SICOOL. ACETIDA



KEEP TRACK OF YOUR DAILY
ACTIVITIES AND HOMEWORK
AND HELP TO PROMOTE AND
PROTECT FUNDAMENTAL RIGHTS
BY USING THIS AGENDA!

2010

the european union has designated 2010 as the european year for combating poverty and social exclusion

When the growth and jobs strategy was launched in March 2000, EU leaders pledged to make "a decisive impact on the eradication of poverty" by 2010. This S'cool Agenda by the European Union Agency for Fundamental Rights (FRA) contributes to the goals of the European Year 2010 by recognising the fundamental rights of persons experiencing poverty. You will find information about how people with different background experience poverty.

Objectives of the 2010 European Year for Combating Poverty and Social Exclusion:

- **Recognition:** recognise the fundamental right of persons experiencing poverty and social exclusion to live in dignity and to take an active part in society;
- Shared responsibility and participation: promote public support for social inclusion policies, emphasising collective and individual responsibility in combating poverty and social exclusion, and fostering commitment by all public and private actors;
- **Cohesion:** promote a more cohesive society, where no one doubts that society as a whole benefits from the eradication of poverty;
- **Commitment and practical action:** renew the pledge of the EU and its Member States to combat poverty and social exclusion, and involve all levels of authority in the pursuit of that aim.

2010
European Year
for Combating
Poverty and
Social Exclusion



FRA would like to thank Yad Vashem and Memorial de la Shoah for developing specific content dedicated to awareness raising about the Holocaust; Euro child and Child Helpline International for comments and contribution to pages dedicated to the rights of the Child; Inter LGB for comments on page concerning Homophobia and LGBT communities; Club Friends of Europe, European Women Lawyer's Association for comments on page on Gender equality, European Older Peoples' Platform (AGE) for comments on page concerning age discrimination.

since 2007, the fra has developed every year the s'cool agenda. for older issues and for more information, please visit the fra website at http://fraeuropaeu

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Name



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Telephone	
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School/University	
Other Information	

Calendar

February

January												
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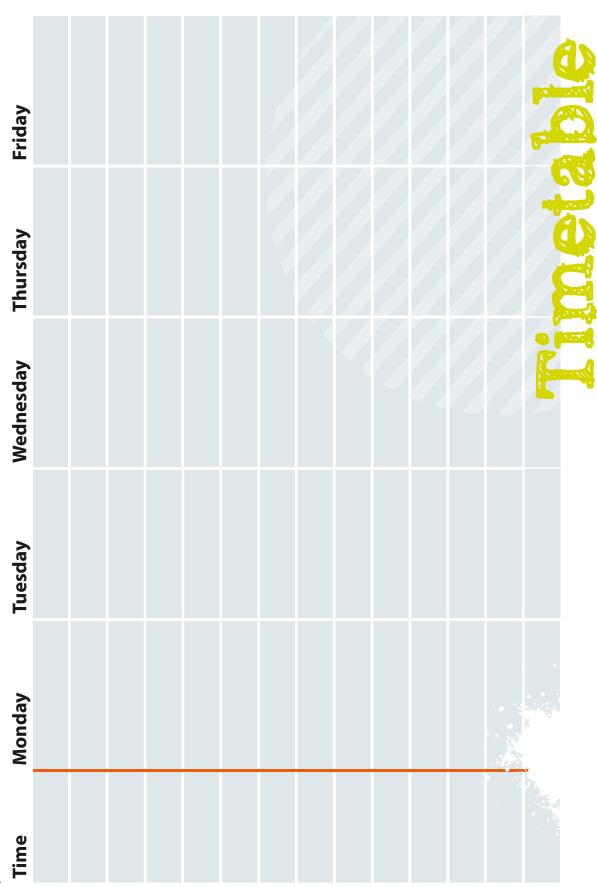
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The European Union (EU) has always stated its commitment to human rights and fundamental freedoms. This was confirmed with the proclamation of the **Charter of Fundamental Rights of the European Union** in December 2000. Under six headings - Dignity, Freedoms, Equality, Solidarity, Citizens' Rights and Justice - its 54 articles set out the European Union's fundamental values and the civil, political, economic and social rights of EU citizens.

All EU Member States have also signed the European Convention for the Protection of Human Rights and Fundamental Liberties (agreed by the Council of Europe, an international organisation in Strasbourg which comprises 47 democratic countries of Europe, in 1950) and other international treaties and conventions protecting fundamental rights.

HOW much do You kilow

Inside this agenda you will find very **useful information on fundamental rights:**

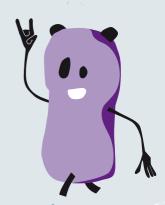
- Commonly used terms and their meanings, with examples from real-life
- Instruments for the protection of fundamental rights
- Stories from people's everyday lives in Europe
- A test to check the human rights temperature in your school
- A quiz to test your knowledge about fundamental rights
- Tips on what to do to help fight discrimination
- Tips on how to promote and protect fundamental rights
- · Questions to think about and discuss with your friends
- Links to youth programmes
- Useful facts about work of the European Union and international organisations
- An inter-cultural calendar and much more...







Test
your knowledge
of fundamental
rights in the quiz at
the end of this S'cool
Agenda!.



READ ON ABOUT VARIOUS

FUNDAMENTAL RIGHTS AND REMEMBER

TO CHECK OUT MORE SOURCES FOR MORE

INFORMATION AND GAMES ©

EVERY TIME YOU WILL SEE

GO TO THE BIBLIOGRAPHY SECTION TO FIND OUT

MORE INFORMATION. YOU CAN ALSO MEET TIMMY

AT FRA WEB SITE — AND E-AGENDA WORLD

http://fra.europa.eu/scoolagenda/

about

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THE CHARTER OF THE FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

IS THE FIRST DOCUMENT TO ASSEMBLE, IN A CLEAR AND CONCISE FORM, A COMPREHENSIVE RANGE OF FUNDAMENTAL RIGHTS. IT HIGHLIGHTS THE INDIVISIBLE NATURE OF RIGHTS BY APPLYING THEM UNIFORMLY TO BOTH CIVIL AND POLITICAL RIGHTS AND SOCIAL AND ECONOMIC RIGHTS. (IN THE PAST, BOTH EUROPEAN AND INTERNATIONAL TEXTS HAD DISTINGUISHED BETWEEN CIVIL/POLITICAL RIGHTS AND SOCIAL/ECONOMIC RIGHTS.)

NOTES QUESTIONS TO THINK ABOUT CAN YOU THINK OF OTHER EXAMPLES OF DISCRIMINATION?

We can talk of discrimination when someone is excluded or is treated worse than others because of a specific personal feature, such as race, ethnic origin, language, gender, religion, other physical features, sexual orientation, or disabilities.

- Actions that can be classified as discrimination are, for instance, physical violence (e.g. assault and harassment of persons that are perceived as being "different"), verbal abuse (e.g. racist, Islamophobic or anti-Semitic abuse), rejection (e.g. if someone refuses to become friends a person due to their skin colour or their ethnic origin), refusal (e.g. if homosexuals are denied the entrance to a nightclub), as men for the same job) etc.
- **Consequences** of discrimination for the affected persons can be manifold; every form of discrimination affects the shared existence in a society, and can have negative affects not only on the individual discriminated against but also for the whole society in which it occurs

Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

Charter of the Fundam ental Rights of the EU, Article 21. (1)

According to Article 13 of the Amsterdam Treaty, the EU has the competence to take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

(EU, Treaty of Amsterdam)

WAVE YOU EVER
FELT UNFAIRLY
OUSCRUMINATED AGAINS

Discrimination
is not always
easy to spot! In the
following pages you will
find some of the different
forms it can take.

More examples of discrimination:

- Job advertisements that say 'disabled people need not apply' or 'foreigners not wanted'
- Calling people insulting names because of their skin colour, gender, sexual orientation, age or because of some physical or mental disability
- Charging more for rent or services because of people's foreign background

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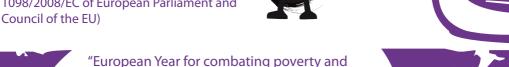
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2010 is the European Year for Combating Poverty and Social Exclusion

When the growth and jobs strategy was launched in March 2000, EU leaders pledged to make "a decisive impact on the eradication of poverty" by 2010. The European Parliament and the Council of the EU have designated 2010 as 'European Year of Combating Poverty and Social Exclusion ' in order to recognise the fundamental rights of persons experiencing poverty and social exclusion and promote more cohesive societies. (Decision No 1098/2008/EC of European Parliament and

Poverty
and exclusion
do not only strike at the
well-being of individuals,
their ability to take an active
part in the life of society; they
also impair economic
development of wider
society.



"European Year for combating poverty and social exclusion" recognises that:

- all people have a right to live in dignity and take part in society
- the public and private sector share responsibility to combat poverty and social exclusion
- eradicating poverty for a more cohesive society benefits all
- commitment at all levels of society is needed to achieve this goal.

Planned activities

- awareness-raising campaigns and studies
- innovative schemes to promote social inclusion
- conferences
- competitions to identify success stories.

Activities will be identified and implemented at national level, involving civil society, local and regional authorities.

Budget
At least €26m (€17m provided by the EU). Additional funding may come from other public or private sources.

other public or private sources.

Check out website of the European Year for Combating Poverty and Social Exclusion! http://2010againstpoverty.europa.eu

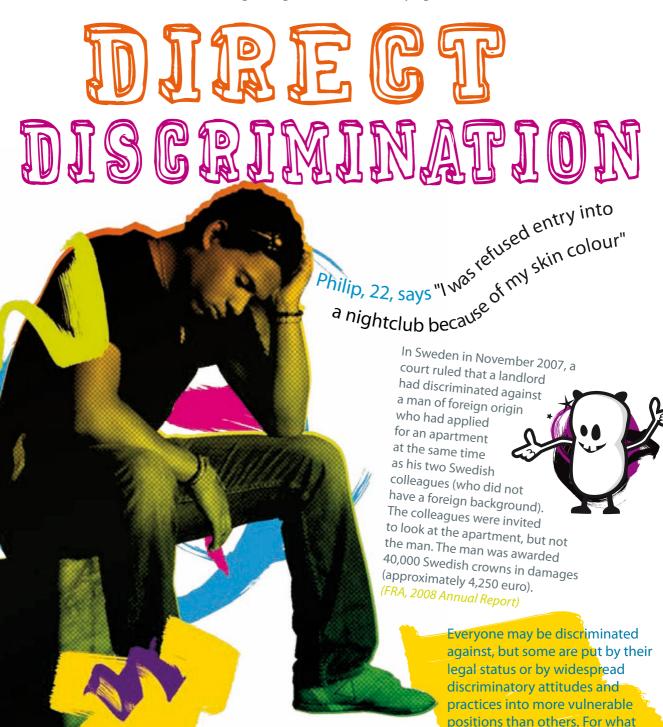


2010
European Year
for Combating
Poverty and
Social Exclusion

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Direct discrimination

We speak of direct discrimination when a person is treated worse than another in a comparable situation because of their racial or ethnic origin, religion or belief, disability, age or sexual orientation.



reasons might someone be discriminated against? Why does discrimination take place, and

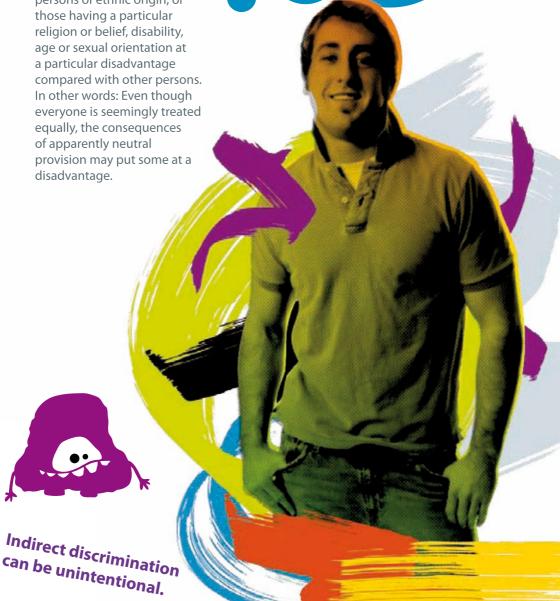
Check out the European Union's anti-discrimination campaign at what forms does it take? www.stop-discrimination.info and the comic strip 'What? Me? A racist?' at http://ec.europa.eu/publications/archives/young/01/txt whatme racist en.pdf



Indirect discrimination

We refer to indirect discrimination where an apparently neutral provision, criterion or practice is introduced or implemented that later turns out to put persons of ethnic origin, or those having a particular religion or belief, disability, age or sexual orientation at a particular disadvantage compared with other persons. In other words: Even though everyone is seemingly treated equally, the consequences of apparently neutral provision may put some at a disadvantage.

Did you know that 51% of the people surveyed by European wide survey Eurobarometer think that not enough effort is being made in their country to fight discrimination?



Example of indirect discrimination: an employer insists that a job candidate should have perfect knowledge of a particular language, yet perfect language knowledge is not actually needed for the job.

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M O N D A Y 25-340	25	T U E S D A Y 26-339	26	WEDNESDAY 27-338
				INTERNATIONAL HOLOCAUST REMEMBRANCE DAY
				January 27 th is nternational Holocaust nbrance Day, marking the liberation
			of Ausch homag annual coord	particle Day, marking the liberation awitz-Birkenau. In addition to paying ge to the victims of Nazism on an basis, many EU member states also inate activities to condemn all acts of intolerance, racial hatred, anti-Semitism and xenophobia.
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The 27th of January... A date so that we never forget

What does the date the 27th of January mean?

In October 2002, the European Education Ministers, who met in Strasbourg at the Council of Europe, unanimously adopted the declaration instituting the **Holocaust memorial and prevention of crimes against humanity day in schools.**

Three years later on 1st November 2005, the General Assembly of the United Nations designated the 27th of January, the day on which the Nazi death camp of Auschwitz-Birkenau was liberated in 1945, as the International Day of Commemoration to honour the victims of the Holocaust.

Legend and credit: View of the Auschwitz-Birkenau camp. Credit: Jean-Marc Lebaz



What is the Shoah?

The term Shoah means 'catastrophe' in Hebrew. It refers to the meticulously planned destruction by the Nazi regime and its collaborators of almost 6 million Jews during the Second World War. 1.5 million Jewish children died during the Shoah, that is 90% of the Jewish population under 15 years of age at the time.

The word Shoah is mainly used in France and in Israel; 'Holocaust', which means 'sacrifice by fire' in Greek, is mainly used in English-speaking countries.

Words of a survivor Ida Grinspan, deported to Auschwitz at the age of 14, bears witness

What has my experience in the camps made me most aware of?
'Racism in all its forms. We are born equal in the eyes of the law. The danger of totalitarianism is never finally eradicated. And on a more physical level, I can no longer bear seeing anyone deprived of their freedom or being hungry.

This reawakens a pain in me which has not gone away after 60 years

Photo credit: Shoah Memorial / CDJC

First they came for the Communists, and I didn't speak up because I wasn't a Communist.

Then they came for the Social Democrats, and I didn't speak up because I wasn't a Social Democrat.

Then they came for the Trade Unionists, and I didn't speak up because I wasn't a Trade Unionist.

Then they came for the Jews, and I didn't speak up because I wasn't a Jew.

Then they came for me, and by that time there was no one left to speak up for me.

Poem by Martin Niemöller, German pastor and theologian, 1892-1984.



Why were the Jews persecuted during the Second World War?

The Nazis had a racial view of the world, based on the denial of the oneness of mankind they had divided into superior and inferior 'races'. In this view, the Jews were considered to be unclean and did not have the right to live. When Hitler came to power in 1933, discriminatory measures were taken against the Jews. Exclusion, the creation of ghettos in Poland and in the USSR and the loss of civil rights were the first stages before systematic liquidation by firing squads, gas chambers, starvation, epidemics and forced labour.

Hélène Berr, a life stolen

From April 1942 to February 1944 in Paris, which had been occupied by the Germans,

Hélène Berr, a young Jewish girl who was around 20 years of age, kept a diary. This diary, the text of which is of exceptionally high literary quality, reveals a premonition of the inevitable. Arrested on 8 March 1944, she was deported to Auschwitz with her father and mother and died of exhaustion at Bergen-Belsen in April 1945. The manuscript of her diary is now kept at the Shoah Memorial in Paris. It was published by Editions Tallandier in January 2008 under the title *The Journal of Hélène Berr*.

Image + letter credit: Shoah Memorial / CDJC. Coll. Job



Memory work

More than 60 years after the discovery of the death camps, knowledge about the history of the Holocaust helps to fight against all forms of racism, anti-Semitism and xenophobia. Also, the Shoah Memorial in Paris offers a great deal of documentation, a guided tour and many activities intended for all members of the public to have a better understanding of this tragic period of history.

For more information, visit: www.memorialdelashoah.org

Legend and photo credit: The Memorial to the Children room at the Shoah Memorial (source Serge Klarsfeld). Credit: Vincent Pfrunner / 1d-photo



Understand the past to illuminate the future

As this photo shows, there is today a resurgence in Europe and in the world of forms of intolerance, racism and anti-Semitism. This is why it is important that, even 60 years later, a day such as the 27th of January exists and that awareness campaigns are run so that the younger generations of which you are part understand the dangers of such behaviour.

Legend:

Today anti-Semitism still exists, as this graffiti on the wall of the synagogue of Périgueux shows.

Credit: Shoah Memorial / CDJC / Coll. Rolph Hamel



And you?

Does your school also organise activities for Holocaust Memorial Day? Have you already met survivors or witnesses who have told you of their experiences? Have you already visited a place in Europe which is a memorial to the Holocaust or a museum to help you understand more about it?





THE RIDE

During the Holocaust, Nazi Germany and their collaborators forcibly deported Jews and other victims primarily by rail to concentration and extermination camps. Some historians have suggested that without the railway system, the "Final Solution" could not have taken place on such a massive scale.



January 27, 2009 International Holocaust Remembrance Day





January 27, 2009

International Holocaust Remembrance Day

Every day, my grandmother and her best friend, Malka, spent time together. My grandmother escaped from Poland right before the beginning of the Second World War. She and Malka corresponded until 1941 - when all contact stopped. Although my grandmother tried to find Malka, her fate still remains unknown to us.





Youth congresses

In 2010, Yad Vashem is planning to organize a second international youth congress marking **International Holocaust Remembrance Day on January 27**. In January 2008, 112 youngsters from 62 countries had an opportunity to meet, converse and make the voice of their generation heard on the subject of shaping Holocaust remembrance and its significance for the future.

This three-day gathering culminated in the drafting of a declaration reflecting young people's commitment to fostering Holocaust awareness.

"We are concerned that in the shadow of the Holocaust, minorities and other groups in different countries are still being persecuted and murdered. We all must learn not to be bystanders. As the leaders of tomorrow, we will shape the future of humankind. We must be committed to fighting intolerance and promoting human dignity. We need to do everything in our power to guarantee basic human rights for everyone, everywhere. 'We call upon every citizen of the European Union and our leaders to protect our respective societies from racism, anti-Semitism and xenophobia."

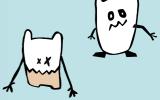
For more information: www.yadvashem.org

Young people and Remembrance of the Holocaust

Yad Vashem

Since its inception, Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority in Jerusalem, has been dedicated to Holocaust remembrance, documentation, research and education. The International School for Holocaust Studies at Yad Vashem places an emphasis on educating students of all ages about the Holocaust. Last year Yad Vashem took part at youth event Diversity Day, organised by FRA and the city of Vienna. 2000 high students from several EU member states participated in this special event that also included workshops about the significance of the 70th year marking the *Kristallnacht* Pogrom. For more information: http://www.diversityday.eu/





Students looking at Holocaust awareness raising and educational materials developed by Yad Vashem during the Second Diversity Day in Vienna on November 11, 2008, copyright: Yad Vashem

M O N D A Y 32-333	1	T U E S D A Y 33-332	2	W E D N E S D A Y 34-331	3
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DATA PROTECTION

(Human Rights issues relating to the information society)

You are searching the Internet, you may also have a digital camera, a mobile phone, an MP3 player. These are all 'information society' products, made possible by the convergence of computer, telecommunications and media sciences. In just one generation, information and communications technologies (ICTs) have revolutionised the way we live, learn, work and play.

Your rights when it comes to data about yourself:

- You have the right to be informed of any data processing when you are the 'data subject'.
- You have the right to access data about yourself.
- You must also be informed about and agree to any data processing. For full list of rights check out: Data Protection in the European Union What are your rights as citizen

Q. A telecommunications provider gave information about your telephone or e-mail account to another company. As a result, you receive unsolicited calls or e-mails. What can you do?

A. If personal data was collected for billing purposes only, and you did not consent to further transfer of your data, then you are entitled to object to the transfer of your data to any third parties. The first step should be to write to your provider, clearly stating your complaint. If you receive no satisfactory answer, then you should contact the national supervisory authority.

(Data Protection in the European Union, What are your rights as citizens)

Learn more about internet safety in a fun and friendly fairy tale environment with the new Council of Europe on-line game – Wild Web Woods!
Check it out at http://www.wildwebwoods.org
Follow the 'private I, public eye' competition – an online video clip competition to enhance data protection awareness, initiated by the office of the data protection officer. Check it out on www.youtube.com/dataprotection

Sixty-four percent of EU citizens are concerned about data protection issues and feel that awareness and information on these topics are not yet satisfactory. (Eurobarometer – Data Protection in the European Union: Citizens' perceptions)

 Everyone has the right to the protection of personal data concerning him or her.

2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law.

Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.

Charter of the Fundamental Rights of the EU, Article 8. (1) & (2)

Selected Articles from the European Charter of Fundamental Rights

Check the complete text at: http://ec.europa. eu/justice home/unit/charte/index en.html



FUNDAMENTAL

'The peoples of Europe, in creating an ever closer union among them, are resolved to share a peaceful future based on common values.' **Preamble – Charter of Fundamental** Rights of the EU

The Charter of Fundamental Rights of The EU has seven chapters!

Chapter I - Dignity

Human dignity Right to life Prohibition of torture and inhuman or degrading treatment or punishment

Discuss!

What is human DIGNITY? What has to happen for human DIGNITY to be taken away from you? Should only my DIGNITY be protected or also the DIGNITY of others? What happens to societies when human **DIGNITY** is not respected?

Chapter II - Freedoms

Right to liberty and security **Protection of personal data** Freedom of thought, conscience and religion Right to education Right to asylum

Discuss!

Which FREEDOMS need to be ensured? Is there a negative side of FREEDOMS? Where do you feel FREE? Where do you feel protected?

Chapter III – Equality

Equality before the law Non-discrimination **Equality between men and** women

Discuss!

Does EQUALITY mean that we all have to be the same? How can we achieve EQUALITY and equal treatment for all? What are the rights of children? What does integration mean?

Chapter IV – Solidarity

Fair and just working conditions Social security and social assistance

Discuss!

What does SOLIDARITY mean? Is it a good idea to help and support each other? What is the advantage of not having a big gap between rich and poor people in society? Why is it so dif cult to establish a world where people help and support each other?

Chapter V – Citizens' Rights

Right to good administration **Right to petition** Freedom of movement and of residence

Discuss!

Who is a CITIZEN and who is a NON-CITIZEN? What are the most important CITIZENS' RIGHTS? Is the exclusion of NON-CITIZENS from certain rights a form of discrimination?

Seventy-three per cent of EU citizens want the EU to play a greater role in promoting and protecting fundamental rights in Europe. (Eurobarometer, Role of the EU in Justice, Freedom and Security area)

What type of appropriate legislation exists in your country? How effective is it?

Did you know that since 2007 the European Union Agency for Fundamental Rights based in Vienna provides EU institutions, Member States and the general public with expertise on fundamental rights? Check http://fra.europa.eu.



Chapter VI – Justice

Right to an effective remedy and to a fair trial Presumption of innocence and right of defence

Discuss!

What is a society without firm rights and JUSTICE?

What is the role of punishment in our societies?

Who has the right to imprison people? Could there be a society without imprisonment?

Chapter VII – General Provisions

Scope of guaranteed rights Prohibition of abuse of rights

Find also in this agenda a more detailed list of intergovernmental organisations and important international human rights documents relevant in Europe!

What is the relationship between the European Convention on Human Rights and the European Charter of Fundamental Rights?

The European Convention is a text from the Council of Europe, which is an international organisation, founded in 1949 and made up of more than 46 European countries, including Russia. The Charter, on the other hand, is a text from the **European Union**, which currently has 27 Member States (countries).

The scope of the protection provided by these two texts is different. The Convention of the Council of Europe relates solely to civil and political rights, whilst the Charter of the European Union covers additional aspects, such as the right to good administration, workers' social rights, and bioethics. In addition, the Charter covers the political rights of Union citizens.

8	T U E S D A Y 40-325	9	W E D N E S D A Y 41-324	10
11	F R I D A Y 43-322	12	SATURDAY 44-321	13
			S U N D A Y 45-320	14
		40-325	40-325 11 FRIDAY 12	40-325 41-324 41-324 11 FRIDAY 43-322 SUNDAY

The European Union Agency for Fundamental Rights (FRA)

Objective

The objective of FRA is to assist EU institutions and Member States when they implement EU law, so that they fully respect fundamental rights.

Tasks

- Information and data collection, research and analysis;
- Advice to EU institutions and Member States:
- Co-operation with civil society (non-governmental organisations) and awareness-raising.



Since March 2007 the European Union has a new institution, dealing with research and data collection, awareness raising about and analyses of compliance with fundamental rights in the EU!

Geographical scope

FRA focuses on the situation of fundamental rights in the EU and its 27 Member States. EU Candidate Countries and countries which have concluded a stabilisation and association agreement with the EU can be invited to participate following a special procedure.



FRA co-operates with a number of bodies:

- Council of Europe FRA coordinates its activities with those of the Council of Europe to ensure the are complementary.
- Member States, in particular through government officials, who may give an opinion on the FRA's annual work programme.
- · National Human Rights Institutions of the Member States
- Other EU agencies, such as the Gender Institute, to ensure mutual support
- Civil society information exchange and the pooling of knowledge will be organised through a flexible cooperation, the Fundamental Rights Platform.
- Organisation for Security and Cooperation in Europe and United Nations bodies in fundamental rights area.

M O N D A Y 46-319	15	T U E S D A Y 47-318	16	W E D N E S D A Y 48-317	17
T H U R S D A Y 49-316	18	F R I D A Y 50-315	19	SATURDAY 51-314	20
				S U N D A Y 52-313	21
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THURSDAY 25 56-309	FRIDAY 26	SATURDAY 58-307	27
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Gender equality/ Equality between men and women

Equality between women and men is a fundamental right, a common value of the EU, and a necessary condition for the achievement of the EU objectives of growth, employment and social cohesion.

As early as 1957, the treaty establishing the European Economic Community enshrined the principle of equality between men and women. Yet there is still a clearly unfavourable situation of women in relation to men, especially on the labour market, and decision making. As a result of gender inequalities on the labour market, there is a persisting **gender pay**

gap in the EU. The gender pay gap (defined as the difference between men's and women's average gross hourly earnings as a percentage of men's average gross hourly earnings) is estimated in 2007 at 17.4% on average in the EU. This gap exceeds 25% in two countries (Estonia and Austria) and 20% in seven countries (Slovakia, the Netherlands, Czech Republic, Cyprus, Germany, United Kingdom and Greece). However, it is below 10% in Italy, Malta, Poland, Slovenia and Belgium. The average number of female members of national parliaments (single/lower houses) was 24% in 2008, while among senior ministers of national governments (i.e. ministers with a seat in the cabinet), the share of women increased guite substantially from 22% in 2005 to 26% in 2008.

(EC, Report on Equality between women and men – 2009)

EQUALITY

The Council of Europe
The Council of Europe
published a manual 'Gender based
published a manual on gender based
Matters', manual on gender and
violence as a resource pack for
Morking on issues of gender and
violence as a resource affecting
working on issues of gender and
young people, with young
gender-based violence affecting
young people.

Equality between
men and women must be
ensured in all areas, including
employment, work and pay. The
principle of equality shall not prevent the
maintenance or adoption of measures
providing for specific advantages in
favour of the under-represented sex.
Charter of the Fundamental Rights of
the EU, Article 23

The European Institute for Gender Equality has been set up in Vilnius, Lithuania. It works together with Member States and EU institutions to ensure that Community policy in the field of gender equality is fully implemented.

While educational attainment of women and men is now similar, but

there is a low presence of women in computing, engineering and physics. Women represent around 60% of tertiary graduates in law and in business and administration and are highly over-represented in the following fields of study: journalism and information; humanities; health

and welfare; education science (DG EMPL, Report on Equality

between Women

M O N D A Y 60-305	1	T U E S D A Y 61-304	2	W E D N E S D A Y 62-303	3
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T H U R S D A Y	4	FRIDAY	5	SATURDAY	6
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How much do you know about discrimination, racism and xenophobia?

Did you know that 21 March is the International Day for the Elimination of Racial Discrimination?

Do you know why?

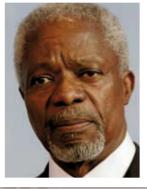
On that day in 1960, in the township of **Sharpeville**, South Africa, police opened fire, killed 69 people, and injured 180, people who were peacefully demonstrating against Apartheid's 'pass laws.' The United Nations General Assembly subsequently declared that day, 21 March, the International Day for the Elimination of Racial Discrimination, and called on the international community not only to commemorate that tragedy, but also to work together to combat racism and discrimination wherever they exist.



promotion of equal treatment are to be designated in all EU Member States according to the EU Racial Equality Directive. They are to provide independent assistance to the victims of discrimination, to conduct surveys and studies, and to publish independent reports and recommendations.



European legislation is
helping to ensure that everyone
has a right to be treated equally,
regardless of their race, sex or ethnic
origin, religious beliefs, disabilities, age
or sexual orientation. These laws aim to
stop discrimination in the areas of daily
life such as education, employment and
housing.



'We may have different religions, different languages, different coloured skin, but we all belong to one human race.'

Kofi Annan – Former Secretary General of the UN and Nobel Peace Prize winner.

T H U R S D A Y 70-295	11	FRIDAY 71-294	12	S A T U R D A Y 72-293	13
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the benefits of a DIVERSE EUROPE

Our differences are our strength. Europe has a rich society because its people come from a wide range of backgrounds and cultures. To benefit from the full wealth of skills, talents and ideas in Europe, it is vital that everyone is included.

Creating and managing a diverse organisation or company can provide real benefits, whether they are in the private, public or not-for-profit sectors, whether they are large or small.

These benefits can include:

- Attracting, recruiting and retaining people from a wide 'talent' base;
- Reducing the costs of labour turnover and absenteeism;
- Contributing to employee flexibility and responsiveness;
- Building employee commitment, work ethic and discretionary effort;
- Managing better the impact of globalisation and technological change;
- Enhancing creativity and innovation.

(EC, The Business Case for Diversity Good Practices in the Workplace)

On dif erence

The social and cultural reality to which you belong is the result of a conglomeration of dif erences of all kinds, since it is ultimately a mixture of individuals.

A society without dif erences is hard to imagine; thus we should not consider these dif erences as an obstacle, but should rather see them as an essential part of life.

(CoE, 'All different – All equal' Education pack)



Living in a diverse place like Europe means having to interact with people with a wide range of background and experiences. This diversity is Europe's asset – yet more than two thirds of all Europeans believe that discrimination is their everyday reality.

(Eurobarometer, Discrimination in the European Union)

M O N D A Y 74-291	15	T U E S D A Y 75-290	16	W E D N E S D A Y 76-289	17
T H U R S D A Y 77-288	18	F R I D A Y 78-287	19	SATURDAY 79-286	20
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Imagine yourself from the outside.

How would you be seen by someone living in another society?

Can you think of

another society? Can you think of recent examples of xenophobia in your country?

STOP

TargeteD against?

STOP

S

Xenophobia comes from a Greek word meaning 'fear of **foreigner**' and it describes attitudes of rejection, hostility or violence against people from other countries or belonging to minorities. Xenophobia is in many cases closely interrelated with racism and nationalism.

(CoE, 'All different – All equal' Education pack)

Why Do you think that happens?

'My name is Melanie and I'm 16
years old. The greatest difficulty for me
is that as a person of mixed origin (half
lvory Coast and half Austrian) I am at home
lvory Coast and half Austrian) I am at home
neither here nor there. Wherever I am, I am
regarded as being a foreigner, either 'white'
or 'black'. It happens to me when I live in my
mother's country of origin, Austria, and it
happened to me when I was living in my father's
country, Ivory Coast. I wished people would
accept me just the way I am!'
Melanie, 16, Austria

How
would you break
this vicious circle:
'I fear those who are
different because I don't
know them and I don't know
them because I fear them?'

Fifty-eight per cent of people surveyed by Eurobarometer thought that being a foreigner to a Member State meant that they would be less likely to get a job, be accepted for training or be promoted than a national with equivalent qualifications or diplomas. (Eurobarometer, *Discrimination in the European Union*)

M O N D A Y 88-277	29	T U E S D A Y 89-276	30	W E D N E S D A Y 90-275	31
T H U R S D A Y 91-274	1	F R I D A Y 92-273	2	SATURDAY 93-272	3
				S U N D A Y 94-271	4
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M O N D A Y 95-270	5	T U E S D A Y 96-269	6	W E D N E S D A Y 97-268	7
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intercultural society

Different cultures, national groups etc. living together within a territory, maintaining open relations of interaction, exchange and mutual recognition of their own and respective values and ways of life.

(CoE, 'All different – All equal' Education pack)

A new EU report surveying companies across all 27 Member States came to the conclusion that although the majority of European companies are aware of diversity issues, "most have yet to embark upon

their diversity journeys". A diversity approach argues that making flexible allowances for religion and culture is good for business.

(FRA, 2009 Annual Report)



Interculture is a process of active tolerance and maintenance of equitable relations, where everyone has the same importance and there are no superiors or inferiors, better or worse people.

COE, 'All different – (COE, 'All different – All equal' Education pack)





European Year of 2008

the european year of intercultural dialogue



Check out the calendar of religious festivals at the end of the Agenda!

What happened during the 2008 European Year of Intercultural Dialogue?

During the year conferences, debates, film festivals, exhibitions and other activities took place all over Europe in order to raise awareness about benefits of living in a diverse society.

Check it out at http://www.interculturaldialogue2008.eu/

promote intercultural dialogue and active European citizenship which is open to the world, respects cultural diversity and is based on the common values of the European Union!



Who are the Roma and Travellers?

The Roma, who today constitute a mosaic of diverse groups – including those describing themselves as Gypsies, Manouches, Travellers, Sinti or Kale – first arrived in Europe from India at the end of the 13th century. Roma speak Romanes, Romani language, which is derived from Sanskrit. There are many dialects of Romanes spoken across Europe.

Roma's presence in Europe has been marked by centuries of persecution, slavery and segregation. During World War II, Roma and Sinti were singled out by Nazi Germany and their allies for racial persecution and annihilation. Today, Roma communities continue to be directly and indirectly discriminated across all European countries. Many face extreme poverty, a life span up to 15 years under the average, and the highest child mortality in Europe. On the other hand, there is also a rising awareness about the existence of discrimination of Roma and some Member States have started to initiate programmes aimed at improving the situation of Roma communities. (CoE – COMPASS & Defending Roma Human Rights in Europe

(http://www.coe.int/T/DG3/RomaTravellers/documentation/defendingRomarights.pdf) (http://www.eycb.coe.int/compass/en/chapter 5/5 4.html)

See also FRA Infobase)

8 April is the International Roma Day.

Roma in Numbers:

Estimated 12 million Roma live in Europe – the vast majority are sedentary, but in some Western countries nomadism is still practised, fully or partially. CoE, Roma and Travellers Division

Did You Know?

A number of Roma made a great contribution to European heritage in literature, music, or sports.

Romaphobia/anti-Gypsyism

means the dehumanisation of Roma, Sinti and Travellers based on false, negative stereotypes, as if Roma are less than human and do not deserve human rights. (CoE, Roma and Travellers Glossary)



Belgium born Romani musician **Django Reinhardt** played the guitar all across Europe and America to become one of the most influential jazz players of the last century.



Portuguese Rom Ricardo Quaresma, who has already played for FC Barcelona, plays regularly in the Portuguese National team and won twice an award the Portuguese Footballer of the Year!

The European Commission and the Council of Europe have launched the joint awareness raising campaign 'DOSTA! Go beyond prejudice, discover the Roma!' - in order to fight prejudices against Roma.

Visit www.dosta.org for more information.

T H U R S D A Y 98-267	8	FRIDAY 99-266	9	SATURDAY 101-265	10
INTERNATION ROMA DA	NAL Y	-			
					ire of the unity in
		-		your country! sunday	11
		-		102-264	
	and play awards fo	nany examples, Slovaki writer Elena Lacková w r her portrayals of desi ties during the Holoca	on several tiny of Romani		



Elena Lacková, Prešov (Slovakia), 1991

what information can you find about roma in your local news?

do you know any other famous roma?

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POLAND

Football Team FC Roma. This program is organised by Municipal Family Support Centre in Zabrze.

Target group

Youth, Roma

Main objectives

This project aims at limiting any signs of discrimination or violence directed towards Roma people as well as integrating the Roma children and teenagers living in Zabrze with their Polish counterparts and increasing their social activeness by organising regular football trainings and matches

Main programmes offered

In March 2007, the football teams of Roma and Polish teenagers were created. Ever since they have been training twice a week for two or three hours. The friendly matches are accompanied by the discussions on behaviour and cooperation in a group, healthy competition and rules of fair play moderated by an animator. All that serves to develop the attitude of openness and tolerance and harmonious social cooperation

An innovative approach

The participants are graded – they receive marks for their engagement and behaviour

Framework and funding

The project is carried out thanks to the financial support from

the government Programme for the Roma Community in Poland.

Contact:

Municipal Family Support Centre in Zabrze

HUNGARY

New Hungary development plan (Social Renewal Operatives)

Target group

Public authorities; women; ethnic minorities - Roma

Main objectives

To improve the labor market situation of the disadvantaged and provide support for poorly educated social groups with weak employment opportunities.

Main programmes offered

The START, START PLUS, START EXTRA programmes provide tax allowances for employers employing disadvantaged social groups, the programme *Lépj egyet el re ll*. [Step ahead II.] aims at the education of poorly educated adults (elementary school, vocational trainings). Others support alternative labor market programmes which promote the employment and social inclusion of disadvantaged, unemployed social groups (complex programmes adjusted to individual skills, competences and needs).

An innovative approach

The project not only focuses on disadvantaged social groups, but goes a step further to address employers, by giving incentives that encourage recruitment from disadvantaged groups such as the Roma

Framework and funding

The Initiative is created under the framework of the New Hungary Development Plan (social Renewals Operative Programme)

Contact:

http://www.szmm.gov.hu/main.php?folderID=21113&articleID=40151&ctag=articlelist&iid=1;

SOME ROMA INITIATIVES

BULGARIA

Training Seminars among the Roma Community by Ministry of labor and social policy

Target group

Roma and travellers, youth;

Main objectives

to maintain the high number of Roma children in the desegregation programme and help the utilisation of quality system of education that would benefit, both, Roma children and non-Roma children.

Main programmes offered

To provide free access of about 450 school-age Roma children to integrated school environments in Vidin; to lead advocacy campaign, which would involve key regional, national and international partners to convince the state policy makers to support desegregation

An innovative approach

to raise awareness among national and international key policy makers in order to involve state support for the desegregation activities

Contact:

http://romaeducationfund.hu//documents/List of Approved projects updated April 2008.doc

ROMANIA

Support for Roma High school Students by Resource Center for Roma Communities

Target group

Roma and Travellers; Youth (children, young people, students)

Main objectives

The project aims to support excellence in education of Roma students, and implicitly to improve the retention and achievement rate in upper secondary education of the targeted Roma students

Main programmes offered

The Project Pilots a new method for provision of scholarships combined with tutorial help and other targeted support using effectively the positive discrimination regarding the secondary education that has been recently introduced by the Government. A total number of 275 Roma will be provided with financial support and tutoring for the period 2007-2011. To increase the number of Roma students who want to further their education in high school and beyond the compulsory education

An innovative approach

Provision of educational support in the form of individualized mentoring to the same 275 students during the same period of time (2007-2011).

Contact

http://www.romacenter.ro/noutati/index.php?page=15



Copyright Buenos Dias / Bridgeman

'A man who does not know foreign language is ignorant of his own.'

Johann Wolfgang von Goethe

- German playwright, poet, novelist and dramatist (1749-1832)

Did you know that in Graz, Austria, there is a **European Centre for Modern Languages**? To find out more about their mission and activities, visit its website at http://www.ecml.at/.

The Union shall respect cultural, religious and linguistic diversity

Charter of Fundamental Rights of the EU, Article 22

The 23 official EU
languages are not the only
languages spoken in the EU.
Remember that there are also
many regional and minority
languages spoken by segments
of population. Altogether, now
there are three different alphabets
officially used in the EU: the Latin,
the Greek and the Cyrillic!



Learning languages in Europe

Why should you learn languages?

- So that you can understand local people when you go on holiday abroad
- Maybe you go to school with people who speak foreign languages
- So that you can make friends from other countries
- More companies employ people who can speak foreign languages

• If you can speak someone else's language you can better understand their culture and perspective on life

'Speaking a common language is a condition of cultural exchange. Therefore, learning more than one language is a necessity for Europeans, who are required to move, work and communicate within an expanding European Union.'

'In various parts of the European Union there are indigenous groups who speak a language different to that of the majority of the population of the state. It is estimated that as many as 40 million citizens of the Union regularly

use a regional or minority language.

26 September
is European Day of
Languages Celebrating
linguistic diversity,
plurilingualism, lifelong
language learning.

T H U R S D A Y 105-260	15	F R I D A Y 106-259	16	S A T U R D A Y 107-258	17
				S U N D A Y 108-257	18
				13	May M

M O N D A Y 109-256	19	T U E S D A Y 110-255	20	W E D N E S D A Y 111-254	21
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T H U R S D A Y	22	FRIDAY	23	S A T U R D A Y	24
112-253		113-252		114-251	
				S U N D A Y	25
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Age discrimination occurs when someone treats another person less favourably because of that person's age, and uses their age as a basis for prejudice and unfair treatment of that person.

This year, for the first time, voters aged over 50 will be in the majority and this ageing of the electorate may result in an imbalance in the representation of the interests of the various age groups with the young being the losers. Our entire society is going to have to adapt itself to the needs of its ageing population, but it will also have to tackle the new difficulties faced by other age groups so that all generations will be able to continue supporting each other and living together peacefully. (AGE)

Can you be refused a job because

you're too young?
In the most cases, it is older people who experience age discrimination. However, it also takes place against young people. It is now unlawful for an employer to demand a certain minimal age when recruiting, unless this age restriction can be objectively justified or is imposed by law.

'Differences of treatment between different individuals or groups on the grounds of age are often based on generalised assumptions or casual stereotypes. When individuals are subject to discrimination as a result of these demeaning stereotypes, their fundamental right to respect for

their human dignity is violated, as they are denied equality of treatment

and respect.'

(DG Employment and Social Affairs, Age Discrimination and European Law)

The number of people aged below 50 is set to fall by two per cent by 2016, while the number of people aged between 50 and 69 is set to increase by 17 per cent.

 \bigcirc



Good Practice

In Saint Appolinaire, in the Dijon suburbs in France, a pilot project dubbed «Generations2» was launched around twenty years ago. This group of buildings houses around a hundred and sixty people of all ages, half of whom are retired while the rest consist of families with small children. Everything has been designed to meet the needs of these different age groups and to encourage interaction between the generations: (AGE)

The Union recognises and respects the rights of the elderly to lead a life of dignity and independence and to participate in social and cultural life.

Charter of the Fundamental Rights of the EU, Article 25

Did you know?

Following the EU Employment Equality Directive, phrases in adverts seeking 'enthusiastic young staff' or 'mature individuals', for example, are to be banned.



M O N D A Y 116-249	26	T U E S D A Y 117-248	27	W E D N E S D A Y 118-247	28
T H U R S D A Y 119-246	29	F R I D A Y 120-245	30	SATURDAY 121-244	1
				S U N D A Y 122-243	2
13	May M				

can you say hello or thank you in the 23 official languages

- BG - Bulgarian

Hello -Thank You -

eština - CS - Czech

Hello - Ahoj Thank You - D kuji

Dansk - DA - Danish

Hello - Hej Thank You - Tak

Deutsch - DE - German

Hello – Hallo Thank You - Danke

Eesti - ET - Estonian

Hello – Tere Thank You - Tänan

Elinika - EL - Greek

Hello -Thank You -

English - EN - English

Thank You Hello

Español - ES - Spanish

Thank You - Gracias

Hello - Hola

Français - FR - French Hello – Salut Thank You - Merci

Gaeilge - GA - Irish

Hello - Dia duit Thank You - Go raibh maith agat/agaibh

Italiano - IT - Italian

Hello – Ciao Thank You - Grazie

Latviesu valoda - LV – Latvian

Hello - Sveiki Thank You- Paldies

Lietuviu <mark>kalba - LT –</mark> Lit<mark>hu</mark>anian

Hello - La<mark>bas</mark> Thank You - A i

Magyar - HU - Hungarian

Hello - Szi<mark>a</mark> Thank You - Köszönöm

Malti - MT - Maltese

Hello - • ello Thank You - Grazzi Nederlands - NL – Dutch

Hello - Hallo Thank You - Dank u

Polski - PL - Polish

Hello- Cze•• Thank You - Dienkuje

Português - PT - Portuguese

Hello - Olá Thank You - Obrigado

Român - RO - Romanian

Hello - Salut Thank You - Mul•umesc

Sloven ina - SK – Slovak

Hello - Ahoj Thank You - • akujem

Slovenš ina - SL - Slovene

Hello - Zdravo Thank You - Hvala

Suomi - FI - Finnish

Hello - Hei Thank You - Kiitos

Svenska - SV - Swedish

Hello - Hej Thank You - Tack

M O N D A Y 123-242	3	T U E S D A Y	4	WEDNESDAY 125-240	5
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T H U R S D A Y 126-239	6	F R I D A Y	7	S A T U R D A Y 128-237	8
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the streets in order to be heard.

right. (www.idahomophobia.org)

MONDAY 130-235	T U E S D A Y 131-234	11	W E D N E S D A Y 132-233	12
did you know that 17 may in against homophobia and to do you know why?	s international day			
			Did you know? The Stonewall Riots we of violent conflicts bet people and New York (ween LGBT
On that day in 1990, the World Healt took the decision to remove homose its list of mental disorders This was towards considering freedom of sex and gender identity as a fundament.	exuality from a historic step ual orientation		officers that began dur June 1969 police raid, a several days. They were the Stonewall Inn on C Street and are widely ra as the catalyst for the r movement towards LG Since then it is commo communities organise Lesbian Pride Parades	ring a 28 and lasted e centred at hristopher ecognised modern-day BT rights. In that LGBT Gay and

Tens of thousands of gays were persecuted and killed in the Nazi concentration camps during World War II because of their sexual orientation. Also lesbians were persecuted because of their sexual orientation. The pink triangle and the pink colour are commonly associated with gay and lesbian movements and culture, derived from the pink badge that gays had to wear in the Nazi concentration camps on the grounds of 'sexual deviance'. Today, however, the rainbow flag is the main symbol of the gay and lesbian movement. (CoE, COMPASS)

"At the heart of homophobia, lesbophobia and transphobia lies the belief that men and women should not be equal, should play roles incompatible with each other and should be confined in a hierarchy where the former dominate the latter." Renato Sabbadini, International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA), May 2009

Sexual identity and sexual orientation means different things to different people. Here are some basic definitions:

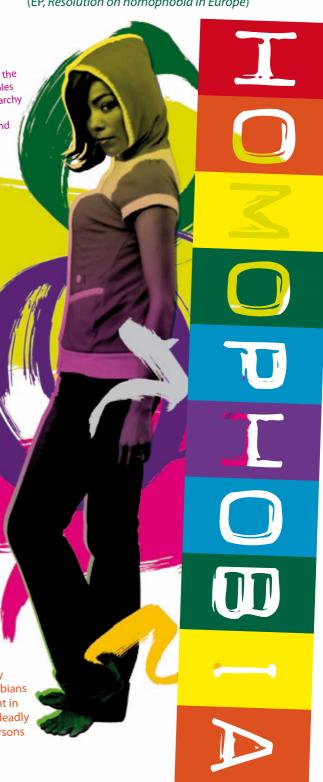
- Gav is a term used for men attracted to
- other men. In some circles the term "gay" • also includes lesbians.
- *Lesbian is used to refer to women attracted to other women.
- Homosexual refers to a person attracted to persons of the same sex only.
- Heterosexual refers to persons attracted to persons of the opposite sex only.
- Bisexual refers to somebody attracted to person(s) of the same and the opposite sex.
- Transgender refers to gender identities that do not match the assigned gender.
- Transsexual is used to refer to a person who has a different sex from what their biological sex indicates (i.e. a man in a female body or the other way round).
- LGBT is an abbreviation of Lesbian, Gay, Bisexual and Transgender.

The FRA has published in 2008 and 2009 two reports on Homophobia and Discrimination on Grounds of Sexual Orientation and Gender Identity showing that in some EU Member States there are still regulations in place that openly discriminate against lesbians and gays. In addition, many lesbians and gays experience discrimination, bullying and harassment in their daily lives. There have even been physical attacks and deadly assaults against lesbians, gays, bisexual and transgender persons in some countries.

Homophobia or discrimination because of sexual orientation

Homophobia is an irrational fear of and aversion to homosexuality and to lesbian, gay, bisexual and transgender (LGBT) people based on prejudice - and thus similar to racism, xenophobia, anti-Semitism and sexism.

(EP, Resolution on homophobia in Europe)



Some Lesbian, Gay, Bisexual and Transgendered (LGBT) Initiatives in the EU

FRANCE

A Victim's Guide' to hate crime and discrimination was developed by a partnership of private enterprises, police unions and gay and lesbian associations. According to fieldwork interviews, the National Gendarmerie in France has included since 2006, awareness-raising modules on homosexuality and homophobia in its educational curricula. Fieldwork interviews reveal that the National Equality Body, the Centre for Equal Opportunities and Opposition to Racism, in Belgium has undertaken a similar police training initiative.



In the **UK**, the Scottish Executive will provide • 75.000 per year for four years (2007-2011) to fund a full-time national Scottish Transgender Alliance project to provide policy development assistance and good practice guidance to Scottish public services, employers and government bodies, and to develop transgender community activist capacity; and, iii) promote transgender inclusion in Scottish society (FRA, 2009 Annual Report)



LITHUANIA

Together with the European Broadcasting Union, the Lithuanian Gay League developed a Guide for better media reporting on LGBT issues. The Guide provides journalists and activists with easily applicable tools to improve positive reporting on LGBT issues. As a result, a closer cooperation with the media has been achieved resulting in more balanced articles and information about LGBT persons in the media.

Good practice: Anti-homophobic school bullying campaign

(see FRA report on Homophobia for more examples)

In Ireland, the initiative Making Your School Safe carried out by the Equality Authority and the initiative "BeLonG To" addressed school principals, teachers and students. It included a variety of activities, such as posters for schools carrying the message: Homophobic bullying is not acceptable in our school, booklets, fliers, etc. The project campaigned for further action by schools, for example, developing anti-bullying and anti-harassment policies, and codes of behaviour; including LGBT issues in school equality policies; training and empowering staff to address homophobic harassment and bullying in school more effectively; ensuring that guidance counsellors are properly trained in sexual identity issues.

PORTUGAL

The International Lesbian, Gay, Bisexual, Trans and **Intersex Association** (ILGA) in Portugal has been involved in producing two children's books with the objective of reaching parents and children, explaining the subject of sexual diversity and deconstructing stereotypes and prejudice against LGBT persons and families

T H U R S D A Y 133-232	13	F R I D A Y	14	S A T U R D A Y 135-230	15
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MONDAY 17	T U E S D A Y 138-227	18	W E D N E S D A Y 139-226	19
INTERNATIONAL DAY AGAINST HOMOPHOBIA				
INTERNATIONAL CHILD HELPLINE DAY				
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T H U R S D A Y 40-225	20	FRIDAY 21	SATURDAY 142-223	22
		WORLD DAY FOR CULTURAL DIVERSITY FOR DIALOGUE AND DEVELOPMENT		
			S U N D A Y 143-222	23
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Need to talk?

Calls to child helplines are confidential - you can talk about whatever you want to and it will stay private.

Speaking out about problems or talking about your feelings can be really dif cult, but it's the right thing to do. You know how sometimes when you share your thoughts and feelings with someone, it makes you feel so much better about things? Think about how much better you will feel if you can talk about it with someone who understands.

When you phone a child helpline, you'll speak to someone who cares about your problems. The counsellors will listen to you and try to help you. If you're scared or feel out of control, that's OK. You can tell them. It's their job to listen to you and sometimes to put you in touch with someone who can help you.





CONTACT A CHILD

HELPLINE!

Some of the things that kids phone about are feeling lonely or unloved, worries about their future, problems about school, bullying, drugs, pregnancy, HIV and AIDS, physical and sexual abuse, running away and concerns about parents, brothers, sisters and friends, and crimes against them.

There's no such thing as a problem that's too big, too small, too unimportant, too serious, too embarrassing... too anything! No matter what your problem or question, child helplines are here to help - you choose the way!

country child helpline

		· · · · · · · · · · · · · · · · · · ·	
COUNTRY	CHILD HELPLINE	WEBSITE	TELEPHONE
Austria	Rat Auf Draht 147	www.rataufdraht.at	147
Belgium (French)			103
Belgium (Flemish) Kinder- en Jongerentelefoon	www.kjt.org	102
Bulgaria	Nadja Centre Foundation	www.centrenadja.bg	
Czech Republic	Safety Line	www.linkabezpeci.cz	0800 19 100
Denmark	Børnentelefon	www.bornsvilkar.dk	116111
Estonia	Usaldustelefon	www.lapsemure.ee	116 111
Finland	Lasten Ja Nuorten Puhelin	www.mll.fi	6556 088 *
France	Enfants En Danger 119	www.allo119.fr	0800 120 400
Germany	Nummer Gegen Kummer	www.nummergegenkummer.	119
Greece	Smile Of The Child	http://gr.missingkids.com	
Greece	Helpline Connection		10 56
Hungary	Kek Vonal	www.epsype.gr www.kek-vonal.hu	801 801 1177
lceland	Red Cross		116 111
Ireland	ISPCC Childline	http://redcross-1717.is	17 17
Italy	Telefono Azzurro	www.childline.ie	116 111
Latvia	Children and Youth Trust Phone	www.azzurro.it	1 96 96
Latvia		www.bernutalrunis.lv	8000 9000 (Lattelecom 1860 (BITE) 2880 9000 (Tele2)
Liechtenstein	Hotline	www.116111- bti.gov.lv	116 111 800 6008
	Telefon 147	http://www.147.li	147
Lithuania	Vaiku Linija	www.vaikulinija.lt	8 800 11111
Luxembourg	Kanner Jugendtelefon	www.12345kjt.lu	12345
Malta	Supportline 179	www.supportline179.mt	179
Netherlands	De Kindertelefoon	www.kindertelefoon.nl	
Norway	Rode Kors	www.rodekors.no	0800 0432
Poland	Telefon zaufania dla dzieci l mtodziezy	www.116111.pl	0800 33 321 116 111
Portugal	S.O.S. Crianca	www.iacrianca.pt	
Romania	Telefonul Copilului		21 793 16 17 *
ilovakia	Linka detskej istoty	www.telefonulcopilului.ro www.ldi.sk	116 111
lovenia	TOM Telefon		116 111
pain	Fundación Anar	www.zpms.si	080 12 34
and the	BRIS	www.anar.org	900 20 20 10
14	Childline UK	www.bris.se	0200 230 230
	Get Connected	www.childline.org.uk	0800 1111
	Runaway Helpline	www.getconnected.org.uk	0808 808 4994
	Muslim Youth Helpline	www.missingpeople.org.uk/ runaways	0808 800 70 70

M O N D A Y 144-221	24	T U E S D A Y 145-220	25	W E D N E S D A Y 146-219	26
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T H U R S D A Y 147-218	27	FRIDAY 148-217	28	SATURDAY 149-216	29
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NGO's and official bodies often campaign to tackle discrimination in sports. For example a campaign 'Racism Breaks the **Game'** launched by the Decade of Roma Inclusion to disseminate a general anti-racism message - one that, in contrast with Roma-focused campaigns, had the potential to be supported by a large majority – and to introduce a visible, but not explicit, Roma element. Check out campaign videos through the following links:

• http://www.romadecade.org/portal/downloads/Antiracism.mpg

http://www.youtube.com/watch?v=iX2GNxULqSU

scrintilation/ Racism in sport

Gender Discrimination in Sports

In many sports women still have to fight for being treated equally and for getting equal funding and equal chance. Most international and national sport associations throughout Europe are still dominated by male managers and functionaries. Also mass media coverage in Europe puts much more emphasis on male than on female athletes. Last but not least, gender discrimination often already starts in school, when girls are not offered the same sports as boys. However we also find some success stories of reducing or abolishing gender discrimination in sports and of reducing the funding and attention gap between male and female athletes and teams in the past years.

Racism and Homophobia in Football

European football is watched by hundreds of millions of people. The top leagues attract the best players from across the world and in most countries football has become a multi-ethnic, multi-national sport. Yet, despite the skills displayed by players from Africa, South America, Asia, Australia, North America and Europe, racism and homophobia continues to be a problem in amateur and professional football. (UEFA & FARE – Unite Against Racism)

> 'All forms of discrimination and violence [...] have no place in a civilised society, and football has a special role to play in

overcoming them.' Michel Platini – UEFA President

Racism in sports means that the skin colour, religion, nationality or ethnic origin of a person or team is taken as reason for discrimination or abusive behaviour. Racism in sports is not a phenomenon confined to football grounds, and it does not only target players of colour. It can affect all sports and can manifest itself at several levels: in amateur sport and at institutional and international levels, as well as in the media. At local level it occurs particularly often, but not exclusively, in the interaction between or against players, teams, coaches and spectators and also against referees.

> In February 2008 Formula One pilot Lewis Hamilton was subjected to racist taunts by spectators during pre-season testing at the Circuit de Catalunya in Barcelona. Four years before that, British football players Shaun Wright-Phillips and Ashley Cole were the target of monkey chants from Spanish fans during an international friendly match in Madrid.



Copyright UEFA

There is not a single player in the European professional leagues who is openly gay. There are homophobic and antihomosexual slogans and chants in most stadiums across Europe. Homosexuality continues to be regarded as a taboo and a (UEFA & FARE – Tackling Racism in provocation.

Club Football)

Good practice:

In the Netherlands, all first and second division clubs are involved in a Football Association project called 'Voetbal heeft meer dan twee doelen' (Football has more than two goals), through which clubs organise intercultural activities stressing that football is for all, irrespective of religion, colour or sex.

How would you use the motto "Fair play" in sports to combat racism and gender discrimination? What does matter in sports? Good score, time or colour of skin, gender or sexual orientation? Why are there regulations in some EU Member States that restrict the number of foreigners in teams – even at amateur level? Why are there sports with minority athletes, but without any minority functionary?

MONDAY TO A STATE OF THE STATE	TUESDAY EVEN	WEDNESDAY 2 153-212
'Show racism	INTERNATIONAL the CHILDREN'S DAY	
'Football unite	es, racism divide	es!′
'It's the colour	of the shirt tha	t counts!'
'There is a place	ce for everyone	at
Paris St Germa	in, except racis	ts.'
THURSDAY 154-211	FRIDAY 155-210	SATURDAY 156-209
'Together aga	INTERNATIONAL DAY OF INNOCENT CHILDREN VICTIMS OF AGGRESSION	
'Unite against	racism!'	
'Fair-play. Man	y Colours. One	Game . 6
<u>'Racis</u>	s the game!'	
May June		
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Rights of the Child

Do you know that you have rights?

Every human being under 18 years old has rights as recognised in the United Nations Convention on the Rights of the Child. Since its adoption in 1990, all Member states of the European Union have ratified this Convention. As a matter of fact, all countries in the world, apart from the USA and Somalia, are part of this Convention. The main principles of the Convention are non-discrimination; the

best interests of the child; the right to life, survival and development; and respect for the views of the child.

If you want to know what you rights are, you can consult a friendly version (easy to read) of the original text in: http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf



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There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace.'

Kofi Annan – Former Secretary General of the UN and Nobel Peace Prize winner.

Within the EU you can also count on the Charter of Fundamental Rights. In particular, the following articles:

1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity

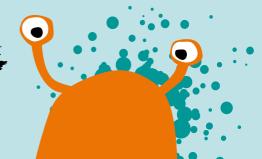
2. In all actions relating to children, whether taken by public authorities or private institutions, the child's best interests must be a primary consideration.

3. Every child shall have the right to maintain on a regular basis a personal relationship and direct contact with both his or her parents, unless that is contrary to his or her interests.

(Charter of Fundamental Rights, Article 24)

Do you know on which document UNICEF bases its work?

The UN Convention on the Rights of the Child is the first legally binding international instrument setting out the civil, political, economic, social and cultural rights of children. It entered into force in 1990 and since then almost all UN members have ratified it.



CHILD POVERTY: A HUMAN RIGHT VIOLATION

Child poverty is a violation of children's fundamental human rights. According to the UN convention for the rights of the child, the states have to undertake measures to ensure the child such protection and care as is necessary for his or her well-being (Article 3.2).

Child poverty differs from adult poverty in that it has different causes -child poverty can be the consequence of the lack of money, good housing conditions or education- and has different effects, having long-term repercussions on the future chances of the child. For example, children growing up in poverty are more likely to experience health problems, to drop out school or to have difficulties to find a job.

In the EU today there are:

- 490 million citizens, of which
- 94 million are under the age of 18
- 72 million citizens living in poverty
- 18 million of whom are under 18
 - 19% children are in risk of poverty (Eurochild: Child poverty and Social Exclusion in the EU)



Child poverty and social exclusion is a very severe problem across the European Union. There are significant variations in within and between countries. For example, the rates vary from 12% or less (Denmark, Finland, Sweden, Cyprus, Slovenia and Germany) to those countries in the 22-24% range (Greece, Italy, Lithuania, Poland, Romania, Spain and the United Kingdom).

> The European Commission noted that on average one child in five lives under the poverty threshold, and in most countries children face a greater risk of poverty than the rest of the population.

(DG Employment, Social Affairs & Equal Opportunities - Child Poverty and Well being in the EU: Current status and way forward)

Why you don't contribute?

Whatever your background and skills, you can find a rewarding opportunity for you to help other people. If you check this websites, you are going to find interesting opportunities for volunteering. Remember that you can meet new people, learn a new skill and make a valuable contribution to your local community.

M O N D A Y 158-207	7	T U E S D A Y 159-206	8	W E D N E S D A Y 160-205	9
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Fact sheet

Child Poverty & Social Exclusion in the EU

The Facts

In the EU today, there are...

- 490 million citizens, of which
- 94 million are under the age of 18
- 72 million citizens living in poverty
- 18 million of whom are under 18
- 19% of children are at risk of poverty¹

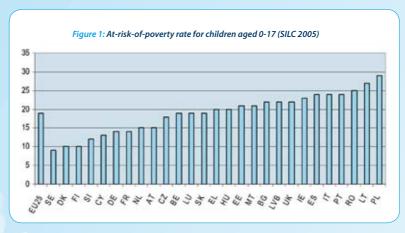
Article 1 UN CRC²

... a child means every human being below the age of 18 years...

Article 3 UN CRC

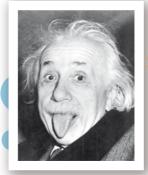
- 1. In all actions concerning children... the best interests of the child shall be a primary consideration
- 2. State Parties undertake to ensure the child such protection and care as is necessary for his or her well-being...

A child's socio-economic situation in the early stages of life is still one of the main factors that determine their overall well-being and future chances. Children growing up in poverty are more likely to experience health problems, to drop out of school, to have difficulty in finding or holding down a job and to lack civic engagement. The problems tend to span generations - known as the inter-generational inheritance of poverty. The cost to society is huge, both in terms of lost human and social capital and dealing with the consequences of social malfunction.



- 1: Eurostat, 2005 data (http://ec.europa.eu/employment_social/emplweb/news/news_en.cfm?id=207)
 - UN Convention on the Rights of the Child (UN CRC) and/or Child-friendly version of the UN CRC (http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf)
- Fig. 1: EU Statistics on Income and Living Conditions (SILC), income data 2004

Don't let others decide for you! Get involved in the decision making process! Inform yourself of what's at stake and make up your own mind about it. Political participation includes voting, protesting, trying to persuade others to vote, and many other activities. – But for any form of political participation you have to be informed.



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'The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing."

Albert Einstein

- German theoreticalphysicist and Nobel Prize winner (1879-

Active Citizenship Democratic citizenship

'Democratic Citizenship' is a skill that everyone needs. In its most practical form, it is the knowledge about how a country and society works why governments and institutions function as they do, where to get information and how to participate. Democratic citizenship goes far beyond participating in elections. It includes participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy (European Commissions Centre for lifelong learning – CRELL).



Every citizen of the Union has the right to vote and to stand as a candidate at elections to the European Parliament in the Member State in which he or she resides, under the same conditions as nationals of

Charter of Fundamental Rights of the EU, Articles 39. (1)

The **European Youth Parliament**, founded in 1987, is a unique forum designed to actively engage young people in the moulding of their future

The aims of the European Youth Parliament are to: society.

- Raise awareness of European issues, encourage active European citizenship and motivate students to get engaged in European politics.
- Promote international understanding, intercultural dialogue and
- Contribute to the personal skills development of European youth.
- Provide a forum in which young people of Europe can express their own opinions, without reverting to role play.

More information on the European Youth Parliament: http://www.eypej.org/

Have your voice heard in the European Youth Forum http://www.youthforum.org/

T H U R S D A Y 61-204	10	FRIDAY 162-203	11	SATURDAY 163-202	12
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Every citizen (of the Union ha	d as a			
the right to vo candidate at r the Member State in under the same con	nunicipal elect	ions in		- hor	bole
	ndamental Rig			22 1 2 3 4 5 6 20 23 7 8 9 10 11 12 13 2: 24 14 15 16 17 18 19 20 24 25 21 22 23 24 25 26 27 2:	Nation N

M O N D A Y 165-200	14	T U E S D A Y	15	W E D N E S D A Y	16
					o other
		what happens if	, a person se	des asylum in your to do?	t converge
T H U R S D A Y 168-197	17	FRIDAY 169-196	18	SATURDAY 170-195	19
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Refugees and Asylum Seekers

In popular usage, the terms 'refugee' and 'asylum seeker' get often mixed up. An 'asylum seeker' is a person who has applied for the status of 'refugee', but has not received it yet. In order to become recognised as a refugee, a person has to be outside his or her own country and have a well-founded fear of persecution in his or her original country on grounds of ethnic origin, religion, nationality, membership of a particular social group or political opinion.

In Germany, in three Federal States (Hessen, Baden-Württemberg, Saarland), children with a refugee background are disadvantaged regarding access to general education since they are not covered by the compulsory school system.

respect for the rules of the Geneva Convention of 28 July 1951 and the Protocol of 31 January 1967 relating to the status of refugees (FRA, 2008 Annual Report) and in accordance with the Treaty establishing the European Charter of Fundamental Rights of the

where do refugees in your Community
Charter of Fundamental Rights of the EU, Article 18

Country come from?

What are they ASYLUM Seeker

fleeing from?



"Refugees have done more for my heart and my spirit than I can ever express in words. They've changed my life with their friendship, love, courage and loyalty".

Angelina Jolie - Actress and Goodwill Ambassador for the UN Refugee Agency (UNHCR)

You are living in great danger and must flee your country? Try putting yourself in the shoes of an asylum seeker by playing the online game 'Against All Odds' created by UNHCR and available in German, Norwegian, Finnish, Swedish, Greek and English at: http://www. playagainstallodds.com/

The right to asylum shall

be guaranteed with due

M O N D A Y 172-193	21	T U E S D A Y 173-192	22	W E D N E S D A Y 174-191	23
T H U R S D A Y 175-190	24	F R I D A Y 176-189	25	S A T U R D A Y 177-188	26
				S U N D A Y 178-187	27
24 14 15 16 17 18 19 20 28 25 21 22 23 24 25 26 27 29	5 1 2 3 4 7 5 6 7 8 9 10 11 3 12 13 14 15 16 17 18				

OPPORTUNITIES IN EUROPE BENEFIT FROM DIVERSITY!

Take advantage of the many opportunities

available to you to in Europe.

TRAVEL, STUDY, WORK!

Study Abroad!

Studying abroad is a great way of improving your language skills, exploring a different culture and hooking up with people in other countries. It looks good on your CV too! Education systems and qualifications vary across the EU, but that needn't stop you from joining the growing numbers of students who study in

other EU countries. Find more information on this website:

http://ec.europa.eu/ education /index_en.html

COMENIUS/ SOCRATES/ERASMUS... are European Union founded programmes offering the possibility to students/ pupils of studying abroad. The programmes aim to boost quality of school education, strengthen its European dimension and promote mobility, language learning and greater inclusion through exchanges and co-operation between schools in different countries. Every student receives a grant which covers part of the costs of the stay abroad. All your classes that you will take abroad should receive a full recognition from your home school or university.

More info on this programme can be found at SOCRATES and COMENIUS web sites. See bibliography at the end of

Get involved in the European **Voluntary Service**

http://ec.europa.eu/youth/ index en.htm

... or with UN Volunteers http://www.unv.org/

Work abroad for the summer for example http://www.anyworkanywhere.com/ http://www.eurosummerjobs.com/

You can also apply for a Traineeship at FRA! Find all the needed info at:

http://fra.europa.eu/fra/index.php?fuseaction=content. dsp_cat_content&catid=4036208dbd32a

Travel around Europe! Eager to travel but don't know where to start? Check out this link for all the information you need



InterRail ... is a train ticket that gives you the possibility to travel throughout Europe by train, for up to one month. You can visit up to 31 one countries, visit their cities, meet new people and experience different cultures – so prepare your backpack and 'hit the rail'! Find out more about it at http://www.interrail.net



Work/Volunteer

There are also several ways of working or volunteering somewhere away from your home!

M O N D A Y 179-186	28	T U E S D A Y 180-185	29	W E D N E S D A Y 181-184	30
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T H U R S D A Y 182-183		FRIDAY 183-182		S A T U R D A Y 184-181	
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M O N D A Y 186-179	5	T U E S D A Y 187-178	6	W E D N E S D A Y 188-177	7
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Answers to QUIZ:

1-b 2-a 3-b 4-c 5-b 6-c 7-c 8-a 9-b 10-c 1-a 12-b 13-b 14-c 15-a 16-a 17-b 18-a 19-c 20-b 21-c 22-c 23-b 24-a 25-b 26-c 27-b+c 28-b 29-a 30-a

M O N D A Y 200-165	19	T U E S D A Y 201-164	20	W E D N E S D A Y 202-163	21
T H U R S D A Y 203-162	22	FRIDAY 204-161	23	SATURDAY 205-160	24
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Monitoring and research			
on Fundamental Rights			
The purpose of data collection and research is to identify where			

The purpose of data collection and research is to identify where Fundamental Rights are at stake and are not being respected, and to make out the groups affected by violations of fundamental rights. In addition, data collection and research needs also to find out about good practice models of respecting and ensuring fundamental rights. Only when we know the state of affairs we will be able to monitor progress in the fundamental rights situation and to evaluate how useful strategies to foster fundamental rights have actually been.

Any monitoring and research on fundamental rights has to respect existing international standards on data protection, including the European Convention for the Protection of Individuals with Regard to Automatic Processing of Personal Data.

In addition, in a population-wide data collection the principles of confidentiality, informed consent and voluntary self-identification have to be respected.

(www.fra.europa.eu)

T H U R S D A Y 210-155	29	F R I D A Y 211-154	30	SATURDAY 212-153	31
and cor	disseminate and comparate the developme ts in the EU. It c standards to in mparability of c as it carries out	of a tasks of the collect, analyse and e objective, reliable ble information ent of fundamental also develops method approve the quality and ata at EU level, as we for encourages scient and surveys.	nd	S U N D A Y 213-152	1
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Discrimination in education

The right to education is recognised by international law and is at the heart of UNESCO's (United Nations Educational, Scientific and Cultural Organization) mission.

The new EU rules on discrimination also cover the area of education.

While on a legal basis most Member States provide open access to education, in practice, vulnerable groups face many difficulties due to

- discriminatory enrolment procedures and access testing,
- · unavailability or inaccessibility of pre-school facilities,
- long distances to schools,
- fear of disclosing the non-legal status of residence.

Particularly affected by practical barriers to education are children of Roma, Sinti and Travellers and children of asylum seekers and irregular migrants.

(FRA, 2008 Annual Report)

Examples of direct and indirect discrimination are:

- Racist and/or anti-Semitic behaviour/acts by school teachers or students
- Religious discrimination
- Segregation of Roma children from the rest of the pupils in public schools
 - Extreme-right-wing incidents at school (FRA, 2008 Annual Report)

1. Everyone has the right to education and to have access to vocational and continuing training.

2. This right includes the possibility to receive free compulsory education.

Charter of Fundamental Rights of the EU, Article 14. (1) & (2)

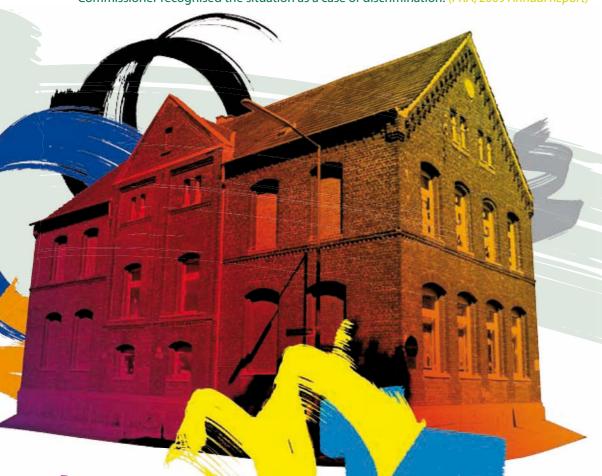
Good practices

In Hungary, the government decided to facilitate access to higher education for applicants raised in socially disadvantaged families by adding an extra four to eight points to their university entrance exam points. In Latvia, the NGO Centre for Education Initiatives has developed a programme for the professional training of Roma teacher assistants for pre-school education establishments in the framework of the National Action Plan, Roma in Latvia' 2007-

(FRA, 2008 Annual Report)

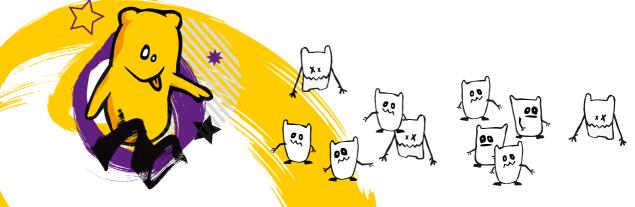
Example of discrimination

In a case in Poland, in a school not only two separate Roma classes existed but Roma students were also physically separated from the rest of the school since the classes were situated in a separate school wing with the passage between the two parts of the building closed. In 2008, the case was discussed by the Sejm National and Ethnic Minorities Commission. The Commissioner recognised the situation as a case of discrimination. (FRA, 2009 Annual Report)



Example of discrimination

In Slovakia, in a school in the town of Medzev, Roma and non Roma children attending this school are not only separated in classes but also during breaks that are scheduled at different times for each group. Moreover, non-Roma children receive hot meals in a school canteen, while Roma children only receive food packages. (FRA, 2008 Annual Report)



<u>Examples of education projects – Snapshots!</u> FRA – InfoBase

Diversitás projekt - Hungary:

www.fra.europa.eu

http://menedek.hu/

The main goal of the 12 months long project has been fighting xenophobia and discrimination against refugees and migrants living in Hungary. Tolerance-building activities have included lectures on migration, refugees and cultural diversity for students of five Hungarian high schools. Activities promoting integration of refugees have included distribution of printed training materials and lectures for inhabitants of the asylum seekers reception centres in Bicske, Békéscsaba and Debrecen, as well as the organisation of a summer camp for refugee children with involvement of volunteer students.

Semaines d'éducation contre le racisme – France:

http://www.laligue.org/ligue/index.html

Since many years, on the occasion of the International Day Against Racism (21st March), the 'Week of Education against Racism' has mobilized many students who want to take part in social activities. Different activities are organised, such as discussions, exhibitions, concerts, drawing contests, writing workshops, sports events, etc. In support of these different initiatives, the National Collective offers educational materials to young people in order to encourage them to think about and discuss the issues of racism, discrimination and mutual respect - between themselves but also with adults.

The Collective makes these materials available to its member organizations, associations, schools and groups who want to commit themselves to the fight against racism and discrimination.

Škola pro Všechny - Czech Republic:

http://www.skolaprovsechny.cz/

The project has been implemented by the civic association, AISIS, and focused on educational activities. The project aimed for supporting inclusion of pupils from socio-culturally marginalized background (particularly Roma) in classrooms. Carried out in ten selected Czech elementary schools by a series of activities, the project included components, such as employment of Romani assistant, educational courses for the school staff, various multicultural workshops for students, courses on multiculturalism etc. The change in the overall atmosphere and environment in schools should lead into the improvement and establishing equal educational opportunities for all the students.

Poznaje - szanuje - toleruje - Poland:

http://www.bonafides.pl/

The project has published a monthly magazine entitled, Ty i Ja' (, You and I') intended for children from primary schools in Katowice area. The objective of this magazine is to use education for the benefit of tolerance. The kids have the opportunity to increase their knowledge about human rights, their own tradition and history and on other countries, nations, religions.

There is a particular emphasis placed on the portrayal of national and ethnic minorities, which inhabit the surrounding areas of Katowice (among other Roma, the German minority) and on the ones, which are affected by negative stereotypes and prejudices (Jews, Russians, Muslims). The magazine contains articles, quizzes, crossword puzzles and games. It also presents reports on children living in the area, their interests, dreams, everyday joy and problems, as well as stories, comic strips, culinary corner and tips for action.

M O N D A Y 214-151	2	T U E S D A Y 215-150	3	W E D N E S D A Y 216-149	4
T H U R S D A Y 217-148	5	F R I D A Y 218-147	6	SATURDAY 219-146	7
				S U N D A Y 220-145	8
30	September M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 10 21 22 23 24 25 26 27 28 29 30				

Discrimination in employment

The new EU legislation prohibits discrimination in employment and training on the grounds of racial or ethnic origin, sexual orientation, religion or belief, age and disability. Everybody in the territory of the Union is protected against discrimination on the grounds mentioned above. (Council of the EU, Employment Equality Directive)

What does discrimination in employment look like?

Discrimination at workplace: This includes insults and physical harassment at the workplace, or incitement to discrimination by third parties

Discrimination in recruitment: An announcement for a job could contain criteria like being a native, or demanding special qualifications disproportionate to the job offered, e.g. a non native in Austria applies for a cleaning job, she has to .know German and English in writing and speech as well as possess a driving license..

Discrimination concerning career advancement: Experienced and better trained foreigners very often have younger, less experienced native superiors. Another reason for less advancement opportunities is the exclusion of aliens from further vocational training, as they are supposed to work instead of participating in

Discrimination in advertising: E.g. taxi enterprises promote their services by stressing that their drivers are natives or foreigners need not apply (FRA report 2008)

http://fra.europa.eu/fraWebsite/attachments/AT.pdf

Discrimination testing

One of the most effective ways of identifying discrimination at the recruitment stage is to use discrimination testing, an experiment in real life setting in which pairs of applicants (one with majority and one with minority background) with the same qualifications or curricula vitae contact employers and apply for positions. Results demonstrate the extent to which applicants are rejected on the grounds of ethnic/national origin

In Belgium, Animo-Antwerp, the youth section of the Flemish socialist party carried out such a test, and the results showed that native Belgian applicants were invited to an interview in 60 per cent of the cases, whereas ethnic minority applicants had a probability of success of 25 per cent.



1. Every worker has the right to working conditions which respect his or her health, safety and dignity.

2. Every worker has the right to limitation of maximum working hours, to daily and weekly rest periods and to an annual period of paid leave.

Charter of Fundamental Rights of the EU, Article 31

Good practice

The European Court of Justice in the 'Feryn case' has laid down a broad reading of 'direct discrimination', which may be taken to occur by the mere publication of a discriminatory employment policy even in the absence of an identifiable complainant

> Check out the discrimination at work quiz on this link: http://www.advicenow. org.uk/advicenow-guides/

work/discrimination-at-work/ discrimination-at-work-quizhtml,234,FP.html

Surveys in 2008, as in previous years, identified poorer employment chances for migrants and minorities which cannot be explained by factors such as differences in educational attainment (FRA, 2009 Annual Report)

M O N D A Y 221-144	9	T U E S D A Y 222-143	10	W E D N E S D A Y 223-142	11
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DISCRIMINATION IN HOUSING

Some groups, especially migrants and minorities, are more likely to be denied access to quality housing. Many are forced due to their socio-economical situation to live in poorer bousing conditions.

housing conditions.

In **Sweden**, the Swedish Union of Tenants conducted discrimination testing with telephone calls to roughly 100 landlords, both public and private, all over Sweden. using foreign and Swedish names. In 37 per cent of the cases there were indications of ethnic discrimination. The foreignnamed applicants often received negative responses while their Swedish colleagues, who called the same landlord a couple of minutes later, were often welcomed and had no problem in being offered a

In **Bulgaria**, a planned forced eviction of Romani families from the Batalova Vodenitsa, a neighbourhood of Sofia, authorised by the District Mayor, was to have affected around 180 Roma.

However, the decision of the European Court of Human Rights in July 2008 indicating to the Government of Bulgaria interim measures under Rule 39 of the Rules of Court, caused the District Mayor to suspend the enforcement of the removal order "pending the resolution of the housing problems of the Batalova Vodenitsa residents"



Good practice

On 19.05.2008, the Romanian government issued an Act for the approval of the Pilot Program "Social Housing for Roma Communities" and approved the building of 300 social houses for Roma families. The Program set up the implementation of local housing programs in the 8 Development Regions of Romania, through the National Agency for Housing in partnership with National Agency for Roma and Local Authorities. The new housing units will be administered and allocated by the Local Councils to Roma families with small income. (FRA, 2009 Annual Report)

M O N D A Y 228-137	16	T U E S D A Y 229-136	17	W E D N E S D A Y 230-135	18
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Discrimination in access to healthcare

International law obliges states to guarantee non-discrimination and equal treatment in the provision of health care. Yet, particularly illegally-resident third-country nationals, (nationals of countries other than

EU Member states), rejected asylum seekers, and members of Roma communities face problems accessing health care.

(FRA, Breaking the Barriers: Romani Women and Access to Public Health Care; FRA,

2008 Annual Report)

Everyone has the right of access to preventive health care and the right to benefit from medical treatment under the conditions established by national laws and practices. A high level of human health protection shall be ensured in the definition and implementation of all Union policies and activities.

Charter of Fundamental Rights of the EU, Article 35



Romani women are systematically deprived of consistent access to health care across a number of EU member states. A particularly disturbing example of direct discrimination is that of segregating Roma patients in health care centres, particularly in maternity wards. This means in Romaonly rooms, showers, eating rooms, and other facilities. (FRA, Breaking the Barriers: Romani Women and Access to Public Health Care)

discriminatio access to heal theore

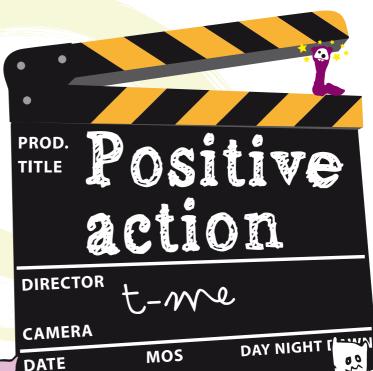
In Germany, the municipal health department in Bremen set up together with around 50 other local health institutions the Intercultural Health Network to promote equal opportunities for migrants in the access to health and psycho-social care; in Sweden, Rosengrenska, a local network of health professionals working with undocumented

migrants and asylum seekers, especially children operates a hotline to facilitate access to the emergency and other health services offered by the Sahlgrenska University Hospital. (FRA, 2009 Annual Report)

Good practice

In Germany, a comprehensive action plan was adopted by the federal government in Juli 2007 to improve the participation of immigrants in the health system. The programme puts a particular focus on the elderly and disabled by improving access to health services and introducing key structural changes.

Outlawing discrimination will not necessarily be enough to ensure genuine equality of opportunity for everyone in society. Specific measures might be called for to eliminate or compensate for disadvantages arising from racist practices and discriminatory structures.



Positive action in practice!

Ford of Britain mended its image and Ford Europe improved its practices and results by amending its management hiring practices to include outreach to minority graduates by focusing on an enlarged set of colleges and by supporting them in gaining experience; (FRA, The benefits of positive action)

Such positive action aimed at improving the status and actual situation of vulnerable groups and removing discriminatory barriers is allowed by the EU anti-discrimination directive and it is not regarded as infringing the principle of equal treatment.

(Council of the EU, Racial Equality Directive, Art. 5)

Five strategies have been identified that define positive action in employment. They include: focusing recruitment on certain areas or housing estates, on the unemployed, a selection of educational institutions etc.; making membership of a particular or any minority group an asset or a requirement for contracting, hiring and/or advancement; making specific skills connected with membership of minority groups, such as language, tradition etc., an asset or a requirement for contracting, hiring and/or advancement; outreach activities using language(s) and media easily accessible for minorities to spread information about business, employment and advancement opportunities; and support for job applicants to improve their chances of performing well in a standard recruitment process..

(FRA, The benefits of positive action)

Week 34	

Γ H U R S D A Y 238-127	26	F R I D A Y 239-126	27	SATURDAY 240-125	28
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Refers to a judgement made about someone, before really getting to know that person or group of persons. Prejudices can be negative or positive in character; they are learned as part of our socialisation process and are very difficult to modify or eradicate. This is why it is important to become aware of them!

(CoE, 'All different – All equal' Education pack)

interpretations.

T H U R S D A Y 252-113	9	FRIDAY 253-112	10	SATURDAY 254-111	11
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Do you have some ideas for a cool project and still don't know what to do? You don't know where and how to apply? How to get grant for it? On the website of the European Youth Week www.youthweek.eu you can find ideas of successful projects all around Europe, and the information needed to take-off yours!

get informed! get involved! get inf luence! get active! get your vision!

European grants?

EU funds for training projects are increasing, but many people still don't know how to access them. When you ask the right question to the right person, you'll find out that the EU is not as complicated as it seems and that there is always support for good projects. The best idea is to start with the local office of the National Youth Agencies.

 $\verb|http://www.youthweek.eu/funding-and-training-issues.htm||$

The Youth in Action Programme offers a high variety of activities. The following short films gives you an overview what young people can get out of the programme while participating.

http://www.youthweek.eu/about-eyw.html



Copyright Buenos Dias / KPA

'Life's most persistent and urgent question is – What are you doing for others?'

Martin Luther King, Jr.

- Baptist minister and leader of the American Civil Rights Movement (1929-1968)

For more suggestions on how to help fighting discrimination, you can also go to http://www.united.non-profit.nl/, the website of the European network against nationalism, racism, fascism and in support of migrants and refugees.

M O N D A Y 263-102	20	T U E S D A Y 264-101	21	W E D N E S D A Y 265-100	22
T H U R S D A Y 266-99	23	F R I D A Y 267-98	24	SATURDAY 268-97	25
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Stereotypins

Generalising about particular groups of people and labelling them, thus creating false expectations that individual members of the group have certain (often egative) traits or characteristics that have been attributed to the group as a whole.

(NCCRI, Useful Terminology)



Don't let others tell you what to think! Try to reason on your own, based on the information you have gathered. Nevertheless, be open to other views that may challenge your ideas and be ready to change your mind if presented with good counter-arguments.

How are stereotypes maintained? For example...

- Gays always try to pick-up heterosexuals. I know it very well because it has •happened to me twice!!
- One can assess that this man during the last ten years had met (on public transport, in shops, pubs, at work, etc.) about ten gay people every day. That makes 36,500 occasional contacts. Two of them tried to pick him up, while 36,498 went unnoticed. The man doesn't take into account that he meets gays many times in many situations. He remembers only two of them who fit his stereotype.

When we meet someone
who doesn't fit our stereotype,
it's easier for us to say 'it's just
an exception' than to change
our thinking. – Thinking means
making an effort – but it's worth it!

In everyday
language it is
sometimes difficult to tell
the difference between
stereotypes and
prejudices.

How to start your own project

The EU 'Youth in Action' Programme is the EU's mobility and non-formal education programme targeting young people aged between 13 and 30 years. It provides information on how to get European funding for youth projects and it is meant to guide its users through all the project phases, from the first contact with the programme to the application process, the realisation of the project and the final evaluation.

Step-by-Step Checklist	
☐ What do you want to achieve?	
☐ Who is the project for?	
□ Planning your activity	
☐ Who do you want to work with?	• /u
☐ What methods will you use? Video, Discussion, Role Play,	
Presentation, Lesson etc.	
☐ How will you reach your target group?	
☐ Do you need funding?	
☐ Do you or your co-workers need any special training?	
☐ How will you review, document and evaluate your programme?	•
☐ Are you planning to inform media –local, national – TV, Newspapers, Radio?	• (_ •
☐ Will you publicise your project on-line?	
(CoE, Domino)	
••••••	// .
<u>Further useful links</u>	
CALTO VOLITIL December Contract	

SALTO-YOUTH Resource Centres

http://www.salto-youth.net/

This is a network of resource centres working on European priority areas within the youth field. It provides youth work and training resources, and organises training and contact-making activities to support organisations.

• EURODESK Funding Database

www.eurodesk.org

How to apply for funding, how to find partners for projects – a searchable database of national and European funding sources, as well as a list of all the European funding programmes will provide answers

• European Commission – Education and Training

http://ec.europa.eu/education/index_en.html

Information about the 'Education & Training 2010' Programme, including answers on how to finance training projects.

Youth Partnership between the European Commission and the Council of Europe **The Council of Europe *

http://www.youth-partnership.net

Includes the European Knowledge Centre for Youth Policy (research based information on the realities of youth across Europe), Training-Youth.net (training opportunities and publications for European youth workers and youth leaders), and Euro-Med (training opportunities for those active in Euro-Mediterranean youth projects, with a thematic emphasis on human rights education and intercultural dialogue).

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VICTIMISATION

Victimisation in its broadest sense means to become a victim of discrimination or racist crime. There is, however, also a more narrow legal definition of the term victimisation. In its narrower sense victimisation means that a person is treated badly or differently for having made a complaint about discrimination or for supporting a colleague who has made a complaint. (www.stop-discrimination.info)

Being a victim of discrimination or racist crime should not be equalled with being powerless. On the contrary, victims of discrimination and racist crime are becoming more and more powerful in the EU as anti-discrimination legislation is being improved and as victim support bodies are set up and strengthened throughout the EU.

Speak up!

The National Human Rights Institutions, that exist in a number of EU countries, deal more widely with human rights issues and often also with individual cases. Look up the national human rights institution in your country at: http://www.nhri.net

Stand up for your rights and challenge those who don't respect the rights of the others!

What you can do

if you have suffered discrimination



Guidance for victims

Read the EU guide for victims of discrimination 'What you can do if you have suffered discrimination', available at http://www.stop-discrimination. info/fileadmin/pdfs/Fact Sheets/ en/040509_uk_GFV.pdf

Quick complaint

The European Ombudsman website allows you to submit a complaint online. If you would like to know which rights this institution can defend and how you can apply for its help, or to read more about its activities and previous decisions, don't miss this website. http://ombudsman.



to determine poverty. It sets a household income threshold at 60% of average income below which households are considered to be at risk of poverty. In Ireland in 2006 the at-risk of poverty rates at the 60% of the median threshold were 14.3% for urban areas and 21.5% for rural areas. A similar picture emerges in France, where rural districts (below 2,000 inhabitants) have the highest proportion of poor people, slightly above 25%, compared to about 24% in cities above 200,000 and to about 13% in cities below 200,000.

(For more check out Report Poverty in rural areas, see Bibliography section).



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"Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life."

Nelson Mandela – anti-Apartheid activist, former Presidency of South Africa and winner of the

Nobel Prize for Peace

The main concern for young people in rural areas is the exclusion from labour market participation: this has effects on the young peoples' ability to access services and more generally to participate fully in social life. The issue of poverty among children in rural as well as in urban area is very much connected to poverty of the family were they were born and it is therefore very much associated to education, employment and housing problems.

The problems associated with poverty in urban and rural areas (demography, remoteness, education and labor market) may interact and generate "vicious circles", which may reproduce and amplify the phenomenon of poverty of rural areas. Policies are called to tackle and break those vicious circles.



What is Poverty?

Poverty is not all about lack of money. It is a state in which resources (material, cultural and social) of persons, families or groups are so limited as to exclude them from the minimum acceptable way of life. Poverty can be absolute or relative. Absolute poverty is a state where one is unable to afford basic goods and services such as food, water, clothing, shelter, heating, education, healthcare etc. Relative poverty defines income or resources in relation to an average income in the society they live in. (European Antipoverty Network)

In rural areas, low incomes and seasonality of work in agriculture could represent important risk of poverty and social exclusion. Seasonal workers may suffer of exclusion because of the low pensions they will receive when retiring (Greece, France, Italy, Spain, Poland, Bulgaria, Romania). Linked to the agricultural activity there is often, and especially in western countries, a large employment of immigrants. Mainly for seasonal workers, there is a risk of illegal immigration often associated with very poor living condition, low salaries, and absence of any kind of insurance. Those problems are more severe in Southern countries, (Italy, Spain, Greece).

Discuss with your friend:

What does at risk-of-poverty mean? Do you know any people that are in risk of poverty in your area? How does poverty manifest itself in urban and rural areas? Are there any differences in place?

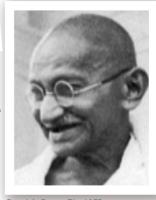
Did you know?

Despite having some of the most developed social protection systems in the world, 78 million people remain at risk of poverty in the European Union, 19 million of whom are children.
The European Year should boost active inclusion policies as a means of preventing poverty and social exclusion and should help to promote best practices in this field among EU Member states (Decision of the EP on the 2010 European Year)

On average,

European Union citizens feel that in the area where they live one person in ten lives in situations of extreme poverty and close to three people out of ten live in poverty (29%). In addition, a similar proportion of people are perceived to be at risk of falling into poverty (31%). In other words, poverty is seen as a widespread problem in Europe that affects the majority of people to some extent (Special EUROBAROMETER 279 "Poverty and Exclusion")





'Civilisation should be judged by its treatment of minorities.'

Mahatma Ghandi – political and spiritual leader of India and the Indian independence movement (1869-1948)

what are the national minorities in your country?

Minority/National Minorities/ Minority group

National minorities are a group with linguistic, ethnic, or cultural characteristics distinct from the majority and that usually not only seeks to maintain its identity but also tries to give stronger expression to that identity. (OSCE High Commissioner on National Minorities)

http://www.osce.org/publications/ hcnm/2008/09/32905_1177_en.pdf

> Discuss! How does ethnic profiling by law enforcement impact on different minorities and different people within minority groups?

Here are some of your rights as a national minority ...

- Persons belonging to national minorities have the right of equality before the law and of equal protection of the law. In this respect, any discrimination based on belonging to a national minority shall be prohibited.
- Every person belonging to a national minority has the right to freedom of peaceful assembly, freedom of association, freedom of expression, and freedom of thought, conscience and religion.
- Every person belonging to a national minority has the right to manifest his or her religion or belief and to establish religious institutions, organisations and associations.
- Right to freedom of expression of every person belonging to a national minority includes freedom to hold opinions and to receive and impart information and ideas in the minority language, without interference by public authorities and regardless of frontiers

(Framework Convention for the Protection of National Minorities)

October

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October 2010

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				Cyber bullying	ociety context

Harassment and Bullying in Schools

What is Bullying?

Any unwanted physical or verbal conduct that offends or humiliates others. It can consist of a single incident or several incidents over a period of time. It can take many forms, such as: threats, intimidation, or verbal abuse; unwelcome remarks or jokes about subjects like your ethnicity, sexual orientation, gender, religion, disability or age; displaying racist or other offensive pictures or posters.

Bullying is a form of harassment that can happen to anyone at any age but is particularly present in many school environments. In schools it is sometimes sadly triggered by a student's hard work at school or achievements or belonging to a different religion, colour or culture.

In today's information society context cyber bulling has emerged as a new outlet which involves the use of information and communication technologies such as e-mail, mobile phones and text messages, instant messaging, defamatory personal Web sites, blogs and online games, to support deliberate, repeated, and hostile behaviour by an individual or groups of individuals targeted at harassing others. It's also against the law to use the phone system, which includes the internet, to cause alarm or distress.



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Are You Being Bullied?

Good news is: there are things you can do to deal with bullying and harassment in school. Remember bullying and harassment isn't just an issue for the victims/ perpetrators but also something that school authorities need to address. And there are things which everyone can and should do to prevent bullying from happening in schools.

- Don't ignore bullying it won't go away on its own and it may get worse.
- Speak to someone you trust such as a parent, teacher, or friend.
- Your form tutor needs to be informed of what is going on so try to find a discreet time to tell him/her. Don't forget to make use of councillors such as a school nurse where one exists.
- Retaliation is not advisable since it could make matters worse rather than help.
- As much as possible especially during school break and lunchtimes remain in a safe group. Bullies generally don't like witnesses.
- Sensible self defence such as martial arts is ok but its never ok to carry weapons such as knives or guns into schools
- Keep a record and save any nasty texts or emails that you have been sent. They are useful for effective action by the authorities.

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is the european year of volunteering

Volunteers mirror the diversity of European society with people of all ages, women and men, employees and unemployed, people from different ethnic backgrounds and belief groups and finally citizens from all nationalities being involved. However, 7 in 10 people do not volunteer and many people face barriers towards volunteering such as a lack of information on how to become involved. http://www.engso.com/Data/European_Year_Draft_Campaign_Paper.doc

> ...let us remember the large numbers of citizens who, day in and day out, through acts of volunteerism large and small, bring hope to so many of the world's disadvantaged. Let us ensure that this wonderful resource, available in abundance to every nation, is recognized and supported as it works towards a more prosperous and peaceful world. - Kofi Annan



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3 out of 10 Europeans claim to be active in a voluntary capacity and close to 80% of respondents feel that voluntary activities are an important part of democratic life

(Special Eurobarometer 273 Wave .66.3, February 2007, "European Social Reality").

On a lighter note... "If you think the efforts of one individual will be nothing, then you have never been to bed with a mosquito".

2011 will celebrate the 10th anniversary of the **UN** International **Year of Volunteers** (IYV)

Objectives of the Year:

- · Work towards making volunteering in the EU possible and fun thing to do;
- Empower volunteer organisations and improve the quality of volunteering;
- Reward and recognise volunteering activities;
- Raise awareness of the value and importance of volunteering.

Volunteering is an active expression of civic participation and strengthens common European values such as solidarity and social cohesion. It provides important learning opportunities, because involvement in voluntary activities can provide

people with new skills and competences and can even improve their employability. http://ec.europa.eu/citizenship/ news/news820 en.htm



If a crime is motivated by racist, xenophobic, anti-Semitic or Islamophobic views, then it is a racist crime.

According to recent studies, the most vulnerable groups identified are ethnic minorities within the national population, undocumented migrants, Jews, Muslims, North Africans, Latinos, people from former Yugoslavia, refugees/asylum seekers and Roma. (EUMC, Racist Violence in 15 EU Member States)

An alarming fact is that recent evidence indicates that the majority of racist crime and violence is not attributable only to extremist groups anymore.

(EUMC, Racist Violence in 15 EU Member States)

In May 2008 a series of violent attacks against Roma occurred in the Ponticelli district of Naples, including arson attacks on Roma camps, which attracted EU-wide attention and saw the police having to protect Roma from further attacks (FRA, 2009 Annual Report)

Over a three-year period (mid year 2003-mid year 2006) the police in England and Wales recorded 23 homicides with a known racist motivation.



T H U R S D A Y 315-50	11	FRIDAY 316-49	12	SATURDAY 317-48	13
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Intolerance

is a lack of respect for practices or beliefs other than one's own. This is shown when you are not willing to let other people act in a different way or hold opinions different from your own.







What examples of intolerance can you think of?

Try to include also those in your games and activities that you perceive as 'different' from yourself and your peers. Get to know them better, learn what they like and what they dislike, listen to their stories and share your thoughts with them.

Explaining your reality to others who do not know it and listening for their own views can help you to gain a different perspective. Try to understand other points of view by engaging into discussions with those around you. Travel abroad and try to get to know the people living in other countries. Make friends with young people of different backgrounds than your own.

What is Tolerance?

Tolerance is respect, acceptance and appreciation of the diversity of our world's cultures. Tolerance is harmony in difference. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is being yourself without imposing your views on others. Tolerance is not giving in or giving up. Above all, tolerance is an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others



To be one, to be united is a great thing. But to respect the right to be different is maybe even greater.'

Bono – U2 lead singer

People with disabilities also excel in sports! **Empower Achieve** Inspire' is the motto of the International Paralympic Committee! Check out their work at http://www.paralympic.org How many medals did your country bring from the Beijing Paralympics Games in 2008?

Did you know that 3 December is the International Day of Disabled Persons? The European Union declared 2003 to be the European Year of the Disabled Citizen.





Disability

is a condition that disables result of an illness, injury or hysical handicap.

(CoE, COMPASS)

Disabled persons have the right to vocational training, rehabilitation and resettlement, whatever the origin and nature of their disability. (CoE, Social Charter, Article 15)

Around ten per cent of the world's population, or 650 million people, live with a disability. They are the world's largest minority. (UN, Factsheet on Persons with

disabilities)

The Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

Charter of Fundamental Rights of the EU, Article 26

What do people with

'Nothing special, nothing unusual. We want to be able to attend our neighbourhood school, to use the public library, to go to the movies, to get on a bus and go shopping downtown or to visit friends and family across town or across the country. (...) We want to be seen as real people, as a part of society, not something to be hidden away, pitied or given charity! Adrienne Rubin Barhydt, April 10,

1996 (CoE, COMPASS)

The EU Disability Strategy aims to provide disabled people with the same individual choices and control in their daily lives as non-disabled people.

How can people with disabilities participate in the daily activities at your school?

M O N D A Y 326-39	22	T U E S D A Y 327-38	23	W E D N E S D A Y 328-37	24
T H U R S D A Y 329-36	25	F R I D A Y 330-35	26		27
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expression that refers to Africa. It originates from the fact that archaeological findings have given us proof that Africa is where the human species that Africa is where the human species first emerged on Earth. The fossil findings of Homo Habilis in the Olduvai Gorge located (present day Tanzania) date back to between one and a half and one and three-quarter million years ago.





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Who are Africans?

The cultural, ethnic, religious and linguistic diversity of people of African origin is enormous. People of African descent are also Africans living in the diaspora whose ancestry and cultural heritage can be traced back to Africa or to Africans who migrated to many parts of the world as a result of the slave trade, colonialism and other reasons.





African E

Africa is the world's second largest continent with a surface area of 30.2million sq km, occupying 20.4% of the earth's total land area. Africa's population is about 922 million inhabitants living in some 53 countries including islands.



African influences on Europe

Africa has a long and profound historical influence on Europe. Apart from influences in music, arts and sports, we have in the contemporary context significant European reliance on labour both skilled and unskilled from Africa. In the area of health care by 2005 there were some 12,500 African medical doctors registered to work in the United Kingdom whilst at the same time there were about 16,000 African nurses registered to work in the United Kingdom.

Countries such as France also reports significant trends of a similar nature.

Did You Know?

The contribution of Africans to various aspects of European life is profound. For instance records show that one of the most famous black Africans in old Vienna was Angelo Soliman (1721-1796) and his daughter Josefine Soliman. Angelo Soliman won his freedom from slavery after having distinguished himself through his exemplary character and education. In later life Soliman went on to become a member of the royal Habsburg household. He was one of the most learned people of his time and is considered as one of the greatest citizens of Vienna.

Another renowned European of African decent was Anton Wilhelm Amo (c.1703-1759). Amo who was also a contemporary of Angelo Soliman was sent to Europe from Axim in modern day Ghana and went on to become the first known African to attend a European university. He became established as a leading philosopher of his time. He went on to become a much distinguished lecturer at the Martin-Luther University of Halle Wittenberg in Germany



The next time that you come to any traffic lights think about an African American named Garrett Morgan (1877-1963) whose inventions according to the Cleveland Encyclopedia include gas masks designed to aid breathing underground and a unique traffic lights system which included a third light between the stop and go lights. His unique invention was revolutionary and is now standard in Europe and all over the world.

Multi-faith or inter-faith initiatives are actions that bring together people of all religions but also those with no religion, with the aim of promoting understanding and co-operation between people of different faith and to provide a forum for open debate and discussion.

Which religions are practiced in your city? Where do people gather and worship?

All of the major faiths have teachings which encourage co-operation

with people of other faiths.

(Inter Faith Network, Connect: Different Faith Shared Values)

ILTI FAITH INTERFAITH INITIATIV

Most wars and conflicts have little to do with religion, but religion can get used as a justification by regimes and terrorists. This is why it is increasingly important for members of different faiths to get on together and to understand the differences between their beliefs and practices and, more importantly, to acknowledge the similarities.

(Inter Faith Network, Connect

Good practices:

As part of Mannheim's quarter-century celebrations in 2007, the Mile of the Religions was held in the city centre in May. The Jewish community, the Protestant and Catholic churches and four Muslim communities (DITIB, Milli Görüs, the Alevis and the Bosnian mosque) invited people to join in a festive meal and talk to each other on benches set up at over 100 tables. In addition, local sacred buildings and prayer houses of all three religions were open to visitors.

(FRA, Community Cohesion at local level: addressing the needs of Muslim communities)



What could be done among your friends and family, in your community or your school to increase knowledge and understanding of other religions, beliefs and non-beliefs?

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MUSCOM COMMUNICO

The estimated number of Muslims residing in the European Union is approximately 13 million, corresponding to 3.5 per cent of the EU's total population. Muslims constitute the second largest religious group of the EU's multi-faith society. A substantial number of them are EU citizens. Some Muslims residing in the EU also have a long historical presence in the countries in which they live.

Muslims living in the EU are a highly diverse mix of different ethnicities, languages, secular and religious tendencies, cultural traditions and political convictions. Muslims from Turkey, North Africa, the Middle East, Pakistan, Bangladesh, and the former Yugoslavia predominate among the Muslim populations of the European Union. (FRA, Muslims in the European Union: Discrimination and Islamophobia)

ISLAMOPHOBIA DISCRIMINATION OF MUSLIMS

There is currently no legally agreed definition of Islamophobia, though it is generally considered to mean intolerance against Muslims. The European Commission Against Racism and Intolerance (ECRI) recognised that Muslim communities are subject to prejudice, which may manifest itself through negative general attitudes but also to varying degrees, through discriminatory acts and through violence and harassment. www.coe.int/ecri/

Which images do you have of Islam and of the Muslim population in your country? Do these images correspond with reality, or do they include many preconceived thoughts? How intensively does one need to question the information we receive through the mass media? How can you really find out what it is like to 'walk in someone else's shoes'?

Muslims aged
16-24 experience
more discrimination in
comparison with other
age groups, with overall
discrimination rates declining
with age.
(EU MIDIS, Data in Focus
Report 2: Muslims)

After events such as of the September
11 terrorist attacks against the US, the
murder of Theo van Gogh in the Netherlands,
the Madrid and London bombings, there has
the Madrid and London bombings, there has
been an increase in fear and hatred of Islam
around Europe. The central question is how
to avoid stereotypical generalisations, how to
reduce fear and how to strengthen solidarity in
reduce fear and how to strengthen solidarity in
our diverse European societies while combating
our diverse European societies while combating
discrimination on the basis of race, ethnicity,
religion or belief.

(FRA, Muslims in the European Union:
Discrimination and Islamophobia)

Which images do you have of Islam?
Are you a Muslim? How do you feel perceived by the non-Muslim people around you?

What happened to Jewish people in your country during World War II?

There are still persons who deny the existence of the extermination policy initiated by the Nazi Germany. Such allegations are condemned in the European Union. omunities

Jewish communities, Jews and persons with a Jewish background have experienced a long history of resentments, discrimination and persecution in Europe. The history of persecution culminated in the industrialised mass murder of about 6 million Jews by the German Nazi regime during Wold War II. In large parts of Central and Eastern Europe, of the once flourishing Jewish communities only a small rest remained after World War II. Today, the largest Jewish communities in Europe are to be found in France, the UK and Russia. Still, in the 21st century, Jews are facing prejudice and resentments.





The year 2000 marked the beginning of a period in which most EU countries faced a sharp rise in attacks against Jewish individuals and/or Jewish property.

The most horrific manifestation of anti-Semitism came with Hitler's rise to power and the Nazi ideology of racial purity. Six million Jewish people died in concentration camps during the Holocaust or Shoah.

(EUMC, Manifestations of Anti-Semitism in the EU 2002-2003)





The term anti-Semitism refers to the expression of prejudice and hatred towards Jews, Jewish community institutions and religious facilities. It can be expressed in speech, writing, visual forms and violent action. It can take various forms, among which threats, public insults or public incitement to violence, hatred or discrimination against a person or a grouping of persons on the grounds of their actual or presumed Jewish identity or origin.

(CoE, ECRI General Policy Recommendation No. 9 on the fight against anti-Semitism)

T H U R S D A Y 350-15	16	FRIDAY 351-14	17	SATURDAY 352-13	18
				INTERNATIONAL MIGRANTS DAY	
				SUNDAY 353-12	19
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				December	January
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A fully integrated society is one where no one is excluded from rights, from the possibility to participate in the functioning of the society and from opportunities of self-fulfilment. A fully integrated society is also one in which everybody accepts and respects the diversity of life styles lifestyles as long as they are within the legal frame of a society and as long these lifestyles themselves respect other lifestyles.



Important: Integration
does not mean
subjugation and
subordination! Integration
means mutually creating
an atmosphere of freedom,
respect, and dignity!



- Has anybody the right to demand from another person to give up her/his mother tongue, to give up her/his lifestyle and habits, and to refrain from speaking up at any time?
 Can this be the basis for an integrated society?
- Who has to adapt to whom in society?
 Or do we all have to adapt to each other and to the common rules that are defined by law?

In order to foster debate about integrated societies, exchange of information, and examples of good practice, the European Commission has launched Integration Forum.

http://www.europeanintegration.eu/



Do you work on integration issues?

Share your work & connect with members of the EU integration community!

LOG IN TO:

upload & share documents find project partners & funding opportunities contribute & communicate



Study results on 'perceived discrimination' show that many migrants and minorities have been exposed to harassment, discrimination, and prejudice, including some extreme right-wing xenophobic incidences in schools.

(EUMC, Migrants, Minorities and Education: Documenting Discrimination and Integration in 15 Member States of the European Union)

Migrants, Emigrants, Immigrants

A **migrant** is a person who moves from one country to another, intending to settle temporarily or permanently in the place of destination.

An **emigrant** is one who leaves a country intending to settle elsewhere.

An **immigrant** is a person arriving in a country, intending to settle temporarily or permanently. (UK Commission for Racial Equality)

Think of possibilities for establishing relations with people from different cultures. If you live in a multicultural environment, this can happen very easily on the play ground, for instance when you play football in your spare time. You could also start your own project which could involve partners from more countries. For suggestions read the pages with good examples of anti-discrimination youth projects as well as the sheet with information on how to create your own project, also in this agenda.

M O N D A Y 354-11	20	T U E S D A Y 355-10	21	W E D N E S D A Y 356-9	22
T H U R S D A Y 357-8	23	F R I D A Y 358-7	24	SATURDAY 359-6	25
				S U N D A Y 360-5	26
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M O N D A Y 361-4	27	T U E S D A Y 362-3	28	W E D N E S D A Y 363-2	29
THURSDAY 364-1	30	FRIDAY 365-0	31	S A T U R D A Y 1-364	1
				S U N D A Y 2-363	2
				48 1 2 3 4 5 52 49 6 7 8 9 10 11 12 1 50 13 14 15 16 17 18 19 2 51 20 21 22 23 24 25 26 3	3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Calendar

February

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sms-txt

1dRfl - wonderful L8 - late 2 - to/too/two L8r - later 2da - let me know - today **LMK** 2moro **M8** - mate - tomorrow 2nite - matter of fact - tonight MOF 3dom - freedom MT - empty - for - not a good idea NAGI - forget Ne 4get - any **4N** - foreign Ne₁ - anyone AND - any day now No₁ - no one ASAP - as soon as possible nrq - energy ATM - at the moment OIC - oh I see B - be OK **B4** - before **ONNA** - oh no! not again - bye for now B4N OTT - over the top BB - bye bye PAL - parents are listening Bf - boyfriend PCM - please call me BG - bia arin Pls - please **BION** - believe it or not Ppl - people BK - big kiss R - are - been there, done that BTDT Re - regarding **BTW** - by the way RUOK - are you okay? Bv - busy Spk - speak CB - call back Srv - sorrv CID - consider it done **SWAK** - sealed with a kiss **CUL8R** THX - thanks - see you later CWYL - chat with you later TTYI - talk to you later DUZ - does TXT - text **DUZNT** - doesn't u G2G U@ - you are? (where are you?) - got to go Gf - girlfriend UOK - you okay? Gr8 UR - great - vour/vou're Grr - angry Usu - usually **H2** - how to W8 - wait - have you heard? - wait for me HUH **W84M** W/ IC - I see - wait **ICCL** - I couldn't care less Wan2 - want to - I know wn - when ILU (or ILY) - excellent - I love you **XLNT** in4ml - informal Y - why - yeah, right!

YR

- keep it simple, stupid

KISS

RELIGIOUS FESTIVALS SPEC JANUARY

Faiths/ Internationally recognized theme days	January 2010	February 2010	March 2010	April 2010	May 2010
Buddhism	30 Mahayana New Year 26 Chinese New Year	8 and/or 15 Parinirvana - Nirvana Day	30 Theravada New Year 30 Mugha Puja	8 Hanamatsur	27 Wesak or Buddah Day
Christianity	1 New Years Day 6 Epiphany (Three Kings Day) 7 Christmas Day (ortodox)	17 Ash Wednesday	17 St Patrick's day	1 Maundy Thursday 1 Good Friday 3 PALM SUNDAY 4 Easter 4 Easter (Orthodox)	13 Ascension Day 22 Pentecost 30 All saints day (othordox)
Hinduism	14 Makar Sankrant 20 Vasant Panchamii	12 Mahashivaratri 28 Holi	24 Shri Ram Nawami 24 Raksha Bandhan	30	30
Islam	O	26 Milaad un Nabi		6	(3)
Judaism	30 Tu B'Shevat	28 Purim	30 Passover 30-31 pesach	11 Yom Ha Shoʻah (Holocaust Remembrance Day, Israel)	19 Shavuot (Festival of Lights
Sikhism	5 Birthday of Guru Gobind Singh (Nanakshahi calendar)	(4)	1 Hola Mohalla	13 Vaisakhi The Sikh New Year Festival	2 Birthday of Guru Anad Dev
Theme years	2010 European Year for combating poverty and social exclusion 2011 European year of volunteering				
Theme days	27 International Day of Commemo- ration in memory of the victims of the Holocaust 28 Data Protection Day	D. D ar 2 th 21 wi lii	International Women's ay and United Nations ay for Women's Rights di International Peace I International Day for e Elimination of Racial Discrimination -28 Week of Solidarity th the Peoples Struggg against Racism and Nacial Discrimination 8 Data Protection Day	8 International Roma Day 29 EU Day on Intergenerational solidarity	3 World Press Freedom Day 9 Schuman Day 17 International Day against Homophobia 17 International Child Helpline Day 21 World Day for Cultural Diversity for Dialogue and Development

Disclaimer: whilst every endeavour has been made to include all relevant dates, please accept our apology for any omissions or inaccuracies occurred

IAL THEME DAYS AND YEARS 2010 DECEMBER 2010

June 2010	July 2010	August 2010	September 2010	October 2010	November 2010	December 2010
	26 Asala – Dharma Day					8 Wesak/Vaisakha/ Puja/Bodhi Day
2 Pentecost (orthodax) 3 corpus Christi	f	15 Assumption Day	#	31 All saints day	2 All Souls Day	24 Christmas Eve 25 Christmas Day 26 Boxingday / St. Stephen's Day 31 New Year's Eve / Hogmanay
30	30	30	2 Janmashtami - Krishna Jayanti Shri Krishna Janmashtami	8 Navaratri 17 Dussera	5 Diwali	30
8 Israa'/Me'raj	26 Lailatul-Bara'at	12 Beginning of Ramadan		10 Eid el Fitr	17 Eid-ul-Adha/Haj	7 Al-Hijira / Muharram 16 Ashura
			9-10 Rosh Hashanah (Jewish New Year) 18 Yom Kippur 23 Sukkot 30 Shemini Atzert	1 Simchat Torah		2 Hanukkah
\$	5 Birthday of Guru Hargobind (nanakshahi calendar) 23 Birthday of Guru Har Krishen	\$	Ф	9 Birthday of Guru Ram Das (Nanakshahi calendar)	5 Diwali 13 Birthday of Guru Nanak (lunar Calendar) 24 Martyrdom of Guru Tegh Bahadur (Nanakshahi (salendar)	•
SOURCES: http://en.wikipedia.org/wiki/Main_Page http://www.bbc.co.uk/religion/tools/calendar/ http://www.svccj.org/PDFs/religious_observance_calendar_07-09.pdf http://www.when-is.com/ http://www.when-is.com/ http://www.when-is.com/					tivals in Judaism and the sunset of the pr	

http://www.hinduism.co.za/newpage3.htm#Hindu%20Festivals2009

1 International Children's Day 4 International Day of Innocent Children Victims of Aggression 20 World Refugee Day

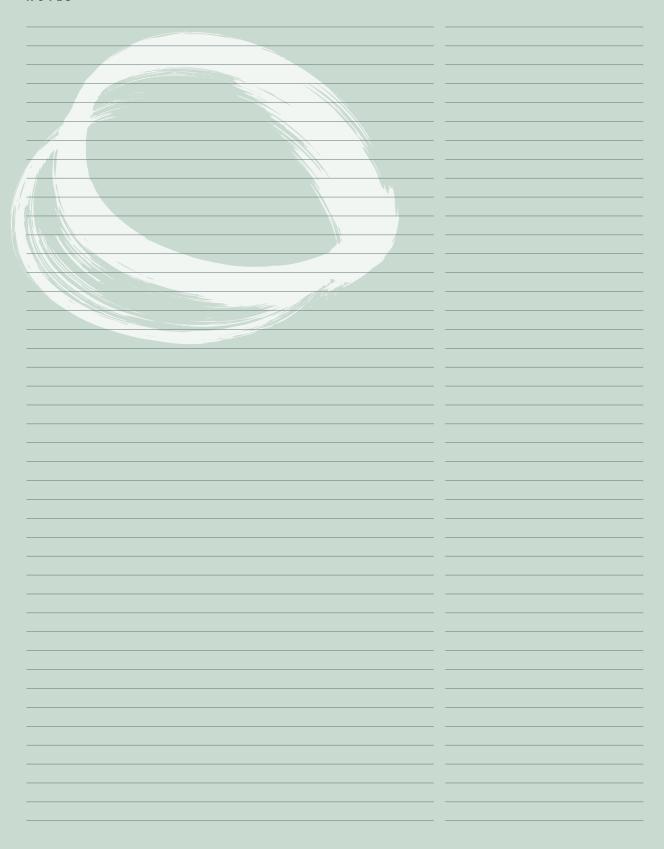
23 International Day for the Remembrance of Slave Trade and it's Abolition

12 International Youth Day 8 International Literacy Day 26 European Day of Languages 1 International Day of Older Persons 5 World Teachers' 9 Marking of November 1938 Pogrom Kristalnacht 10 Adoption of the Universal Declaration of Human rights' 16 International Day of Tolerance

20 Universal Children's Day 3 International Day of Disabled Persons 10 Human Rights Day 18 International Migrants Day

Migrants Day
20 International
Human Solidarity
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Take the human rights

Directions: Read each statement and evaluate how accurately it describes your school community. Keep in mind all members of your school: students, teachers, administrators, staff. Add up your score to determine the overall assessment for your school.

Rating scale: 1 2 3 4 DN Never Rarely Often Always Don't know (No/False) (Yes/True)

- 1. Members of the school community are not discriminated against because of their race, sex, family background, disability, religion or life style. (UDHR¹ articles 2, 16; CRC articles 2, 23)
- 2. My school is a place where I am safe and secure. (UDHR articles 3, 5; CRC articles 6, 37)
- 3. All students receive equal information and encouragement about academic and career opportunities.

 (UDHR articles 2, 26; CRC articles 2, 29)
- 4. My school provides equal access, resources, activities and accommodation for everyone. (UDHR articles 2, 7; CRC article 2)
- 5. Members of my school community will oppose discriminatory actions, materials or words in the school.

 (UDHR articles 2, 3, 7, 28, 29; CRC articles 2, 3, 6, 30)
- 6. When someone violates the rights of another person, the violator is helped to learn how to change her/his behaviour. (UDHR article 26; CRC articles 28, 29)
- 7. Members of my school community care about my full human as well as academic development and try to help me when I am in need. (UDHR articles 3, 22, 26, 29; CRC articles 3, 6, 27, 28, 29, 31)
- 8. When conf icts arise, we try to resolve them in non-violent and collaborative ways. (UDHR articles 3, 28; CRC articles 3, 13, 19, 29, 37)
- 9. The school has policies and procedures regarding discrimination and uses them when incidents occur.

 (UDHR articles 3, 7; CRC articles 3, 29)
- 10. In matters related to discipline, everyone is assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (UDHR articles 6, 7, 8, 9, 10; CRC articles 28, 40)

temperature of your school!

- 11. No one in our school is subjected to degrading treatment or punishment. (UDHR article 5; CRC articles 13, 16,19, 28)
- **12.** Someone accused of wrong-doing is presumed innocent until proved guilty. (UDHR article 11; CRC articles 16, 28, 40)
- **13. My personal space and possessions are respected.** (UDHR articles 12, 17; CRC article 16)
- 14. My school community welcomes students, teachers, administrators and staf from diverse backgrounds and cultures, including people not born in this country. (UDHR articles 2, 6, 13, 14, 15; CRC articles 2, 29, 30, 31)
- 15. I have the liberty to express my beliefs and ideas without fear of discrimination. (UDHR article 19; CRC articles 13, 14)
- 16. Members of my school can produce and disseminate publications without fear of censorship or punishment. (UDHR article 19; CRC article 13)
- Diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction. (UDHR articles 2, 19, 27; CRC articles 17, 29, 30)
- 18. I have the opportunity to participate in cultural activities at the school and my cultural identity, language and values are respected.

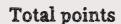
 (UDHR articles 19, 27, 28; CRC articles 29, 30, 31)
- 19. Members of my school have the opportunity to participate in democratic decision-making to develop school policies and rules. (UDHR articles 20, 21, 23; CRC articles 13, 15)
- 20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.

 (UDHR articles 19, 20, 23; CRC article 15)
- 21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty and peace.
 (UDHR preamble, articles 26, 29; CRC article 29)
- 22. Members of my school encourage each other to organize and take action to address problems related to justice, ecology, poverty and peace. (UDHR preamble, articles 20, 29; CRC article 29)

23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions.

(UDHR articles 23, 24; CRC articles 31, 32)

- 24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being of themselves and their families. (UDHR articles 22, 25; CRC article 27)
- 25. I take responsibility in my school to ensure that people do not discriminate against others. (UDHR articles 1, 29; CRC article 29)





(OHCHR, ABC – Teaching Human Rights, Ch.3)

http://www.ohchr.org/english/about/publications/docs/abc-ch3.pdf)



Take the human rights temperature of your school!

>>> Where to find information on the European Union

Gateway to the European Union

www.europa.eu

The official website of the European Union

Easy-reading corner

http://ec.europa.eu/publications/index_en.htm

Here you will find booklets that explain, as simply as possible, what the European Union is and what it does. You can also find maps, posters and postcards and booklets about the EU for young people.

European Youth Portal

http://europa.eu/youth/

Very useful links for studying, working, volunteering and exchange programmes for young people.

Eurodesk

www.eurodesk.org

Fast access to EU information, especially about the European programmes and possibilities relevant to young people.

The EU in your country

http://www.europa.eu/euinyourcountry/index_en.htm

Links to European Commission representations, European Parliament information offices, your MEPs and information networks in your country.

Europa GO!

http://www.europa.eu/europago/welcome.jsp

Discover more about your neighbours with interactive games that will put your knowledge and dexterity to test.

European Youth Week

http://www.youthweek.eu/

Youth in action! Information about youth activities that take place at the European, national, regional and local level.

Europe Direct

http://ec.europa.eu/europedirect/

General information about EU matters in any of the official EU languages. Advice to help you overcome practical problems with exercising your rights in Europe. Contact details of relevant organisations you may need to deal with.

European Youth Card Association

www.eyca.org

The European Youth Card Association promotes youth mobility and information for young people up to the age of 26 through the issuing of the EURO<26 cards.

does it ring a be!!?

Take a quiz and find out how much do you know fundamental rights, racism, xenophobia, different forms of discrimination, intercultural dialogue and other interesting themes! Will you now remember dates for various international theme days and know why it is important to remember events that caused their creation? Let's find out!



Good luck!

- 1. When was the proclamation of the Charter of Fundamental Rights of the EU?
 - A. 2001
 - B. 2000
 - C. 2002
- 2. Which of the following is **not** according to Article 13 of the Treaty of Amsterdam a ground of discrimination?
 - A. hair length
 - B. sexual orientation
 - C. racial origin
- **3.** 2009 is the European Year of...
 - A. Intercultural Dialogue
 - B. Creativity and Innovation
 - C. Wild horses
- 4. 'When an employer insists that a candidate should speak a particular language, yet that language is not actually needed for the job' This is an example of:
 - A. Xenophobia
 - B. Anti-Semitism
 - C. Indirect Discrimination
- 5. What does 'Shoah' mean?
 - A. Hello
 - B. Holocaust
 - C. Peace
- **6.** Which of the following is **not** one of your rights as Data subject?
 - A. You have the right to be informed of any data processing when you are the data subject.
 - B. You have the right of access data about you.
 - C. You must be famous to be a Data subject
- 7. What are the six headings of the Charter of Fundamental Rights of the EU?
 - A. Liberty, Equality, Parity, Decorum, Civil Rights, Impartiality
 - B. Autonomy, Fairness, Equality, Shared Aims, Civil Liberties, Honesty
 - C. Dignity, Freedom, Equality, Solidarity, Citizen's Rights, Justice

- **8.** When was the European Union Agency for Fundamental Rights (FRA) created?
 A. 2007
 - B. 2006
 - C. 2005
- 9. Where has the European Institute for Gender Equality been set up?
 - A. Riga
 - B. Vilnius
 - C. Berlin
- 10. A type of discrimination based on the beliefs that distinctive human characteristics, abilities etc. are determined by 'race' and that there are superior and inferior 'races' is called?
 - A. Homophobia
 - B. Xenophobia
 - C. Racial discrimination
- 11. Which is the International Day for the Elimination of Racial Discrimination?
 - A. 21 March
 - B. 21 April
 - C. 14 September
- 12. _____ comes from a Greek word meaning 'fear of foreigner' and it describes attitudes of rejection, hostility or violence against people from other countries or belonging to minorities.
 - A. Racism
 - B. Xenophobia
 - C. Intolerance
- 13. 2008 was the European Year of....
 - A. Information on Cancer
 - B. Intercultural Dialogue
 - C. Tourism
- 14. Which is the International Roma Day?
 - A. 27 December
 - B. 16 May
 - C. 8 April
- **15.** How many official languages exist in the EU?
 - A. 23
 - B. 17
 - C. 31
- **16.** How do you say Hello in Swedish?
 - A. Hej
 - B. Ola
 - C. Hallo



17. Which is the European Day of Languages?

- A. 17 June
- B. 26 September
- C. 6 July

18. Why is 17 May the International Day against Homophobia?

- A. On that day in 1990, homosexuality was removed from the International Classif cation of Diseases of the World Health Organization.
- B. On that day in 2004, Massachusetts became the f rst U.S. state to legalise same-sex marriage
- C. On that day in 1969 the Stonewall Riots took place

19. How many football players are openly gay in European professional leagues?

- A. 11
- B. 39
- C. 0

20. How many children in the EU live under the poverty threshold?

- A. 1 in 10
- B. 1 in 5
- C. 1 in 25

21. When was the European Youth Parliament founded?

- A. 1978
- B. 1999
- C. 1987

22. Age discrimination af ects...

- A. The elderly
- B. The young
- C. Both

23. 2010 will be the European Year...

- A. Of the Environment
- B. For Combating Poverty and Social Exclusion
- C. Of Education Through Sports

24. What is the International Day of Tolerance?

- A. 16 November
- B. 8 March
- C. 3 January

25. According to Mahatma Gandhi 'Civilisation should be judged by its treatment of...'

- A. Children
- B. Minorities
- C. Enemies

26. What is the world's largest minority?

- A. Travellers
- B. Roma
- C. Disabled persons



27. Multi-faith or inter-faith initiatives do not aim to...

- A. Bring together people of all religions and of no religion, with the aim of promoting understanding and co-operation and of providing a forum for open debate and discussion.
- B. Encourage hate between dif erent religions
- C. Create one big religion

28. What is the approximate number of Muslims living in the EU?

- A. 20 million
- B. 13 million
- C. 5 million

29. Which is the International Day of Migrants?

- A. 18th December
- B. 4th July
- C. 5th May
- **30.** What is the name of the European Union founded programme which of ers the possibility to students of studying abroad in another European country for a period of between 3 and 12 months?
 - A. Socrates/Erasmus
 - B. Aristotle
 - C. Donatello

YOUR SCORE:

30-20 points

WOW! Excellent work!

You really learned a lot! Congratulations! Tell your friends and family about fundamental rights and discuss the issues raised throughout the S'Cool Agenda!



Not bad!

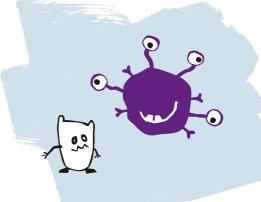
Just go through the Agenda again and learn more about fundamental rights!

09-0 points

Well, don't give up yet! Keep on learning about fundamental rights with this Agenda and the links it provides!



you can find correct answers at week 28! give yourself one point for every correct answer.



<u>Intergovernmental Organisations – Relevant</u> bodies and core international human rights instruments refferenced in the S'cool Agenda

Council of Europe (CoE)

Relevant Bodies

European Commission against Racism and Intolerance (ECRI)

www.coe.int/ecri/

European Court of Human Rights

http://www.echr.coe.int/echr/

European Committee for the Prevention of Torture and

Inhuman or Degrading Treatment or Punishment (CPT)

www.cpt.coe.int



Relevant Documents

European Convention for the Protection of Human Rights and Fundamental Freedoms (1950),

http://conventions.coe.int/Treaty/EN/Treaties/Html/005.htm

European Social Charter (1961, revised 1996)

http://www.coe.int/T/E/Human_Rights/Esc/

Programmes/Initiatives

All Different, All Equal http://alldifferent-allequal.info/

European Union (EU)

Relevant Bodies

FU Commission

http://ec.europa.eu/

EU Agency for Fundamental Rights (FRA) -

former European Monitoring Centre on Racism and Xenophobia (EUMC)

http://fra.europa.eu

Relevant Documents

Treaty of Amsterdam, Article 13

http://europa.eu.int/eur-lex/en/treaties/dat/amsterdam.html

Charter of Fundamental Rights of the EU (2000, politically binding)

http://www.europarl.europa.eu/charter/pdf/text_en.pdf

Racial Equality Directive 2000/43/EC (2000)

http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisln/2000_43_en.pdf

Employment Equality Directive 2000/78/EC (2000)

http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisln/2000_78_en.pdf

Framework Decision on Racism and Xenophobia (2007)

http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/misc/93739.pdf

Programmes/Initiatives

PROGRESS - Community Action Programme to combat discrimination 2001-2006 http://ec.europa.eu/employment_social/fundamental_rights/policy/proga_en.htm



EQUAL

http://ec.europa.eu/employment_social/equal/index_en.cfm 2007 – European Year of Equal Opportunities for All http://equality2007.europa.eu

The Organisation for Security and Co-operation in Europe (OSCE)

Relevant Bodies

Office for Democratic Institutions and Human Rights (ODIHR)

http://www.osce.org/odihr/

High Commissioner on National Minorities

http://www.osce.org/hcnm/

Relevant Documents

Helsinki Final Act (1975)

http://www.osce.org/documents/mcs/1975/08/4044_en.pdf

Charter of Paris for a New Europe (1990)

http://www.osce.org/documents/mcs/1990/11/4045_en.pdf



Tolerance and Non-Discrimination Programme

http://www.osce.org/activities/13539.html

United Nations (UN)

Relevant Bodies

Human Rights Committee (HRC)

http://www.ohchr.org/english/bodies/hrc/index.htm

Committee on the Elimination of Racial Discrimination (CERD)

http://www.ohchr.org/english/bodies/cerd/index.htm

Special Rapporteur on Contemporary Forms of Racial Discrimination, Xenophobia and Related Intolerance

http://www.ohchr.org/english/issues/racism/rapporteur/

Committee on the Elimination of Discrimination against Women (CEDAW)

http://www.un.org/womenwatch/daw/cedaw/

Committee against Torture (CAT)

http://www.ohchr.org/english/bodies/cat/index.htm

Relevant Documents

Universal Declaration of Human Rights (1948)

http://www.unhchr.ch/udhr/index.htm

UNESCO Convention against Discrimination in Education (1960)

http://www.unesco.org/education/pdf/DISCRI_E.PDF

International Convention on the Elimination of all forms of Racial Discrimination (1965)

http://www.unhchr.ch/html/menu3/b/d icerd.htm

International Covenant on Civil and Political Rights (1966)

http://www.unhchr.ch/html/menu3/b/a ccpr.htm

International Covenant on Economic, Social and Cultural Rights (1966)

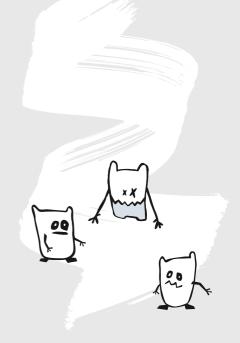
http://www.unhchr.ch/html/menu3/b/a_cescr.htm

Convention on the Elimination of all forms of Discrimination Against Women (1979)

http://www.un.org/womenwatch/daw/cedaw/cedaw.htm

Convention against Torture and other Cruel, Inhuman or Degrading Treatment of Punishment (1984)

http://www.unhchr.ch/html/menu3/b/h_cat39.htm



Member States



Year of EU entry: 1995

Political system: Federal republic

Capital city: Vienna Total area: 83 858 km² Population: 8.3 million Currency: Euro

Official EU language: German



Estonia

Year of EU entry: 2004

Total area: 45 000 km²

Population: 1.3 million

Currency: Estonian kroon

Official EU language: Estonian

Political system: Republic Capital city: Tallinn

Year of EU entry: 1973

Political system: Constitutional monarchy

Capital city: Copenhagen Total area: 43 094 km² Population: 5.4 million Currency: Danish krone Official EU language: Danish



Year of EU entry: 1981 Political system: Republic Capital city: Athens

Total area: 131 957 km² Population: 11.1 million Currency: Euro

Official EU language: Greek



Year of EU entry: Founding member Political system: Constitutional monarchy

Capital city: Brussels Total area: 30 158 km² Population: 10.5 million

Currency: Euro Official EU languages: French, Dutch,



Hungary

Year of EU entry: 2004 Political system: Republic Capital city: Budapest Total area: 93 000 km² Population: 10.1 million

Currency: Forint

Official EU language: Hungarian



Bulgaria Year of EU entry: 2007

Political system: Republic Capital city: Sofia Total area: 111 000 km² Population: 7.7 million Currency: Lev

Official EU language: Bulgarian



Year of EU entry: 1995 Political system: Republic Capital city: Helsinki Total area: 338 000 km² Population: 5.3 million

Currency: Euro

Official EU languages: Finnish, Swedish



Ireland

Currency: Euro

Year of EU entry: 1973 Political system: Republic Capital city: Dublin Total area: 70 000 km² Population: 4.2 million

Official EU language: English



Cyprus Year of EU entry: 2004

Political system: Republic Capital city: Nicosia Total area: 9 000 km² Population: 0.8 million Currency: Cyprus pound

Official EU languages: Greek, English



France

Currency: Euro

Year of EU entry: Founding member

Political system: Republic Capital city: Paris Total area: 550 000 km² Population: 60.9 million

Official EU language: French



Italy

Year of EU entry: Founding member

Political system: Republic Capital city: Rome Total area: 301 263 km² Population: 58.8 million Currency: Euro

Official EU language: Italian



Czech Republic

Year of EU entry: 2004 Political system: Republic Capital city: Prague Total area: 79 000 km² Population: 10.3 million Currency: Czech koruna Official EU language: Czech



Germany

Year of EU entry: Founding member Political system: Federal republic

Capital city: Berlin Total area: 356 854 km² Population: 82.5 million Currency: Euro

Official EU language: German



Latvia

Year of EU entry: 2004 Political system: Republic Capital city: Riga

Total area: 65 000 km² Population: 2.3 million Currency: Lats

Official EU language: Latvian







Year of EU entry: 2004 Political system: Republic Capital city: Vilnius Total area: 65 000 km² Population: 3.4 million Currency: Litas

Official EU language: Lithuanian

Poland

Year of EU entry: 2004 Political system: Republic Capital city: Warsaw Total area: 313 000 km² Population: 38.1 million Currency: Zlotv

Official EU language: Polish

Slovenia

Year of EU entry: 2004 Political system: Republic Capital city: Ljubljana Total area: 20 000 km² Population: 2 million Currency: Euro

Official EU language: Slovenian

Luxemboura

Year of EU entry: Founding member Political system: Constitutional monarchy

Capital city: Luxembourg Total area: 2 586 km² Population: 0.5 million Currency: Euro

Official EU languages: French, German

Portugal

Year of EU entry: 1986 Political system: Republic Capital city: Lisbon Total area: 92 072 km² Population: 10.6 million

Currency: Euro

Official EU language: Portuguese

Spain

Year of EU entry: 1986

Political system: Constitutional monarchy

Capital city: Madrid Total area: 504 782 km² Population: 43.8 million Currency: Euro

Official EU language: Spanish

Malta

Year of EU entry: 2004 Political system: Republic Capital city: Valletta Total area: 316 km² Population: 0.4 million Currency: Maltese lira

Official EU languages: Maltese, English

Romania

Year of EU entry: 2007 Political system: Republic Capital city: Bucharest Total area: 238 000 km² Population: 21.6 million

Currency: Leu

Official EU language: Romanian

Sweden

Year of EU entry: 1995

Political system: Constitutional monarchy

Capital city: Stockholm Total area: 450 000 km² Population: 9.0 million Currency: Swedish krona Official EU language: Swedish

Netherlands

Year of EU entry: Founding member Political system: Constitutional monarchy

Capital city: Amsterdam Total area: 41 864 km² Population: 16.3 million Currency: Euro

Official EU language: Dutch

Slovakia

Year of EU entry: 2004 Political system: Republic Capital city: Bratislava Total area: 49 000 km² Population: 5.4 million **Currency:** Slovak koruna Official EU language: Slovak



United Kingdom

Year of EU entry: 1973 Political system: Constitutional monarchy

Capital city: London Total area: 242 500 km² Population: 60.4 million Currency: Pound sterling Official EU language: English



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http://www.dwp.gov.uk/opportunity_age/volume1/chapter_two.asp



References used throughout the S'Cool Agenda In this section you have the links to the sources used for various pages of the Agenda:

How much do you know about fundamental rights in Europe?

http://ec.europa.eu/justice home/index en.htm

How much do you know about fundamental rights in Europe?

http://ec.europa.eu/justice_home/unit/charte/en/about-contents.html

Discrimination

http://ec.europa.eu/employment_social/fundamental_rights/index_en.htm

Direct discrimination

http://ec.europa.eu/employment_social/fundamental_rights/rights/gloss_en.htm

.....

Indirect discrimination

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Data Protection (Human Rights issues relating to the information society)

 $http://ec.europa.eu/justice_home/fsj/privacy/index_en.htm$

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Data Protection (Human Rights issues relating to the information society)

http://ec.europa.eu/justice_home/fsj/privacy/guide/index_en.htm

My Fundamental Rights!

http://ec.europa.eu/justice_home/index_en.htm

Gender equality/ Equality between men and women

http://www.eycb.coe.int/gendermatters/default.htm

Gender equality/ Equality between men and women

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Racism and racial discrimination

 $http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisln/2000_43_en.pdf$

How much do you know about discrimination, racism and xenophobia in Europe?

http://ec.europa.eu/employment_social/fundamental_rights/rights/neb_en.htm#nat

How much do you know about discrimination, racism and xenophobia in Europe?

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The Benefits of a diverse Europe

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Learning languages in Europe

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Learning languages in Europe

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Learning languages in Europe

http://ec.europa.eu/education/policies/lang/languages/langmin/regmin_en.html

Can you say hello or thank you in the 23 official languages of the EU?

http://ec.europa.eu/education/policies/lang/languages/index en.html

Discrimination/Racism in Sports

http://news.bbc.co.uk/sport2/hi/motorsport/formula_one/7225523.stm

Discrimination/Racism in Sports

http://news.bbc.co.uk/2/hi/europe/7229551.stm

European Commissions Centre for lifelong learning – CRELL - Active Citizenship/Democratic citizenship

http://www.coe.int/t/dg4/education/edc/What_is_EDC/EDC_Q&A_en.asp

Refugees and Asylum Seekers

www.unhcr.org

Opportunities in Europe - Benefit from diversity!

http://europa.eu/youth/travelling_europe/index_eu_en.html

http://ec.europa.eu/education/programmes/socrates/erasmus/answers_en.html

http://ec.europa.eu/education/programmes/llp/comenius/index_en.html

Positive action

http://ec.europa.eu/employment_social/fundamental_rights/rights/gloss_en.htm

http://ec.europa.eu/employment_social/fundamental_rights/pdf/pubst/broch/thembroch07_en.pdf

You can make a difference – Be active at local level!

http://www.youthweek.eu/about-eyw.html

Age Discrimination

http://www.direct.gov.uk/en/Employment/Employees/DiscriminationAtWork/DG_10026429

Age Discrimination

http://www.age-platform.org/EN/IMG/AGE-Solidarity-BROCHURE-EN.pdf

Prejudice

http://www.salto-youth.net/download/1458/website%20quidt.pdf

Age Discrimination

http://www.dwp.gov.uk/opportunity_age/volume1/chapter_two.asp

Stereotyping

http://fof.pl/y4diversity%20eng%20spread.pdf

How to start your own project

http://europa.eu.int/comm/youth/index_en.html









Ethnicity and National Minorities

 $http://journals.ohiolink.edu.ezproxy2.otterbein.edu/ejc/pdf.cgi/Zagefka_Hanna.pdf?issn=01471767\&issue=v33i0003\&article=228_tcoeisprdi$

- ----

Poverty/At Risk of Poverty

http://www.jrf.org.uk/node/2678, http://www.pdhre.org/rights/poverty.html

http://www.eapn.org/

http://www.eapn.eu/content/view/59/53/lang,en/

Victimisation

http://ec.europa.eu/employment_social/fundamental_rights/pdf/public/factsheet2_en.pdf.

Examples of education projects - Snapshots! FRA - InfoBase

http://www.fra.europa.eu/factsheets/front/factSheetPage.php

2010 is the Year for Combating Poverty and Social Exclusion

 $http://europa.eu/rapid/pressReleasesAction.do?reference=IP/07/1905\&format=HTML\&aged=0\&language http://ec.europa.eu/employment_social/news/2007/dec/antipoverty_1_en.pdf$

.....

Intolerance

http://fof.pl/y4diversity%20eng%20spread.pdf

Disability

http://www.un.org/disabilities/default.asp?navid=34&pid=18

http://ec.europa.eu/employment_social/disability/index_en.html

African Communities in Europe

http://siteresources.worldbank.org/EXTDIASPORA/Resources/ConceptNote.doc?&resourceurlname=ConceptNote.doc Abraham, W., The Life and Times of Wilhelm Anton Amo, Transactions of the Historical Society of Ghana, 7 (1964)

http://news.bbc.co.uk/2/hi/africa/4409353.stm

http://www.bl.uk/onlinegallery/features/blackeuro/pdf/dumas.pdf

http://www.theatrehistory.com/russian/pushkin001.html

http://www.vam.ac.uk/collections/periods_styles/medieval/hidden_histories_africans/medici/index.html

Migrants, Emigrants, Immigrants

www.cre.gov.uk

Member States of the European Union

http://europa.eu/abc/european_countries/index_en.htm

Some links on holocaust education organisation

http://www1.vadvashem.org/education/donors/donors.asp

http://tandis.odihr.pl/index.php?p=edu,hol

http://www.holocaust-trc.org/

http://portal.unesco.org/education/en/ev.php-URL ID=57736&URL DO=DO TOPIC&URL SECTION=201.html

Some organisations working on child rights

UNICEF

http://www.unicef.org/

CHILD RIGHTS INFORMATION NETWORK

http://www.crin.org/

COALITION TO STOP THE USE OF CHILD SOLDIERS

http://www.child-soldiers.org/home

HUMAN RIGHTS WATCH

http://www.hrw.org/

SAVE THE CHILDREN

http://www.savethechildren.net/alliance/index.html

European Children's Network (EURONET)

http://www.europeanchildrensnetwork.org/euronet/



EUROCHILD

http://www.eurochild.org

THE EUROPEAN YOUTH FORUM

http://www.youthforum.org/

CHILDREN 1ST

http://www.children1st.org.uk/

OFFICE OF THE SPECIAL REPRESENTATIVE OF THE SECRETARY-GENERAL FOR CHILDREN AND ARMED CONFLICT http://www.un.org/children/conflict/english/index.html

ChildONEurope - The European Network of National Observatories on Childhood http://www.childoneurope.org/



ENGLISH

http://www.bullying.co.uk www.childline.org.uk/ www.beatbullying.org. www.kidscape.org.uk. www.antibullying.net. www.bullybusters.org.uk. www.bullyfreezone.co.uk/

GERMAN

www.nummergegenkummer.de/ www.rataufdraht.orf.at/ www.schueler-gegen-mobbing.de/ www.gewalt-in-der-schule.info/

FRENCH

www.harcelement-entre-eleves.com/aquisadresser.htm www.lesvoixdelaverite.skyrock.com/

Famous persons quotes – sources:

Albert Einstein - Source: Unsourced

Angelina Jolie – Source: www.unhcr.org/

Bono - U2 lead singer Source: Unsourced

Kofi Annan – Source: http://www.un.org/cyberschoolbus/briefing/letter/

Kofi Annan – Source: http://cyberschoolbus.un.org/student/images/peace_1.html

Kofi Annan - http://www.un.org/apps/sg/sgstats.asp?nid=1820

Mahatma Ghandi - Source: http://www.eycb.coe.int/compass/en/chapter_5/5_4.html

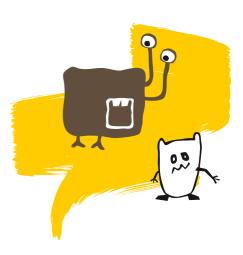
Martin Luther King, Jr. – Source: Unsourced

 $\label{lem:michel Platini - Source: FRA Equal Voices 24 Special Edition `footbal vs Discrimination' - \ http://fra.europa.eu/fra/material/pub/ev/ev24/ev24_en.pdf} \\$

Nelson Mandela - Source: Mandela's Speech to Trafalgar Square Crowd (3rd February, 2005) http://news.bbc.co.uk/2/hi/uk_news/politics/4232603.stm

Johann Wolfgang von Goethe - Original quote: 'Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen.' Source: Johann Wolfgang von Goethe (1833; publ. posthum): Maximen und Reflexionen; II.; Nr. 23, 91





NOTES



PLEASE SEND IN STORIES OF YOUR POSITIVE OR NEGATIVE EXPERIENCES ON ANY OF THE ISSUES IN THE AGENDA



give a face and voice to issues of fundamental rights.

Your Stories Could Help To:

- Increase Understanding and awareness of Fundamental Rights
- Inform about attitudes and
- behaviour Illustrate points and provide concrete examples
- Foster Human Connections
 - Be included in the next S'cool Agenda

Did you find this product useful:	
As a school agenda?	
$O_1 O_2 O_3 O_4 O_5$	
As a source of information about fundamental rights in Europe?	
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How much did you learn about anti-discrimination and fundamental rights?	
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Please place your answers on a scale from 1 to 5, where 1 means "not at all" and 5 means "very much"

To send stories on line, go to http://fra.europa.eu/scoolagenda/

PLEASE SEND IN STORIES ON POSITIVE CHANGE AS A RESULT OF AWARENESS CREATED BY THE AGENDA

Tell US About It sharing your experiences

Your Stories Could Help To:

- Increase Understanding and awareness of Fundamental Rights
- Inform about attitudes and behaviour
- Provide depth to concepts in **Fundamental Rights**
- Illustrate points and provide concrete examples
 - Foster human connection
 - Be included in the next S'cool Agenda

contribute to strengthening





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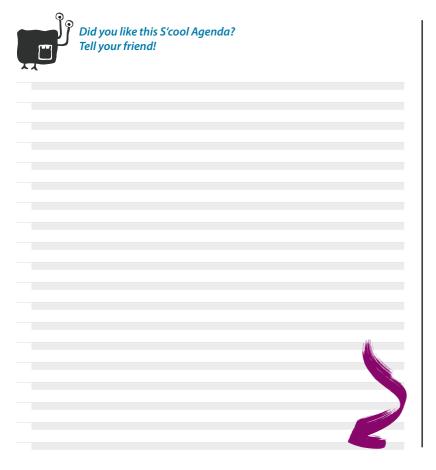
Keep track of your

daily activities and homework and help to promote and protect **Fundamental** Rights by using this agenda!

Fundamental Rights in Europe?

Our Concepts - Your Proof
Theme (Topic addressed):
Name (Optional):
Address:
Country of Experience:
Age:
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4

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S'COOL AGENDA 2010

Design: redhotncool.com, Vienna

2010 - 202 pp - 18 x 25 cm ISBN-13: 978-92-9192-403-5

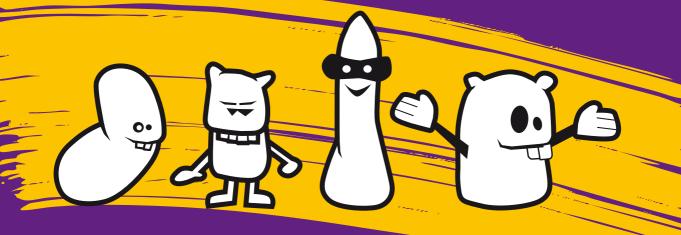
DOI: 10.2811/13995

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