

SCHOOL AGENDA



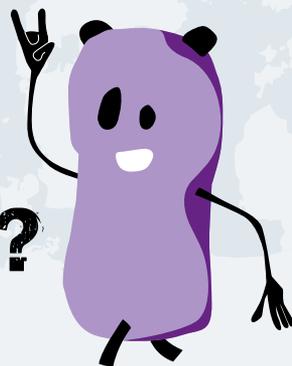
2012
2013



FRA

EUROPEAN UNION AGENCY FOR FUNDAMENTAL RIGHTS

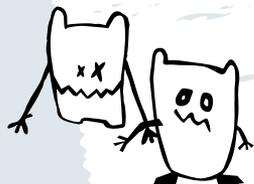
HOW much do you KNOW about fundamental Rights in EUROPE?



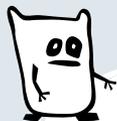
In this agenda you will find the following
useful information on fundamental rights:

- what are fundamental rights
 - fundamental rights-related stories from the lives of people across the EU
 - tips on how to promote and protect fundamental rights
 - a test to check the human rights temperature in your school
 - a quiz to test your fundamental rights knowledge
 - suggestions on how you can help fight discrimination
 - questions to think about and discuss with your friends
 - links to youth programmes so you can get involved
 - useful facts about the work of the EU and international organisations
 - international days to commemorate various human rights anniversaries
- and much more...

All 54 articles of the Charter of Fundamental Rights are in this agenda. Find out your rights every week and test your knowledge at the end of this S'cool Agenda!



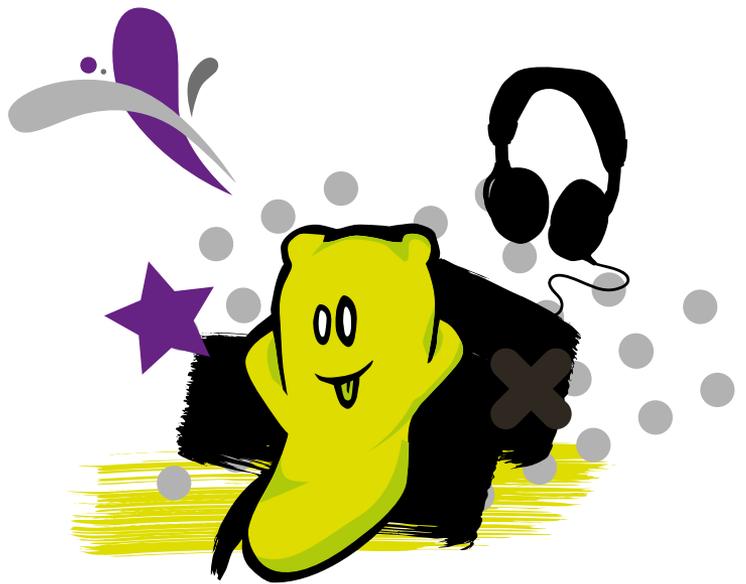
timmy will accompany you throughout the agenda.



THE CHARTER OF THE FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION IS YOUR BILL OF RIGHTS. THE FUNDAMENTAL RIGHTS AREAS COVERED BY THE CHARTER ARE PRESENTED THROUGHOUT THIS AGENDA. FIND OUT MORE ABOUT YOUR RIGHTS EVERY WEEK AND TEST YOURSELF AT THE END OF THE S'COOL AGENDA!

ME
AND

MY FRIENDS



My name:

My friend:

My friend:

My friend:

My friend:

My friend:

My friend:

Calendar

July

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 26 | | | | | | | 1 |
| 27 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 28 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 29 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 30 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 31 | 30 | 31 | | | | | |

August

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 31 | | | 1 | 2 | 3 | 4 | 5 |
| 32 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 33 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 34 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 35 | 27 | 28 | 29 | 30 | 31 | | |

September

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 35 | | | | | | 1 | 2 |
| 36 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 37 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 38 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 39 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

October

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 40 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 42 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 43 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 44 | 29 | 30 | 31 | | | | |

November

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 44 | | | | 1 | 2 | 3 | 4 |
| 45 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 46 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 47 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 48 | 26 | 27 | 28 | 29 | 30 | | |

December

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 48 | | | | | | 1 | 2 |
| 49 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 50 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 51 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 52 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 53 | 31 | | | | | | |

January

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 1 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 3 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 4 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 5 | 28 | 29 | 30 | 31 | | | |

February

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 5 | | | | | 1 | 2 | 3 |
| 6 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 8 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 9 | 25 | 26 | 27 | 28 | | | |

March

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 9 | | | | | 1 | 2 | 3 |
| 10 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 12 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 13 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

April

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 14 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 17 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 18 | 29 | 30 | | | | | |

May

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 18 | | | 1 | 2 | 3 | 4 | 5 |
| 19 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 20 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 21 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 22 | 27 | 28 | 29 | 30 | 31 | | |

June

| Wk | M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|----|
| 22 | | | | | | 1 | 2 |
| 23 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 24 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 26 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Rights of the Child

Are you a child? Even if you don't consider yourself a child anymore...
...in legal terms, a child is defined as anyone under the age of 18.

All humans have human rights. But children, because they are still growing, need special protection and have special additional rights. Children have, for example, the right to relax and play. They also have the right to be protected from dangerous work, sexual abuse and harmful drugs.

The rights of children are included in the laws of the country you live in and in European and international laws called "treaties", like the United Nations (UN) Convention on the Rights of the Child (CRC). For an easy-to-understand version of the CRC, see: www.unicef.org/magic/briefing/uncorc.html.

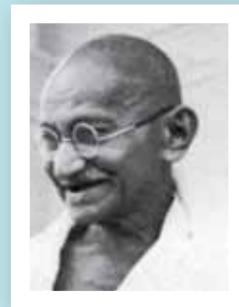


There are a number of easily understandable rights, such as the right to education or the right to health. But other rights are less obvious. Freedom of association and freedom of religion, the right to information and the right to be heard in matters affecting you, such as by the court if your parents divorce, are all examples of rights to which every child is entitled.

'If we are ever to have real peace in this world, we shall have to begin with the children.'

Mahatma Gandhi

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



Copyright Buenos Dias / AGE



Have your voice heard!
Check out what some active youngsters say on Facebook!
Voices of youth:
www.facebook.com/voicesofyouth

Discussion questions:

- How and when can children participate in deciding matters in the family, in school or in local government?
- Can you think of ways you could improve things in your school?
Are there any changes you would like to suggest?

Does your country have an Ombudsperson for Children?
An OmbudsWHAT?

Some European countries have an Ombudsperson for children: this is an independent institution which protects and promotes the rights of children. Check out the European Network of Ombudspersons for children:
www.crin.org/enoc.

MONDAY

16

TUESDAY

17

WEDNESDAY

18

Lined writing area for Monday 16, Tuesday 17, and Wednesday 18.

THURSDAY

19

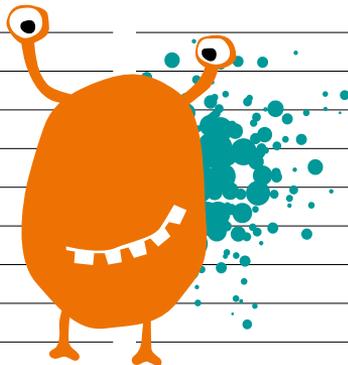
FRIDAY

20

SATURDAY

21

Lined writing area for Thursday 19, Friday 20, and Saturday 21.



SUNDAY

22

Lined writing area for Sunday 22.

MONDAY

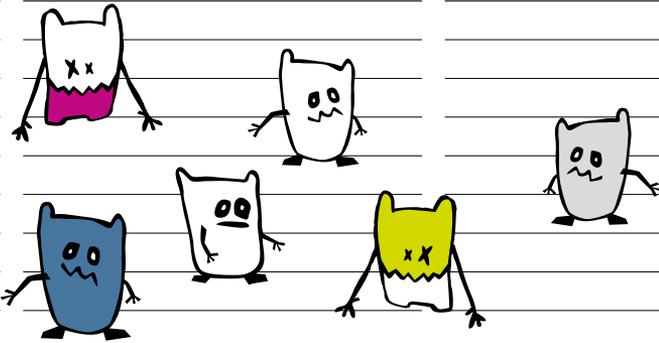
23

TUESDAY

24

WEDNESDAY

25



THURSDAY

26

FRIDAY

27

SATURDAY

28

SUNDAY

29

One of the main tasks of the FRA is to collect, analyse and disseminate objective, reliable and comparable information on the development of fundamental rights in the EU. The agency also develops methods and standards to improve the quality and comparability of data at EU level, as well carrying out and supporting scientific research and surveys.

MONDAY

30

TUESDAY

31

WEDNESDAY

1

Blank lined writing area for Monday, Tuesday, and Wednesday.

THURSDAY

2

FRIDAY

3

SATURDAY

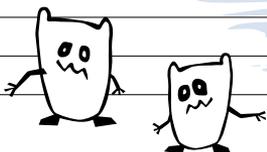
4

Blank lined writing area for Thursday, Friday, and Saturday.

SUNDAY

5

Blank lined writing area for Sunday.



Discrimination in education

Education for all is a first step towards a society that caters for everyone. Everyone, everywhere at anytime should have the right to choose the kind of education they want to receive.

Did you know?

In some schools in Europe, Roma children are kept physically separate from other children, although, sometimes, they are in the same building! This is not because of a lack of space. Nor is it because they attend different types of schools – it is simply discrimination!

A survey of 18 schools and 35 classes in Hungary found Roma pupils perform worse when they are separated from the others: 69% of Roma pupils performed poorly in separated classes, compared with 40% of Roma pupils in mixed classes.
(FRA, *Fundamental rights: challenges and achievements in 2010 – Annual Report*, 2011)

In the EU-wide survey of the FRA on the experiences of immigrant and ethnic minority groups of discrimination and victimisation (EU-MIDIS), 10% of Roma respondents felt they had been discriminated against in education at least once in the past year, either as students or as parents.
(FRA, *EU-MIDIS Main results report*, 2009)

Other examples of discrimination are:

- racist content in school books
- racist behaviour/acts by school teachers or students
- religious discrimination
- extreme right-wing incidents at school

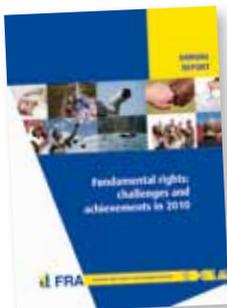
Promising practices

The Council of Europe launched a European training programme for Roma mediators. Once trained, the mediators will provide Roma people with legal and administrative advice to help them overcome any difficulties they may face in exercising their rights, such as access to housing, education, employment and healthcare.

In primary, secondary and vocational schools in the Netherlands, all racist incidents are registered in a national registration system. These numbers are also made public. (FRA, *Annual Report*, 2011)

An EU Platform for Roma Inclusion was launched in April 2009 to address the inclusion of Roma in the EU. Read more about this platform at: www.equineteurope.org and about discrimination against Roma in education on the Council of Europe's website: www.coe.int/romatravellers.

If you are interested in Roma and Travellers in the EU, FRA can tell you more. Go to the publications section of our website to read a variety of publications on Roma, <http://fra.europa.eu>.



MONDAY

13

TUESDAY

14

WEDNESDAY

15

Handwriting practice area for Monday, Tuesday, and Wednesday. The area is divided into three columns corresponding to the days. Each column contains ten horizontal lines. A large, stylized blue letter 'L' is positioned in the first column, spanning across the lines. The letter has a white face with two black dots for eyes and a small white smile. The background of the first column is decorated with a cluster of white, bubble-like shapes.

THURSDAY

16

FRIDAY

17

SATURDAY

18

Handwriting practice area for Thursday, Friday, and Saturday. The area is divided into three columns corresponding to the days. Each column contains ten horizontal lines.

SUNDAY

19

Handwriting practice area for Sunday. The area contains ten horizontal lines.

MONDAY

20

TUESDAY

21

WEDNESDAY

22

THURSDAY

23

FRIDAY

24

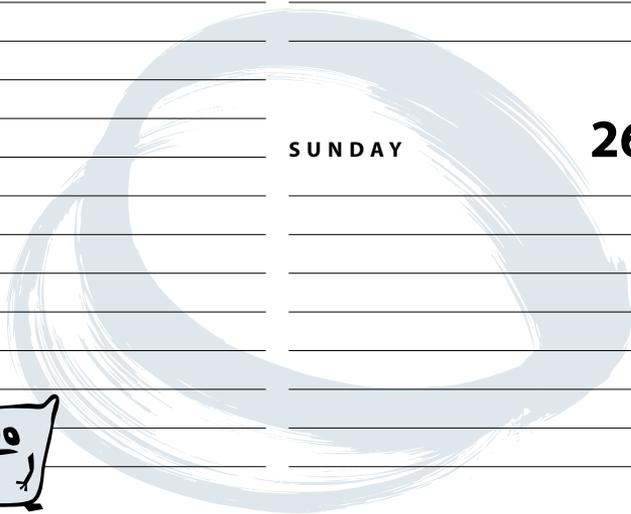
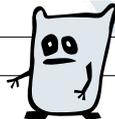
SATURDAY

25

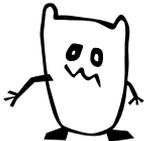
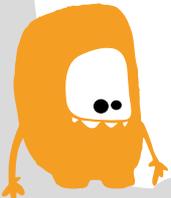
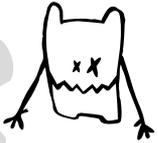
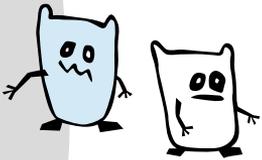
INTERNATIONAL DAY
FOR THE REMEMBRANCE
OF THE SLAVE TRADE AND
ITS ABOLITION

SUNDAY

26



Space for your ideas

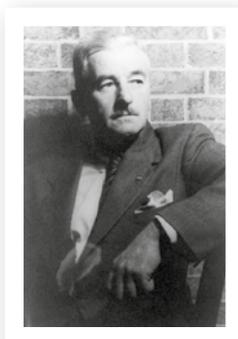




Know and share your rights!

"Never be afraid to raise your voice... against injustice and lying and greed. If people all over the world... would do this, it would change the earth."

William Faulkner
Writer (1897–1962)



© Carl Van Vechten

Why not use this calendar to test your fundamental rights knowledge?

Ask your friends what they know about the issues in this calendar.

You could also start looking at newspapers or television programmes and collect examples of how different groups in society are portrayed – for example, people with disabilities, migrants or minorities. Suggest a class discussion on the topic. Consider whether these groups are being portrayed fairly or whether they are being stereotyped.

Then look at your local community or school. What is being done to combat discrimination or violations of fundamental rights? What else should be done?

Perhaps your teacher could plan a field trip or community visit to places which work with human rights on a daily basis, such as prisons, courts and historical sites. Or perhaps your teacher could invite staff from a non-governmental organisation working on human rights to talk about their experiences.

Did you know?

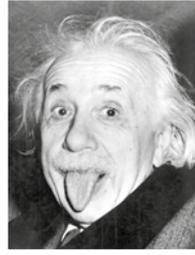
In a number of EU countries, also known as "EU Member States", a person belonging to an ethnic minority is more likely to be stopped by the police than a person belonging to the majority population.

Try role playing!

1. Choose a profession – such as police officer, cleaner, bus driver, teacher or landlord – and pair up with a fellow pupil who has selected a different profession
2. Pick a situation, like looking for a job or flat or reporting a crime.
3. Discuss which fundamental rights might be important to the situation.
4. Get into character and role play the situation.
5. Which human rights challenges came up while role playing?

For more human rights education practices, role plays and games, go to:
eycb.coe.int/compass or www.humanityinaction.org.

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, non-violent protesting, discussion with your opponents and many other activities. Don't be a bystander, be informed and get involved!



Copyright Buenos Dias / KPA

'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 theoretical-physicist and Nobel Prize winner (1879-1955)

Active Citizenship

Did You Know?

Since February 2011, a million people can suggest matters where they think it would be good to have European legislation.
(www.citizens-initiative.eu).



The **European Youth Parliament**, founded in 1987, is a unique forum designed to actively engage young people in shaping their future society. For more information on the European Youth Parliament, go to: www.eypej.org. If interested, ask your teacher how you can get involved in the European Youth Parliament.

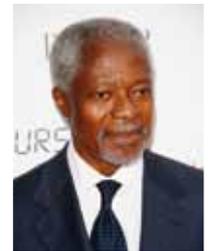
The European citizens' initiative requires:

- one million signatures (by paper or electronically);
- nine of the 27 EU Member States to be represented;
- the number of signatures be proportionate to the size of the country, e.g. 72,000 signatures would be needed from Germany, 24,750 from Romania, 4,500 from Malta;
- all signatures to be collected within 12 months.

'No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.'

Kofi Annan

Former Secretary General of the UN and Nobel Peace Prize winner



© Getty Images/AFP

Have your voice heard in the **European Youth Forum**
youthforum.org.

MONDAY

24

TUESDAY

25

WEDNESDAY

26

EUROPEAN DAY
OF LANGUAGES

THURSDAY

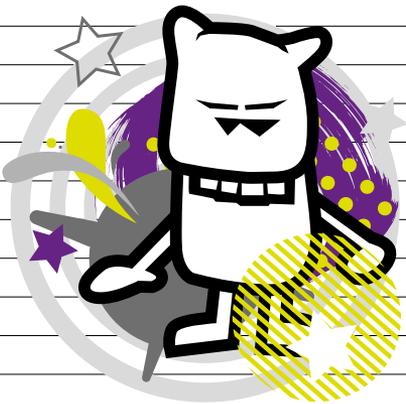
27

FRIDAY

28

SATURDAY

29



SUNDAY

30

Learning languages in Europe

Κ Ω Ж
Ђ Ѓ Ц S
Σ α

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. Altogether, there are now three different alphabets officially used in the EU: Latin, Greek and Cyrillic!



'A man who does not know a foreign language is ignorant of his own.'
Johann Wolfgang von Goethe German playwright, poet, novelist and dramatist (1749–1832)

Copyright Buenos Dias / Bridgeman

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
- Employers often need people who can speak foreign languages
- If you can speak someone else's language, you can better understand their culture and perspective on life

In various parts of the European Union, there are 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.

Speaking a common language is a condition for 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.

Learn how to say "thank you" and "hello" in the 23 official languages of the EU. Go to Week 1!"



MONDAY

1

TUESDAY

2

WEDNESDAY

3

INTERNATIONAL DAY
OF OLDER PERSONS

THURSDAY

4

FRIDAY

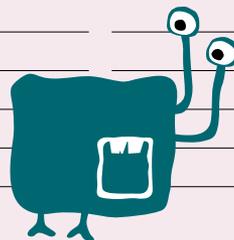
5

SATURDAY

6

SUNDAY

7



child trafficking

Have you heard of child trafficking?

A child has been trafficked if he or she has been moved within a country, or across borders, whether by force or not, in order to exploit the child. Exploitation can mean being forced into begging, prostitution or child labour. Some call it the 'slavery of today'. Did you know that child helplines last year received almost 10,000 calls in relation to child trafficking?

Trafficking is a horrendous crime!

Victims (and their families) are threatened, raped and abused physically and emotionally.

Trafficking is a business

Slave traders gained millions selling thousands of Africans to the Americas between the 16th and 19th century. Traffickers continue to earn lots of money from this modern slavery.

Important:

Human trafficking is driven by demand. Some men pay for underage sex. What can be done to change this? Check out the campaign 'Real men don't buy girls' www.demiandashton.org, organised by actors Demi Moore and Ashton Kutcher.

MTV has a website with music, films and other info on trafficking, check it out! www.mtvexit.org

Trafficking is not smuggling

A smuggler gets paid to assist people in crossing borders illegally, which are often dangerous journeys. For example, some smugglers organise motor boats to cross the Mediterranean Sea from the African coast to Spain, Italy or Malta. Smuggled people who manage to cross are free when they arrive, although their legal status can vary from country to country. The victim of trafficking is not free but enslaved.

What does this symbol stand for?



Check out the answer in Week 49!

Something to think about:

How can you be sure that the clothes you buy have not been made by children exploited by traffickers?

You can influence things! Check the website of your favourite shops and see what they say about child labour or child exploitation!

MONDAY

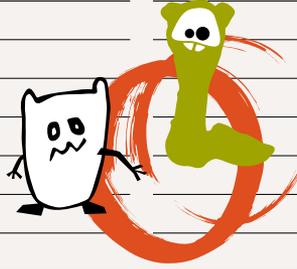
5

TUESDAY

6

WEDNESDAY

7



THURSDAY

8

FRIDAY

9

SATURDAY

10

MARKING OF
THE NOVEMBER 1938
POGROM KRISTALNACHT

ADOPTION OF THE
UNIVERSAL DECLARATION
OF HUMAN RIGHTS

SUNDAY

11

MONDAY

12

TUESDAY

13

WEDNESDAY

14

THURSDAY

15

FRIDAY

16

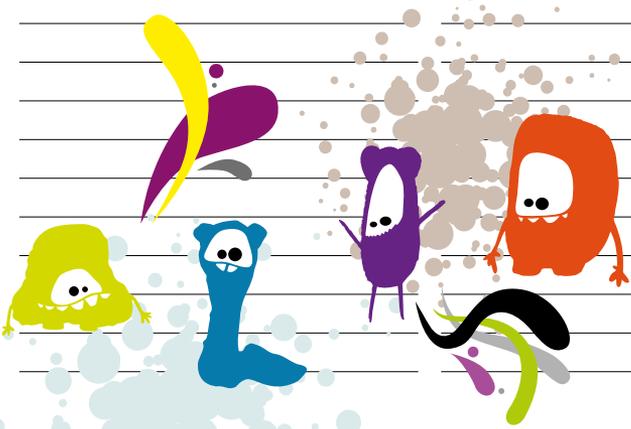
SATURDAY

17

INTERNATIONAL DAY
OF TOLERANCE

SUNDAY

18

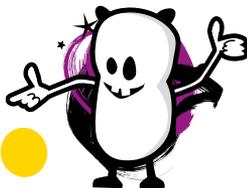


DOMESTIC VIOLENCE

Domestic violence is violence which happens in the home. It does not happen by accident. People do not become violent because they are under stress, have had too much to drink or are unemployed. It is instead a conscious decision to undermine another person, to control them or to make them feel powerless! Women and children are all too often at risk of suffering from domestic violence.

There are many forms of violence:

- physical violence (beatings, slapping, pushing, choking and even murder);
- mental or psychological violence (insults, humiliation, intimidation, defamation, neglect, suicide threats, stalking and psychological terror);
- sexual violence (rape, sexual abuse or assault);
- financial or economic violence (controlling or hoarding money, preventing someone from opening an account).



Children in a shelter for battered women comment:
"It also hurts me. I also saw how he was beating my mom. I was feeling sad, in my stomach, everything was shivering," **Sabina, 11.**
"I always put myself in between him and my mother, so that he doesn't beat her, but me." **Bernhard, 14.**



Such violence can have serious consequences for victims, especially children. They may encounter problems sleeping or concentrating. They may develop eating disorders or become angry and aggressive. Some even commit suicide.

Children have a right to grow up in an abuse-free household. Domestic violence is illegal, and the state has a duty to protect children. If you experience violence, you should notify the police.

European emergency number: 112

In 2011–2012, the FRA will carry out the first EU-wide survey on gender-based violence against women. The survey will collect details about the violence, those who carry it out and the situations where such violence occurs. These results will be made available in 2013 and will be used to better assist victims.

For more information, go to: <http://fra.europa.eu>.

MONDAY

19

TUESDAY

20

WEDNESDAY

21

UNIVERSAL CHILDREN'S
DAY

THURSDAY

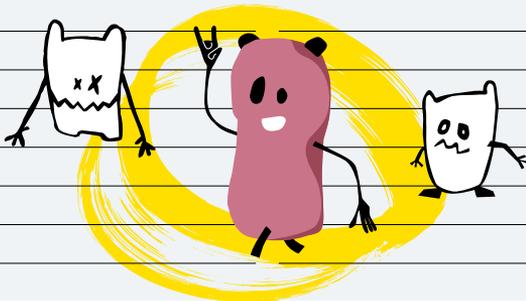
22

FRIDAY

23

SATURDAY

24



SUNDAY

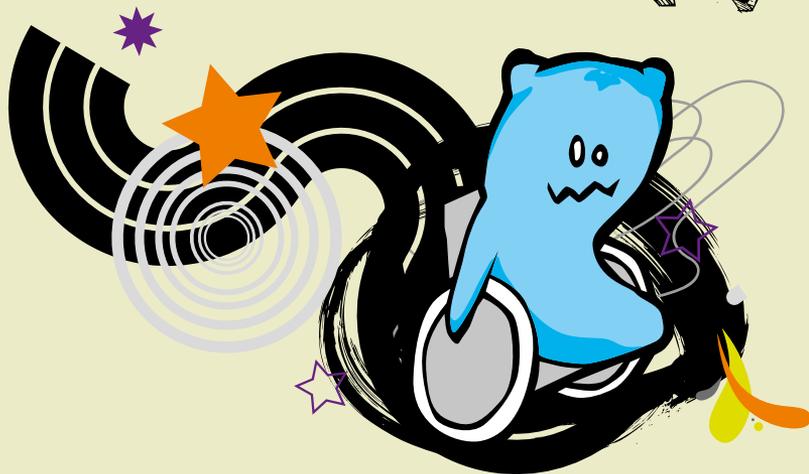
25

INTERNATIONAL DAY
FOR THE ELIMINATION
OF VIOLENCE AGAINST
WOMEN

The rights of people with disabilities are set out in the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD). All 27 EU Member States have signed up to the Convention, showing their commitment to promoting and protecting these rights.

"The UN Convention on the Rights of Persons with Disabilities sends a clear message: it is not persons with disabilities who need to change to fit society but society itself, which must adapt to the needs of persons with disabilities"
(FRA Director, Morten Kjaerum)

DISABILITY



Facts:

- There are 80 million people with disabilities in Europe.
- Globally, some 180 million 10 - to 24-year olds live with a physical, sensory or intellectual disability or mental health problem significant enough to make a difference to their daily lives.
- Young people with disabilities are two-to-five times more at risk of violence than their non-disabled peers.
- Nine out of 10 people with a learning disability have experienced bullying or been the victim of a crime.

If your vote is not counted, do you not count?

The right to vote is a fundamental right of all EU citizens. However, in some EU Member States, people with mental health problems or intellectual disabilities are discriminated against, as they are not granted this right.

(FRA report on the Right to political participation, 2010)

The "unable" model of disability



You must not go out on your own!



You don't need an education!

The person with a disability is the problem.



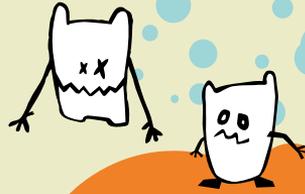
You are sick!



You should not have a relationship!

Fact:

95% of websites are not accessible to people with disabilities, as texts are hard to read, controls difficult to click, audio hard to hear or videos hard to see.



Did you know?

The Nazis led an aggressive euthanasia campaign trying to eradicate people they considered 'unworthy to live'. Within a short period of time, about 70,300 people were killed. Formally, the euthanasia programme targeted people with mental and physical disabilities. In reality, though, it also extended to anyone considered a threat to the Nazi regime.
(Association Olokaustros, 2008)

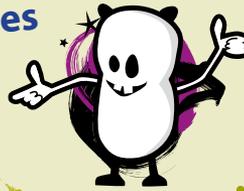
Education for all

Everyone should have the right to choose what kind of education they want to receive. The UN Convention says that people with disabilities have a right to education, which they should enjoy without discrimination and on the basis of equal opportunity. States have to provide inclusive education systems which lead to the full development of an individual's potential, personality, abilities, dignity and self-worth.

Facts:

18% of all Europeans go to university, but only 9% of Europeans with disabilities go to university.

How can people with disabilities participate in your school's daily activities?



The enabling model of disability



I'm a great cook!

With the right kitchen tools!



I run my own business!

With an adapted computer.



I can go to a restaurant!

With a personal assistant, friends and/or by taxi.



The barriers are the problem.



I can drive!

With an automatic car!

3 December has been **International Day of Persons with Disabilities** since 1992, during which activities are held around the world to raise awareness about a specific theme. In 2011, the focus was on including people with disabilities in development policies and programmes to create a 21st century 'society for all'. Other years have looked at topics such as independent living and accessibility.

MONDAY 3 TUESDAY 4 WEDNESDAY 5

INTERNATIONAL DAY OF PERSONS WITH DISABILITIES

THURSDAY 6 FRIDAY 7 SATURDAY 8

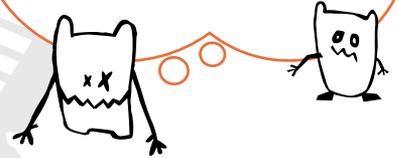
SUNDAY 9



Answer: It stands for Fairtrade – certified companies that are highly ethical in their working methods, by ensuring, for example, that employees receive decent salaries and are allowed to join trade unions. They must also guarantee that none of their suppliers or contractors use forced or child labour.

Thousands of people enter the EU every year. Some of them come because they are in need of international protection and have the right to apply for asylum (they are asylum seekers), others come to improve their prospects. When migrants do not have the necessary papers to live and stay in a country, they are in an 'irregular' legal situation. They are more likely to have their basic human rights violated.

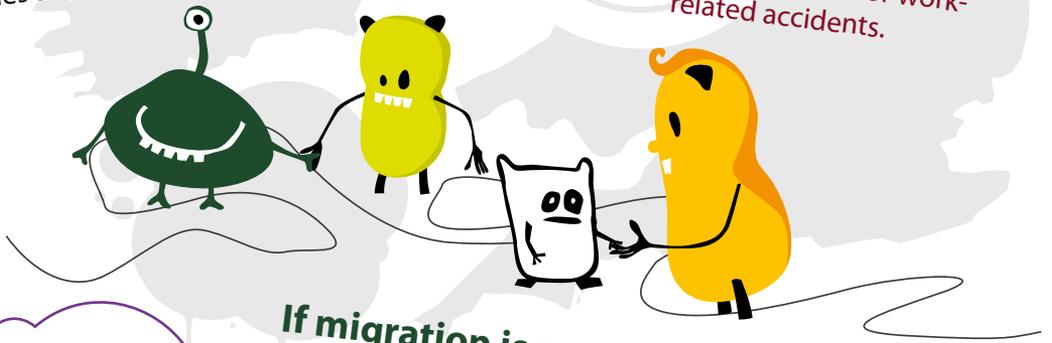
Did you know that a large number of domestic workers in the EU are migrants? Although many are working, they are not always in the EU legally. And most irregular migrants in domestic work are women.



migrants in an irregular situation

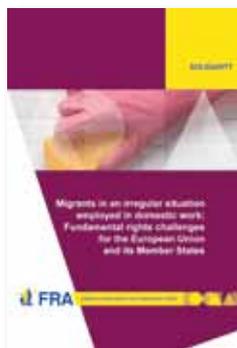
The risk of detection and deportation discourages such migrants from going to the police or from seeking justice, even when they become victims of serious abuse or exploitation. Many of these migrants work, for example, in the domestic sector, caring for children or the elderly, and/or cleaning homes and other chores.

Their irregular immigration status makes this group very vulnerable to exploitation, including physical abuse. Typical forms of exploitation include low pay, excessive working hours and lack of compensation for work-related accidents.



Do you know of any domestic workers who perform household chores or take care of elderly people or children? Is that person receiving fair pay, sick leave, vacation, health insurance and compensation for work accidents?

If migration is properly managed, it can benefit both the migrant and host countries!



Read the FRA advice on improving their situation in the report *Migrants in an irregular situation employed in domestic work* at: <http://fra.europa.eu>.

MONDAY

10

TUESDAY

11

WEDNESDAY

12

HUMAN RIGHTS DAY

THURSDAY

13

FRIDAY

14

SATURDAY

15

SUNDAY

16



MONDAY

17

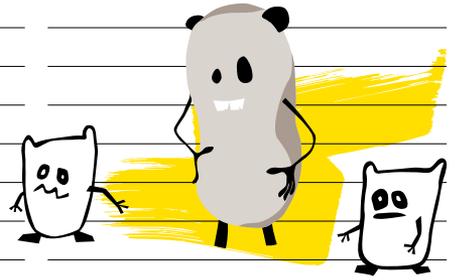
TUESDAY

18

WEDNESDAY

19

INTERNATIONAL
MIGRANTS DAY



THURSDAY

20

FRIDAY

21

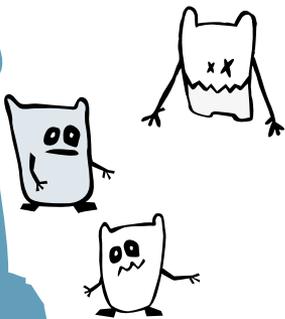
SATURDAY

22

SUNDAY

23

Space for your ideas



HELLO!

Български - BG - Bulgarian

Hello - Здравей
Thank you - Благодаря

Gaeilge - GA - Irish

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

Čeština - CS - Czech

Hello - Ahoj
Thank you - Děkuji

Slovenščina - SL - Slovene

Hello - Zdravo
Thank you - Hvala

Dansk - DA - Danish

Hello - Hej
Thank you - Tak

English - EN - English

Hello
Thank you

Elinika - EL - Greek

Hello - Γειά σου
Thank you - Σ'ευχαριστώ

Nederlands - NL - Dutch

Hello - Hallo
Thank you - Dank u

Eesti - ET - Estonian

Hello - Tere
Thank you - Tänan

Italiano - IT - Italian

Hello - Ciao
Thank you - Grazie

Français - FR - French

Hello - Salut
Thank you - Merci

Español - ES - Spanish

Hello - Hola
Thank you - Gracias

Polski - PL - Polish

Hello - Cześć
Thank you - Dziękuję

Latviesu valoda - LV - Latvian

Hello - Sveiki
Thank you - Paldies

Magyar - HU - Hungarian

Hello - Szia
Thank you - Köszönöm

Lietuviu kalba - LT - Lithuanian

Hello - Labas
Thank you - Ačiū

Slovenčina - SK - Slovak

Hello - Ahoj
Thank you - Ďakujem

Português - PT - Portuguese

Hello - Olá
Thank you - Obrigado

Svenska - SV - Swedish

Hello - Hej
Thank you - Tack

Română - RO - Romanian

Hello - Alo
Thank you - Mulțumesc

Suomi - FI - Finnish

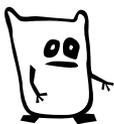
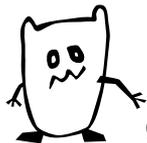
Hello - Hei
Thank you - Kiitos

Deutsch - DE - German

Hello - Hallo
Thank you - Danke

Malti - MT - Maltese

Hello - Hello
Thank you - Grazzi



MONDAY

14

TUESDAY

15

WEDNESDAY

16

THURSDAY

17

FRIDAY

18

SATURDAY

19

SUNDAY

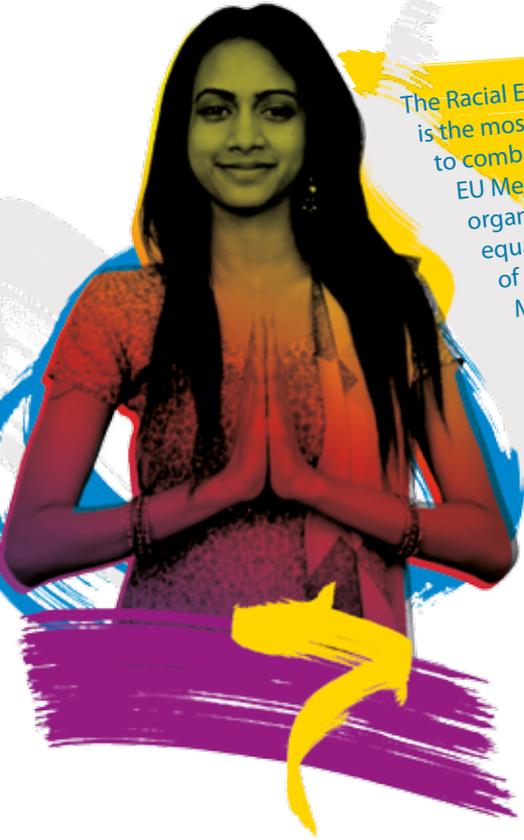
20



Did you know that, according to the EU-MIDIS survey by the FRA, only one in four respondents were aware that anti-discrimination legislation exists for housing, services and employment?

THE MANY FACES OF DISCRIMINATION

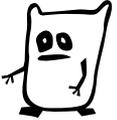
**Why might someone be discriminated against?
Why does discrimination take place, and what forms does it take?**



The Racial Equality Directive, adopted in 2000, is the most important piece of EU legislation to combat racial and ethnic discrimination. EU Member States must designate an organisation "to implement the principle of equal treatment between persons irrespective of racial or ethnic origin". As of 2010, all EU Member States have such an organisation.

For more on the EU anti-discrimination campaign, go to:
www.stop-discrimination.info.

'I was refused entry into a nightclub because of my skin colour.'
Philip, 22



THERE'S DIRECT DISCRIMINATION...

Direct discrimination is when a person is treated worse than another in a comparable situation because of his/her racial or ethnic origin, religion or belief, disability, age or sexual orientation.

An example of direct discrimination:

In Ireland in 2010, four Polish migrants working on an industrial site suffered discrimination. They were told not to speak Polish to one another on their lunch breaks, were subjected to direct verbal abuse and were told that the odour of Polish food and Polish people was unpleasant. The Irish Equality Tribunal awarded them compensation. (FRA, Annual Report, 2011)

...AND INDIRECT DISCRIMINATION...

Indirect discrimination is when a policy or practice is introduced which seems to be neutral, but later proves to put people of ethnic origin, with a particular belief or religion, disability, gender, age or sexual orientation at a disadvantage. Even though it seems that everyone is treated equally, some people may be at a disadvantage.

An 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.

In Germany, a man born in the Ivory Coast was rejected three times for a job as a postman, while the position remained vacant. He was told that his German was not good enough even though he had already worked in German offices. The labour court compensated him for unlawful indirect discrimination on the grounds of ethnic origin. (FRA, Annual Report 2011)

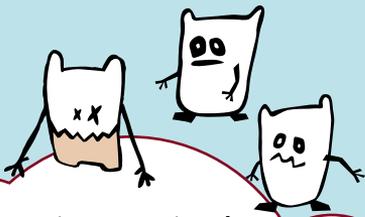


...AND EVEN MULTIPLE DISCRIMINATION!

Multiple discrimination is when discrimination occurs on more than one ground, for example, sex, religion and ethnic background.

An example of multiple discrimination:

In August 2010, a doctor in a small town in Hesse, Germany, decided not to treat Muslim women wearing headscarves, patients without basic German skills and "Islamic families with more than five children". He displayed these new rules on a poster in his practice.



27 January is International Holocaust Remembrance Day, marking the liberation of the Auschwitz-Birkenau concentration camp. In addition to paying homage to Nazi victims, many EU countries also coordinate activities to condemn all acts of intolerance, racial hatred, antisemitism and xenophobia.

A FRA project on Holocaust and human rights education shows that Holocaust-related memorial sites and museums pass on human rights lessons as well as historical facts. Yet, few institutions focus on raising awareness about human rights, and few schools link education about the Holocaust with human rights. Human rights education and Holocaust education can, however, complement each other by building knowledge of lessons learned from past human rights violations and helping people to reflect on today's human rights dilemmas. FRA's handbook for teachers gives practical

advice on how to integrate education on the Holocaust and human rights into the school curricula.



Understanding the past to learn for the future

Yad Vashem, Jerusalem

The Jewish people's living memorial to the Holocaust, Yad Vashem, safeguards the memory of the past and imparts its meaning to future generations. For over half a century, Yad Vashem has been committed to four pillars of remembrance:

- Commemoration
- Documentation
- Research
- Education

Yad Vashem online:
www.yadvashem.org

Mauthausen Memorial

During the Second World War, the Nazi regime erected a concentration camp in Mauthausen, Austria. They imprisoned and tortured many people in this camp. Shortly after the war ended, in 1947, the Mauthausen Memorial was erected on the site of the former concentration camp. Visitors to the memorial are shown how hundreds of thousands of people were tortured and murdered in the midst of civilian society.

The Mauthausen Memorial online:
www.mauthausen-memorial.at

The **Shoah* Memorial** in Paris is Europe's largest research, information and awareness-raising centre on the history of the genocide of the Jews during the Second World War. The museum offers exhibitions, conferences, an exceptional set of archives and many programmes specifically designed for school pupils and their teachers. All these activities contribute to a reflection on genocides of the 20th century.

The Shoah Memorial online:
www.memorialdelashoah.org



* The word *Holocaust* is the commonly used term in English, while the French use the Hebrew word *Shoah*, which means *catastrophe*.

MONDAY

28

TUESDAY

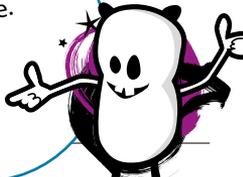
29

WEDNESDAY

30

DATA PROTECTION DAY

Some 73% 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)



THURSDAY

31

FRIDAY

1

SATURDAY

2

SUNDAY

3

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?
Go to: <http://fra.europa.eu>

DATA PROTECTION

YOU ALSO HAVE RIGHTS ONLINE!

Data protection may sound dull to you, but each time you register on a website or publish information online, for example on Facebook, you are giving away your personal data, such as your name, age, address, telephone and interests. Be careful! Your personal data are yours, but they can be misused and abused by others. Not everyone online has good intentions. Criminals might want access to your computer or trick you into buying something. Others might want to try to get to know you in person and possibly harm you.



By law, you have the right to know how your data are being used and to access your own information. And if you are under 18, your parents can decide how your personal data are used. For a full list of rights, have a look at: *Data Protection in the European Union – What are your rights as citizens?* Have a look at the europa website at ec.europa.eu/justice/policies/privacy/guide/ or ec.europa.eu/justice/data-protection/individuals/



If you google your name how much information can you find about yourself? If you can find it, so can others!

Did you know?
Companies hosting a website are required by law to remove your data from their site if you ask them. This includes your profile, photos and text!

TOP TIPS

- Create safe profiles – control access and be careful what you make public.
- Protect your privacy online – never give out personal data online or use nicknames. If you have to give out such data, make sure you trust the website and check why they need it!
- Respect others – your information is private and so is the information of others. Selling your data to others without your consent is a crime!
- You're not invisible – the internet keeps records of all activities. Search engines collect information and store it. Once it's in the worldwide web, it's well, worldwide.

Not happy?
Contact your national data protection supervisory authority.



For more information, see the 2010 FRA report *Data Protection in the EU: the role of National Data Protection Authorities*.



MONDAY

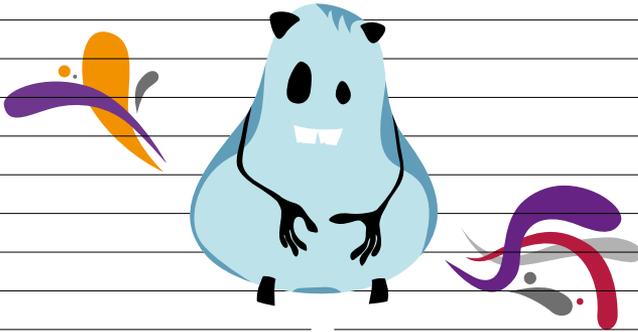
11

TUESDAY

12

WEDNESDAY

13



THURSDAY

14

FRIDAY

15

SATURDAY

16

SUNDAY

17

MONDAY

18

TUESDAY

19

WEDNESDAY

20

Lined writing area for Monday 18, Tuesday 19, and Wednesday 20.

THURSDAY

21

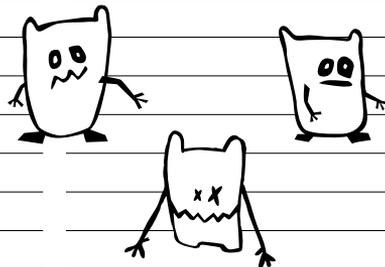
FRIDAY

22

SATURDAY

23

Lined writing area for Thursday 21, Friday 22, and Saturday 23.

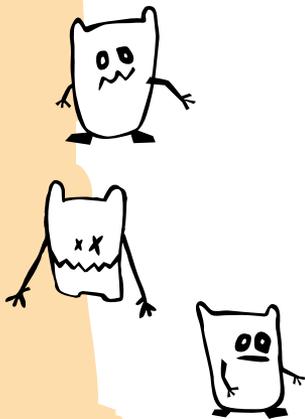


SUNDAY

24

Lined writing area for Sunday 24.

Space for your ideas



MONDAY

25

TUESDAY

26

WEDNESDAY

27

THURSDAY

28

FRIDAY

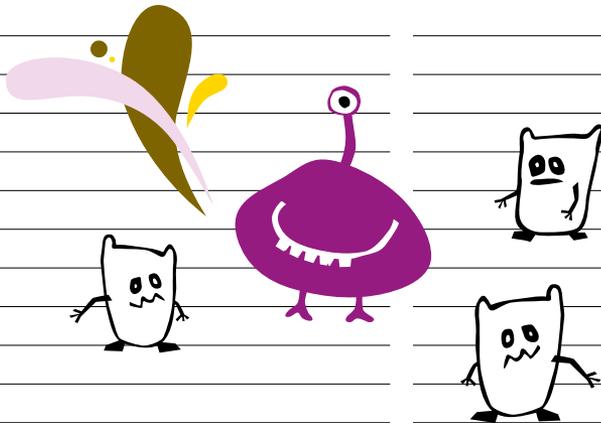
1

SATURDAY

2

SUNDAY

3



MONDAY

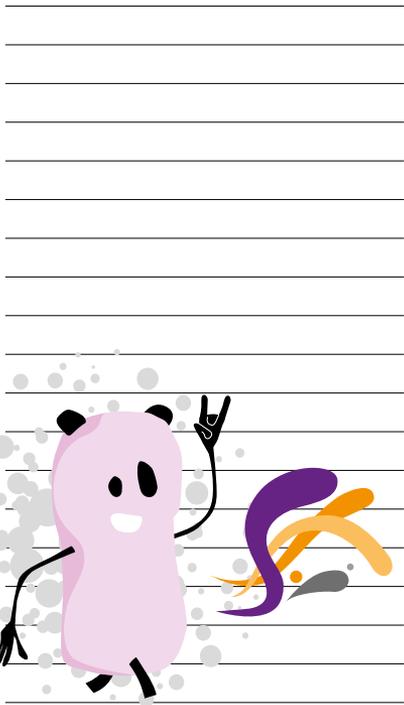
4

TUESDAY

5

WEDNESDAY

6



THURSDAY

7

FRIDAY

8

SATURDAY

9

INTERNATIONAL WOMEN'S
DAY AND UNITED NATIONS
DAY FOR WOMEN'S RIGHTS
AND INTERNATIONAL
PEACE

SUNDAY

10

GENDER equality = Equality between men and women

Equality between women and men is a fundamental right!

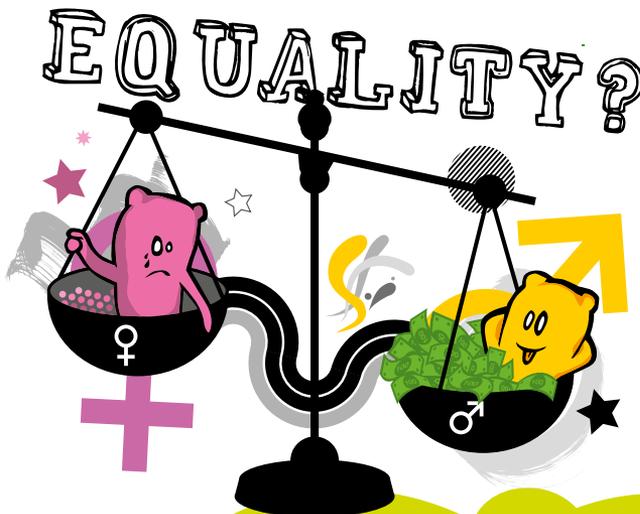
Equality of the sexes is legally binding under the EU Charter of Fundamental Rights and is protected by the Court of Justice of the European Union (CJEU) in Luxembourg.

Gender stereotypes are one of the most persistent causes of inequality between women and men. Despite huge changes in the lives and gender attitudes of people, gender stereotypes remain an everyday reality.



Perceptions of what is 'feminine' and what is 'masculine', and how boys and girls 'should' behave, shape behaviour from early childhood and determine the lifestyle choices people make. They establish certain limits to what is socially acceptable for men and for women at home or in relationships, while steering decisions about education, work, leisure, hobbies, even physical appearance, among other areas of life. Gender stereotypes 'trap' women and men into certain social roles, restrict their choices and aspirations and can have negative consequences for both women and men.

Girls are expected to love playing with dolls and be responsive to others' needs. They are usually supported in their wish to become ballerinas. Later on in their lives, they are expected to choose socially-oriented professions and become good mothers and care givers.



Boys, instead, are expected to love playing with cars, be active and dream of one day becoming policemen or pilots. As men they should support their families, but concentrate more on their careers than on their families.

Do we need to challenge the existing gender stereotypes?

Yes, if we wish people, men and women, to be able to make free choices and pursue identities which would let them realise their own potential, aspirations and ambitions.

To map the persistence of gender-stereotypic attitudes and perceptions, the European Institute for Gender Equality (EIGE) launched a study in 2010 to collect real-life stories of people in all EU Member States. These stories will help EIGE, which is based in Vilnius, Lithuania, to analyse more specifically how gender stereotypes affect perceptions and influence people's lives, as well as to propose 'triggers' for changes in attitudes. EIGE works with EU institutions and Member States for greater gender equality in the EU. The FRA cooperates with EIGE in key areas such as collecting information in the EU on violence against women.

For more information on EIGE, go to:

www.eige.europa.eu

MONDAY

11

TUESDAY

12

WEDNESDAY

13

Lined writing area for Monday, Tuesday, and Wednesday.

THURSDAY

14

FRIDAY

15

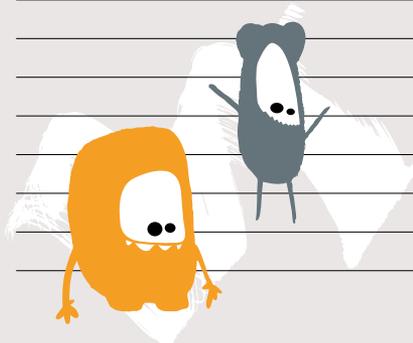
SATURDAY

16

Lined writing area for Thursday, Friday, and Saturday.

SUNDAY

17



racism & racial discrimination

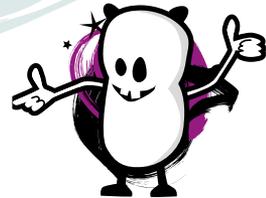
Racial discrimination comes from the belief that differences in human character are due to race, which is a discriminatory belief used to justify treating some people worse than others. *"Any doctrine of superiority based on racial differentiation is scientifically false, morally condemnable, socially unjust and dangerous, and there is no justification for racial discrimination, in theory or in practice, anywhere."* (UN, International Convention on the Elimination of All Forms of Racial Discrimination))



In the EU, the Racial Equality Directive of 2000 is the main piece of EU legislation against racial or ethnic discrimination.

The FRA will launch a survey in 2012 on Jewish people's experiences and perceptions of antisemitism. Its findings will provide a more comprehensive picture and help policy makers to address the issue of antisemitism in the EU today.

In a survey in the Netherlands, 18% of people from ethnic minorities reported job rejections which they believed were due to discrimination. (FRA, Annual Report 2011)



"No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite."

Nelson Mandela
human rights activist
and former South African
President

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

Did you know there is an International Day for the Elimination of Racial Discrimination? Do you know why?

On 21 March in 1960, in Sharpeville, South Africa, police opened fire on peaceful demonstrators protesting against Apartheid, killing 69 people and injuring 180. To commemorate this tragedy, the United Nations declared 21 March as International Day for the Elimination of Racial Discrimination, calling on the international community to work together to combat racism and discrimination.



For a list of equality bodies which help victims of discrimination, go to: equineteurope.org/361.html

MONDAY

18

TUESDAY

19

WEDNESDAY

20

'Football is everything, even gay!'

'Show racism the red card!'

'Football unites, racism divides!'

'It's the colour of the shirt that counts!'

'There is a place for everyone at

Paris St Germain, except racists.'

THURSDAY

21

FRIDAY

22

SATURDAY

23

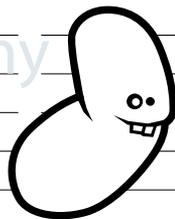
INTERNATIONAL DAY
FOR THE ELIMINATION
OF RACIAL
DISCRIMINATION

'Together against racism!'

'Unite against racism!'

'Fair-play. Many Colours.

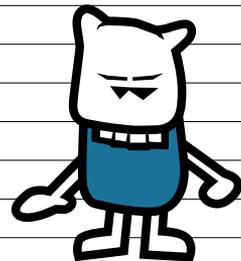
One Game.'



SUNDAY

24

'Racism breaks the game!'



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

Whom are they targeted against?



Xenophobia comes from the Greek word meaning 'fear of foreigners' and describes rejection, hostility or violence towards people from other countries or belonging to minorities.



Xenophobia

What are the effects of xenophobia on minorities and on society as a whole?

In an EU-wide survey, 58% thought that being a foreigner 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*)

"The greatest difficulty for me is that, as a person of mixed origin (half Ivory 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 wish people would accept me just the way I am!"

Melanie, 16, Austria

Think about your appearance. How would you be seen or treated if you lived in another society?



Have a look at the first ever EU-wide survey

on the experiences of immigrant and ethnic minority groups of discrimination and victimisation in everyday life! The FRA European Union Minorities and Discrimination Survey (EU-MIDIS) results can be found on the FRA website at:

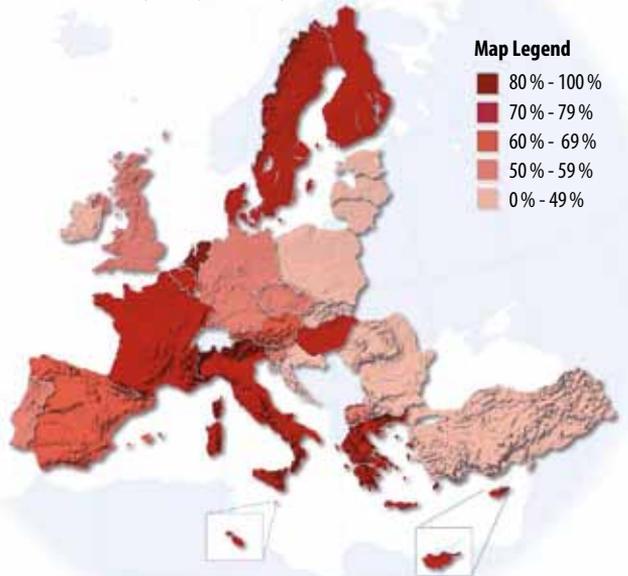
<http://fra.europa.eu/eu-midis>.

| | |
|-------|------|
| NL: | 80 % |
| FR: | 79 % |
| HU: | 79 % |
| SE: | 78 % |
| DK: | 77 % |
| MT: | 77 % |
| FI: | 72 % |
| BE: | 71 % |
| EL: | 71 % |
| IT: | 71 % |
| CY: | 70 % |
| ES: | 66 % |
| AT: | 63 % |
| EU27: | 61 % |
| UK: | 58 % |
| PT: | 57 % |
| CZ: | 57 % |
| DE: | 54 % |
| SI: | 50 % |
| SK: | 49 % |
| IE: | 46 % |
| LU: | 46 % |
| RO: | 46 % |
| EE: | 41 % |
| BG: | 40 % |
| LV: | 34 % |
| PL: | 33 % |
| LT: | 26 % |
| MK: | 54 % |
| TR: | 48 % |
| HR: | 41 % |

Question: QE1.1. For each of the following types of discrimination, could you please tell me whether, in your opinion, it is very widespread, fairly widespread, fairly rare or very rare in (OUR COUNTRY)? Discrimination on the basis of...

Option: Ethnic origin

Answers: Very widespread - Fairly widespread



Map Legend

| |
|--------------|
| 80 % - 100 % |
| 70 % - 79 % |
| 60 % - 69 % |
| 50 % - 59 % |
| 0 % - 49 % |

(Eurobarometer, *Discrimination in the European Union*)

MONDAY

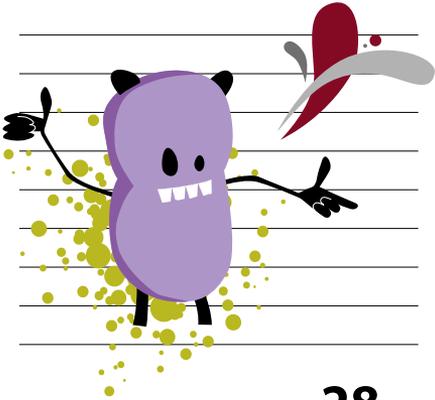
25

TUESDAY

26

WEDNESDAY

27



THURSDAY

28

FRIDAY

29

SATURDAY

30

SUNDAY

31

ROMA AND TRAVELLERS

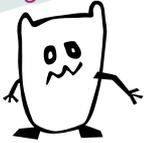
Who are the Roma and Travellers?

Roma are a mosaic of diverse groups – including those describing themselves as Gypsies, Manouches, Sinti or Kale. An estimated 10 to 12 million Roma currently live in the EU. As a minority group, they face the EU’s highest levels of discrimination. Their ancestors first arrived in Europe from India at the end of the 13th century. Roma speak *Romanes*, a language which comes from Sanskrit. There are many *Romanes*’ dialects spoken across Europe today.

Travellers are a nomadic ethnic group. Irish Travellers are people with a separate identity, culture and history, although they are fully Irish. Around 30,000 Travellers are estimated to live in the Republic of Ireland, with about 1,500 more in Northern Ireland. They have their own language, called *cant* or *gammon*.

What is the size of the Roma community in your country?

Travellers and Roma have some things in common: they share a nomadic tradition and lifestyle, culture and values. Unfortunately, they also share a long history of social exclusion, rejection and persecution.



What information can you find about Roma in your local news?



In 2009, the FRA published several reports, one of which is the *EU-MIDIS Main results report*, showing that Roma and Travellers in the EU face social exclusion and discrimination in housing, education, employment, freedom of movement and healthcare. In 2011, the EU launched a strategy for Roma inclusion to help build a more equal society. The FRA will play a key role in this strategy by providing reliable and robust data as well as assistance and expertise.

8 April is International Roma Day, officially declared in 1990 in Serock, Poland, at the fourth World Romani Congress of the International Romani Union.

“I am one of the rare European Roma to whom fortune has been kind as I am able to proudly assert my identity without fear of being persecuted, humiliated or (made a) scapegoat. We all have to fight for the social integration of Roma culture and hope that in the near future a new generation will live a better life.”

Joaquín Cortés
Flamenco dancer and Roma Ambassador in the EU



© European Union EP-2006/Pietro Naji-Oleari

Did You Know?

A number of Roma have made great contributions to European arts, politics, sports and so on.



Other famous Roma are:

Livia Járóka
Member of the European Parliament, Hungary



© European Parliament



Joël Cantona
former footballer (Olympique de Marseille)

© AFP

do you know any other famous Roma?

MONDAY

1

TUESDAY

2

WEDNESDAY

3

THURSDAY

4

FRIDAY

5

SATURDAY

6

SUNDAY

7

MONDAY

8

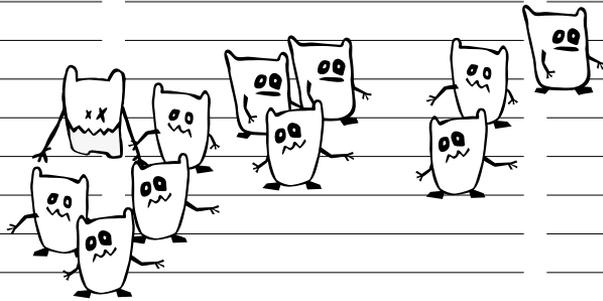
TUESDAY

9

WEDNESDAY

10

INTERNATIONAL
ROMA DAY



THURSDAY

11

FRIDAY

12

SATURDAY

13

SUNDAY

14

MONDAY

15

TUESDAY

16

WEDNESDAY

17

THURSDAY

18

FRIDAY

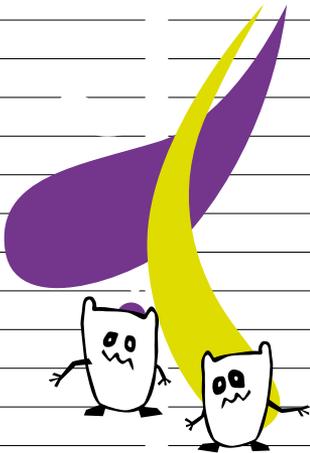
19

SATURDAY

20

SUNDAY

21



Multi-faith or inter-faith initiatives bring together people of all religions, as well as those with no religion, to increase understanding and cooperation among people of different faiths. They also provide a forum for open debate and discussion.

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

Which religions are practised in your city?

Muslims are the second-largest religious group in the EU with a highly diverse mix of different ethnicities, languages, secular and religious tendencies, cultural traditions and political convictions. In EU Member States, such as Greece, Spain and Cyprus, Muslim communities have a long historical presence. The Greek region of Thrace, for example, has been home to a Muslim community with Greek citizenship whose history can be traced back several centuries and is closely linked to the Ottoman presence in south-east Europe.

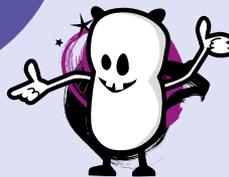
MULTI FAITH OR INTERFAITH INITIATIVES

"Until different religions take a step back to understand each other, religious conflicts will go on. 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 and work side-by-side to achieve their shared goals."

Ashmi, Hindu
(Inter Faith Network, www.interfaith.org.uk)

Promising practices

Mannheim is a city in Germany, which celebrated its 400th anniversary in May 2007. As part of the celebrations, a 'Mile of the Religions' was held in the city centre. Jewish, Protestant, Catholic and Muslim communities invited people to join in a festive meal with over 100 tables and talk with each other. In addition, sacred local buildings and prayer houses were open to visitors.



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



MONDAY

22

TUESDAY

23

WEDNESDAY

24

THURSDAY

25

FRIDAY

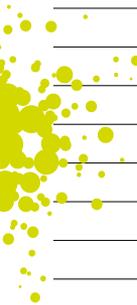
26

SATURDAY

27

SUNDAY

28



Did you know?
17 May is International Day Against Homophobia and Transphobia.

Do you know why?

On that day in 1990, the World Health Organization took the decision to remove homosexuality from its list of mental disorders. This was a historic step towards considering freedom of sexual orientation and gender identity as a fundamental basic human right
(www.dayagainsthomophobia.org).

What are homophobia and transphobia?

Homophobia is the fear of, and aversion to, homosexuality based on prejudice. Transphobia refers to the fear of, and aversion to, transgender and transsexual persons. Such negative attitudes often mean LGBT people cannot live as who they are and 'come out' – telling others for the first time that they are gay, lesbian, bisexual or transgender/transsexual. When you come out, you might face negative reactions, but many European countries have legislation against homophobia. Offensive words should not be used and if someone calls you a homophobic name or treats you poorly

because of your sexual orientation, do not be scared and report it to your teacher or parents.

"A group of young people from my town has harassed me many times to 'persuade' me that there is no place for lesbians here. They've assaulted me verbally and physically. Once, I was beaten, too. They threatened that they would rape me to show how good it is to be with a man because I need a man." Female, Poland
FRA report on Homophobia and discrimination on grounds of sexual orientation and gender identity in the EU Member States: Part II – The social situation (2009)

What is transgender identity and expression?

The sex that we are officially assigned at birth is based on our biological features. However, this might not match our gender identity – that is, the way we feel and think about our gender. A transgender person is someone who has and/or expresses their gender identity differently from the sex that they were assigned at birth. Transsexual is used to refer to a person who has a different sex from their biological sex (i.e. a man in a female body or the other way round). There are many different interpretations of these terms and

- it remains a fundamental right to express and see yourself the way you wish!

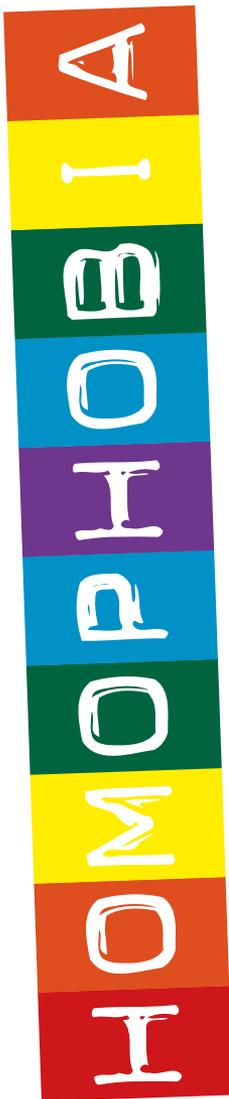
If you are being bullied or discriminated against, then see week 21 with child helplines in your country.

Can same-sex couples marry in the EU?

Belgium, the Netherlands, Portugal, Spain and Sweden are the only EU Member States where same-sex couples have the same rights to marry as heterosexuals. Over the years ever more EU countries have allowed same-sex couples to register as partners and to have their relationships legally recognised. EU countries still apply very different types of treatment, however, towards same-sex couples. Some of these couples are taking their cases to court to claim their fundamental rights.



Remember that your personality, including your sexual orientation and gender identity, is protected by law under the UN Convention on the Rights of the Child. The EU Charter of Fundamental Rights also protects you from discrimination based on any ground including age and sexual orientation.



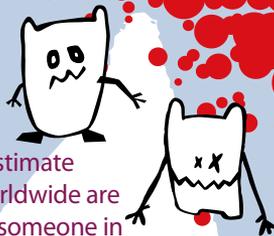
VIOLENCE IN SCHOOLS



All over the world, no matter where and for what reason, children face violence and abuse in schools. Violence in schools can come from teachers, staff working in the school or other students. Did you know that corporal punishment – teachers or school staff using physical violence to discipline students – is prohibited by most EU Member States!

Did you know?

17 May is International Child Helpline Day. On this day, the existence and work of Child Helpline services is celebrated around the world. For more information, go to: www.childhelplineinternational.org.



Although difficult to calculate, some estimate that every day one million children worldwide are directly affected. If you want to talk to someone in confidence and anonymously, you can call a child helpline in your country. Child helplines receive thousands of calls every year about this!

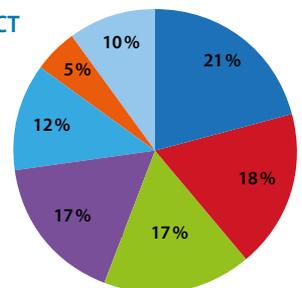
VIOLENCE IN SCHOOLS

can take different forms, such as...

- **physical violence** – slapping, kicking, punching, spanking...
- **sexual violence** – any unwanted form of sexual behaviour, such as touching the breasts, vagina or penis, oral sex...
- **psychological violence** – insults, bullying for being gay or lesbian, name-calling, ignoring, shutting out of all activities...

Child helplines are there for you when you need them. When you contact a child helpline – by phone, text, email or in an online chatroom – you can get support or assistance with any problem or issue which is troubling you. Sometimes, you might want to call a child helpline just to hear a friendly voice on the other end of the line. That's ok. Millions of children across Europe contact child helplines every year. They call for help with many problems and issues – from stress with exams, boredom or depression; to problems with friends, family or at school; to questions about sexuality; and to report bullying, abuse or exploitation, for example. No problem is too small or too big. Child helpline counsellors are there to listen to you, and, if you want, to help put you in touch with the right people who can help you. All calls to child helplines are completely confidential – everything you say is kept private and you can remain anonymous if you wish. If you want to report a problem, if you're having a tough time or just need some advice, call a child helpline. You're never alone.

WHY CHILDREN DO CONTACT A CHILD HELPLINE ?



- Problems with friends
- Abuse and violence
- Issues related to sexuality
- Boredom, self esteem, depression, happiness
- Problems with family
- School-related issues
- Other



timmy suggests going to www.childhelplineinternational.org to find information on the helplines in your country

MONDAY

20

TUESDAY

21

WEDNESDAY

22

WORLD DAY FOR
CULTURAL DIVERSITY
FOR DIALOGUE AND
DEVELOPMENT

THURSDAY

23

FRIDAY

24

SATURDAY

25

INTERNATIONAL MISSING
CHILDREN'S DAY

SUNDAY

26

COUNTRY CHILD HELPLINE

Need to talk? Contact a child helpline!

| COUNTRY | CHILD HELPLINE | WEBSITE | TELEPHONE |
|-------------------|---|--|--|
| Austria | Rat Auf Draht 147 | www.rataufdraht.at | 147 |
| Belgium (French) | Écoute Enfants | | 103 |
| Belgium (Flemish) | Kinder- en Jongerentelefoon | www.kjt.org | 102 |
| Bulgaria | Animus Association Foundation | www.animusassociation.org | 116 111 |
| Czech Republic | Safety Line | www.linkabezpeci.cz | 116 111 |
| Denmark | Børnentelefon | www.bornsvilkar.dk | 116 111 |
| Estonia | Lasteabi | www.lasteabi.ee | 116 111 |
| Finland | Lasten Ja Nuorten Puhelin | www.mll.fi | 0800 120 400 or 116 111 |
| France | Enfants en Danger 119 | www.allo119.fr | 119 |
| Germany | Nummer Gegen Kummer | www.nummergegenkummer.de | 116 111 |
| Greece | Smile of the Child | www.hamogelo.gr | 1056 |
| Greece | Helpline Connection | www.epsype.gr | 116 111 |
| Hungary | Kek Vonal | www.kek-vonal.hu | 116 111 |
| Iceland | Red Cross | www.redcross.is/page/rki_hvad_hjalparsiminn | 17 17 |
| Ireland | ISPC Childline | www.childline.ie | 116 111 |
| Italy | Telefono Azzurro | www.azzurro.it | 1 96 96 |
| Latvia | Children and Youth Trust Phone | www.bernatalrunis.lv | 8000 9000 (Latt telecom) 1860 (BITE) 2880 9000 (Tele2) |
| Latvia | Hotline | www.116111-bti.gov.lv | 116 111 |
| Liechtenstein | Telefon 147 | http://www.147.li | 147 |
| Lithuania | Vaiku Linija | www.vaikulinja.lt | 116 111 |
| Luxembourg | Kanner Jugendtelefon | www.12345kjt.lu | 12345 |
| Malta | Supportline 179 | www.kidsmalta.com/pages/view/179.aspx | 179 |
| Netherlands | De Kindertelefoon | www.kindertelefoon.nl | 0800 0432 |
| Norway | Rode Kors | www.korspahalsen.no | 0800 333 21 |
| Poland | Telefon zaufania dla dzieci I mtodziezy | www.116111.pl | 116 111 |
| Portugal | S.O.S. Criança | www.soscricao.pt | 116 111 |
| Romania | Telefonul Copilului | www.telefonulcopilului.ro | 116 111 |
| Slovakia | Linka detskej istoty | www.ldi.sk | 116 111 |
| Slovenia | TOM Telefon | www.zpms.si | 080 12 34 |
| Spain | Fundación Anar | www.anar.org | 116 111 |
| Sweden | BRIS | www.bris.se | 116 111 |
| UK | Childline UK | www.childline.org.uk | 0800 1111 or 116 111 |
| UK | Get Connected | www.getconnected.org.uk | 0808 808 4994 |
| UK | Runaway Helpline | www.runawayhelpline.org.uk | 0808 800 70 70 |
| UK | Muslim Youth Helpline | www.myh.org.uk | 0808 808 2008 |

MONDAY

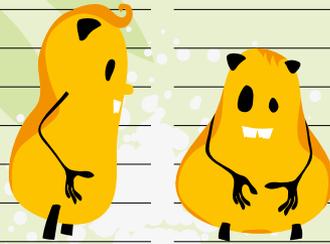
27

TUESDAY

28

WEDNESDAY

29



THURSDAY

30

FRIDAY

30

SATURDAY

1

INTERNATIONAL
CHILDREN'S DAY

SUNDAY

2



MONDAY

3

TUESDAY

4

WEDNESDAY

5

INTERNATIONAL DAY
OF INNOCENT CHILDREN
VICTIMS OF AGGRESSION

WORLD
ENVIRONMENT DAY

THURSDAY

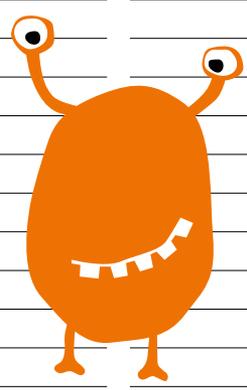
6

FRIDAY

7

SATURDAY

8



SUNDAY

9

MONDAY

10

TUESDAY

11

WEDNESDAY

12

Handwriting practice lines for Monday, Tuesday, and Wednesday. The lines are horizontal and span the width of each day's column. A large, stylized sunburst graphic is centered across the Tuesday and Wednesday columns, with white and light green circles radiating from a central point.

THURSDAY

13

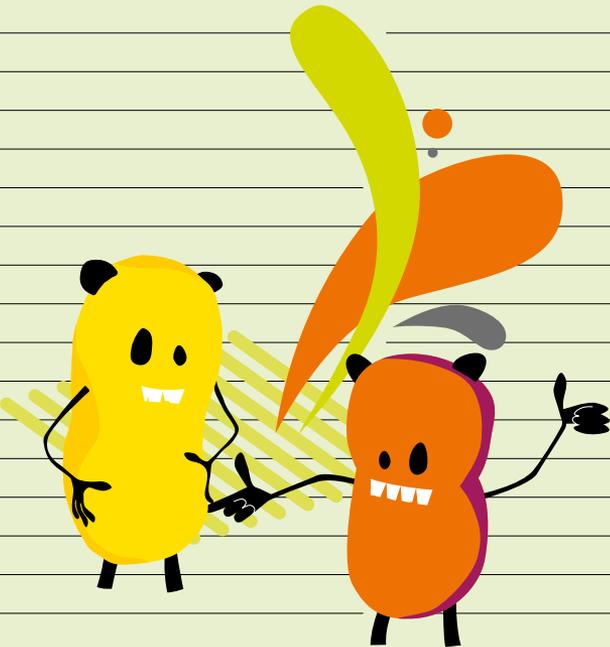
FRIDAY

14

SATURDAY

15

Handwriting practice lines for Thursday, Friday, and Saturday. The lines are horizontal and span the width of each day's column.



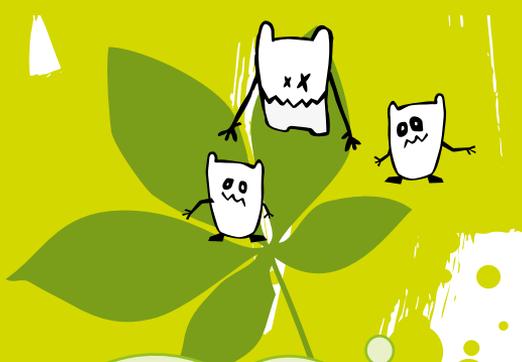
SUNDAY

16

Handwriting practice lines for Sunday. The lines are horizontal and span the width of the Sunday column.

Environment

Get to know your environment!



The European Environment Agency (EEA) in Copenhagen (Denmark) is supporting sustainable development and is helping to improve Europe's environment through timely, targeted, relevant and reliable information to policy makers and the public. For more information, go to: www.eea.europa.eu.

Our ecosystem is very sensitive and we all need to do our share to protect it!



What can you do?

Here are some green tips:



Don't forget to unplug your battery chargers...

...after you've finished charging your mobile phone or laptop. If left plugged in, they continue to consume energy.



Say no to plastic bags!

Plastic bags can last from 15 to 1,000 years in the environment. Don't get a new plastic bag each time you go shopping. Get a re-useable or cotton bag instead and say 'no thanks' to plastic bags.



Take a shower rather than a bath!

This way you can cut your water consumption by a third! Turn off the water when adding soap and avoid long showers.



Use a toy library and if there isn't one in your neighbourhood, start one!

Instead of buying new toys, set up a toy library with your friends and exchange them. The toys will be used by more than one child and the variety will be better – and all the while you'll be reducing your impact on the environment.



Welcome a newborn in your family by planting a tree!

In addition to commemorating the big event, this tree will give you shade, create a small ecosystem and produce oxygen.

Did you know?

Around the world, more than one billion people rely on fisheries for their food and livelihoods. However, half of all wild fisheries have been fully exploited. The majority of today's commercial fisheries are likely to have collapsed by 2050, if current trends are not reversed.



2012 European Year for Active Ageing and Solidarity between Generations

The EU dedicates each year to a specific topic and focuses on its promotion. In 2012, the topic is active ageing and solidarity between generations.



What does Active Ageing mean?

Active Ageing is about being able to live independently and safely, to have access to services and to continue participating in public and social life so that one can enjoy the highest quality of life possible – no matter the age.

What does Solidarity between Generations mean?

Solidarity between generations refers to mutual support and cooperation among different age groups. People of all ages have a role to play in society in line with their needs and capacities. They also should be able to benefit equally from their community's economic and social progress. For example, if a new metro station is being opened in your neighborhood, have the planners considered installing a lift to make it more accessible for the elderly.

Our society must adapt to the needs of an ageing population. It must also tackle the challenges faced by other age groups, so that all generations continue to support one another and live together peacefully. This means that we will have to collectively review areas such as town planning, rural development, public transport, access to healthcare, family policy, education and training, social protection, employment, civic participation and leisure.



For more information,
go to: [ec.europa.eu/
social/ey2012.jsp](http://ec.europa.eu/social/ey2012.jsp)

What can you do to support active ageing and solidarity between generations in everyday life?

- *get your grandparents online.* Show them how to use the internet.
- *learn from your elderly neighbours.* Ask them what life was like when they were growing up.
- *visit an isolated elderly person every week* (preferably, go in groups of two or three). Have your school arrange such opportunities for community service.
- *break down digital exclusion barriers.* Learn and share your IT skills with an elderly person who may be less IT literate.

Age discrimination occurs when someone treats another person less favourably because of their age, and uses age as a basis for prejudice and unfair treatment. Treating individuals or groups differently because of age is 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 human dignity is violated, as they are denied equality of treatment and respect. (DG Employment and Social Affairs, *Age Discrimination and European Law*, 2005)

AGE DISCRIMINATION



Can you be refused a job because you're too young?

In most cases, it is older people who experience age discrimination. However, young people may also face age discrimination. It is against the law for an employer to demand a certain minimum age when recruiting, unless this age restriction can be objectively justified or is imposed by law.



What does discrimination in employment look like?

Discrimination in the 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 and she is required to know written and spoken German and English, and possess a driving licence.

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 courses.

Discrimination in advertising:

For example, taxi enterprises promote their services by stressing that their drivers are natives or that foreigners need not apply. (FRA report 2008, fra.europa.eu/fraWebsite/attachments/AT.pdf)

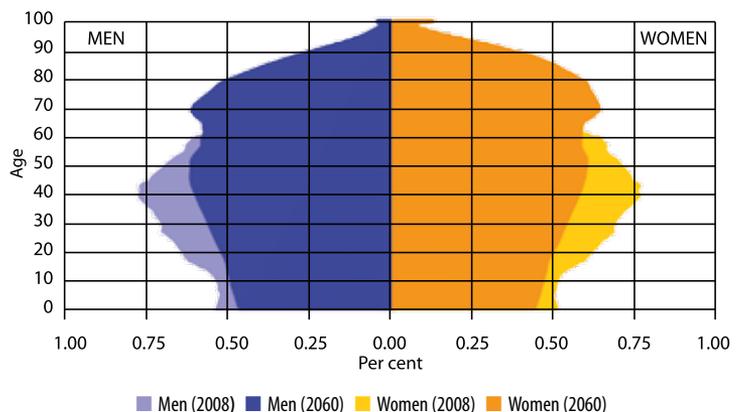
Did you know?

Following new EU legislation, phrases in adverts seeking 'enthusiastic young staff' or 'mature individuals', for example, are now banned.



In the coming decades, the high number of ageing baby boomers will swell the number of elderly people. Thus, this population pyramid for the EU projects that the baby boomer bulge will move up, while both the middle part (those of working age, aged 15–64) and the pyramid's base (the young, aged 0–14) will narrow considerably by 2060.

Source: Eurostat, EUROPOP 2008 convergence scenario



Refugees and Asylum Seekers

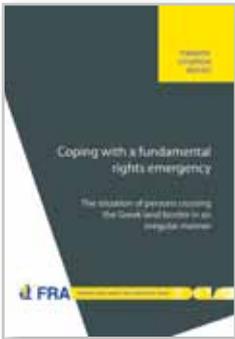
A refugee is someone who is outside their country of origin and cannot return there due to fear of serious harm or persecution (on grounds of ethnic origin, religion, nationality, membership in a particular social group or political opinion). An asylum seeker is someone who claims to be a refugee, but whose status has not yet been confirmed by national authorities through existing procedures.



Copyright MSF Greece

Asylum seekers are at risk of human rights violations, particularly at national borders. In detention centres for migrants and asylum seekers on the Greek-Turkish border, FRA staff witnessed 144 people huddled together in one tiny room with no heating, one toilet and one cold shower in January 2011. Many people who had crossed the border without following the immigration procedures were detained in overcrowded cells, including pregnant women and families with small children. For example, a pregnant Afghan woman with a two-year old child was detained with her husband in a ward with around 70 other persons, mainly single males.

*where do refugees in your country come from?
what are they fleeing from?*



REFUGEES and ASYLUM SEEKERS

Read more in the FRA thematic situation report on *Coping with a fundamental rights emergency – The situation of persons crossing the Greek land border in an irregular manner*, available on the FRA website (<http://fra.europa.eu>).



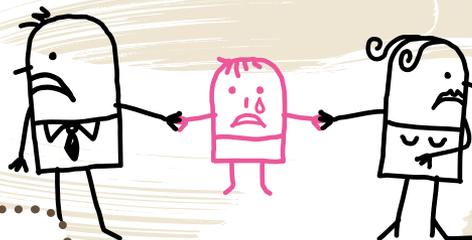
You are living in great danger and must flee your country? Try putting yourself in the shoes of an asylum seeker by playing the online game 'Against All Odds' created by UNHCR and available in Danish, English, Estonian, Finnish, French, German, Greek, Icelandic, Norwegian, and Spanish at: playagainstallodds.com.

what happens if a person seeks asylum in your country? do you know what they have to do?

All EU Member States have signed and ratified the Convention relating to the Status of Refugees that obliges countries to protect people who flee persecution in their home country. The EU Charter of Fundamental Rights includes the right to asylum. The EU legislation contains minimum standards on how asylum seekers and refugees are to be treated in the EU. Often, however, such standards are not respected in practice.

JUSTICE FOR YOU!

Justice is not only for adults. You have the same right to be heard as adults when in court or dealing with public administrations.



Five rights you should know!



You have the right to be heard in decisions that affect you, and adults must take your views seriously.



You have the right to remain silent before a trial.



You have the right to have your own lawyer and have a say in any cases affecting you. Decisions should be taken as quickly as possible and you should be given all relevant information.



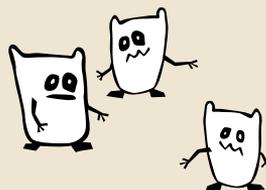
You have a right to receive information in a way you understand.



At all stages of the proceedings you have rights, such as protection of your privacy, reputation or to get free interpretation if you cannot understand or speak the language used.

Courts have the power to decide many things, such as:

- family life (separation of parents, child custody, care, adoption);
- criminal cases (conflict with the police, physical or psychological violence, sexual abuse or other crimes);
- social services (health care, social security, unaccompanied children).



Want to know more?

Go to the Council of Europe's guidelines on child-friendly justice:
www.coe.int/childjustice.

You also have rights related to public administration. Take your school, for example. You have the right to be heard in disciplinary decisions such as, suspensions and expulsions, refusals to grant school certificates and other performance-related issues. Refusals to grant privileges in juvenile detention centres, asylum requests from unaccompanied children, and applications for drivers' licences are all under the control of administrations. So know your rights, they concern you too!

Have you heard?

Following a demonstration in London, police detained a number of children between the ages of 11 and 18. They were held without food and with little water, some for as long as 7.5 hours. Three of the detained children brought the police to court for violating their right to demonstrate and their freedom of expression. The police also failed to take into account its duty to safeguard and promote the welfare of children.

27

Member States of the European Union

Austria



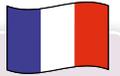
Year of EU entry: 1995
Political system: Federal republic
Capital city: Vienna
Total area: 83 858 km²
Population: 8.3 million
Currency: Euro
Official EU language: German

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

France



Year of EU entry: Founding member
Political system: Republic
Capital city: Paris
Total area: 550 000 km²
Population: 60.9 million
Currency: Euro
Official EU language: French

Belgium



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, German

Denmark



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

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

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

Estonia



Year of EU entry: 2004
Political system: Republic
Capital city: Tallinn
Total area: 45 000 km²
Population: 1.3 million
Currency: Euro
Official EU language: Estonian

Greece



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

Cyprus



Year of EU entry: 2004
Political system: Republic
Capital city: Nicosia
Total area: 9 000 km²
Population: 0.8 million
Currency: Euro
Official EU languages: Greek, English

Finland



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

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

Ireland



Year of EU entry: 1973
Political system: Republic
Capital city: Dublin
Total area: 70 000 km²
Population: 4.2 million
Currency: Euro
Official EU language: English, Irish

Malta



Year of EU entry: 2004
Political system: Republic
Capital city: Valletta
Total area: 316 km²
Population: 0.4 million
Currency: Euro
Official EU languages: Maltese, English

Slovakia



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

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

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

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

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

Poland



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

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

Lithuania



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

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

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

Luxembourg



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

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

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

» Where to find information on the European Union?

Gateway to the European Union

europa.eu

The official website of the European Union.

Easy-reading corner

ec.europa.eu/publications

Here you will find booklets that explain, in an easy way, 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

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

europa.eu/euinyourcountry

Links to European Commission representations, European Parliament information offices, your Members of the European Parliament and information networks in your country.

Europa GO!

europa.eu/europago

Discover more about your neighbours with interactive games that will put your knowledge, skill and speed to the test.

European Youth Week

youthweek.eu

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

Europe Direct

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

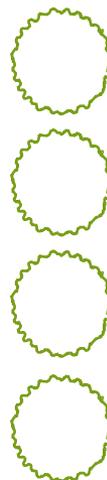
www.eyca.org

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

8. When conflicts arise, we try to resolve them in non-violent and collaborative ways.
9. The school has policies and procedures regarding discrimination and uses them when incidents occur.
10. In matters related to discipline, everyone is assured of fair, impartial treatment in the determination of guilt and punishment.
11. No one in our school is subjected to degrading treatment or punishment.
12. Someone accused of wrongdoing is presumed innocent until proved guilty.
13. My personal space and possessions are respected.
14. My school community welcomes students, teachers, administrators and staff from diverse backgrounds and cultures, including people not born in this country.
15. I have the liberty to express my beliefs and ideas without fear of discrimination.
16. Members of my school can produce and disseminate publications without fear of censorship or punishment.
17. Diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction.
18. I have the opportunity to participate in cultural activities at school, and my cultural identity, language and values are respected.
19. Members of my school have the opportunity to participate in democratic decision-making to develop school policies and rules.
20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.
21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty and peace.



22. Members of my school encourage each other to organise and take action to address problems related to justice, ecology, poverty and peace.
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.
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.
25. I take responsibility in my school to ensure that people do not discriminate against others.



Total points



Your school's temperature = ____ human rights degrees
Possible temperature = 100 human rights degrees

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

www.ohchr.org/en/publicationsresources/pages/trainingeducation.aspx



Space for your ideas!

Take the human rights temperature of your school!

Does it ring a bell?!



Take a quiz and find out how much you know about fundamental rights! Can you remember the dates for various international days and why they were created? Let's find out!

Good luck!

- 1. Where is the European Union Agency for Fundamental Rights located?**
 - A. Vienna
 - B. Copenhagen
 - C. Brussels
- 2. 116 000 is the European number for:**
 - A. ordering pizza
 - B. missing children
 - C. reporting domestic violence
- 3. 2012 is the European Year of...**
 - A. Volunteering
 - B. Active Ageing and Solidarity between Generations
 - C. Innovation and Technology
- 4. When an employer demands a certain minimum age when recruiting, yet it is not justifiable nor imposed by law, then you are:**
 - A. being supported
 - B. being protected by the employer
 - C. being discriminated against
- 5. Data protection means....**
 - A. there is a firewall installed on your computer
 - B. you are the owner of your personal data and have the right to know how it is being used
 - C. websites can use your data however they want
- 6. An Ombudsperson for children is...**
 - A. an independent institution that protects and promotes the rights of children
 - B. a daycare centre
 - C. an institution within the Ministry of Interior
- 7. What is the Charter of Fundamental Rights about?**
 - A. Liberty, Equality, Parity, Decorum, Civil Rights, Impartiality
 - B. Autonomy, Fairness, Equality, Shared Aims, Civil Liberties, Honesty
 - C. Dignity, Freedom, Equality, Solidarity, Citizens' Rights, Justice
- 8. What does the European Union Agency for Fundamental Rights (FRA) do?**
 - A. it makes laws
 - B. it provides advice to decision makers in the EU
 - C. it brings individual fundamental rights violations to Court

9. Where has the European Environmental Agency been set up?
- A. Moscow
 - B. Vienna
 - C. Copenhagen
10. When is the World Environment Day?
- A. 5 June
 - B. 1 April
 - C. 11 September
11. The Convention that grants asylum to people who are persecuted in their home country for reasons of race, religion, nationality, membership of a particular social group or political opinion is called the...
- A. International Convention on the Elimination of All Forms of Racial Discrimination
 - B. The Geneva Convention
 - C. Convention Relating to the Status of Refugees
12. The Roma are...
- A. a unique and distinct minority group who faces the most discrimination in Europe
 - B. supporters of an Italian football team
 - C. people who live in Romania
13. How do you say 'hello' in Spanish?
- A. Hej
 - B. Ciao
 - C. Hola
14. If you experience violence at school, you could...
- A. wait until an adult discovers that you are being abused
 - B. call a child helpline in your country and talk to your parents about it
 - C. hide your psychological and physical bruises
15. What are the so-called "official languages" of the EU?
- A. All the languages that have an official status within the 27 Member States of the EU
 - B. The official languages used in the United Nations
 - C. All national, regional and minority languages spoken in the 27 Member States
16. Which one of the following is not a right for children?
- A. the right to defend yourself with weapons if feeling threatened
 - B. the right to get and to share information, as long as the information is not damaging to the child or others
 - C. the right to be heard in matters affecting the child
17. Slavery is...
- A. a thing of the past
 - B. a business in which traffickers, also in the European Union, make lots of money
 - C. only a problem today in developing countries



18. Why is 17 May the International Day against Homophobia and Transphobia?
- A. on that day in 1990, homosexuality was removed from the International Classification of Diseases of the World Health Organization.
 - B. on that day in 2004, Massachusetts became the first U.S. state to legalise same-sex marriage
 - C. on that day in 1969 the Stonewall Riots took place
19. Approximately how many people live with disabilities in Europe?
- A. 500,000
 - B. 1,000,000
 - C. 80,000,000
20. 'Real men don't buy girls' is a campaign initiated by
- A. Demi Moore and Ashton Kutcher
 - B. The Council of Europe
 - C. Madonna

give yourself one point for every correct answer.

YOUR SCORE:

20-30 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!



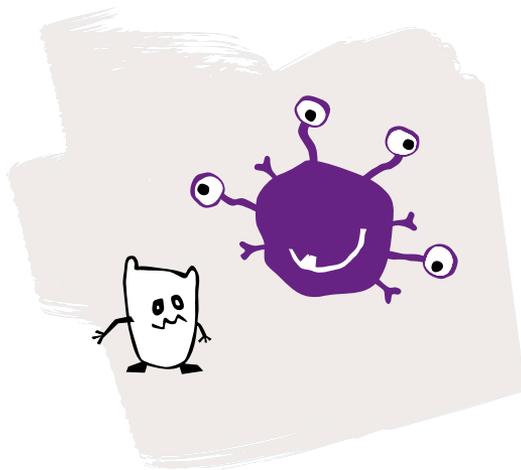
10-19 points

Not bad!
 Just go through the Agenda again and learn more about fundamental rights!



0-9 points

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



My grades

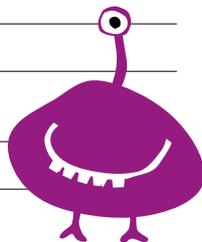
SUBJECT:

GRADES:

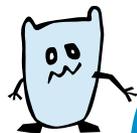
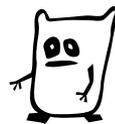
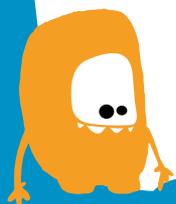
My grades

SUBJECT: _____

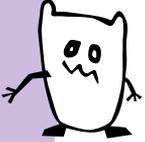
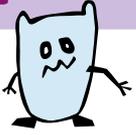
GRADES: _____



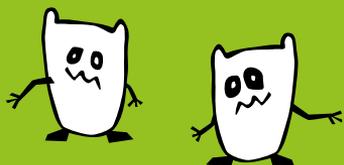
Space for your ideas



Space for your ideas



FRA would like to thank AGE Platform Europe, Avvocatura per i Diritti LGBT – Rete Lenford, Child Helpline International, Demokratiezentrum Wien, European Disability Forum, European Environment Agency, European Institute for Gender Equality, European Network on Independent Living, Mauthausen Memorial – Bundesministerium für Inneres, Verein Autonome Österreichische Frauenhäuser, Volontariato Internazionale per lo Sviluppo and Yad Vashem for their support to this S'cool Agenda.



S'COOL AGENDA 2012 – 2013

2012 – 102 p. – 18 x 25 cm

ISBN-13: 978-92-9192-910-8

doi: 10.2811/53943

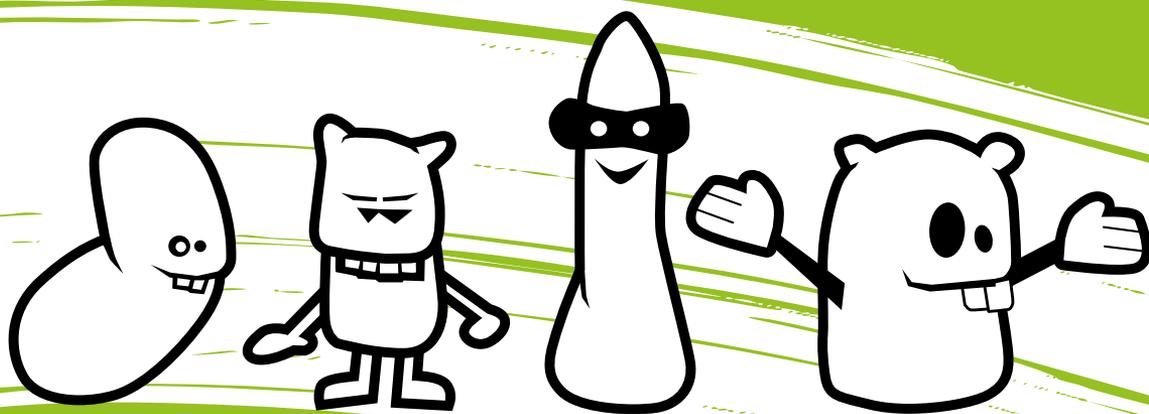
FRA publications are available for download for free at:
http://fra.europa.eu/fraWebsite/research/publications/publications_en.htm

© European Union Agency for Fundamental Rights, 2012

Reproduction is authorised, except for commercial purposes, provided the source is acknowledged.

For any use or reproduction of photos contained herein, permission must be sought directly from the copyright holder.

Fundamental rights are a set of human rights laid out in the Charter of Fundamental Rights of the European Union. They cover rights relating to human dignity, freedom, equality, solidarity, citizens' rights and justice. These rights are YOUR rights by law and are for everyone living in the EU. The European Union Agency for Fundamental Rights helps to make fundamental rights a reality for everyone in the EU.



FRA – European Union Agency for Fundamental Rights

Schwarzenbergplatz 11

1040 Vienna – Austria

Tel. +43 1 58030 – 0

information@fra.europa.eu

Visit us on: <http://fra.europa.eu>

Become a fan on: [facebook.com/fundamentalrights](https://www.facebook.com/fundamentalrights)

Follow us on: twitter.com/EURightsAgency

See us on: [youtube.com/user/EUAgencyFRA](https://www.youtube.com/user/EUAgencyFRA)



**THIS PUBLICATION
IS NOT FOR SALE**

