



THE ITINERANT BOOK

O Livro Itinerante



Clube Europeu do Agrupamento de Escolas de Vilela
<https://www.facebook.com/clubeuropeuaeivilela/>



Participation

Srednja Škola Dugo Selo

École Port Boyer - Nantes

Primary School Eichenplatz Ulm - Class 3a

16th Primary School of Heraklion, Crete

IIS - Quintino Sela, Biella

Rosa Stampa, Vercelli

Scoala Gimnaziala "Gheorghe Popovici" Apateu

Ferdinand I National College, Bacau

Secondary School, "Diaconu Coresi" , Fieni

IES Sant Vicent Ferrer, Algemesí

Agrupamento de Escolas Vale de Ovil

Agrupamento de Escolas Dr. Mário Fonseca, Lousada

Agrupamento de Escolas de Vilela, Paredes



Bem vindos ao projeto “Livro Itinerante”

Welcome to the project “Itinerant Book”

O livro Itinerante é um projeto educativo promovido pelo Clube Europeu do Agrupamento de Escolas de Vilela, no âmbito do Concurso Nacional da Rede de Clubes Europeus, que este ano tem como tema “**Por uma Europa de valores**”.

Participaram neste projeto escolas da Alemanha, Croácia, Grécia, Itália, Portugal e Roménia, desde o ensino básico ao ensino secundário e profissional.

O principal objetivo do nosso projeto foi levar os alunos a refletir sobre a situação atual da União Europeia e do Mundo, na atualidade, e que põe em causa a preservação dos Direitos Humanos.

*The “Itinerant Book” is an educational project promoted by the European Club of Schools of Vilela, within the scope of the National Contest of the Network of European Clubs, under this year’s theme “**For a Europe of values**”.*

Schools from Germany, Croatia, Greece, Italy, Portugal and Romania participated in this project, from basic education to secondary and vocational education.

The main goal of our project was to make the students think and reflect on the today’s current situation of the European Union and the actual state of the World, which is jeopardizing the preservation of Human Rights.





Direitos dos Jovens

“Para milhões de pessoas 2016 foi um ano de implacável miséria e medo, com governos e grupos armados a atentar contra os direitos humanos numa multitude de formas. Grande parte da mais populosa cidade da Síria, Aleppo, foi massacrada em ataques aéreos e batalhas nas ruas até ficar em pó”, notou o secretário-geral da Amnistia Internacional (AI), Salil Shetty, nas primeiras linhas do prólogo do relatório anual da organização relativo a 2016.

Neste relatório aponta-se ainda “a feroz campanha contra vozes divergentes [do regime] na Turquia e no Bahrein”, o “crescimento do discurso do ódio em muitas partes da Europa e dos Estados Unidos” ou “as mortes ilícitas em massa no Sudão do Sul” como indicadores de que “o mundo em 2016 tornou-se um local mais sombrio e instável”.

A perspetiva da AI, no entanto, é que o ano de 2017 venha a ser ainda pior.

“É provável que qualquer narrativa abrangente que procure explicar os eventos turbulentos do ano passado fique aquém do necessário. Mas a realidade é que começamos 2017 num mundo profundamente instável, cheio de trepidação e incerteza quanto ao futuro”, adiantou Salil Shetty.

Face a este cenário sombrio é mais do que nunca importante conhecer e advogar a causa dos direitos humanos. A dignidade humana, a democracia, a igualdade, a liberdade, o Estado de direito e respeito pelos direitos humanos são valores consagrados nos Tratados da União Europeia. A Carta dos Direitos Fundamentais, aprovada em Dezembro de 2000 e vinculativa para os países da UE desde 2009, constitui uma afirmação clara e forte dos direitos dos cidadãos europeus.

Na vida quotidiana dos jovens cidadãos europeus os direitos humanos e os direitos da criança não parecem ser temas muito presentes, concluiu um estudo da Comissão Europeias datado de 2011.

Na grande maioria dos países europeus, as aulas na escola constituem a principal fonte de informação sobre o conceito de direitos humanos e liberdades. A televisão, a Internet, os outros meios de comunicação e os pais são outros canais através dos quais jovens e crianças tinham ouvido falar destes conceitos.

Em Fevereiro de 2011, a Comissão adoptou um „Programa da UE para os direitos da criança“. Ao elaborar este documento, a Comissão inspirou-se em ideias recolhidas aquando da consulta junto das crianças, cujos resultados foram apresentados no estudo „Os direitos das crianças vistos por elas próprias“. Por palavras suas, as crianças explicam que gostariam que os adultos tivessem mais confiança nelas, mostrassem mais respeito pelas suas opiniões e as envolvessem mais estreitamente no processo de tomada de decisão. As crianças desejam participar activamente nas decisões que lhes dizem respeito e sentir que as suas opiniões são respeitadas.

A maioria dos jovens que se preocupam com os direitos humanos e associam-nos automaticamente à sua própria situação e à situação das pessoas que conhecem.

Existe a percepção de que as crianças devem ter um „direito à educação“, que lhes é próprio. Além do direito à educação, o direito considerado mais importante para as crianças é o „direito de ser uma criança“, ou seja, estar isento de responsabilidades e ter a possibilidade de brincar, crescer e desenvolver-se. Os jovens e crianças inquiridos no âmbito deste estudo identificaram outros direitos fundamentais, entre os quais se incluem a liberdade de expressão, o acesso à habitação e à alimentação, aos cuidados de saúde, o direito a uma vida familiar, a ser respeitado e a não ser a vítima de „bullying“.

O „direito de participar“ foi referido por muitas crianças, já que algumas delas pretendem participar activamente nos processos de tomada de decisões que as afectem directamente, desde as opções educativas até ao direito de voto. Este desejo foi expresso reiteradamente em relação a domínios das suas vidas em que existam expectativas e lhes é exigido que atinjam determinados objectivos (escola, ensino superior ou emprego).

Também foi expresso no contexto das famílias que passam pelo trauma da separação e do divórcio; as crianças desejam participar activamente nas decisões que lhes dizem respeito e sentir que as suas opiniões são respeitadas.

Helena Ferro de Gouveia

Specialist (as Consultant and Trainer) in conflict-sensitive reporting, post-conflict reporting, reporting on human rights and environmental reporting, Radio Journalism, Train the Trainer, Digital Story Telling and Media Training in 4 Continents: Africa (South Sudan, Mozambique, Guinea Bissau, Namibia), Asia (East Timor and Malaysia), Latin America (Brazil, Bolivia and Argentina) and Europe (Germany, Austria, Switzerland, Netherlands, Spain, Poland, Slovenia and Portugal)



Rights of Young People

For millions of people, 2016 was a year of fear and misery with governments and armed groups fighting against the Human Rights in several ways. Aleppo, one of the biggest cities in Syria, suffered a lot of air strikes and terrorist attacks in the streets until “it turned into dust”, said Salil Shetty, general secretary of International Amnesty in his annual report related to 2016.

In this report, it is also referred the strong campaign against opposing voices in Turkey and in Bahrein, the growth of hate speeches in Europe and the US or even the unlawful killings in the south Sudan as pointers that the world has become more instable and somber in 2016. The International Amnesty predicts an even worse scenario in 2017.

It is urgent to learn and advocate the Human Rights cause.

The human dignity, democracy, equality, liberty, the rule of law and the respect for the Human Rights are sacred values in the European Union Treat. The Letter of the Fundamental Rights, signed in December 2000 is a strong and clear definition of the European Citizens' rights. However, in daily basis, these rights are not very clearly seen in children or young people's lives in Europe.

In the great majority of the European countries the main source of information about the Human Rights for children and young people are school, TV, Internet and other means of communication along with their parents.

In 2011, a Commission adopted a “European Union Programme for the children's rights”. This was the result of a survey about the Children's Rights seen by themselves. Using their own words, children explained that they would like to see adults trusting more on them, respecting their personal opinions and counting more on them for decisions. Children want to participate more actively on decisions related to them and feel that their opinions are respected. Most of the Young people who care for Human Rights take their own experience as an example.

Children are entitled to Education, by law; beyond this right, children claim for themselves the Right to be a Child, and so, to have the right to play, grow and develop without any responsibilities, for that matter.

The Right to shelter, food, health care and have a family, be respected and not suffer from bullying, are other fundamental rights for any child, claimed by themselves, specially by children belonging to unconventional families where they are directly affected by their parents' decisions without even being asked what they want or think about the subject. They want to participate and get involved in all decisions about themselves.

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„SAN“



Djelo na fotografiji je zajednički rad učenika Srednje škole Dugo Selo i Osnovne škole „Stjepan Radić“ iz Božjakovine koji su oslikali dio aule u Srednjoj školi Dugo Selo. Naziv djela je „San“, a odražava želju učenika da svijet bude bolje mjesto za sve bez obzira na njihovu rasu, boju kože, spol, jezik, vjeru, politička ili druga uvjerenja, nacionalnom ili socijalnom podrijetlu, imovini, rođenju, naobrazbi, društvenom položaju ili drugim osobinama.

U Republici Hrvatskoj se u osnovnim i srednjim školama provodi Građanski odgoj, a jedan od ciljeva je osposobiti učenike za razumijevanje europske i međunarodne dimenzije aktivnog i odgovornog građanstva stjecanjem znanja o europskim i međunarodnim standardima i mehanizmima zaštite ljudskih prava. U skladu s tim, svake godine obilježavamo Međunarodni dan tolerancije (16.11.) kroz radionice na kojima kod učenika želimo osvijestiti da je ljepota u različitosti te da je dužnost svakog pripadnika većinske skupine zaštititi prava i slobode manjine.



School Name: **Srednja Škola Dugo Selo**

Country: **Croatia**

School Psychologist: Alka Alfiev Radmanović

SREDNJA ŠKOLA DUGO SELO



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Tijekom radionica učenici se upoznaju s pojmovima kao što su predrasude, stereotipi, diskriminacija, rasizam itd.

Kod učenika nastojimo izazvati empatiju prema pripadnicima manjinskih skupina te pronaći neku osobinu, običaj, naviku, potrebu koja je istovjetna kod pripadnika većinske i manjinske skupine. Na taj način, „rušimo“ barijere između različitih svjetova, razvijamo toleranciju, empatiju, kritičko mišljenje, nastojimo rješavati sukobe mirnim putem i odgajamo građane koji će poštivati različitosti i stvarati svijet u kojem će svi imati jednaka prava i slobode. Upravo to je san koji naši učenici i žele ostvariti.



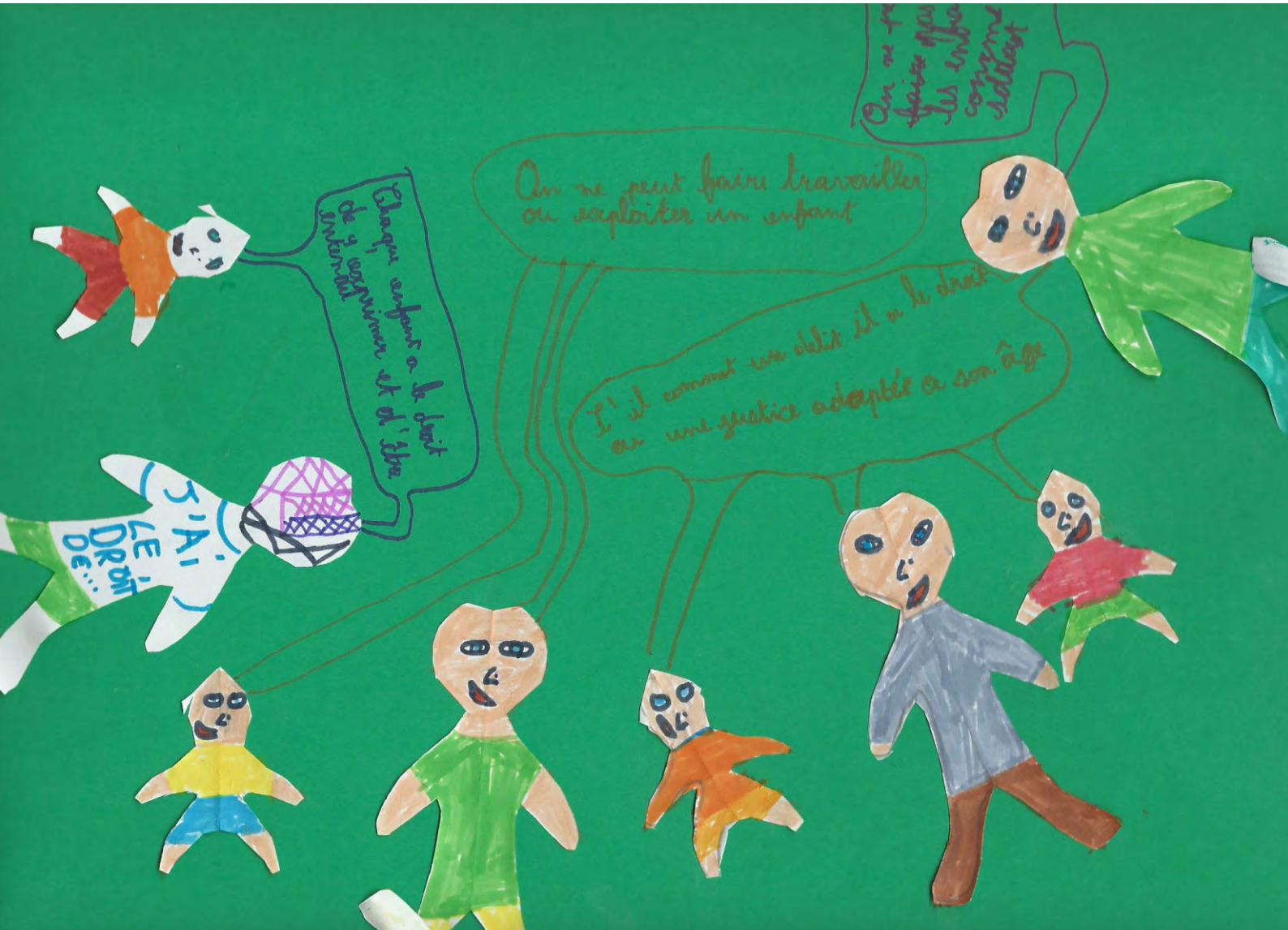
SREDNJA ŠKOLA DUGO SELO
Dugo Selo, Ulica Stjepana Ferenčaka 25
www.ss-dugo-selo.skole.hr



School Name: **Srednja Škola Dugo Selo**

Country: **Croatia**

School Psychologist: **Alka Alfiev Radmanović**



«Chaque enfant a le droit de s'exprimer et d'être entendu.»

«S'il commet un délit, il a le droit à une justice adaptée à son âge.»

«On ne peut faire travailler ou exploiter un enfant.»



School Name: **École Port Boyer - Nantes**

Country: **France**

Student: **Lina, Simon, Flora-Léanna, Verujan, Marie-Aida, Hiba, Lucile, Kris, Rayan, Hugo, Eva, Angélo, Loggan, Yassine, Guilherme-Israel, Romane, Kaïss, Stan, Alexia, Yacine, Salomé, Cassidy, Inès, Vanessa, Giovannie.**



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«Chaque enfant a droit a un nom, un prénom, une identité.»



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Delia's picture shows children near a trash mountain.



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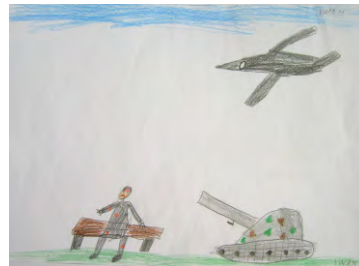
Country: Germany, Eichengrund 47 - 89075 Ulm

Teacher: Evelyn Weber-Geiger - Participants: Yannick, Luca, Iwan, Jakob, Jana, Delia, Noelle



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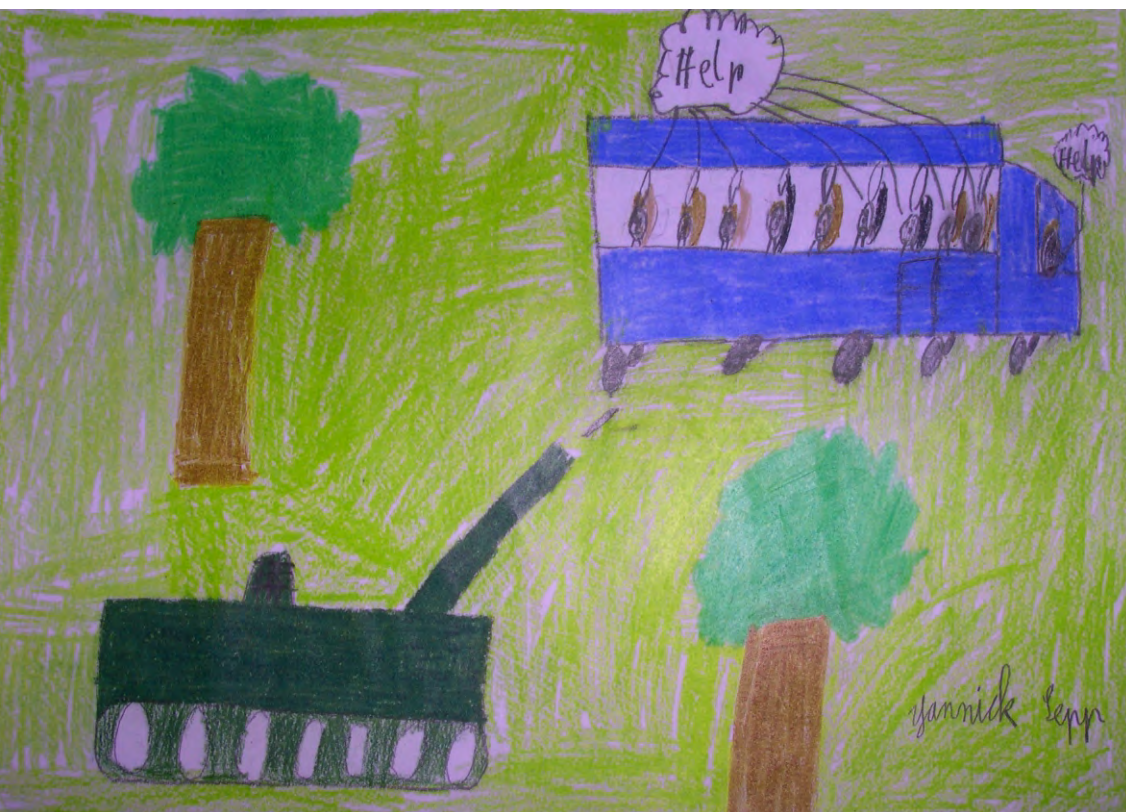
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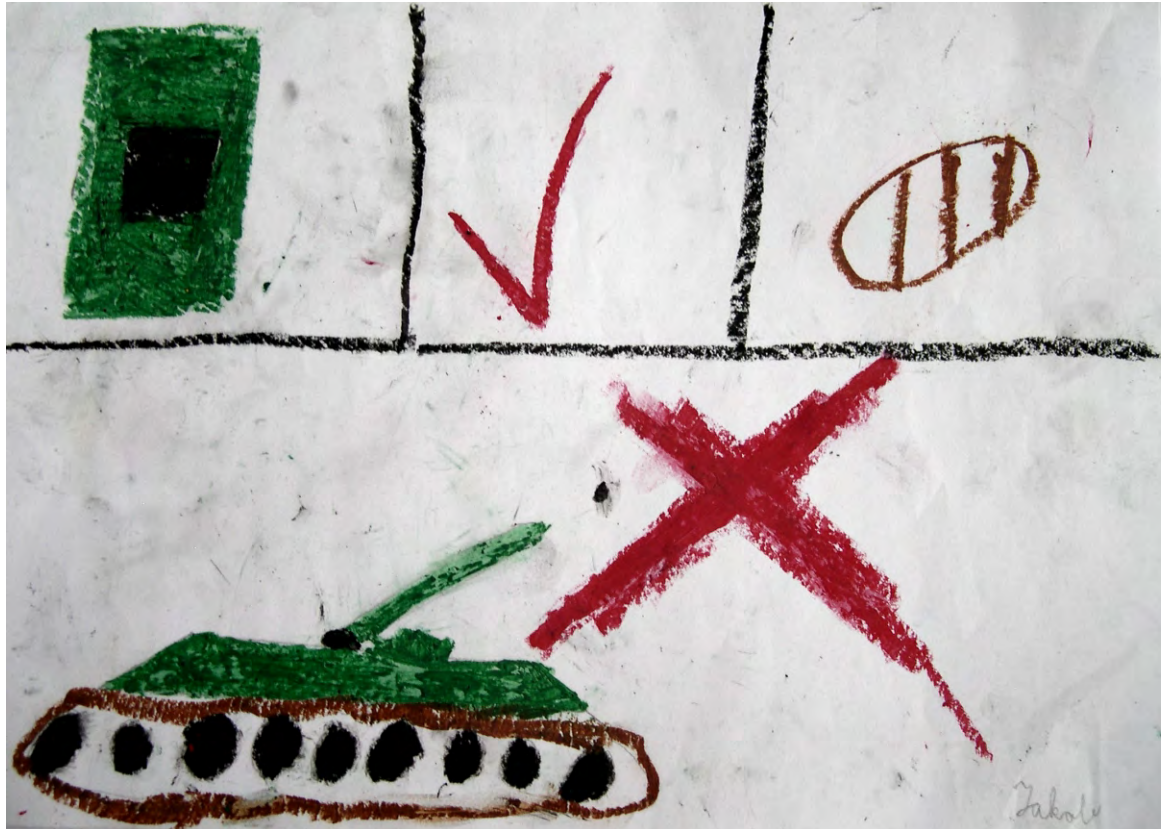
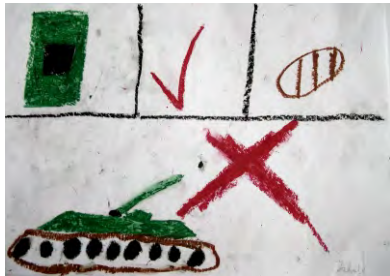
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Children's rights are the keystone of human rights. Even if one child is deprived of its rights, the whole idea "human rights" is invalid.

HUMAN RIGHTS



School Name: **16th Primary School of Heraklion, Crete**

Country: Greece

Teacher : Catherine Liantaki – Students of third grade: **George Varaklas, Markella Zille, Constantina Thomaidi, Zaharenia Kampouraki, Michael Konsolakis, Chrisanthi Lavrenidi, Marios Balasakis, Natalia Papa, Napoleon Stergiou, Laertis, Tarris Vasiliki, Tounta Anastasios Frisoulis**



HUMAN RIGHTS



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the whole idea "human rights" is invalid.**



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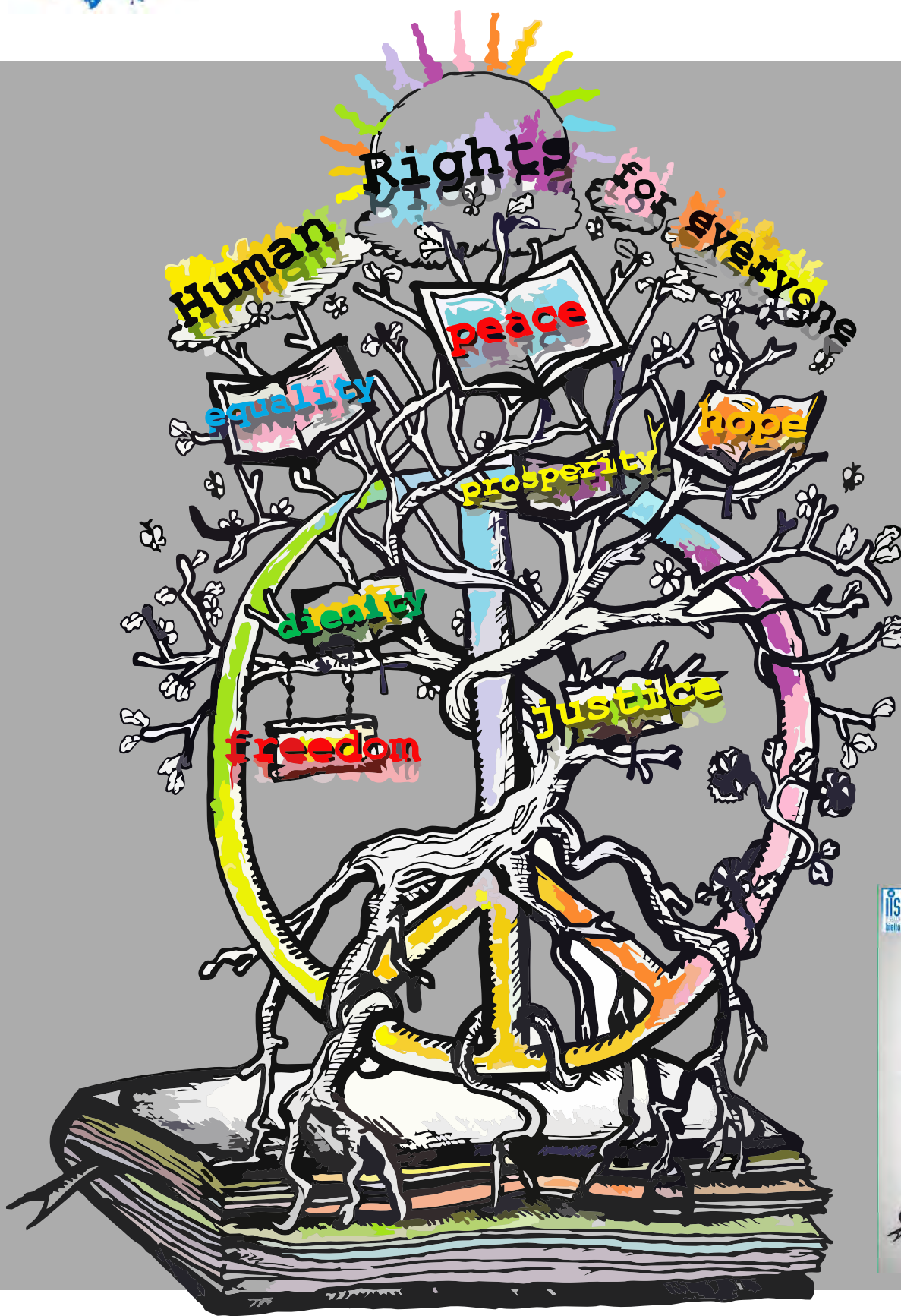
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School Name: **IIS - Quintino Sella, Biella**

Country: Italy

Student: Giacomo Giardino



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Matilde Poglio - IIS - Quintino Sella, **Biella, Italy**

...raise your hands to fight for your rights...



...but then, join your enemy's hand...



School Name: **IIS - Quintino Sella, Biella**

Country: Italy

Student: Matilde Poglio



CHILDHOOD RIGHTS: TO BE CHILDREN IS A RIGHT

**WORLD'S
BEAUTY IS
IN
CHILDREN'S
SMILE**

FAMILY RIGHTS

**LIFE LOVE
ATTENTION EDUCATION
CALM PROTECTION**

PLAYING RIGHTS

**TO INVENT TO BUILD TO LEARN
TO WORK TOGETHER TO ENJOY
TO RESPECT THE RULES TO SHARE**

IDENTITY RIGHTS

**NAME NATIONALITY RELIGION
EDUCATION EXPRESSION**

**EQUALITY RIGHTS
AND RESPECT
FOR DIVERSITY**

**MALE-FEMALE DISABLED
MULTICULTURAL COEXISTENCE**

**SKIN COLOURS ARE AS NATURE COLOURS, TYPICAL, UNIQUE BUT
COLLATERAL.**

**COLOURS CONNECT IN A «HUG» TO CHANGE THE LAND IN A PLACE
WHERE WE CAN LIVE BETTER.**



School Name: **Rosa Stampa, Vercelli**

Country: Italy

Teachers: Ardizio Sara Ricci Laura Students (class 2A): **Emanuele, Carlotta, Sara, Daria, Rayan, Brajan, Awa, Teo, Muhamed, Cristian, Alessio, Miracle**



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Freedom



This image caught my attention because it contains symbols of restriction of freedom. These symbols are wall barbed wire. They symbolize enclosure, separation. These are barriers to the freedom. The hands raised upward symbolizes liberation cry. It cry for the most important of the human rights. Everyone is born free, but some people have some or all of their rights broken.

I understood freedom in order to do what I like and when I like, but I realize that it is not the right meaning. I learnt that I have to respect the people that are around me, this is first rule of freedom. Is not about to do what you want, it is about to do good things.

When I was a little boy and I was coming back alone from the kindergarten, I wasn't worrying about my danger. My mother wasn't worrying about anything either because she knows there is nothing bad that can happen to me because we were living in a small village, in the nearby of the kindergarten.

There are many things that bothers me, yet I feel free. I have a lot of reasons: in my country aren't wars and slavery. I can go to school in order to receive proper education; I have a lot of friends whom I play in my spare time. I consider myself a happy boy.

BORCA SILVIU



School Name: **Scoala Gimnaziala "Gheorghe Popovici" Apateu**

Country: Romania

Teacher: Botas Alina Student: **Borca Silviu**



Human Rights

I think that every person should be treated with love and kindness, because every person make many things for his country.

We have rights. All the rights which are approved should be respected. People have equal rights indifferent if they are rich or poor, man or woman, black or white beautiful or ugly.

For example we have the right to a quiet life, without torture. We have the right to live in peace, with justice, freedom and prosperity.

We have the right to have hopes and dreams, to live in a happy family and in a wonderful country.

Each person has the right to a job, to a place where he can work.

I think that people are the most important in a country, and their rights should be respected.

BOTAS BIANCA
CLASA 2-V-A-A



School Name: **Scoala Gimnaziala "Gheorghe Popovici" Apateu**

Country: Romania

Teacher: Vlad Lenuta Student: **Botas Bianca**

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Human rights.

Human rights are moral principles or norms which describe certain standards of human behaviour, and are regularly protected as legal rights in municipal and international law. They are commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because s/he is a human being and which are inherent in all human beings regardless of their nation, location, language, religion, ethnic origin or any other status. They are applicable everywhere and at every time in the sense of being universal and they are egalitarian in the sense of being the same for everyone. They require empathy and the rule of law and impose an obligation on person to respect the human rights of others. They should not be taken away except as a result of due process based on specific circumstances for example, human rights may include freedom from unlawful imprisonment, torture and execution.

The doctrine of human rights has been highly influential within international law, global and regional institutions. Actions by states and non-governmental organisation form a basis of public policy worldwide. The idea of human rights suggests that "if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights". The strong claims made by the doctrine of human rights continue to provoke considerable scepticism and debates about the content, nature and justification of human rights to this day. The precise meaning of the term right is controversial and is the subject of continue philosophical debate while there is consensus that human rights encompasses a wide variety of rights such as the right to a fair trial, protection against enslavement, prohibition of genocide, free speech, or a right to education there is disagreement about which of these particular rights should be included within the general framework of human rights some thinkers suggest that human rights should be a minimum requirement to avoid the worst-case abuses, while others see it as a higher standard.

Helis Denisa.



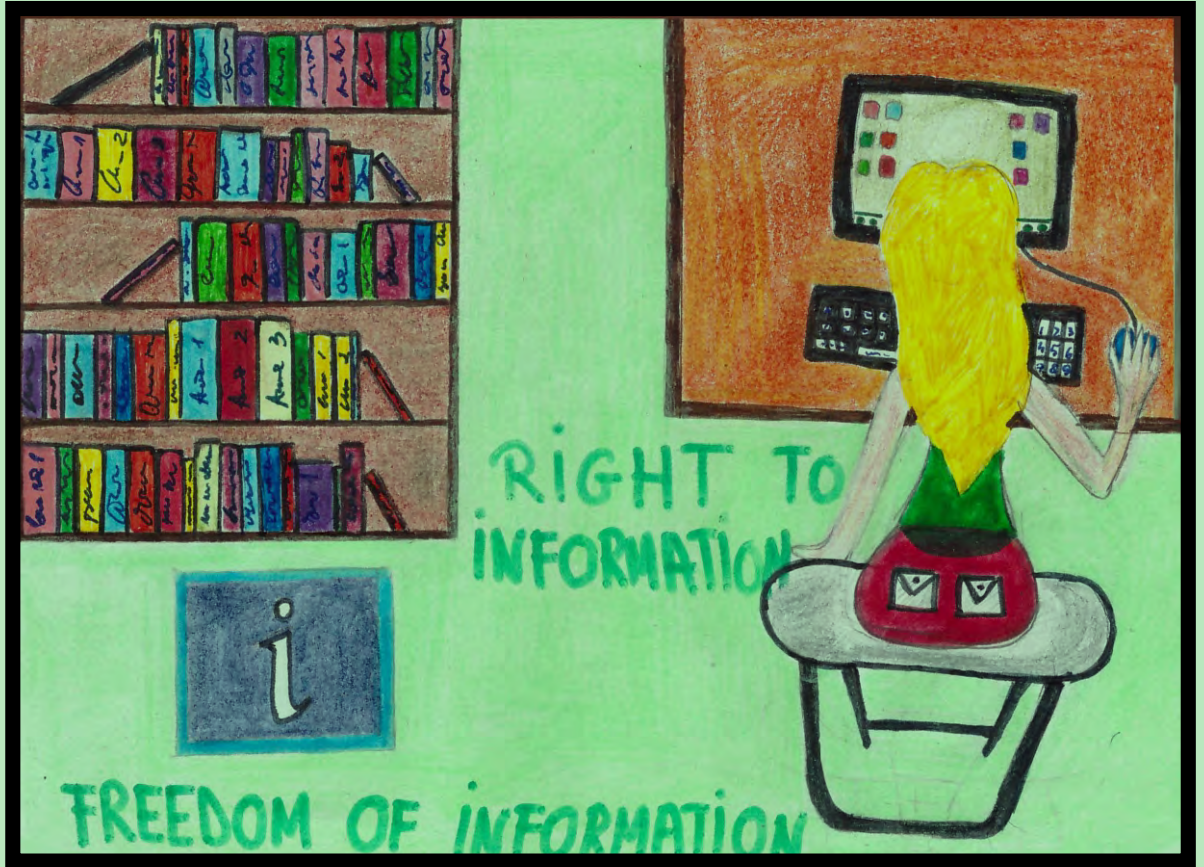
School Name: **Scoala Gimnaziala "Gheorghe Popovici" Apateu**

Country: Romania

Teacher: Borca Viorica Student: **Ilisie Denisa**



Freedom of Information



Sources of information: parents, teachers, books, TV, internet, newspapers...

Effects: We assimilate and understand the useful info for our personal development. We learn how to differentiate wrong, exaggerated information from the true, right, pro information and we also improve our self-confidence. We have more courage to express our own opinions. We can join new social groups.

- ! If we don't understand correctly the information
- we might promote wrong ideas and opinions.



School Name: **Ferdinand I National College, Bacau**

Country: Romania

Student:



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School Name: **Secondary School, "Diaconu Coresi", Fieni**

Country: Romania

Student:



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MY WORLD

LET'S CHANGE THE WORLD TOGETHER!

In the east , the golden ray of a young sun rises and in a moment, it wipes away the shadow. Seen as a planet of understanding and harmony, the Earth is our house, of all of us.

Europe, "the old continent" shelters our thoughts and experiences. Here is my world!

At the age of thirteen this is a free world, even if some people do not understand me. Day after day the street waits for its people with hospitality The city wakes up under the first signs of the morning and, suddenly, the steps noise brakes the fortress' silence.

The crowds of people overflow on the alleys. In the morning wind they swarm like the bees. They walk firmly to certain places: schools, offices, factories... In a big hurry, people do not have the time to look in each other's eyes. They have not time anymore... Cars run faster and faster as in a contest.

Lost in the crowd, smiling, children go to school caring schoolbags on their back.

Suddenly too ... the sea of people, the ocean of them ... The carrousel of the street never stops. Waters come again- people. Their smile is now one of duty. Soon the azure streak of the sky meets the shadow strake of the land.

The street closes its tired eyes. "Perhaps you do not see me, but I am here, with you! My world is your world: a world for all!"

For some of us the skin colour, religion, social statute are not very important... But... my world is not for one single skin colour, for those who believe in Jesus or in other God , for poor or for rich people, for good or for bad ones. There is a place for all in my world... because here we are the same even if we are so different; because there are and there are respected the human rights, the children rights in my world! We are warmed by the same sun and we live on the same planet- the blue planet, one of harmony and understanding! Our Earth... our Europe!

There is no suffering, no humility, no wickedness in my world. We think about the others, suffer with them, help them. Love for the others makes you happy, complete.

Parents do not hit their children in my world and school is a loved place for them, the second home. Teachers respect them and their rights, teach and love them and children do their work conscientiously. Schools looks like in modern stories: computers, website, TV-sets, laptops, smart blackboards, modern furniture and a lot of flowers everywhere.

In my world child's play has a big importance. Our grandparents' and our parents' play cheer us up, and the computer games develop our intelligence and imagination. Our play is our childhood. Adults join us to play – it is so funny! My mother can be the Snow White and my father is the Prince!

My grandma hardly plays "hop-scotch" with the neighbour from the third floor and my grandpa is the Black Man who comes at a certain time only... This is my world! One that you, the adults have not time to look at! You are always in a rush. Your work monopolizes you. Stop you and make a better world, a more human and a more correct one!

If we thought about those next to us, if we held a hand of tolerance and sincerity, we would be happier. We would discover that life is much more beautiful and better and we would find what love for people is!

In a world of worlds I have my own world where the Good, the Beauty, the Truth and Love are governing! With my world, The World can be different.

Let's change it together!



School Name: **Secondary School, "Diaconu Coresi", Fieni**

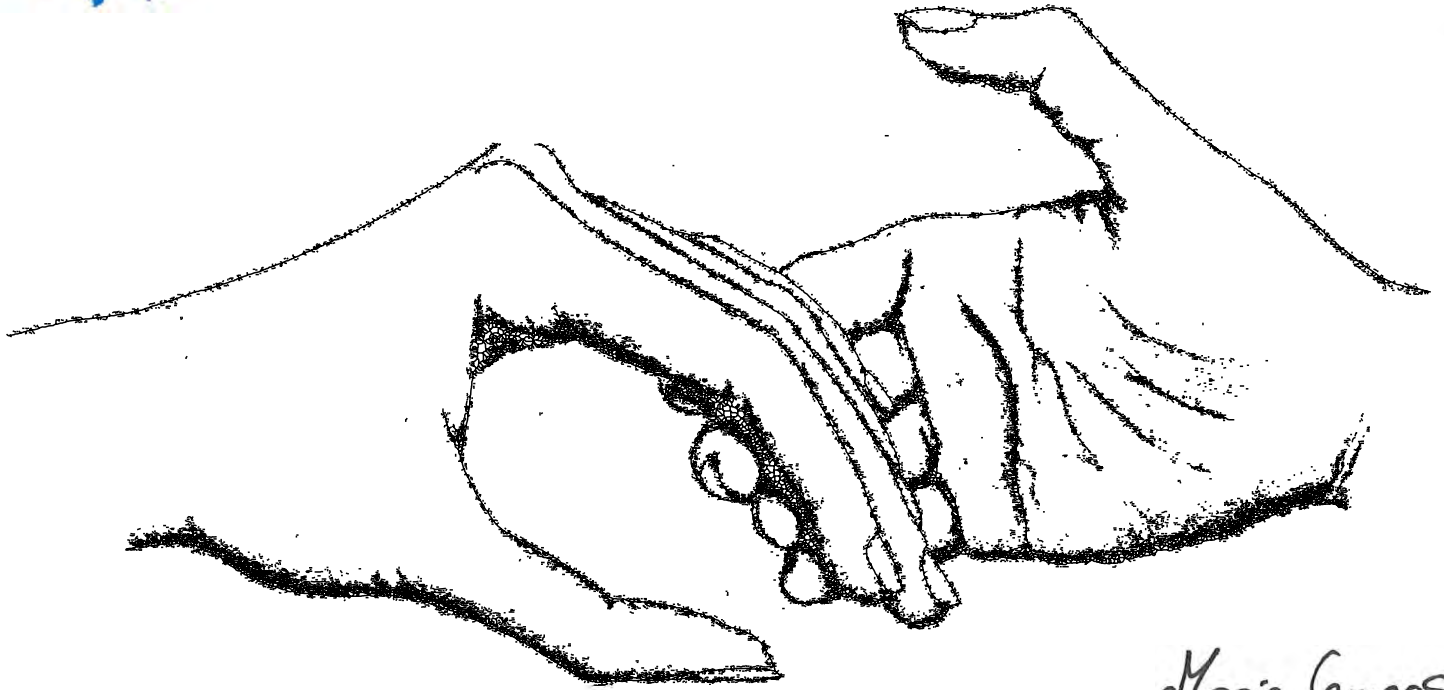
Country: Romania

Student:



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Maria Campos
2nd Bar A



Maria Campos
IES SANT VICENT FERRER
2n Bar A



School Name: **IES Sant Vicent Ferrer, Algemesí**

Country: Spain

Student: **Maria Campos**



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HUMAN RIGHTS



20/12/16

- Jonathan Machí Hernández - IES sant Vicent Ferrer



School Name: **IES Sant Vicent Ferrer, Algemesí**

Country: Spain

Student: **Jonathan Marchí Hernandez**



HUMAN RIGHTS?

IN the last hundred years, humanity has been through two world wars, the two most atrocious and massive murdering acts of its history. This was one of the main reasons why the UN was created and Universal Declaration of Human Rights was written, to PREVENT anything like this to ever happen again. We can be sure there has not been a World War III yet, but, has the same effect been produced by other means? And, more importantly, have the Human Rights been effective?

Currently, in 2016, we the humans can assure we perfectly know many ways of destroying ourselves, but does anyone even know how to save us? May I say that the one that claimed so would be considered either a naive or a dreamer. The first ones live in a fictional bubble from which very uncommonly anyone gets out, being part of an unconscious mass that wills to know and when gets some answers appears to be world's potential saviour: they do not understand the COMPLEXITY of the world. BUT with the second group everything turns very difficult, since it contains two subgroups: the "passive dreamers" and the "doers". These "passive dreamers" always fantasize about how the world should be or, in some cases, how to reach that point: they never do anything. And finally there is the "doers", people who really comprehend the actual complexity of everything but instead of remaining all their life astonished and unable to create, they dedicate themselves to their projects and to doing what really matters to them.

"Doers" are the ones that arrive to the top, the ones that eventually rule, they are natural FIGHTERS. People who helped writing the Human Rights were "doers", just like the ones that now are struggling to make things correctly and stand even when all the rest ask them to move. The purpose of this thirty-article document was PURE: giving a reason to believe that, as John Lennon suggests in his song "Imagine", there are no countries and everyone in this blue planet shares a conscience of being just one humanity, living in peace. But, now, we must gaze our surroundings and ask ourselves: this resolution was pure and had a purpose, but has it really meant a CHANGE INTO THE GOOD?

We do not need to live in a third world country to realize how many infractions of this utopian code happen every day everywhere. Even in most advanced societies, injustice provokers awake in many forms: sexism, poverty, morality lack, racism, violence... This even gets worse when we talk about countries traditionally used as a mean to getting fast benefit, from which we never renounced to take anything, buying this cheap pair of shoes, this so modern so cheap cell phone, etc. Here we can find the true meaning of brutality, death, hell. Here we can find true pieces of lack of Human Rights: children soldiers, labour exploitation, social insecurity, mutilations...

United Nations know about all of this and they have actually sent people to the area many times, and while it is reliable that they try to help, they do not do what they ought to because they are tied. So, if the ones that created this Declaration

Once we understand how terrible the situation is, we can also understand why many people says this document is fake or just a political instrument, but the thing is that it is not. Considering the time when it was written, it can be considered a great advance, because while in the United States Luther King came later, or in Europe rests of Nazi ideology remained, it meant a step forward for all the mankind by considering EVERY HUMAN, independently of anything, HAS RIGHTS. It considered for the first time that the social utopia the humanity had to reach was behind the destruction of the conception of superiority of any kind.

So, the answer to the title is YES, Human Rights. Although they are not established in every aspect of every society, they have made the whole world advance in conscience, making a new generation grow with new, more respectful, purer values. However, it has helped to create, above all, a generation of "doers", a generation of people that take initiative, who will ask themselves: am I ready to become a fighter? Am I ready to fight for what really matters to me?

Am I ready to **CHANGE THE WORLD?**



School Name: **IES Sant Vicent Ferrer, Algemesí**

Country: Spain

Student: **Sergio Andrés Sánchez Clemente**



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We all have the right to
Dream Big



School Name: **IES Sant Vicent Ferrer, Algemesí**

Country: Spain

Student: **Gabriela Veronica Sofroni**



FIGHT FOR YOUR RIGHTS E SERIAS MAIS FELIZ !!!



School Name: **Agrupamento de Escolas Vale de Ovil**

Country: Portugal

Student: **Teresa Magalhães**



Estou aqui,
Sentada a ver os outros brincar
À espera que alguém venha ter comigo
Para me conseguir animar

Caem-me lágrimas pelo rosto
Não sei como as limpar
Excluem-me constantemente
Estão me sempre a ignorar

Será a minha cor de pele?
Ou a minha forma de ser?
Porque é que não gostam de mim?
E cismam em me fazer sofrer!

Hoje tenho um trabalho de grupo
E não sei por onde me virar
Olho para um lado, olho para o outro
Onde será que vou parar?

Toca a campainha
Pego nas minhas coisas e ponho-me a andar
Passo pelo longo corredor
E só há pessoas para me humilhar!

Definitivamente não os consigo compreender
Será que ficam felizes
Por ver pessoas a sofrer?!

Dão tanta importância a bens materiais,
Mas eles não têm razão
São sempre objetos banais
e o que importa é o coração!

Exclusão ...
não sei bem como definir,
Carrega uma carga de negatividade
E que não devia existir!

Acaba mais um dia
Está na hora de abalar
Amanha é outro dia
Tenho esperanças que isto vá melhorar!

Com isto tudo
Esperamos ter transmitido
Que a exclusão não é brincadeira
É algo que tem de ser combatido!

EXCLUSÃO ESCOLAR



I'm here,
Sitting watching the others play
Waiting for someone to come to me
To cheer me up

Tears fall on my face
I don't know how to clean them
They constantly exclude me
They're always ignoring me.

Will it be my skin color?
Or my way of being?
Why don't you like me?
And they keep making me suffer!

I have a group work today.
And I don't know where to turn
I look at one side, I look at the other
Where will I stop?

Rings the bell
I pick up my things and start walking
I walk down the long corridor
And there are only people to humiliate me!

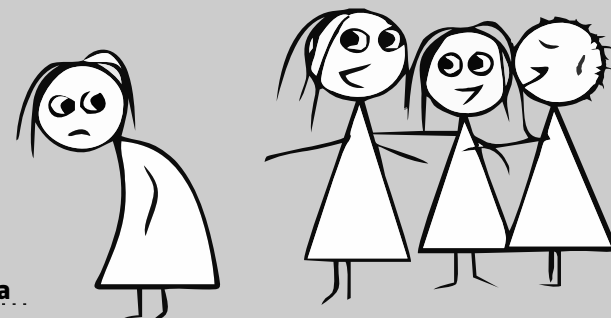
I definitely can't understand them
Are they happy?
For seeing people suffering ?!

They give so much importance to material goods,
But they are not right.
They are always meaningless objects
And what matters is the heart!

Exclusion ...
I'm not sure how to define,
Loads a lot of negativity
And it should not exist!

Another day ends
It's time to shake
Tomorrow is another day
I hope this will improve!

With all this
We hope to have transmitted
That exclusion is no joke
It's something that has to be fought!



School Name: **Agrupamento de Escolas Dr. Mário Fonseca, Lousada**

Country: Portugal

Student: **Sara e Cristiana**



Refugee



Ao pensar nos refugiados
Tenham sorte ou azarados
Esses pobres miúdos
Sem alimentação nem estudos
Sem dinheiro tão pobre
Sem pessoas nobres
Para os ajudar
Com carinho e amor para dar

Mas continuo a ver pessoas a ignorar
Com tantos refugiados a precisar
Por causa da fome e da guerra a acontecer
Tantos refugiados a morrer
Como Alan Kurdi morreu afogado
Na tentativa de fugir a nado

*When thinking about refugees
lucky or unlucky
Those poor kids
No food or studies
No money, so poor
Without noble people
To help them
With affection and love to give*

*But I still see people ignoring
With so many refugees needing
Because of hunger and war to happen
So many refugees dying
How Alan Kurdi died drowned
In an attempt to escape swimming*



School Name: **Agrupamento de Escolas Dr. Mário Fonseca, Lousada**

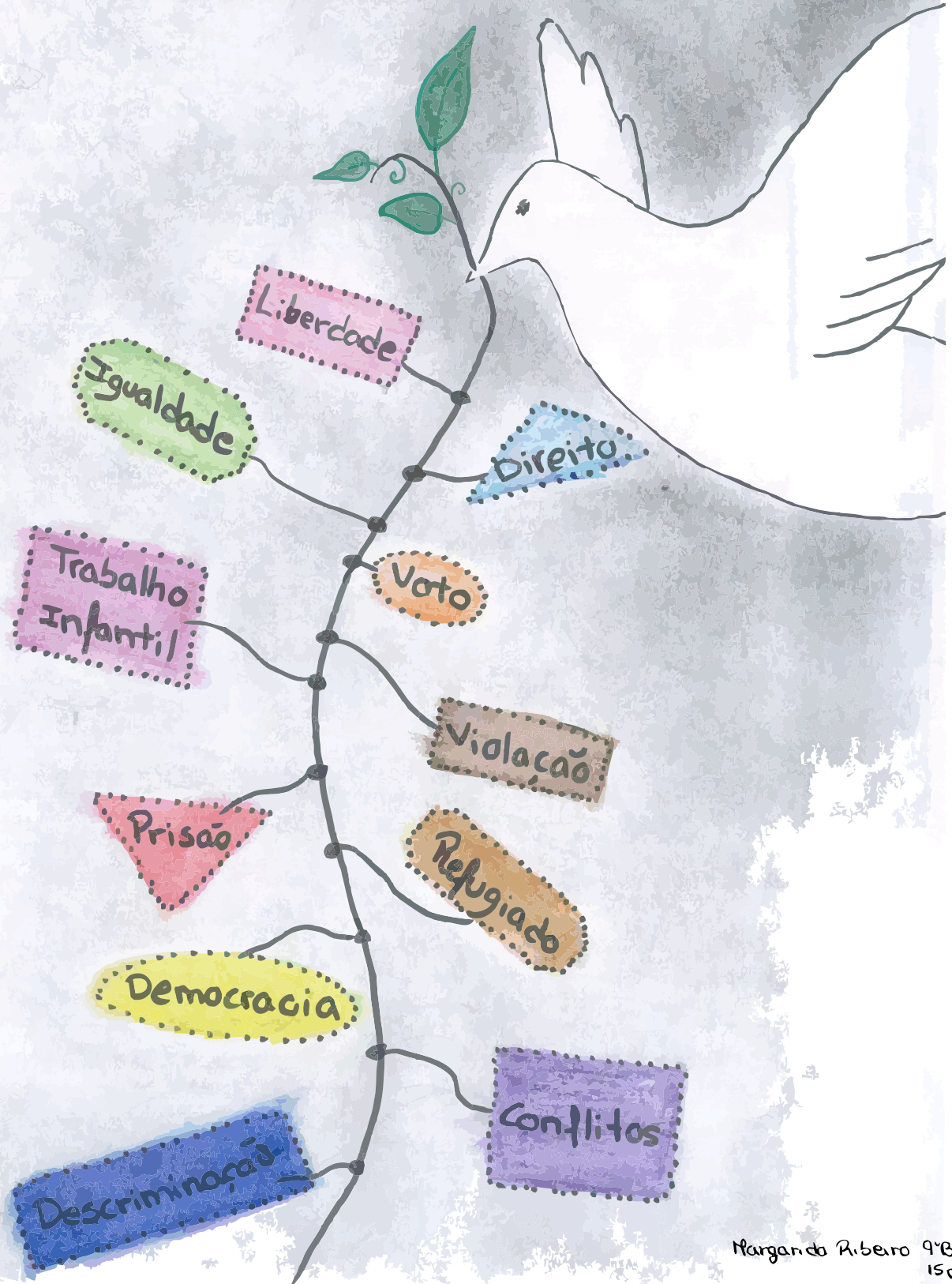
Country: Portugal

Teacher: Susana Oliveira



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Margarida Ribeiro 9^B-N
15/02/2022



School Name: **Agrupamento de Escolas Dr. Mário Fonseca, Lousada**

Country: Portugal

Student: Margarida Ribeiro - 9B-N



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Margarida Ribeiro 9^B-N
15 anos



School Name: **Agrupamento de Escolas Dr. Mário Fonseca, Lousada**

Country: Portugal

Student: Margarida Ribeiro - 9B-N



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EDUCAÇÃO
JUSTIÇA
LIVRE EXPRESSÃO
PAZ
ÉTICA
HUMANOS
DIGNIDADE
TRABALHO



Margarida Ribeiro 9^B-N
15/02/2022



School Name: **Agrupamento de Escolas Dr. Mário Fonseca, Lousada**

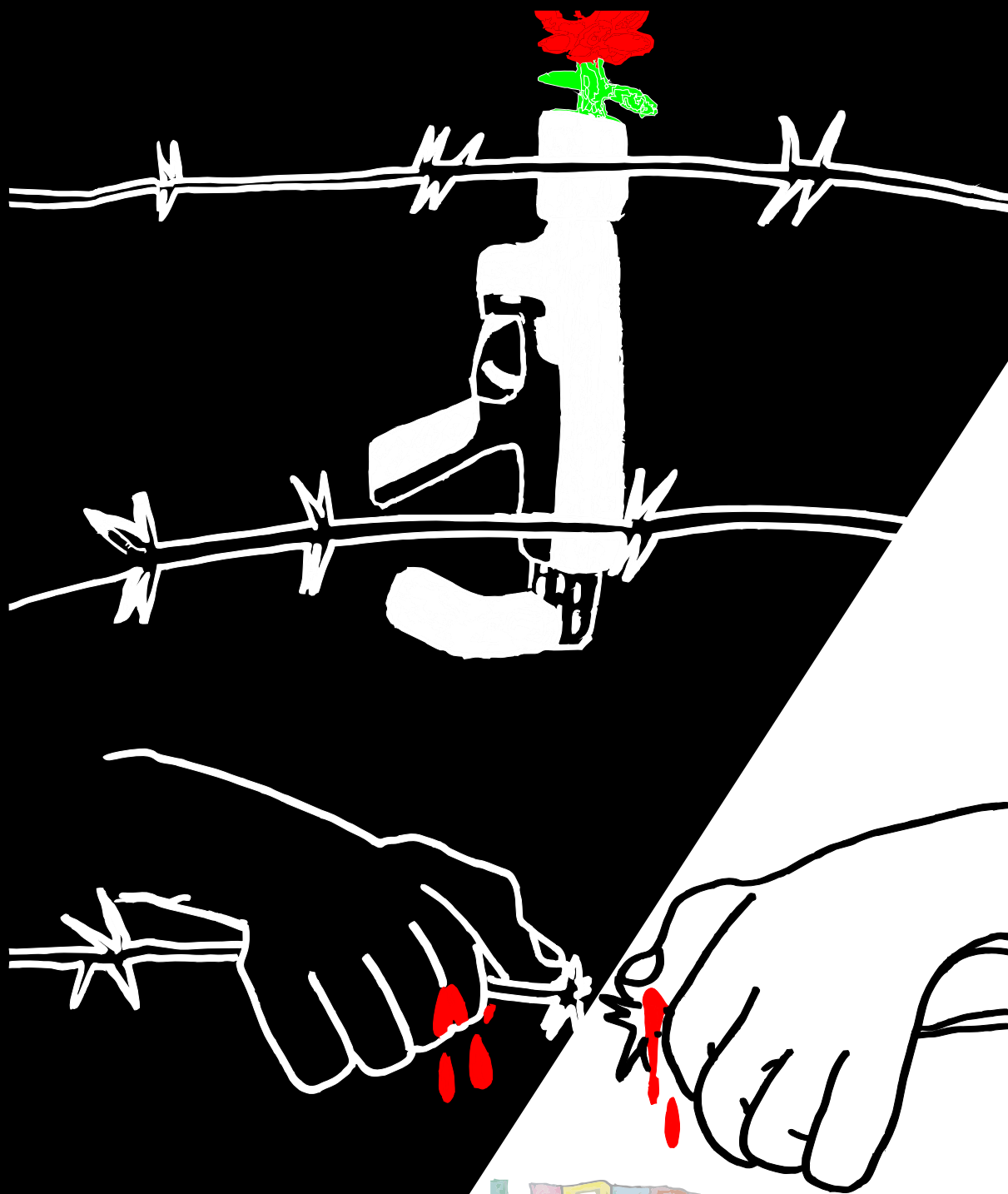
Country: Portugal

Student: Margarida Ribeiro - 9B-N



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LIBERDADE

SOFRIDA
LIBERDADE

MERECIDA



School Name: **Agrupamento de Escolas Dr. Mário Fonseca, Lousada**

Country: Portugal

Student: Rui Martins - 9A



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School Name: **Agrupamento de Escolas Dr. Mário Fonseca, Lousada**

Country: Portugal

Student: Rui Martins - 9A



Liberdade

Nos dias de hoje, o direito à liberdade é um tema muito premente e bastante debatido em organizações como a ONU, que lutam por esse direito.

Na verdade, as correntes e os aloquetes não foram feitos para tornozelos humanos, mas para trancar portas... Nesta senda, nenhuma pessoa deve ser privada da sua liberdade, mas deve ser dona de si própria, como defende a declaração dos direitos humanos: “Ninguém será mantido em escravidão ou em servidão”; “Todo o indivíduo tem direito à vida, à liberdade e à segurança pessoal”.

Assim, julgo que, independentemente, das sociedades, dos meios, das culturas, ninguém é dono de ninguém nem tão pouco tem o direito a privar quem quer que seja de ter opinião, de ser livre para decidir, dentro das normas que regem uma sociedade.

Todos sabemos que a escravidão é, nos dias de hoje, proibida, pelo que devemos lutar pela sua extinção do mundo e renunciar a todas as formas, diretas e indiretas, da privação de liberdade de um ser humano.

Nowadays, the right to freedom is an important issue highly debated in organisations such as the United Nations, which fight for this right.

In fact, the chains and padlocks were not made to human ankles but indeed to lock doors...In this life nobody should be taken his/her freedom but own it as it is set in the Universal Declaration of the Human Right: “Nobody shall be held in slavery or servitude”, “Everyone has the right to life, freedom and security of person”.

Thus, I think that no matter the society, the place or the culture we live in, nobody owns anyone, not even has the right to take the others' right to express their opinion, to be free to decide according to the laws that rule a society.

We all know that currently slavery is forbidden. Therefore, we must all fight against it everywhere and reject all direct or indirect forms of deprivation of freedom of a human being.



School Name: **Agrupamento de Escolas de Vilela**

Country: Portugal

Student: Beatriz Marimba



Slavery

Uma imagem que mostra uns pés descalços e acorrentados, de cor negra onde sobressai a planta do pé branca, só pode querer dizer uma coisa: escravatura, prisioneiros sujeitos a algo desumano!

Efetivamente, escravizar alguém é privá-lo de liberdade, isto é, obrigá-lo a fazer algo contra a sua vontade, tratá-lo como um objeto, o que é contra os direitos humanos.

Nos dias de hoje, a escravatura é ilegal, mas ainda há criminosos que raptam pessoas para estes fins. Por exemplo, são levadas crianças para as plantações de cacau, para trabalharem de solo a solo, em troca de nada ou quase nada... Felizmente, há um símbolo que é colocado nas embalagens de chocolate, para garantir que quem as adquiriu não compactuou com tal ilegalidade e que aquele chocolate não foi feito com cacau sujeito a trabalho infantil.

Assim, como a escravatura constitui um completo desrespeito pelo direito de qualquer ser humano, se souberes de algum caso ou se já sofreste este tipo de crime, alerta as autoridades.

Este é um crime punido por lei.

An image that shows black bare feet in chains, with a white sole, can only mean one thing: slavery, prisoners subject to something inhuman!

Effectively, enslaving someone is depriving him of liberty, that is, force him to do something against his will, treat him as an object, which is against human rights.

Nowadays, slavery is illegal, but there are still criminals who kidnap people for these purposes. For example, children are taken to the cocoa plantations to work all day long, receiving nothing or almost nothing ... Fortunately, there is a symbol that is placed on the packages of chocolate, to ensure that those who acquired them didn't condone with such lawlessness and that chocolate wasn't made with cocoa using to child labor.

So, as slavery is a complete disregard for the right of any human being, if you know of a case or if you have suffered this kind of crime, alert the authorities.

This is a crime punished by law.



School Name: **Agrupamento de Escolas de Vilela**

Country: Portugal

Student: Daniela Bastos



Exclusão

A guerra, a fome e a desigualdade de oportunidades constituem uma enorme ameaça para as crianças de todo o mundo. Elas, inocentes e pouco percebendo o porquê do que as rodeia, vivem o seu dia a dia em barracas improvisadas, brincando com uma bola, e esquecendo a miséria que as rodeia.

Na verdade, estas crianças experimentam uma vida de pobreza e exclusão. Não têm um teto que as abrigue por completo do frio, não parecem ter muitas condições de higiene, nem tão pouco acesso a cuidados de saúde básicos, alimentação e educação. Vivem, respiram e brincam como as outras crianças, mas que futuro será o delas, vivendo marginalizados, sem acesso sequer a água potável? Como todos sabemos, uma alimentação correta, uma higiene básica e a vacinação são essenciais para um desenvolvimento salutar. Por isso mesmo, é importante cada um de nós deixar de olhar para o seu umbigo e começar a pensar que a sua sorte de nascer em Portugal, num seio familiar dito regular, acaba por ser um privilégio que deve ser estimado.

Efetivamente, devemos ter consciência da nossa sorte e pensarmos que é urgente uma sociedade mais equitativa, de modo a que todas as crianças vivam de acordo com os direitos consignados pela declaração dos direitos humanos.

War, hunger and inequality of opportunities are a great threat to all the children all over the world. Innocent and hardly realizing what is going on, they live their day-to-day in improvised huts, playing with a ball and forgetting the misery that surrounds them.

Actually, these children experience a life of poverty and exclusion. They don't have a ceiling that protects them from cold weather completely, they don't seem to have a lot of sanitary conditions, nor even access to basic healthcare, food or education. They live, breathe and play just like any other children, but what kind of future will they have, living marginalized without access to even freshwater? As we all know, a balanced diet, basic hygiene conditions and vaccination are essential to a healthy growth. Therefore, it is really important that each one of us stops being selfish and starts thinking that we have been lucky to be born in Portugal in a so called "normal family", which ends up being a privilege that must be valued.

In fact, we should be aware of that luck and think that it is urgent to have a more equitable society so that all children can live according to the rights established in the Universal Declaration of Human Rights.



School Name: **Agrupamento de Escolas de Vilela**

Country: Portugal

Student: Maria Inês Gomes



Instinct of Survival

É deveras impressionante como uma simples rede e uma criança podem representar tanto e inundar-nos a mente com sentimentos de melancolia e a tristeza que prevalecem em inúmeras partes do mundo.

Triste, receoso, amedrontado... Dono de um olhar que nos atravessa e nos deixa arrepiados só de imaginar o desespero presente na vida de uma criança ainda tão ingênua e inocente. Ou seremos nós os ingênuos, por ficarmos chocados com uma única criança numa situação problemática, quando são milhões as que passam fome e são desprezadas pelo mundo?

Ora, um dos assuntos mais falados dos últimos quatro anos é o enorme número de refugiados que vagueiam, neste preciso momento, por caminhos desconhecidos, em busca da felicidade e da liberdade. São milhares e milhares de refugiados a inundar os países vizinhos que, na sua maioria, se limitam a encolher os ombros. Não seria honesta da nossa parte culpar os países que não estão a dar a devida importância a esta situação, mas a verdade é que todo o ser humano merece ser feliz, desde que não contribua para a tristeza alheia. Contudo, estas pessoas ainda não alcançaram o direito à felicidade, limitando-se a usufruir do insignificante direito de sonhar.

Repletos de dúvidas, incertezas e medos, carregados de segredos, assim (sobre)vivem estas pessoas que, podemos admitir, são efeitos secundários de guerra que nunca deveriam ter começado.

It is quite impressive as a simple network and a child can represent so much and flood our mind with feelings of melancholy and sadness that prevail in many parts of the world.

Sad, fearful, frightened... Owner of a look that crosses us and leaves us goosebumps when imagining the despair present in the life of a child still so naive and innocent. Or are we the naive, by being shocked with a single child in a problematic situation, when there are millions starving and being neglected by the whole world?

Well, one of the most talked about issues in the last four years is the huge number of refugees who wander, at this very moment, by unknown paths, in search of happiness and freedom. There are thousands and thousands of refugees flooding neighbouring countries that simply shrug their shoulders. It wouldn't be honest to blame those countries that are not giving due attention to this situation, but the truth is that every human being deserves to be happy, as long as they don't contribute to the sorrow of others. However, these people have not yet achieved the right to happiness, they only have the insignificant right to dream.

Filled with doubts, uncertainties and fears, loaded with secrets, this is the way these people survive; we can admit, these are side effects of war



School Name: **Agrupamento de Escolas de Vilela**

Country: Portugal

Student: João Mesquita



Conclusões

Conclusion

No conjunto dos trabalhos apresentados sobre os Direitos Humanos salientámos o facto de estes abarcarem países diferentes e serem elaborados por alunos de diversas faixas etárias. No entanto, ressalva-se que todos têm a mesma perceção sobre a importância destes direitos.

Assim sendo, foi alcançado o objetivo de desenvolver uma reflexão sobre a situação atual que afeta a União Europeia e o mundo na atualidade. Compreendemos que os jovens têm um ponto de vista realista em relativamente a este tema, demonstrando interesse na defesa dos valores preconizados pela Europa.

Após a compilação dos trabalhos observamos que a União Europeia continua a ter um enorme impacto na resolução de problemas atuais e preocupantes, como o terrorismo, a questão dos refugiados e a crise económica, contribuindo de forma efetiva para solucionar as situações que inquietam a população em geral.

A União Europeia é um projeto que deverá manter-se e acreditamos que, com a união dos estados membros, conseguiremos combater e ultrapassar estes obstáculos, lutando por uma Europa de valores, nomeadamente a Liberdade, Igualdade, Justiça, Direitos Humanos, Solidariedade e Dignidade.

O nosso agradecimento a todas as escolas e à jornalista Helena Ferro de Gouveia pela sua participação neste projeto.

Considering all the works done about the Human Rights, we can say that different students from different countries and from different ages have the same perception of the importance of these rights.

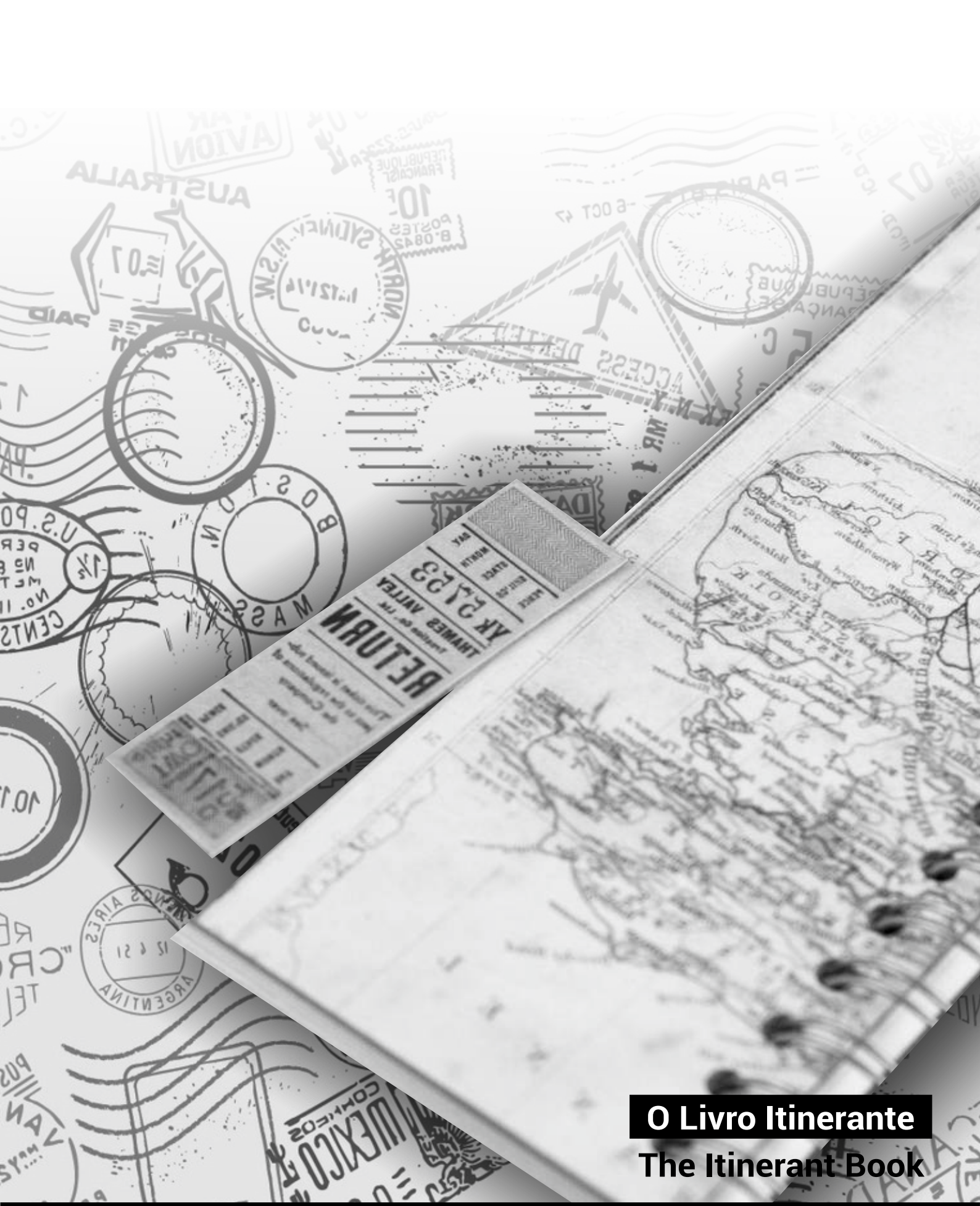
The objective to make students reflect and have an opinion about what is going on the European Union and around the world was fully achieved. They all showed interest in defending the values recommended by Europe.

After analysing all the works done by the students, we could see that the European Union still has a great impact when it comes to resolve problems like terrorism, refugees and economic crisis.

The European Union is a project that needs to continue. We believe that together we will overcome a lot of problems much easier, fighting for values like Liberty, Equality, Justice, Human Rights, Solidarity and Human Dignity.

Our thanks to all the schools involved and also to the journalist Helena Ferro de Gouveia.





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