbed by Ana Aslan's popularity.
- At the beginning of the 1980s, the Communist State even filed a lawsuit against Mrs. Aslan for her old-age home - more precisely, because Dr. Aslan did this voluntary work without asking for money for the elderly it helps them, thus depriving the state of the incomes that would be due to it. It is also possible for the Communist authorities to have acted in this way because among the people helped by Dr. Aslan were many members of the old "bourgeois" families, such as Catargiu, Şutu or Ghica. After several years of legal action, Ana Aslan eventually won the state's trial one year before his death.
- Ana Aslan died in May 1988.



Ana Aslan

- Ana Aslan has lived almost 92 years. It was a longevity, according to scientific definitions. Treatment method Ana Aslan, based on its gerovital invention and a healthy lifestyle, leads to a healthy and dignified age. "Everything has to be as natural as possible, you can avoid canned foods. Nutrition should naturally bring what the body needs. No unnecessary substances. "Many vegetables, many fruits and, of course, a lot of movement.

2.3.6. AGRUPAMENTO DE ESCOLAS DA LIXA, LIXA, PORTUGAL





raquel
amália (dar de beber à dor)



2.4. DEVELOPMENT RIGHT

2.4.1. LATSIA GYMNASIUM, NICOSIA CYPRUS: The right to development

What is Development?



Development is a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals, on the basis of their active and participation in development and in the fair distribution of benefits.

What is Development?



The right to development is an inalienable human right and the equality of opportunity for development is a prerogative both of nations and of individuals

It belongs to everyone



Like all human rights, the right to development belongs to all individuals and people, everywhere, without discrimination and with their participation. The Declaration recognizes the right to self-determination and to full sovereignty over natural wealth and resources.

A right that addresses contemporary challenges



the Declaration on the Right to Development remains highly relevant today. The right to development embodies the human rights principles of equality, non-discrimination, participation, transparency and accountability as well as international cooperation.

The human right to development also implies the full realization of the right of people to self-determination, which includes, subject to the relevant provisions of both International Covenants on Human Rights, the exercise of their inalienable right to full sovereignty over all their natural wealth and resources



2.4.2. IIS L. DA VINCI—FASCETTI, PISA, ITALY - The right to development



Italian Constitution:



Articles from Italian the Constitution:

-Right to education (art. 34):

“Schools are open to everyone. [...]”

-Prohibition of discrimination (art. 3):

“All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions. [...]”

-Right to well-being (art. 38):

“Every citizen unable to work and without the necessary means of subsistence is entitled to welfare support. [...]”

European Constitution:



Articles from the European Constitution:

-Right to dignity (art. II-61):

“Human dignity is inviolable. It must be respected and protected.”

-Freedom of thought, conscience and religion (art. II-70):

“Everyone has the right to freedom of thought, conscience and religion. [...]”

-Right to education (art. II-74):

“ Everyone has the right to education and to have access to vocational and continuing training. [...]”

Common forms of discrimination:

Geographical discrimination:

Geographic origin is the cause of most of the discrimination between compatriots.

In northern Italy it is easy to be discriminated for those coming from the most southern regions.

In some regions for historical reasons discrimination also exists between citizens of neighboring cities.



CORRIERE DEL VENETO / CRONACA

IL CASO
Judith a colloquio con La Mantia, ma il web non crede al suo racconto. Lei: «Non ho inventato nulla»

La denuncia su Facebook della ragazza di origini haitiane criticata dai web: «Denuncia generica, è in cerca di visibilità». E lei, intanto, incontra il famoso chef

di Eleonora Biral



VENEZIA Un racconto che per tanti inizia a «scricchiolare» e una seconda chance al lavoro. Sono giornate intense quelle che sta vivendo Judith Romanelli che sul web, giusto tre giorni fa, aveva denunciato un grave episodio di razzismo. «Qualche giorno fa Judith racconta di essersi recata a Venezia per un colloquio di lavoro come cameriera in una ristorante «ma il titolare non le ha neanche chiesto il curriculum». Le ha spiegato che il colore della sua

VENICE

A girl isn't hired as a waitress in a restaurant because she has black skin

VARESE

A woman said that she didn't want to be served by a cashier with black skin

NEWS | su Cronaca CRONACA NERA

Varese: 'Non voglio essere servita da cassiere nero', negozio denuncia cliente razzista

VIDEO

Dopo gli insulti, una 40enne ha lasciato la spesa sul nastro trasportatore della cassa di

MENU CERCA

IlMessaggero.it

ITALIA

GIULIA Q4



«Sei nero, vai a sederti in fondo». Razzismo sul bus a Trento

ITALIA
Giovedì 19 Ottobre 2018



Episodi di razzismo nel giro di pochi giorni nel Nord Italia, in Lombardia e in Trentino. E tutti e due nei confronti di giovani senegalesi che sarebbero stati picchiati e insultati per via del colore della loro pelle. A Trento un giovane su un bus è stato invitato ad alzarsi per il colore della pelle, a Morbegno un

senegalese è stato picchiato mentre andava al lavoro.

TRENTO

A boy is discriminated on the bus because he is an immigrant. The boy has been living and working in Italy for 10 years legally.

Some examples of discrimination, in Italy, in everyday life.

Discrimination against people with different skin colour or of different ethnicity is often unjust and based on prejudices.

People often categorize a person without knowing who he/she is and what he/she actually does.

2.4.3. Nicolae Balcescu Highschool, Oltenita, Romania – The development right

The Declaration adopted by the UN General Assembly states:

- ▶ 1 Development is an integral part of human rights;
- ▶ 2. All human rights and fundamental freedoms are indivisible and independent;
- ▶ 3. The right to development is strictly related to the concepts of equity, social justice and participation



The Philadelphia Statement adopted at the 26th International Labor Conference:

- ▶ “All human beings, indifferent of their race, religion and sex, have the right to exercise both their material well-being and their spiritual development in conditions of freedom and dignity, economic security and equality”.



“Yes, yes, yes ... sure yes, Diogenes ... We all have the same rights ... Of course, some of us have a little more than others...”

The relationship between development and human rights:

- ▶ 1. All peoples have the right to economic, social and cultural development, taking into account their freedom, the identity and the equal use of the common identity heritage.
- ▶ 2. States have the obligation, individually or collectively, to ensure the exercise of the right to development.



The UN General Assembly and the Declaration on the Right to Development

- ▶ 1. There is an inalienable right of every human being, which is the right to development;
- ▶ 2. There is a process of economic, cultural and political development where all human rights and fundamental freedoms are fully realized;
- ▶ 3. The right to development is a human right, so that every human being and all peoples have the right to participate, to contribute and to take advantage of this development process.



Part of the development rights must be based on a rights-based approach, which means “a way that follows the procedures and norms of human rights law that are transparent, responsible, participatory and non-discriminatory, fair in decision-making and sharing benefits process.



STOP DISCRIMINATION

We are all the same!



WHAT IS DISCRIMINATION?

Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics.



WHAT MOTIVATES DISCRIMINATION?

It's very easy to deny human rights to someone when you think that person is inferior.

But how does that happen? In the center of all forms of discrimination is the preconception based on concepts of identity and the need of fitting in a group. Many times if it does not happen ignorance and hate become a reality.

THE PROBLEM IN DETAIL

Sometimes people are criminalized automatically because they are who they are, that is, because they are different from certain social patterns. In some situations, discrimination means that laws do not protect the people against racist violence, domestic violence or attacks motivated by sexual orientation or religion.

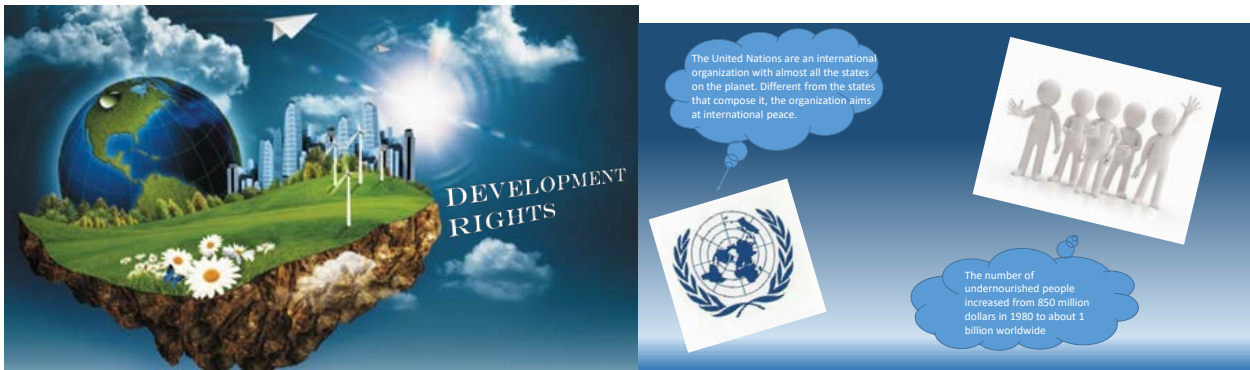


TOGETHER WE ARE STRONGER

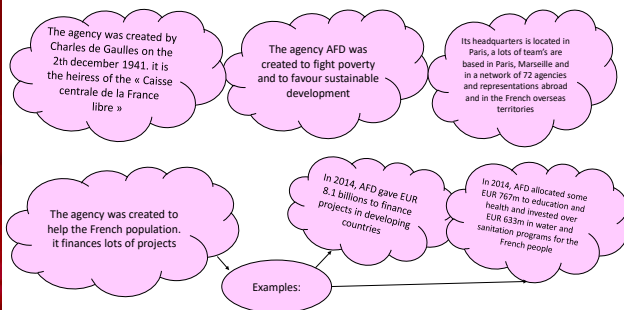
If we join and accept the differences of each other it's a way of saying no to discrimination. In other words, let us promote society that the differences that each individual possesses are complementary.



2.4.5. LYCEE PROFESSIONNEL VALENTIN METZINGER, SAINT-AVOLD, FRANCE – The right to development



What is the foundation AFD

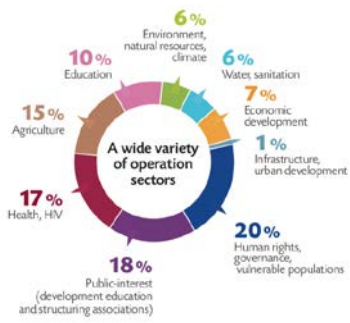


Helping developing countries



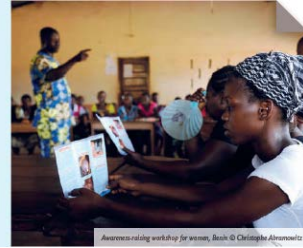
3 objectives in supporting French CSO initiatives

- Support civil societies in the South in fighting poverty and achieving the Sustainable Development Goals;
- Support civil societies in the South in promoting governance, gender equality and defending fundamental rights;
- Enhance the effectiveness of French civil society actors in terms of development cooperation and citizen mobilization, and capitalize on their expertise and capacities to exert influence internationally.



Equilibres & Populations – Improving women's rights and health in West Africa

The project, cofinanced with the Gates Foundation, is designed to improve the rights and sexual and reproductive health of women and adolescent girls, with a focus on access to contraception, in five African countries (Benin, Burkina Faso, Mali, Niger and Senegal). It involves assisting a network of local CSOs called "Alliance Droits et Santé" in the definition of national advocacy strategies, especially by strengthening their organizational capacities and via personal coaching.



Assessment workshop for women, Benin © Christian Abromeit



Le Partenariat - Education in citizenship and international solidarity at the Galla Center
 The Galla Center was set up in 2006 and is an educational space intended for schoolchildren.
 It has recreated a life-size Senegalese city and village where immersive workshops, sustainable development activities and teaching based on new technologies are proposed.
 The association also develops synergies with local authorities, international exchanges with teachers, and supports 200 project initiators.

AFD / Fondation de France study on the role and financing of French CSOs in Haiti
 AFD with Fondation de France, has financed a joint study on Haiti which aims to gain a better understanding, as donors, of the practices and strategies of funded CSOs in the aftermath of the earthquake. Beyond the case of Haiti, the objective was to question CSO practices in post-crisis situations.
 The study focused on 2009-2014 and provides input for reflection and possible solutions concerning the support of development CSOs in the response to the crisis, the stumbling blocks to avoid in order to ensure that the aid does not destabilize local civil society and the State, and the complementarity of donors in crisis and post-crisis situations.

2.5. ENVIRONMENT RIGHT

2.5.1. Nicolae Balcescu Highschool, Oltenita, Romania – Good practices on ecology

„Cleaning National Day- 15 September” („Let’s Do It, Romania!”)



„Be active for a clean Danube!”



„Be active for a clean Danube!”



2.5.2. IIS L. DA VINCI—FASCETTI, PISA, ITALY - About environmental biotechnology...What do we do?

About Environmental Biotechnology... What do we do?

WHAT IS IT?

Environmental biotechnology is an innovative and rapidly growing specialization that is particularly involved in pollution problems.



OUR GOALS

Specific skills are acquired for the analysis and control of environmental matrices (air, water and soil) in relation to territorial realities and in compliance with specific legislation.

This course aims to strengthen a specific preparation for what concerns the control and protection of the environmental heritage.

Our study program

- ▣ 4 hours Organic chemistry (2h. Laboratory)
- ▣ 4 hours Analytical chemistry (2h. Laboratory)
- ▣ 6 hours Biology and Microbiology (3h. Laboratory)
- ▣ 2 hours Environmental physics (1h. Laboratory)
- ▣ Other subjects like: Mathematics, Italian, History, English and PE

To promote this active participation in our school

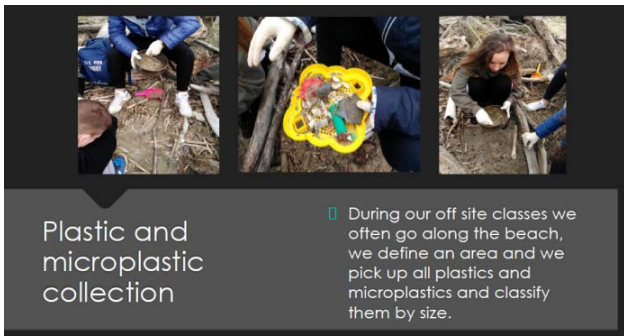
- ▣ We implement separate waste collection
- ▣ Our PE teacher collects the plastic caps from all classes of the Institute
- ▣ We also have some photovoltaic panels on the top of the laboratory, so we can use solar energy and not fossil fuels
- ▣ We have separate containers for the collection of organic solvents, acids and chromium.



Peer safety education



- ▣ The peer safety education project saw us as real formative figures; educators with primary school children on the risks and dangers of the home environment; we worked with the National Institute for Security



Plastic and microplastic collection

During our off site classes we often go along the beach, we define an area and we pick up all plastics and microplastics and classify them by size.

Water analysis

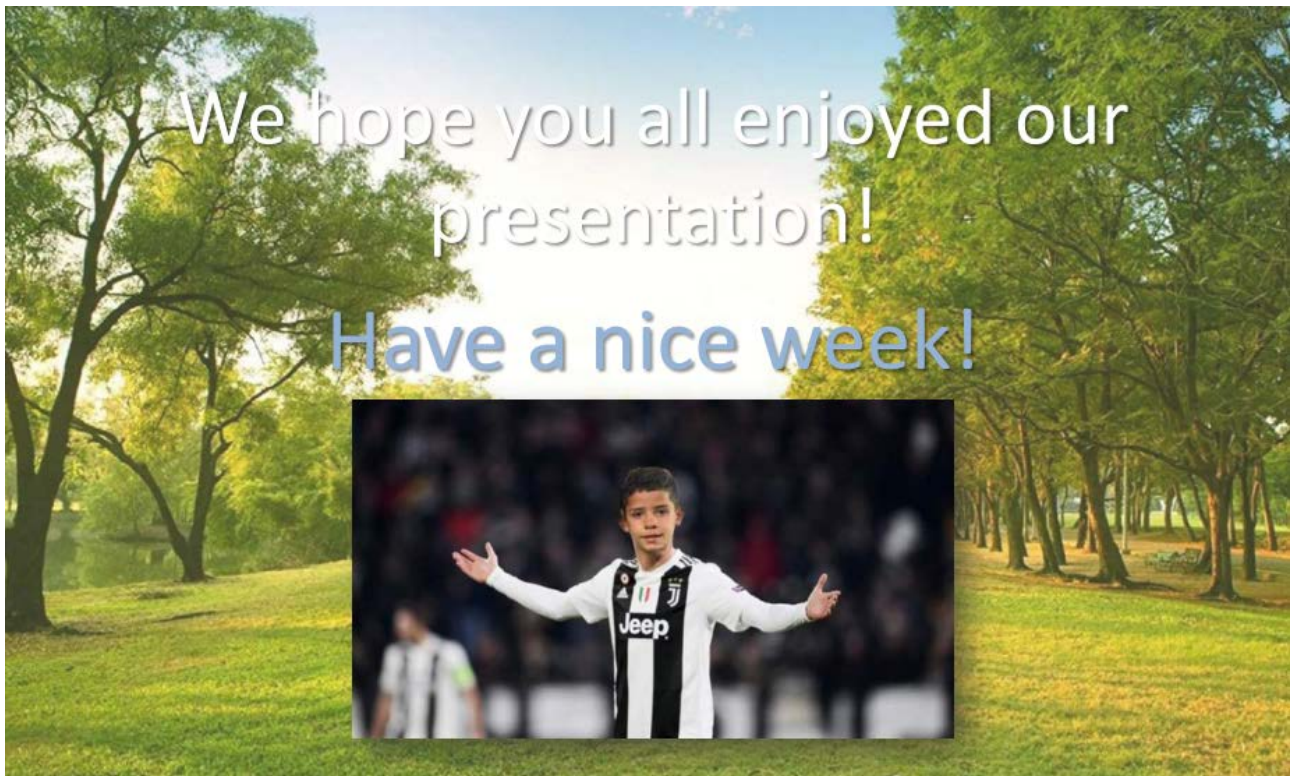
During these years we have performed analyzes on the waters of our city, in particular those of the river "Fiume Morto" (dead river) and "Fiume Morto vecchio" (dead old river).

The analyses performed included: determination of dissolved oxygen, phosphates, nitriles and nitrates, pH, electrical conductivity, turbidity, and microfauna (usually composed of micro-invertebrates).



5.2.3. AGRUPAMENTO DE ESCOLAS DA LIXA, LIXA, PORTUGAL -





2.5.4. LYCEE PROFESSIONNEL VALENTIN METZINGER, SAINT-AVOLD, FRANCE

Hello ! I am Kevin (dressed in black on the right). We are the French team.

Unfortunately we do not do much to preserve the environment in our school. But we have just learnt thanks to the Hungarian presentation that France in number 7 for recycling in Europe., so we are not that bad.

At school we let nature grow as you can see on the picture above : we do not cut trees.

We would like to build an insect hotel and why not grow flowers, aromatic plants and vegetables in a school garden.

Of course there are some elementary habits that we have to follow : switch off the lights when we leave a room, switch on the lights only when it is necessary.



Hi I am Lilian (on the left). At school we have many bins to recycle paper, cardboard and plastic stuff.

Once the bins are full, a firm specialized in recycling empties them.

In our school, there are a lot of smokers but no ashtrays for them. So there should be some to avoid throwing cigarettes on the ground.

Hi, I am Amandine, sitting on the ground between Kévin and Lilian. Every year we participate in a paper challenge : we have to collect as much paper as possible to recycle it. Last year we collected more than 700 kilos as you can read on the board above my head.



To conclude, we also support an association called Les bouchons de l'espoir located in Alsace not far from Saint-Avold (two-hour drive).

So at school we collect plastic caps. With the benefits of these recycled caps, we can help disabled people to buy special equipment which is really expensive.

This association has started in 2008 and more than 840 tons have been already collected. So do not throw plastic caps, they are worth recycling.

2.5.5. LATSIA GYMNASIUM, NICOSIA, CYPRUS

**E
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S+**

**LATSIA GYMNASIUM
ACTIVE PARTICIPATION**



RECYCLE



PARK PLANTING



WALL PAINTING



CLEANING AND GARDENING SCHOOL YARD



VISITING ANIMAL SHELTER



2.6. Students messages about Human Rights

- ✚ I wish all the rights of children with disabilities to be respected anywhere in the world. (**Anca – Romania**)
- ✚ I hope that in the future, the rights of children will be the same in every country, because all children deserve to be respected and loved. (**Sonia – Romania**)
- ✚ I have learned that even if we have different cultures, different languages, different religions, we are not so different! I think we have to appreciate more human diversity because we have to learn new things from every human. A good society is a society based on diversity! (**Bogdan – Romania**)
- ✚ Give every human being all the rights you claim for yourself. (**Sofia – Portugal**)
- ✚ The world will not be destroyed by those who do evil, but by those who watch and do nothing. So we must fight for human rights and equality. (**Mariana – Portugal**)
- ✚ Equal rights for others doesn't mean less rights for you. (**Ana Dias – Portugal**)
- ✚ Stand up and fight for equality! You have to get your hands dirty and do more, if you want to save humanity. (**Henrique – Portugal**)
- ✚ Injustice anywhere is a threat to justice everywhere. (**Érica – Portugal**)
- ✚ We can't just close our eyes and believe that the world is equal for everyone. It's time to wake up and realize that differences are real and it's our duty to change that, because everyone deserves the same start in this race of living in our society. (**Marta – Portugal**)
- ✚ Human rights differ from one country to another because some countries do not respect them and it's a shame, we have to change that and make things happen so that they are respected everywhere (**Lilian – France**)
- ✚ We should defend the rights and fight against discriminations. Just do it! (**Amandine – France**)
- ✚ Human rights, we are all equal we all have the same rights and freedom. (**Laura – France**)

2.7.Students activity on the eTwinning Forum

Forum

Start a discussion, and then add threads for your partners to reply. If you want, you can also add a poll to your thread.

 **Create a discussion**

Latest threads

Promoting women's rights!

20 replies - 18.03.2019

Promoting tolerance

15 replies - 18.03.2019

Promoting the rights of people with disabilities

13 replies - 18.03.2019

Discussions

Enable sorting

[Archived forums](#)

Promoting HUMAN RIGHTS

3 thread(s)
48 message(s)

Page discussions

Promoting the rights of people with disabilities

[Subscribe](#)

Promoting the rights of people with disabilities

[Edit](#) • [Delete](#)

[Réka Kovács](#) - 18.03.2019 @ 09:20

It doesn't matter if you are in a wheel chair or you don't have an arm...You still are a person!

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Henrique Marinho](#) - 18.03.2019 @ 09:24

You are a human too, just like everyone else, even with disabilities!

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Derya Ors](#) - 18.03.2019 @ 09:26

People with disabilities have human rights,too!!!

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Panagi Flora](#) - 18.03.2019 @ 09:29

People with disabilities have human rights, too!!!

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Panagi Flora](#) - 18.03.2019 @ 09:29

I agree with Scott Hamilton when he says "The only disability in life is a bad attitude."

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Erica Macedo](#) - 18.03.2019 @ 09:29

The only disability in life is the bad attitude.

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Anna Mouskou](#) - 18.03.2019 @ 09:30

People shouldn't be treated differently just because they have a disability.

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Rita Ferreira](#) - 18.03.2019 @ 09:31

Despite some people's disabilities, we are all born the same way, so we are all the same, no matter the disabilities that we have!

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Mariana Teixeira](#) - 18.03.2019 @ 09:32

Promoting tolerance

[Subscribe](#)

Say no to discrimination and fight stereotypes!

[Edit](#) • [Delete](#)

[Réka Kovács](#) - 18.03.2019 @ 09:21

We are all humans, regardless of race!

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Derya Ors](#) - 18.03.2019 @ 09:25

I think stereotypes were made to be broken.

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Erica Macedo](#) - 18.03.2019 @ 09:31

say no to discrimination and fight stereotypes about different color, religion, character, characteristics

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Laura Goedert](#) - 18.03.2019 @ 09:33

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Camille Kowalczyk](#) - 18.03.2019 @ 09:31

Promote to equality man or women

Increase the salary of womens.

Create a agency for helping the fighting women for the developing countries

The women have the right to education because she is equal a man

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Camille Klein](#) - 18.03.2019 @ 09:32

In my opinion, women's equality is among the most persistent human rights. Women should be promoted with the best education as the men receive

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[patricia valeria](#) - 18.03.2019 @ 09:34

How about some equality? Women watch football all afternnon and man do the dishes! Anything wrong about that?!

[Reply](#) • [Quote](#) • [Edit](#) • [Delete](#)

[Henrique Marinho](#) - 18.03.2019 @ 09:37

Activate
Go to Setti