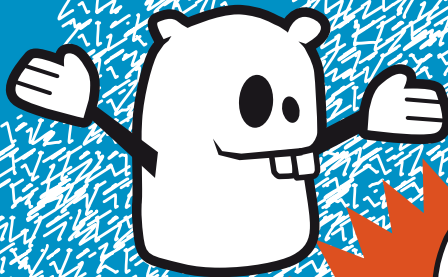


# S'COOL AGENDA

2009



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

The European Union has designated 2009 as the European Year of Creativity and Innovation through Education and Culture.

This S'cool Agenda by the European Union Agency for Fundamental Rights (FRA) contributes to the goals of the EU European Year 2009. Similarly, the first edition of the S'cool Agenda, which covered the 2007 European Year of Equal Opportunities for All and the 2008 European Year of Intercultural Dialogue, was a part of European efforts to raise awareness about racism and xenophobia and about the benefits of a diverse Europe and inter-cultural dialogue.

**Objectives of the 2009 European Year of Creativity and Innovation:**

- ✓ broadening the creative skills in the whole population
- ✓ embracing change as an opportunity
- ✓ becoming open to new ideas in a culturally diverse, knowledge-based society through education and training.



For this year's edition of the S'cool Agenda, the FRA is grateful to the International School for Holocaust Studies at Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority in Israel, together with the Graphics Design and Visual Communication Department of the Neri Bloomfield Wizo Academy of Design and Education, Haifa, for developing specific content dedicated to promoting awareness about the Holocaust.

For more information, please visit the FRA web site at [www.fra.europa.eu](http://www.fra.europa.eu)

# ME MYSELF AND I



Name

Address

Telephone

Mobile

E-mail

Facebook

ICQ/Skype

School/University

Other Information

# Calendar

## January

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

## February

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

## March

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

## April

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

## May

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

## June

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

## July

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

## August

Wk	M	T	W	T	F	S	S
31						1	2
32	3	4	5	6	7	8	9
33	10	11	12	13	14	15	16
34	17	18	19	20	21	22	23
35	24	25	26	27	28	29	30
36	31						

## September

Wk	M	T	W	T	F	S	S
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

## October

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

## November

Wk	M	T	W	T	F	S	S
44							1
45	2	3	4	5	6	7	8
46	9	10	11	12	13	14	15
47	16	17	18	19	20	21	22
48	23	24	25	26	27	28	29
49	30						

## December

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



**Time**

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**timetabelle**

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

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

# HOW much do YOU KNOW about

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

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

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



# fundamental Rights in EUROPE?

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

NOTES

# DisCrimin

**Have you ever felt unfairly  
DisCriminated aGainst?**



# Discrimination

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

*(EU, Treaty of Amsterdam)*

## Discrimination

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

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

### More examples of discrimination:

- job advertisements that say ‘disabled people need not apply’ or ‘foreigners not wanted’
- calling people insulting names because of their skin colour, gender, sexual orientation, age or because of some physical or mental disability
- charging more for rent or services because of people’s foreign background

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

**Charter of the Fundamental Rights of the EU, Article 21. (1)**

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

**Can you think of other examples of Discrimination?**

MONDAY

22

TUESDAY

23

WEDNESDAY

24

357-9

358-8

359-7

THURSDAY

25

FRIDAY

26

SATURDAY

27

360-6

361-5

362-4

SUNDAY

28

363-3

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

MONDAY

29

364-2

TUESDAY

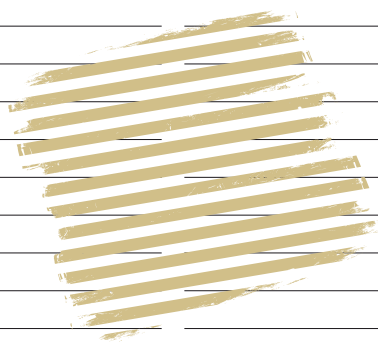
30

365-1

WEDNESDAY

31

366-0



THURSDAY

1

1-364

FRIDAY

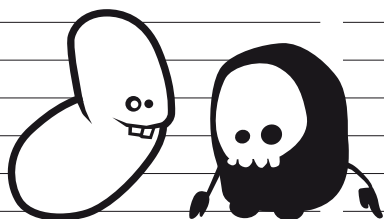
2

2-363

SATURDAY

3

3-362



SUNDAY

4

4-361

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

MONDAY

5

5-360

TUESDAY

6

6-359

WEDNESDAY

7

7-358

THURSDAY

8

8-357

FRIDAY

9

9-356

SATURDAY

10

10-355

SUNDAY

11

11-354

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

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

# 2009 is the European Year of Creativity and Innovation

The European Parliament and the Council of the EU have designated 2009 as 'European Year of Creativity and Innovation' as part of concerted effort to boost capacity for creativity and innovation for both social and economic reasons.

(EP and Council of the EU)

A very good way to come up with something new and innovative is first to learn about a certain topic by doing research and gathering information. Pick a theme from those in this agenda and find out about it and then share your findings with your friends.

## Objectives of the Year:

- broadening the creative skills in the whole population
- embracing change as an opportunity
- becoming open to new ideas in a culturally diverse, knowledge-based society through education and training.

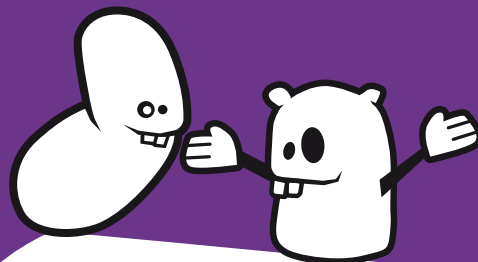
## Activities

The activities of the year aim to create an environment which is favourable to creativity and innovation. Creativity should find its way into many different subjects: mathematics, science, information and other technologies, but also arts in the follow-up to the ongoing European Year of Intercultural Dialogue (2008).

A basis for creativity and innovation is to acknowledge, respect and live in diversity!

People who are creative are better at problem-solving and the practical application of knowledge and ideas. All forms of innovation including social and entrepreneurial innovation should be fostered.

Given the definitions and examples that you have read, what comes to your mind when someone says you should be 'open' to new ideas and cultural diversity? Do you know how to solve problems and how to find practical solutions?



Creativity  
and Innovation  
European Year 2009

Visit the website of the European Year of Creativity and Innovation:  
<http://europa.eu/rapid/pressReleasesAction.do?reference=IP/08/482&format>

MONDAY

12

12-353

TUESDAY

13

13-352

WEDNESDAY

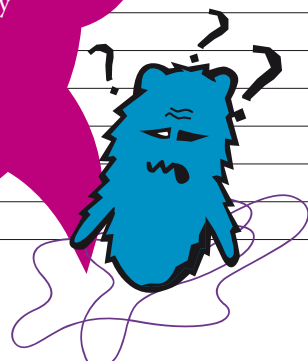
14

14-351

Handwriting practice lines for the dates 12, 13, and 14. Each date has a set of horizontal lines for writing.

'I think that everybody is different and everybody has the right to be different – without exception, no matter which mentality, colour of skin or religion. But this doesn't mean that he or she must be a second-class human being because of these differences. May people be much more open-minded to foreigners and their way of life, that's my wish!

*Rivka, 21, Germany*



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

## Direct discrimination

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

# DIRECT DISCRIMINATION



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

In Sweden in November 2007, a court ruled that a landlord had discriminated against a man of foreign origin who had applied for an apartment at the same time as his two Swedish colleagues (who did not have a foreign background). The colleagues were invited to look at the apartment, but not the man. The man was awarded 40,000 Swedish crowns in damages (approximately 4,250 euro).  
*(FRA, 2008 Annual Report)*

Everyone may be discriminated against, but some are put by their legal status or by widespread discriminatory attitudes and practices into more vulnerable positions than others. For what reasons might someone be discriminated against? Why does discrimination take place, and what forms does it take?

Check out the European Union's anti-discrimination campaign at [www.stop-discrimination.info](http://www.stop-discrimination.info) and the comic strip 'What? Me? A racist?' at [http://ec.europa.eu/publications/archives/young/01/txt\\_whatme\\_racist\\_en.pdf](http://ec.europa.eu/publications/archives/young/01/txt_whatme_racist_en.pdf)

# indirect discrimination

## Indirect discrimination

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

Indirect discrimination can be unintentional.



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.

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

*(Eurobarometer, Discrimination in the European Union)*





Week 03

**THURSDAY**

## 15

15-350

**FRIDAY**

## 16

16-349

**SATURDAY**

## 17

17-348

**SUNDAY**

## 18

18-347

January

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

February

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

MONDAY

19

TUESDAY

20

WEDNESDAY

21

19-346

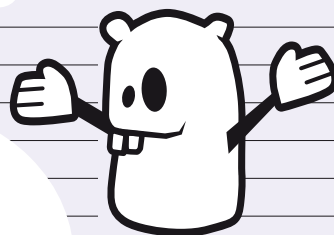
20-345

21-344

A series of horizontal lines providing space for writing on the dates 19, 20, and 21.

‘My name is Stanislav, I’m half Austrian and half Bosnian, and I currently live in Austria. Once I’d successfully finished my studies in a business college I started applying for jobs with the same self-confidence as all my class mates. Once a respected company had a job offer for which I fulfilled all criteria. I sent my file to them, but I didn’t get any answer. As I didn’t want to let this job pass me by, I decided to insist, this time by going personally to see the manager. On his table there were two piles of papers – one with Austrian surnames and the other only with foreign names. He told me the job had been already filled, but I knew from my friends this was not true because interviews were still ongoing and, besides, the deadline for applications had not passed yet.’

*Stanislav, 24, Austria*



THURSDAY

22

22-343

FRIDAY

23

23-342

SATURDAY

24

24-341



SUNDAY

25

25-340

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

MONDAY

26

26-339

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TUESDAY

27

27-338

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INTERNATIONAL HOLOCAUST  
REMEMBRANCE DAY

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WEDNESDAY

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DATA PROTECTION DAY

THURSDAY

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



GRANDMA ASKED ME TO TAKE  
OFF MY BELT

**EATING 180  
CALORIES  
A DAY**





Hermann Göring, a high-ranking official in the Nazi regime, was the only person to receive this medal, the Nazi insignia of victory. Today, a few companies have chosen this insignia as their trademark – popular among some motorcyclists worldwide.

This postcard relates to the post-traumatic experiences of Holocaust survivors and their families.

January 27th  
International Holocaust Remembrance Day



Yad Vashem  
The International School for Holocaust Studies



HEBAR MAOR



## Jewish Children in a Ghetto during the Holocaust

Under Nazi occupation, Jewish people in ghettos were starved and their food rations were strictly limited. In some ghettos in Eastern Europe, they were allotted as little as 180 calories a day.



# Remembrance of Holocaust

## **Our History, Our Legacy: Holocaust Education and Remembrance**

January 27<sup>th</sup> is International Holocaust Remembrance Day, marking the liberation of Auschwitz-Birkenau concentration camp. In addition to paying homage to the victims of Nazism, many EU Member States also coordinate activities to condemn all acts of intolerance, racial hatred, anti-Semitism and xenophobia.

## **Yad Vashem**

Since its inception, Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority in Jerusalem, has been dedicated to Holocaust remembrance, documentation, research and education. The International School for Holocaust Studies at Yad Vashem places emphasis on educating students of all ages about the Holocaust. More than ever before, today's youth are expressing a keen interest in their history and identity. Yad Vashem is addressing this need by developing resources to perpetuate the dialogue between past, present and future, with the aim to inspire its visitors to work towards a more humane world.

Visit the website of Yad Vashem: [www.yadvashem.org](http://www.yadvashem.org)

## **Youth congress**

In 2007, Yad Vashem initiated an International Youth Congress as part of its activities to commemorate the International Holocaust Remembrance Day on 27 January 2008. On this occasion, 112 youth leaders from 62 countries had an opportunity to meet, converse and make the voice of their generation heard on the subject of shaping Holocaust remembrance and its significance for the future. This three-day gathering culminated in the drafting of a declaration reflecting the participants' commitment to fostering Holocaust awareness:

'As the last generation to bear witness from Holocaust survivors, it is up to us to learn from the past and to fight Holocaust denial. We call upon every citizen of the European Union and our leaders to protect our respective societies from racism, anti-Semitism and xenophobia. We are concerned that in the shadow of the Holocaust, minorities and other groups in different countries are still being persecuted and murdered. We all must learn not to be bystanders. We must be committed to fighting intolerance and promoting human dignity. We need to do everything in our power to guarantee basic human rights for everyone, everywhere.'

*Participants of the First International Youth Congress Marking International Holocaust Remembrance Day, 27 January 2008. Copyright: Yad Vashem*







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

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

Your rights when it comes to data about yourself:

- You have the right to be informed of any data processing when you are the 'data subject'.
- You have the right to access data about yourself.
- You must also be informed about and agree to any data processing.

For full list of rights check out: [Data Protection in the European Union – What are your rights as citizen](#)

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

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

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

Sixty-four percent of EU citizens are concerned about data protection issues and feel that awareness and information on these topics are not yet satisfactory.

*(Eurobarometer – Data Protection in the European Union: Citizens' perceptions)*

Learn more about internet safety in a fun and friendly fairy tale environment with the new Council of Europe on-line game – Wild Web Woods!

Check it out at <http://www.wildwebwoods.org>

1. Everyone has the right to the protection of personal data concerning him or her.
2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.

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



Space for your Ideas!

## Selected Articles from the European Charter of Fundamental Rights

Check the complete text at: [http://ec.europa.eu/justice\\_home/unit/charte/index\\_en.html](http://ec.europa.eu/justice_home/unit/charte/index_en.html)

“The peoples of Europe, in creating an ever closer union among them, are resolved to share a peaceful future based on common values.”

## Preamble – Charter of Fundamental Rights of the EU

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

### Chapter I – Dignity

Human dignity

Right to life

Prohibition of torture and inhuman or degrading treatment or punishment

### Chapter II – Freedoms

Right to liberty and security

Protection of personal data

Freedom of thought, conscience and religion

Right to education

Right to asylum

### Chapter III – Equality

Equality before the law

Non-discrimination

Equality between men and women

### Chapter IV – Solidarity

Fair and just working conditions

Social security and social assistance

### Chapter V – Citizens' Rights

Right to good administration

Right to petition

Freedom of movement and of residence

### Chapter VI – Justice

Right to an effective remedy and to a fair trial

Presumption of innocence and right of defence

### Chapter VII – General Provisions

Scope of guaranteed rights

Prohibition of abuse of rights

Did you know that since 2007 the European Union Agency for Fundamental Rights based in Vienna provides EU institutions, Member States and the general public with expertise on fundamental rights?

Check <http://fra.europa.eu>.



# MY FUNDAMENTAL RIGHTS!

Seventy-three per cent of EU citizens want the EU to play a greater role in promoting and protecting fundamental rights in Europe.

(Eurobarometer, Role of the EU in Justice, Freedom and Security area)

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

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

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

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

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

In addition, the Charter covers those political rights of Union citizens that, by definition, cannot be included in the Convention of the Council of Europe.



MONDAY

9

40-325

TUESDAY

10

41-324

WEDNESDAY

11

42-323

THURSDAY

12

43-322

FRIDAY

13

44-321

SATURDAY

14

45-320

SUNDAY

15

46-319

February

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

March

Wk	M	T	W	T	F	S	S
9							1
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11	9	10	11	12	13	14	15
12	16	17	18	19	20	21	22
13	23	24	25	26	27	28	29
14	30	31					

# The European Union Agency for Fundamental Rights (FRA)

## Objective

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

## Tasks

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

## Geographical scope

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

Since March 2007 the European Union has a new institution, dealing with research and data collection, awareness raising about and analyses of compliance with fundamental rights in the EU! Built on the European Monitoring Centre on Racism and Xenophobia (EUMC), the new Fundamental Rights Agency shows that the European Union is fully committed to promoting fundamental rights at EU level.

[www.fra.europa.eu](http://www.fra.europa.eu)

## FRA co-operates with a number of bodies:

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





MONDAY

16

TUESDAY

17

WEDNESDAY

18

47-318

48-317

49-316

Lined writing area for Monday 16.

Lined writing area for Tuesday 17.

Lined writing area for Wednesday 18.

You can also apply for a Traineeship at FRA! Find all the needed info at: [http://fra.europa.eu/fra/index.php?fuseaction=content.dsp\\_cat\\_content&catid=4036208dbd32a](http://fra.europa.eu/fra/index.php?fuseaction=content.dsp_cat_content&catid=4036208dbd32a)

THURSDAY

19

FRIDAY

20

SATURDAY

21

50-315

51-314

52-313

Lined writing area for Thursday 19.

Lined writing area for Friday 20.

Lined writing area for Saturday 21.

SUNDAY

22

53-312

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

MONDAY 23 TUESDAY 24 WEDNESDAY 25

Lined writing area for Monday 23, Tuesday 24, and Wednesday 25.

THURSDAY 26 FRIDAY 27 SATURDAY 28

Lined writing area for Thursday 26, Friday 27, and Saturday 28.



SUNDAY 1

Lined writing area for Sunday 1.

Calendar grid for February and March with days of the week and dates.

# Gender equality/ Equality between men and women

As early as 1957, the treaty establishing the European Economic Community enshrined the principle of equality between men and women. Yet there is still a clearly unfavourable situation of women in relation to men, especially on the labour market. This is what the 'Roadmap for equality between women and men' adopted in 2006 aims at improving. (EC, Report on Equality between women and men – 2007)



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

In Spain and Hungary, close to half of the public believes that women are at a disadvantage in society. However, in Denmark and Greece, there are just about as many people who feel that being a woman is an advantage. (Eurobarometer, *Discrimination in the European Union*)

The European Institute for Gender Equality has been set up in Vilnius, Lithuania.

It works together with Member States and EU institutions to ensure that Community policy in the field of gender equality is fully implemented.

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

**Charter of the Fundamental Rights of the EU, Article 23**



**MONDAY** **2**  
61-304

**TUESDAY** **3**  
62-303

**WEDNESDAY** **4**  
63-302

Lined writing area for Monday, Tuesday, and Wednesday.

**THURSDAY** **5**  
64-301

**FRIDAY** **6**  
65-300

**SATURDAY** **7**  
66-299

Lined writing area for Thursday, Friday, and Saturday.

**SUNDAY** **8**  
67-298

Lined writing area for Sunday.

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

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



# RACIAL DISCRIMINATION

## Racism and racial discrimination

Racial discrimination is a type of discrimination based on the beliefs that distinctive human characteristics, abilities etc. are determined by racial or ethnic origin or certain physical features (such as skin colour), and that there are superior and inferior 'races'.  
(CoE, COMPASS)

'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, Preamble to the *International Convention on the Elimination of all forms of Racial Discrimination*)

There exists a special 'European Commission against Racism and Intolerance' (ECRI), which belongs to the Council of Europe and monitors racism and xenophobia - [www.coe.int/ecri/](http://www.coe.int/ecri/).

In 2000, the Council of the European Union passed the so-called Racial Equality Directive, (EU wide binding legislation) which implements the principle of equal treatment between persons irrespective of racial or ethnic origin.

In the UK a woman who suffered eight years of racial abuse/discrimination at a small electronics company in Essex was awarded GBP 34,000 in compensation by an employment tribunal.

(FRA, 2008 Annual Report)

One of the tasks of the FRA is to gather information about how the Racial Equality Directive is actually applied in the EU Member States. The scarcity of sanctions in most of the Member States is problematic because the Racial Equality Directive declares effective, proportionate and dissuasive sanctions to be mandatory.

(FRA, 2008 Annual Report)





MONDAY

9

TUESDAY

10

WEDNESDAY

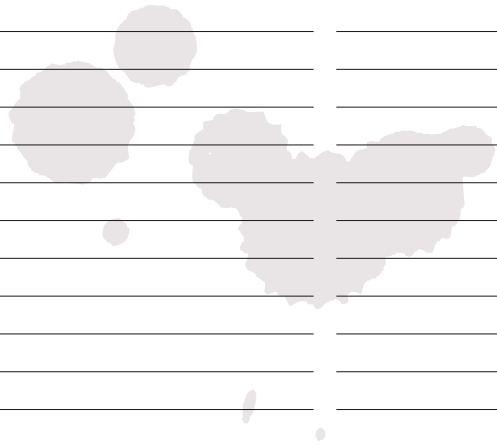
11

68-297

69-296

70-295

Lined writing area for Monday, Tuesday, and Wednesday.



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

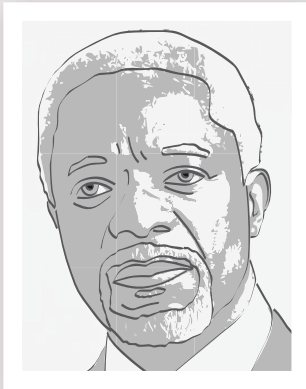
# How much do you know about discrimination, racism and xenophobia?

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

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



Copyright Buenos Dias / KPA



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

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

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



Space for your Ideas!

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

# The Benefits of a diverse Europe

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

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

These benefits can include:

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

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

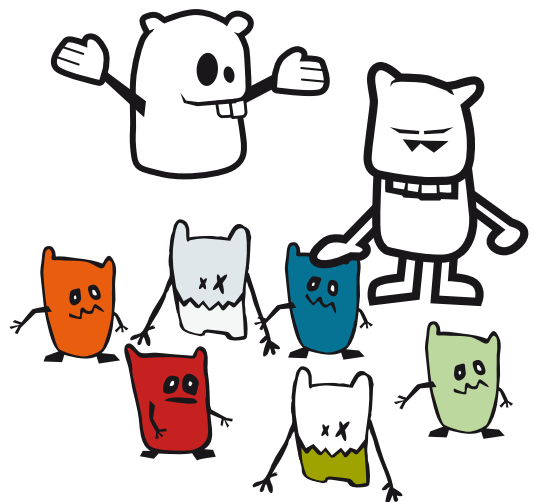
## On difference

The social and cultural reality to which you belong is the result of a conglomeration of differences of all kinds, since it is ultimately a mixture of individuals. A society without differences is hard to imagine; thus we should not consider these differences as an obstacle, but should rather see them as an essential part of life.

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

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

(Eurobarometer, *Discrimination in the European Union*)







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

Whom are they targeted against?

Why do you think that happens?



comes from a Greek word meaning 'fear of **foreigner**' and it describes attitudes of rejection, hostility or violence against people from other countries or belonging to minorities. Xenophobia has its origin in the insecurity and the fear projected onto what is perceived as 'the other'.

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

'My name is Melanie and I'm 16 years old. 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 wished people would accept me just the way I am!  
*Melanie, 16, Austria*

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

Imagine yourself from the outside.  
How would you be seen by  
someone living in another society?

MONDAY

23

82-283

TUESDAY

24

83-282

WEDNESDAY

25

84-281









MONDAY

30

89-276

TUESDAY

31

90-275

WEDNESDAY

1

91-274

THURSDAY

2

92-273

FRIDAY

3

93-272

SATURDAY

4

94-271

SUNDAY

5

95-270

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

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

## Intercultural society

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

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

One can be trained to understand how to be active in tolerating various cultures. For example, in Ireland the *National Consultative Committee on Racism and Interculturalism* (NCCRI) organised training sessions on promoting interculturalism in the workplace for members of the taxi industry as part of a drive to combat racist comments made towards <http://www.inanimatealice.com/images/iatitle2.gif> taxi drivers. (FRA, 2008 *Annual Report*)



# 2008 was the Year of Intercultural Dialogue



### What happened during the 2008 European Year of Intercultural Dialogue?

During the year conferences, debates, film festivals, exhibitions and other activities took place all over Europe in order to raise awareness about benefits of living in a diverse society. Check it out at <http://www.interculturaldialogue2008.eu/>

There were also on-line initiatives: *inanimatealice*, an interactive on-line game tells the story of Alice, a young girl growing up in the first half of the 21st century, and her imaginary digital friend, Brad.

You can play the game at: <http://www.inanimatealice.com/>

Europe aims to promote international relations and a world based on peaceful coexistence and intercultural dialogue. You should be aware of the importance of developing active European citizenship which is open to the world, respects cultural diversity and is based on the common values of the European Union!

WHAT INFORMATION CAN YOU FIND ABOUT ROMA IN YOUR LOCAL NEWS?

TUESDAY

7

WEDNESDAY

8

97-268

98-267

INTERNATIONAL ROMA DAY

MONDAY

6

96-269

WHAT IS THE SIZE OF THE ROMA COMMUNITY IN YOUR COUNTRY?

DO YOU KNOW ANY OTHER FAMOUS ROMA?

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



Elena Lacková, Prešov (Slovakia), 1991

Slovakian novelist and play writer Elena Lacková won several awards for her portrayals of destiny of Romani communities during the Holocaust.

# Roma and Travellers

## Who are the Roma and Travellers?

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

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

(CoE – COMPASS & *Defending Roma Human Rights in Europe*)

See also FRA Infobase)

**ROMAPHOBIA / ANTI-GYPSYISM**

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

## Roma in Numbers:

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

CoE, *Roma and Travellers Division*

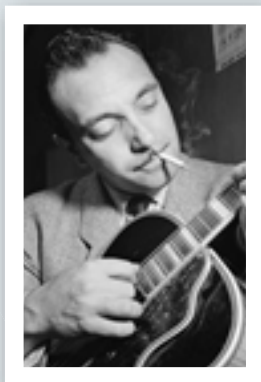


The European Commission and the Council of Europe have launched the joint awareness raising campaign 'DOSTA! Go beyond prejudice, discover the Roma!' – in order to fight prejudices against Roma.

Visit [www.dosta.org](http://www.dosta.org) for more information.

## Did You Know?

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



Copyright William P. Gottlieb, [www.jazzphotos.com](http://www.jazzphotos.com)

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



Copyright SJPF

Portuguese Rom **Ricardo Quaresma**, who has also played for FC Barcelona, plays regularly in the Portuguese National team and won twice the award Portuguese Footballer of the Year! He scored one goal in EURO 2008.

# Initiative THARA Haus (Vienna, Austria)

## What is the Initiative THARA Haus?

In Romanes (the language of the Roma) *thara* means 'tomorrow' and also 'future', while *Haus* is the German word for 'house'. The Initiative THARA Haus is a co-operation of Roma and non-Roma organisations based in Vienna, Austria.

## Target group

Roma and Sinti between the ages of 14-25 years, regardless of their nationality, who are residents of Vienna. Participation in all programmes of the THARA Haus is free of charge.

## Main objectives

To advance and promote the general knowledge, skills and qualifications of Roma and Sinti youths especially with regard to their future employment or higher education goals. Promote intercultural exchange and dialogue in order to create awareness of and understanding for the Roma and Sinti culture, as well as about the merits of diversity in general. Reduce prejudice and social/cultural barriers between the so-called mainstream society and the Roma society.

## Main programmes of ered

Tutoring (German, English, Mathematics) for pupils of secondary schools; courses on 'Improving Learning Skills'; Roma-culture activities: theatre, music, dance, Romanes and Roma-history lessons; Secondary School Diploma and radio journalism/pod casting courses; job orientation and counselling in social matters; career counselling; PC-workshops and ECDL courses etc.

## An innovative approach

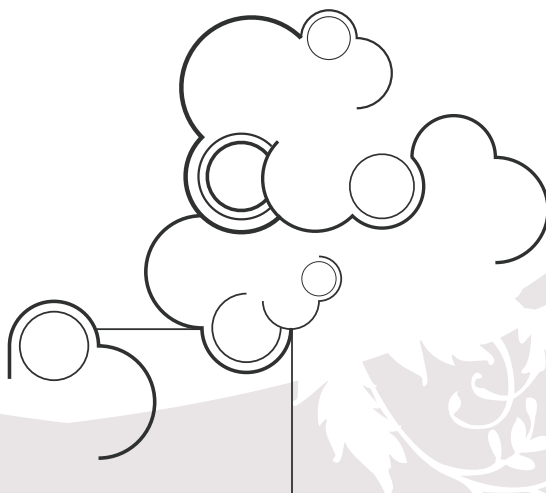
The Initiative THARA Haus does not attempt to integrate Roma and Sinti youths into mainstream society by thrusting its values upon them, forcing them to part with their traditional cultural and social backgrounds. The innovative approach is one of cooperation and dialogue which will help Roma youths identify the best of both worlds for themselves and encourage them to utilise this knowledge to their own advantage. A wide variety of projects offers participants the opportunity to take part in programmes of their choice and at the same time gain skills and qualifications, discover their strengths and weaknesses, define their preferences, recognise their talents and experience the importance of reliability and stamina in the realisation of projects.

## Framework and funding

The Initiative THARA Haus was created within the framework of the European Community Initiative EQUAL and is funded by means of the European Social Fund and the Austrian Federal Ministry of Economics and Labour.

## Contact

Initiative THARA Haus  
Reinprechtsdorferstraße 31 (im Hof)  
1050 Wien  
Tel: (01) 544 04 47  
[www.thara.at](http://www.thara.at)  
(EQUAL, Info-Tool Box)





THURSDAY

9

FRIDAY

10

SATURDAY

11

99-266

100-265

101-264

Lined writing area for Thursday, April 9th.

Lined writing area for Friday, April 10th.

Lined writing area for Saturday, April 11th.

SUNDAY

12

102-263

Lined writing area for Sunday, April 12th.

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

MONDAY

13

103-262

TUESDAY

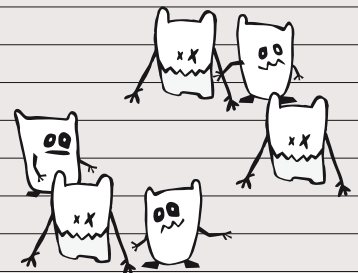
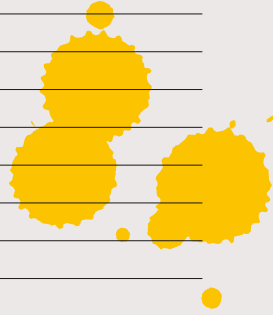
14

104-261

WEDNESDAY

15

105-260







THURSDAY

16

FRIDAY

17

SATURDAY

18

106-259

107-258

108-257

Lined writing area for Thursday, Friday, and Saturday.

SUNDAY

19

109-256

Lined writing area for Sunday.



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



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

**Johann Wolfgang von Goethe**

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

The 23 official EU languages are not the only languages spoken in the EU.

Remember that there are also many regional and minority languages spoken by segments of population.

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



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



**The Union shall respect cultural, religious and linguistic diversity**  
**Charter of Fundamental Rights of the EU, Article 22**

# Learning languages in Europe

## Why should you learn languages?

- So that you can understand local people when you go on holiday abroad
- Maybe you go to school with people who speak foreign languages
- So that you can make friends from other countries
- More companies employ people who can speak foreign languages
- If you can speak someone else's language you can better understand their culture and perspective on life

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



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

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

MONDAY

20

110-255

TUESDAY

21

111-254

WEDNESDAY

22

112-253

THURSDAY

23

113-252

FRIDAY

24

114-251

SATURDAY

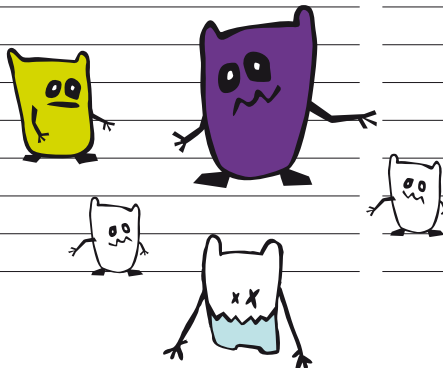
25

115-250

SUNDAY

26

116-249



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

MONDAY

27

117-248

TUESDAY

28

118-247

WEDNESDAY

29

119-246

THURSDAY

30

120-245

FRIDAY

1

121-244

SATURDAY

2

122-243

SUNDAY

3

123-242

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

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

## - BG - Bulgarian

Hello -  
Thank You -

## eština - CS - Czech

Hello - Ahoj  
Thank You - D kuji

## Dansk - DA - Danish

Hello - Hej  
Thank You - Tak

## Deutsch - DE - German

Hello - Hallo  
Thank You - Danke

## Eesti - ET - Estonian

Hello - Tere  
Thank You - Tänan

## Elinika - EL - Greek

Hello -  
Thank You - α •

## English - EN - English

Thank You  
Hello

## Español - ES - Spanish

Hello - Hola  
Thank You - Gracias

## Français - FR - French

Hello - Salut  
Thank You - Merci

## Gaeilge - GA - Irish

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

## Italiano - IT - Italian

Hello - Ciao  
Thank You - Grazie

## Latviesu valoda - LV - Latvian

Hello - Sveiki  
Thank You - Paldies

## Lietuviu kalba - LT - Lithuanian

Hello - Labas  
Thank You - Ači.

## Magyar - HU - Hungarian

Hello - Szia  
Thank You - Köszönöm

## Malti - MT - Maltese

Hello - • ello  
Thank You - Grazzi

## Nederlands - NL - Dutch

Hello - Hallo  
Thank You - Dank u

## Polski - PL - Polish

Hello - Cze••  
Thank You - Dziekuje

## Português - PT - Portuguese

Hello - Olá  
Thank You - Obrigado

## Român - RO - Romanian

Hello - Salut  
Thank You - Mul umesc

## Sloven ina - SK - Slovak

Hello - Ahoj  
Thank You - - akujem

## Slovenš ina - SL - Slovene

Hello - Zdravo  
Thank You - Hvala

## Suomi - FI - Finnish

Hello - Hei  
Thank You - Kiitos

## Svenska - SV - Swedish

Hello - Hej  
Thank You - Tack



MONDAY

4

124-241

TUESDAY

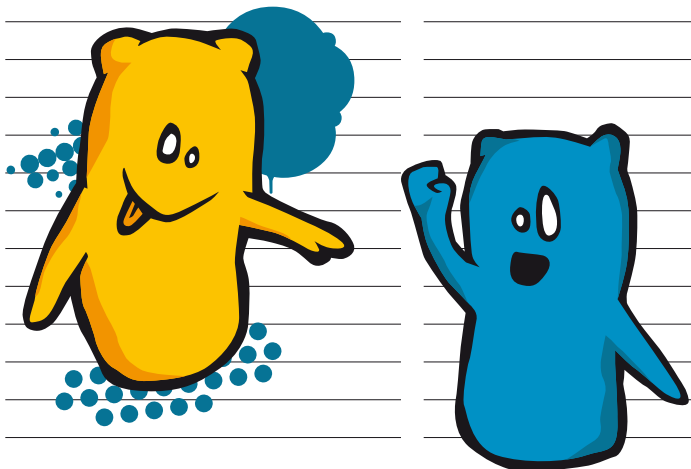
5

125-240

WEDNESDAY

6

126-239





THURSDAY  
127-238

7

FRIDAY  
128-237

8

SATURDAY  
129-236

9

SCHUMAN DAY'

SUNDAY  
130-235

10

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



MONDAY

11

TUESDAY

12

WEDNESDAY

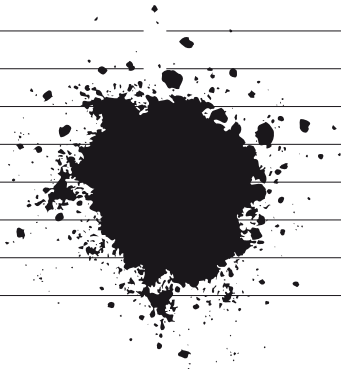
13

131-234

132-233

133-232

Three vertical columns of horizontal lines for writing, corresponding to the days Monday, Tuesday, and Wednesday.



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



Tens of thousands of homosexuals died in the Nazi concentration camps during World War II. Besides the rainbow, the pink triangle and the pink colour are commonly associated with homosexual movements and culture, derived from the pink badge that homosexuals had to wear in the Nazi concentration camps on the grounds of 'sexual deviance'.  
(CoE, COMPASS)

## Homophobia or discrimination because of sexual orientation

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

(EP, *Resolution on homophobia in Europe*)

### did you know that 17 may is International day Against Homophobia? do you know why?

On that day in 1990, homosexuality was removed from the International Classification of Diseases of the World Health Organization.

Homosexuality means different things to different people. Here are some basic definitions:

- **Bisexual** refers to somebody attracted to person(s) of the same and the opposite gender.
- **Gay** is a term used for homosexual men. In some circles it also includes homosexual women (Lesbians).
- **Homosexual** refers to a person attracted to persons of the same gender only.
- Heterosexual refers to persons attracted to persons of the opposite gender only.
- **Lesbian** is used to refer to female homosexuals, i.e. women attracted to other women.
- **Transgender** is used to refer to a person who has a different gender from what their biological sex indicates (i.e. a man in a female body or the other way round).
- **LGBT** is an abbreviation of Lesbian, Gay, Bisexual and Transgender.

(CoE, COMPASS)

### Did you know?

The **Stonewall Riots** were a series of violent conflicts between LGBT people and New York City police officers that began during a 28 June 1969 police raid, and lasted several days. They were centred at the Stonewall Inn on Christopher Street and are widely recognised as the catalyst for the modern-day movement towards LGBT rights. Since then it is common that LGBT communities organise **Gay Pride Parades** to march in the streets in order to be heard.



# School information about homosexuality *(Sweden)*

## Organiser

The Swedish Federation for Gay/Lesbian Rights (Riksforbundet for Sexuellt Likaberattigande, RFSL)

## The start

RFSL felt there was a need for the already existing information about homosexuality to be complemented, since the literature was often of poor quality and teachers often lacked sufficient knowledge to give appropriate information.

## Target group

The main target group are young students between the ages of 14-18. There are, however, exceptions such as university students, school staff and other groups working with young people.

## Place of the project

Initially, the project concentrated on the main cities in Sweden, but RFSL strived to cover other areas as well. Most sessions take place in schools. Sometimes students come to the RFSL premises. Occasionally sessions take place in youth centres or in the premises of youth clubs/organisations.

## Access to the target group

Initially RFSL offered their services directly to schools and spread information through other institutions which also have contact with schools. At present schools contact RFSL for information. All 'marketing' and books are made by the coordinator of the project.

## Outline of the methodology

Information is often given during respective schools thematic working days or weeks when students learn about and discuss love, sex, relationships and contraceptives. Informants work in pairs: one male and one female. The duration of the sessions vary between 40 to 80 minutes per group. Ideally the groups are no larger than 30 people.

## The best and worst moments of the project

The best moments are when students reflect upon the information that they receive and when 'queer' students find the encouragement to 'come out' and get in touch with other 'queer' youth. The worst moments are when faced with bigot teachers who insist on theoretical discussion which students cannot follow. (Such teachers are often asked to leave the session.) Facing students with fascist and religious fanatical ideas is never pleasant, either.

## Results and impact

As the project aims at giving information it is very difficult to evaluate the results and impact. The RFSL however believes this is one way to demystify homosexuality and a contribution to the struggle against prejudice and intolerance.

## Contact:

RFSL, Box 350  
S-10124 Stockholm, Sweden  
(CoE, *Domino*)

THURSDAY

14

FRIDAY

15

SATURDAY

16

134-231

135-230

136-229



SUNDAY

17

137-228

INTERNATIONAL DAY  
AGAINST HOMOPHOBIA

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

MONDAY

18

TUESDAY

19

WEDNESDAY

20

138-227

139-226

140-225

'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

141-224

142-223

143-222

WORLD DAY FOR CULTURAL DIVERSITY FOR DIALOGUE AND DEVELOPMENT

'Together against racism!'

'Unite against racism!'

'Fair-play. Many Colours. One Game.'

SUNDAY

24

144-221

'Racism breaks the game!'

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

NGO's and official bodies often campaign to tackle discrimination in sports. For example a campaign 'Racism Breaks the Game' launched by the Decade of Roma Inclusion to disseminate a general anti-racism message - one that, in contrast with Roma-focused campaigns, had the potential to be supported by a large majority – and to introduce a visible, but not explicit, Roma element. Check out campaign videos through the following links:

- <http://www.romadecade.org/portal/downloads/Antiracism.mpg>
- <http://www.youtube.com/watch?v=iX2GNxULqSU>

# Discrimination / Racism in sports

## Gender Discrimination in Sports

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

## Racism and Homophobia in Football

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

(UEFA & FARE – *Unite Against Racism*)

There is not a single player in the European professional leagues who is openly gay. There are homophobic and anti-homosexual slogans and chants in most stadiums across Europe. Homosexuality continues to be regarded as a taboo and a provocation.

(UEFA & FARE – *Tackling Racism in Club Football*)



Copyright UEFA

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

**Michel Platini** – UEFA President

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

## Good practice:

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

MONDAY

25

145-220

TUESDAY

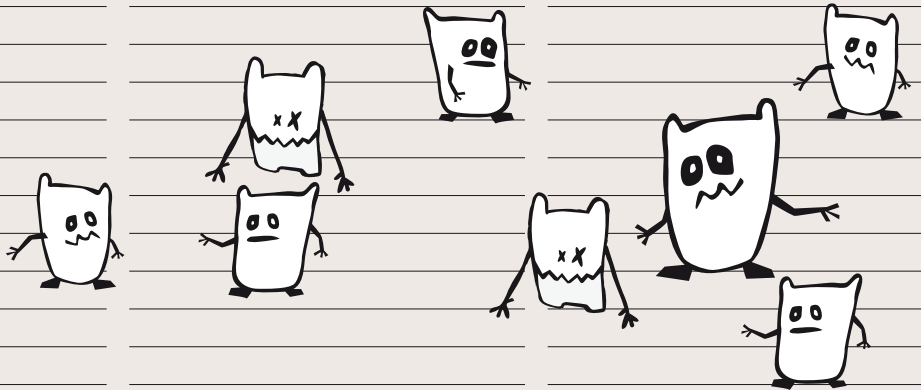
26

146-219

WEDNESDAY

27

147-218





THURSDAY

28

FRIDAY

29

SATURDAY

30

148-217

149-216

150-215

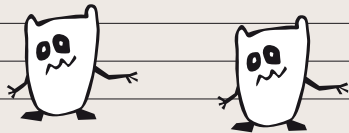
Lined writing area for Thursday, Friday, and Saturday.

SUNDAY

31

151-214

Lined writing area for Sunday.



Lined writing area below the cartoon characters.

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

MONDAY 1

152-213

INTERNATIONAL CHILDREN'S DAY

TUESDAY 2

153-212

WEDNESDAY 3

154-211

THURSDAY 4

155-210

INTERNATIONAL DAY OF INNOCENT CHILDREN VICTIMS OF AGGRESSION

FRIDAY 5

156-209

SATURDAY 6

157-208

SUNDAY 7

158-207

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



# Rights of the Child

## Rights of the Child

A child has the same general human rights as an adult. But children are particularly vulnerable and so they also have particular rights that recognise their special need for protection.

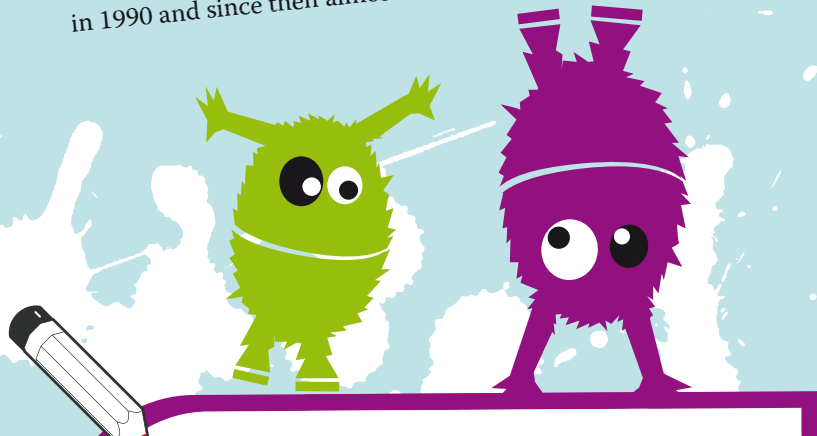
(<http://www.unicef.org>)

**Do you know on which document UNICEF bases its work?**  
The **UN Convention on the Rights of the Child** is the first legally binding international instrument setting out the civil, political, economic, social and cultural rights of children. It entered into force in 1990 and since then almost all UN members have ratified it.



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

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

- 
- An illustration featuring two cartoon monsters. One is green with large eyes and a wide smile, and the other is purple with a more grumpy expression. A white pencil with a pink eraser is positioned to the left of the monsters. The background has some light blue splatters.
1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity
  2. In all actions relating to children, whether taken by public authorities or private institutions, the child's best interests must be a primary consideration.
  3. Every child shall have the right to maintain on a regular basis a personal relationship and direct contact with both his or her parents, unless that is contrary to his or her interests.

**Charter of Fundamental Rights of the EU, Article 24**

In the EU, one child in five lives under the poverty threshold, and in most countries children face a greater risk of poverty than the rest of the population. (DG Employment, Social Affairs & Equal Opportunities - *Child Poverty and Well-Being in the EU: Current status and way forward*)

June



2009

MONDAY 8

159-206

Lined writing area for Monday, June 8.

TUESDAY 9

160-205

Lined writing area for Tuesday, June 9.

WEDNESDAY 10

161-204

Lined writing area for Wednesday, June 10.

THURSDAY 11

162-203

Lined writing area for Thursday, June 11.

FRIDAY 12

163-202

Lined writing area for Friday, June 12.

SATURDAY 13

164-201

Lined writing area for Saturday, June 13.

SUNDAY 14

165-200

Lined writing area for Sunday, June 14.

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



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

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

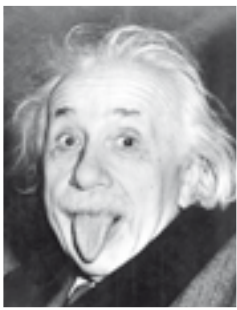
Every citizen of the Union has the right to vote and to stand as a candidate at **municipal elections** in the Member State in which he or she resides under the same conditions as nationals of that State

**Charter of Fundamental Rights of the EU, Articles 40**

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



# ACTIVE CITIZENSHIP/ DEMOCRATIC CITIZENSHIP



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

**Albert Einstein**

– German theoretical-physicist and Nobel Prize winner (1879-1955)

## Active Citizenship/Democratic citizenship

'Democratic Citizenship' is a skill that everyone needs. In its most practical form, it is the knowledge about how a country and society works why governments and institutions function as they do, where to get information and how to participate. Democratic citizenship goes far beyond participating in elections. Democratic citizenship is about resolving disputes in a friendly and fair way, it is about negotiating and finding a common ground, and it is about making sure that everybody's rights are respected. A democratic citizen knows about the ground rules of the society they live in and the personal responsibilities they need to respect.

### Did You Know?

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

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

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

Have your voice heard in the European Youth Forum

<http://www.youthforum.org/>



MONDAY

15

166-199

TUESDAY

16

167-198

WEDNESDAY

17

168-197

THURSDAY

18

169-196

FRIDAY

19

170-195

SATURDAY

20

171-194

WORLD REFUGEE DAY

SUNDAY

21

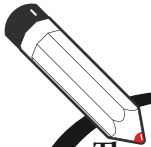
172-193

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

## Refugees and Asylum Seekers

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

In Germany, in three Federal States (Hessen, Baden-Württemberg, Saarland), children with a refugee background are disadvantaged regarding access to general education since they are not covered by the compulsory school system. (FRA, 2008 Annual Report)



The right to asylum shall be guaranteed with due respect for the rules of the Geneva Convention of 28 July 1951 and the Protocol of 31 January 1967 relating to the status of refugees and in accordance with the Treaty establishing the European Community Charter of Fundamental Rights of the EU, Article 18

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

Where do refugees in your country come from? What are they fleeing from?

ASYLUM SEEKER

asylum seeker



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

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



You are living in great danger and must flee your country?

Try putting yourself in the shoes of an asylum seeker by playing the online game **'Against All Odds'** created by UNHCR and available in German, Norwegian, Finnish, Swedish, Greek and English at: <http://www.playagainstallodds.com/>

MONDAY

22

TUESDAY

23

WEDNESDAY

24

173-192

174-191

175-190

You can also apply for a Traineeship at FRA! Find all the needed info at: [http://fra.europa.eu/fra/index.php?fuseaction=content.dsp\\_cat\\_content&catId=4036208dbd32a](http://fra.europa.eu/fra/index.php?fuseaction=content.dsp_cat_content&catId=4036208dbd32a)

THURSDAY

25

FRIDAY

26

SATURDAY

27

176-189

177-188

178-187

SUNDAY

28

179-186



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

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

# Opportunities in Europe

## Benefit from diversity!

Take advantage of the many opportunities available to you to in Europe.

**TRAVEL, STUDY, WORK!**

### Study Abroad!

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

Find more information on this website:

[http://ec.europa.eu/education/index\\_en.html](http://ec.europa.eu/education/index_en.html)



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

### Travel around Europe!

Eager to travel but don't know where to start? Check out this link for all the information you need – [http://europa.eu/youth/travelling\\_europe/index\\_en.html](http://europa.eu/youth/travelling_europe/index_en.html)



### Work/ Volunteer

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



Get involved in the **European Voluntary Service**  
[http://ec.europa.eu/youth/index\\_en.htm](http://ec.europa.eu/youth/index_en.htm)

... or with **UN Volunteers**  
<http://www.unv.org/>

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



MONDAY

29

180-185

TUESDAY

30

181-184

WEDNESDAY

1

182-183

THURSDAY

2

183-182

FRIDAY

3

184-181

SATURDAY

4

185-180

SUNDAY

5

186-179

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







MONDAY

6

187-178

Lined writing area for Monday, July 6.

TUESDAY

7

188-177

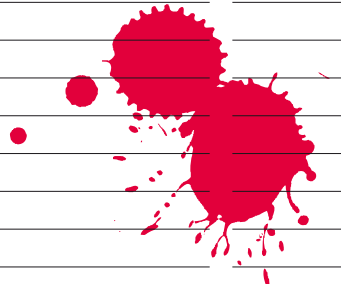
Lined writing area for Tuesday, July 7.

WEDNESDAY

8

189-176

Lined writing area for Wednesday, July 8.



THURSDAY

9

190-175

Lined writing area for Thursday, July 9.

FRIDAY

10

191-174

Lined writing area for Friday, July 10.

SATURDAY

11

192-173

Lined writing area for Saturday, July 11.



SUNDAY

12

193-172

Lined writing area for Sunday, July 12.

July							August								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
27		1	2	3	4	5		31						1	2
28	6	7	8	9	10	11	12	32	3	4	5	6	7	8	9
29	13	14	15	16	17	18	19	33	10	11	12	13	14	15	16
30	20	21	22	23	24	25	26	34	17	18	19	20	21	22	23
31	27	28	29	30	31			35	24	25	26	27	28	29	30
								36	31						



MONDAY

13

194-171

TUESDAY

14

195-170

WEDNESDAY

15

196-169

THURSDAY

16

197-168

FRIDAY

17

198-167

SATURDAY

18

199-166

SUNDAY

19

200-165

July							August								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
27			1	2	3	4	5	31						1	2
28	6	7	8	9	10	11	12	32	3	4	5	6	7	8	9
29	13	14	15	16	17	18	19	33	10	11	12	13	14	15	16
30	20	21	22	23	24	25	26	34	17	18	19	20	21	22	23
31	27	28	29	30	31			35	24	25	26	27	28	29	30
								36	31						

Answers to QUIZ:

1-b 2-a 3-b 4-c 5-b 6-c 7-c 8-a 9-b 10-c 11-a 12-b 13-b 14-c 15-a 16-a 17-b 18-a 19-c 20-b 21-c 22-c 23-b 24-a 25-b 26-c 27-b+c 28-b 29-a 30-a



MONDAY

20

201-164

Lined writing area for Monday, July 20.

TUESDAY

21

202-163

Lined writing area for Tuesday, July 21.

WEDNESDAY

22

203-162

Lined writing area for Wednesday, July 22.

THURSDAY

23

204-161

Lined writing area for Thursday, July 23.

FRIDAY

24

205-160

Lined writing area for Friday, July 24.

SATURDAY

25

206-159

Lined writing area for Saturday, July 25, featuring a purple ink splatter graphic.

SUNDAY

26

207-158

Lined writing area for Sunday, July 26.

July							August								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
27		1	2	3	4	5		31						1	2
28	6	7	8	9	10	11	12	32	3	4	5	6	7	8	9
29	13	14	15	16	17	18	19	33	10	11	12	13	14	15	16
30	20	21	22	23	24	25	26	34	17	18	19	20	21	22	23
31	27	28	29	30	31			35	24	25	26	27	28	29	30
								36	31						

MONDAY

27

208-157

TUESDAY

28

209-156

WEDNESDAY

29

210-155

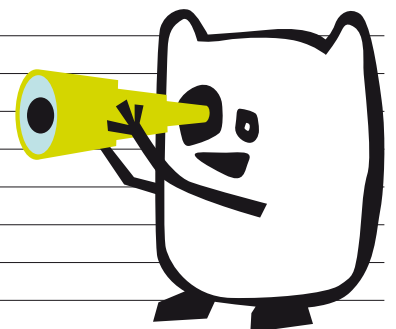
### Monitoring and research on Fundamental Rights

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

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

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

[www.fra.europa.eu](http://www.fra.europa.eu)



THURSDAY

30

211-154

FRIDAY

31

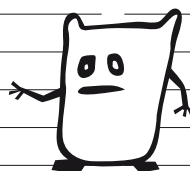
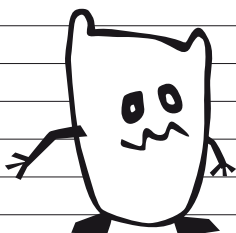
212-153

SATURDAY

1

213-152

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. It also develops methods and standards to improve the quality and comparability of data at EU level, as well as it carries out or encourages scientific research and surveys.



SUNDAY

2

214-151

July							August								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
27		1	2	3	4	5		31						1	2
28	6	7	8	9	10	11	12	32	3	4	5	6	7	8	9
29	13	14	15	16	17	18	19	33	10	11	12	13	14	15	16
30	20	21	22	23	24	25	26	34	17	18	19	20	21	22	23
31	27	28	29	30	31			35	24	25	26	27	28	29	30
								36	31						



## Discrimination in education

The right to education is recognised by international law and is at the heart of UNESCO's (United Nations Educational, Scientific and Cultural Organization) mission. The new EU rules on discrimination also cover the area of education.

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

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

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

*(FRA, 2008 Annual Report)*

**Examples of direct and indirect discrimination are:**

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



# DISCRIMINATION IN EDUCATION

### Good practices

In Hungary, the government decided to facilitate access to higher education for applicants raised in socially disadvantaged families by adding an extra four to eight points to their university entrance exam points.

In Latvia, the NGO Centre for Education Initiatives has developed a programme for the professional training of Roma teacher assistants for pre-school education establishments in National Action Plan 'Roma in Latvia'

*(FRA, 2008 Annual Report)*

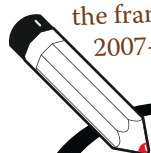
the framework of the  
2007-2009.



### Example of discrimination

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

*(FRA, 2008 Annual Report)*

- 
1. Everyone has the right to education and to have access to vocational and continuing training.
  2. This right includes the possibility to receive free compulsory education.

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

# DISCRIMINATION IN EMPLOYMENT

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

*(Council of the EU, Employment Equality Directive)*




In Denmark a company published a number of newspaper job advertisements requesting only Danish or Swedish job applicants.  
*(FRA, 2008 Annual Report)*

## Discrimination testing

In Greece matched pair experiments of discrimination testing showed that Albanian applicants have a much lower chance of employment than Greeks, and that when they are offered a job, they are offered greatly inferior terms and conditions of employment. Discrimination testing is a way how to prove discriminatory treatment. Two more or less similar applicants are sent to inquire about vacancy. If one is rejected on grounds that vacancy is taken and yet the other one accepted a short while afterwards, one can show that the first applicant was subjected to discriminatory treatment.  
*(FRA, 2008 Annual Report)*

## Good practice

New programmes for training, counselling and assistance for minorities to succeed in the labour market exist in the Czech Republic primarily for Roma, in Estonia for the non-Estonian speaking unemployed, and in Hungary for refugees.  
*(FRA, 2008 Annual Report)*

- 
- 1. Every worker has the right to working conditions which respect his or her health, safety and dignity.**
  - 2. Every worker has the right to limitation of maximum working hours, to daily and weekly rest periods and to an annual period of paid leave.**

**Charter of Fundamental Rights of the EU,  
Article 31**







# Discrimination in housing

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



## Good practice

In Spain, the non-profit association *Provivienda* has been developing programmes aimed at the social accommodation of youngsters, immigrants and other vulnerable groups. *Provivienda* supplies accommodation with social support, accommodation in transitional housing units and shared flats.

(FRA, 2008 Annual Report)

In Malta, immigrants are excluded from social housing, which is only available for Maltese citizens and their spouses.

(FRA, 2008 Annual Report)

In Poland, the municipal authorities of the town of Koszary, county of Limanowa, refused to connect the Roma settlement to the main water supply. Previously, this county had received funding to connect the Roma settlement in Koszary to the water and sewage system. Although the installations were built, connections were not provided to the Roma homes. As a result, only two families have running water, having installed the connections at their own cost. The remaining families use the wells. In the winter, the wells tend to freeze, compelling the Roma to use a stream.

(FRA, 2008 Annual Report)



## Discrimination in access to healthcare

International law obliges states to guarantee non-discrimination and equal treatment in the provision of health care. Yet, particularly illegally-resident third-country nationals, (nationals of countries other than EU Member states), rejected asylum seekers, and members of Roma communities face problems accessing health care.

*(FRA, Breaking the Barriers: Romani Women and Access to Public Health Care; FRA, 2008 Annual Report)*

# discrimination in access to healthcare



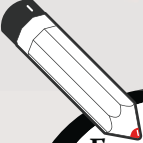
Roma women are systematically deprived of consistent access to health care across a number of EU member states. A particularly disturbing example of direct discrimination is that of segregating Roma patients in health care centres, particularly in maternity wards. This means in Roma-only rooms, showers, eating rooms, and other facilities.

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

## Good practice

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

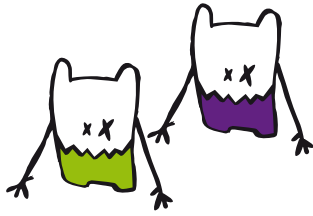
*(FRA, 2008 Annual Report)*



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

**Charter of Fundamental Rights of the EU,  
Article 35**





# Positive action

Outlawing discrimination will not necessarily be enough to ensure genuine equality of opportunity for everyone in society. Specific measures might be called for to compensate for or even eliminate disadvantages arising from a person's racial or ethnic origin, age or other characteristics which might lead to them being treated unfairly.

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

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

## **Positive action in practice!**

In Bulgaria and the Czech Republic, measures were introduced to encourage minorities to join the police force.

*(FRA, 2008 Annual Report)*



Most Member States regard segregation as a problem, therefore positive action should be promoted to counter segregation of migrant and minority groups.

For more information about positive action, read the European Commission's latest annual thematic brochure on non-discrimination 'Putting Equality into Practice: What role for positive action?'



# You can make a Difference - Be active at local level!

Do you have some ideas for a cool project and still don't know what to do? You don't know where and how to apply? How to get grant for it? On the website of the European Youth Week [www.youthweek.eu](http://www.youthweek.eu) you can find ideas of successful projects all around Europe, and the information needed to take-off yours!

**Get informed! Get involved! Get influence!**  
**Get active! Get your vision!**

## European grants? It's only a matter of applying

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

<http://www.youthweek.eu/funding-and-training-issues.html>

Link to the National Agencies of the **YOUTH Programme**, **SALTO Resource Centres** and **EURODESK offices** in all EU countries:

[http://europa.eu.int/comm/youth/program/natage\\_en.html](http://europa.eu.int/comm/youth/program/natage_en.html)



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

**Martin Luther King, Jr.**

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

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









MONDAY

7

TUESDAY

8

WEDNESDAY

9

250-115

251-114

252-113



## Prejudice

Refers to a judgement made about someone, before really getting to know that person or group of persons. Prejudices can be negative or positive in character; they are learned as part of our socialisation process and are very difficult to modify or eradicate. This is why it is important to become aware of them!

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



THURSDAY

10

FRIDAY

11

SATURDAY

12

253-112

254-111

255-110

Lined writing area for Thursday, Friday, and Saturday.

Making assumptions is easy and common. Do you really know what type of music your friends enjoy or do you just guess? If it is that simple to make assumptions about friends, think how easy it is to make false judgements about people we don't know.

SUNDAY

13

256-109

Lined writing area for Sunday.

Don't be afraid of sharing your views, but try to always support your opinions with facts from real life. Also remember that most facts, even when seemingly objective, are often subject to different interpretations.

September							October								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
36		1	2	3	4	5	6	40				1	2	3	4
37	7	8	9	10	11	12	13	41	5	6	7	8	9	10	11
38	14	15	16	17	18	19	20	42	12	13	14	15	16	17	18
39	21	22	23	24	25	26	27	43	19	20	21	22	23	24	25
40	28	29	30					44	26	27	28	29	30	31	

MONDAY

14

TUESDAY

15

WEDNESDAY

16

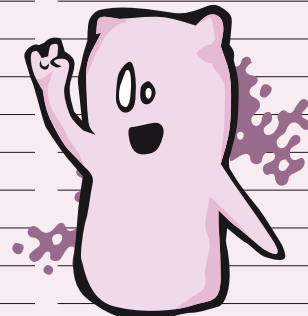
257-108

258-107

259-106

I am a 17-year old Hungarian Roma living in Budapest. Sometimes my classmates' intolerance is unbearable. Once we had a chemistry class and we studied the process of soap producing. At a certain point someone in the first row turned around and shouted to me: 'Hey you, do you hear this?' In the context it was clear what he meant. I also found sentences on the blackboard like 'Stinky gypsy'. The teachers did nothing about this.'

*Eszter, 17, Hungary*





THURSDAY

17

260-105

FRIDAY

18

261-104

SATURDAY

19

262-103

SUNDAY

20

263-102

September

Wk	M	T	W	T	F	S	S
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

October

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

MONDAY

21

264-101

TUESDAY

22

265-100

WEDNESDAY

23

266-99

THURSDAY

24

267-98

FRIDAY

25

268-97

SATURDAY

26

269-96

EUROPEAN DAY OF LANGUAGES

SUNDAY

27

270-95

September							October						
Wk	M	T	W	T	F	S	Wk	M	T	W	T	F	S
36		1	2	3	4	5	40			1	2	3	4
37	7	8	9	10	11	12	41	5	6	7	8	9	10
38	14	15	16	17	18	19	42	12	13	14	15	16	17
39	21	22	23	24	25	26	43	19	20	21	22	23	24
40	28	29	30				44	26	27	28	29	30	31



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

### Did you know?

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

# Age Discrimination

Age discrimination occurs when someone treats another person less favourably because of that person's age, and uses their age as a basis for prejudice and unfair treatment of that person.

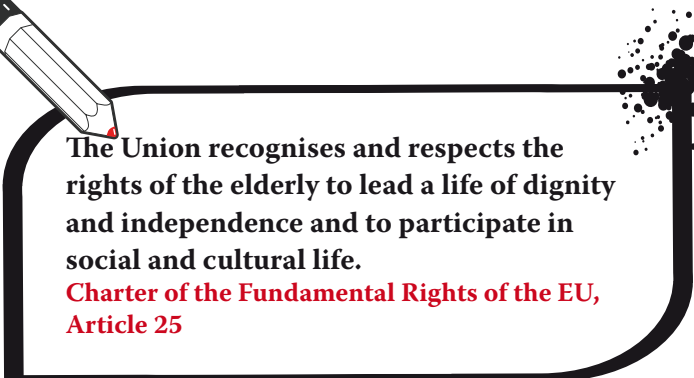


### Can you be refused a job because you're too young?

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

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

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



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

**Charter of the Fundamental Rights of the EU, Article 25**



THURSDAY

1

274-91

INTERNATIONAL DAY OF OLDER PERSONS

FRIDAY

2

275-90

SATURDAY

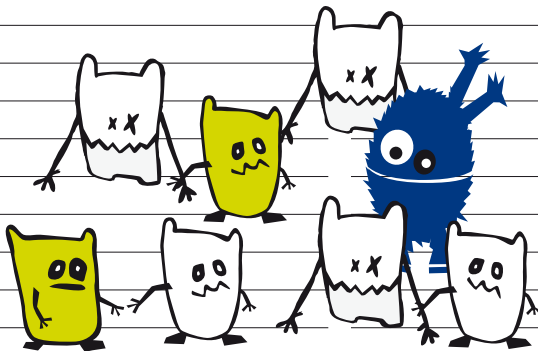
3

276-89

SUNDAY

4

277-88



September							October								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
36		1	2	3	4	5	6	40				1	2	3	4
37	7	8	9	10	11	12	13	41	5	6	7	8	9	10	11
38	14	15	16	17	18	19	20	42	12	13	14	15	16	17	18
39	21	22	23	24	25	26	27	43	19	20	21	22	23	24	25
40	28	29	30					44	26	27	28	29	30	31	



MONDAY

5

278-87

TUESDAY

6

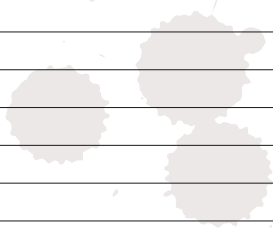
279-86

WEDNESDAY

7

280-85

Lined writing area for the calendar page.



October							November								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
40				1	2	3	4	44							1
41	5	6	7	8	9	10	11	45	2	3	4	5	6	7	8
42	12	13	14	15	16	17	18	46	9	10	11	12	13	14	15
43	19	20	21	22	23	24	25	47	16	17	18	19	20	21	22
44	26	27	28	29	30	31		48	23	24	25	26	27	28	29
								49	30						

# stereotyping

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

## Stereotyping

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

(NCCRI, *Useful Terminology*)

### How are stereotypes maintained? For example...

– Gays always try to pick-up heterosexuals. I know it very well because it has happened to me twice!!

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

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

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

# How to start your own project

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

## Step-by-Step Checklist

- What do you want to achieve?
- Who is the project for?
- Planning your activity
- Who do you want to work with?
- What methods will you use? Video, Discussion, Role Play, Presentation, Lesson etc.
- How will you reach your target group?
- Do you need funding?
- Do you or your co-workers need any special training?
- How will you review, document and evaluate your programme?
- Are you planning to inform media –local, national – TV, Newspapers, Radio?
- Will you publicise your project on-line?

(CoE, Domino)

## Further useful links

### • SALTO-YOUTH Resource Centres

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

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

### • EURODESK Funding Database

[www.eurodesk.org](http://www.eurodesk.org)

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

### • European Commission – Education and Training

[http://ec.europa.eu/education/index\\_en.html](http://ec.europa.eu/education/index_en.html)

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

### • Youth Partnership between the European Commission and the Council of Europe

<http://www.youth-partnership.net>

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



THURSDAY

8

FRIDAY

9

SATURDAY

10

281-84

282-83

283-82

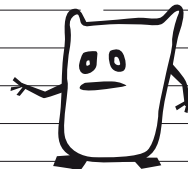
Lined writing area for Thursday, Friday, and Saturday.

SUNDAY

11

284-81

Lined writing area for Sunday.



October							November								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
40				1	2	3	4	44							1
41	5	6	7	8	9	10	11	45	2	3	4	5	6	7	8
42	12	13	14	15	16	17	18	46	9	10	11	12	13	14	15
43	19	20	21	22	23	24	25	47	16	17	18	19	20	21	22
44	26	27	28	29	30	31		48	23	24	25	26	27	28	29
								49	30						

MONDAY

12

285-80

TUESDAY

13

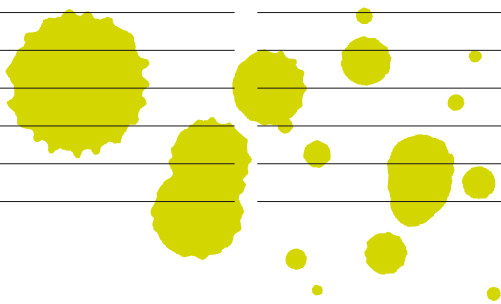
286-79

WEDNESDAY

14

287-78

Lined writing area with horizontal lines for each day.







Week 42

October

THURSDAY

15

288-77

FRIDAY

16

289-76

SATURDAY

17

290-75

SUNDAY

18

291-74

Handwriting practice area consisting of multiple horizontal lines for each day of the week.

October							November							
Wk	M	T	W	T	F	S	Wk	M	T	W	T	F	S	S
40				1	2	3	4	44						1
41	5	6	7	8	9	10	11	45	2	3	4	5	6	7
42	12	13	14	15	16	17	18	46	9	10	11	12	13	14
43	19	20	21	22	23	24	25	47	16	17	18	19	20	21
44	26	27	28	29	30	31		48	23	24	25	26	27	28
								49	30					



# Victimisation

## Victimisation

We refer to victimisation when a person is treated badly or differently for having made a complaint about discrimination or for supporting a colleague who has made a complaint.

([www.stop-discrimination.info](http://www.stop-discrimination.info))

Read the EU guide for victims of discrimination '*What you can do if you have suffered discrimination*'.

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

### Speak up!

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

### Quick complaint

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



# Examples of education projects – Snapshots!

## FRA – InfoBase

[www.fra.europa.eu](http://www.fra.europa.eu)

### **Diversitás projekt - Hungary:**

<http://menedek.hu/>

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

### **Semaines d'éducation contre le racisme – France:**

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

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

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

### **Škola pro Všechny - Czech Republic:**

<http://www.skolaprovsechny.cz/>

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

### **Poznaję - szanuję - toleruję – Poland:**

<http://www.bonafides.pl/>

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

There is a particular emphasis placed on the portrayal of national and ethnic minorities, which inhabit the surrounding areas of Katowice (among other Roma, the German minority) and on the ones, which are affected by negative stereotypes and prejudices (Jews, Russians, Muslims).

The magazine contains articles, quizzes, crossword puzzles and games. It also presents reports on children living in the area, their interests, dreams, everyday joy and problems, as well as stories, comic strips, culinary corner and tips for action.



THURSDAY

22

FRIDAY

23

SATURDAY

24

295-70

296-69

297-68

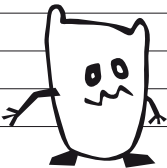
Lined writing area for Thursday, Friday, and Saturday.

SUNDAY

25

298-67

Lined writing area for Sunday.



October							November								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
40				1	2	3	4	44							1
41	5	6	7	8	9	10	11	45	2	3	4	5	6	7	8
42	12	13	14	15	16	17	18	46	9	10	11	12	13	14	15
43	19	20	21	22	23	24	25	47	16	17	18	19	20	21	22
44	26	27	28	29	30	31		48	23	24	25	26	27	28	29
								49	30						

MONDAY  
299-66

26

WEDNESDAY  
301-64

28



TUESDAY  
300-65

27

**Harassment**

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



THURSDAY

29

FRIDAY

30

SATURDAY

31

302-63

303-62

304-61

Lined writing area for Thursday, Friday, and Saturday.

SUNDAY

1

305-60

Everyone in the school community has the responsibility and duty to monitor and tackle racial harassment and racist incidents. (CoE, *COMPASS*)

In the Czech Republic, a person of Roma origin initiated a court case against a restaurant owner who displayed a statue of a Greek goddess of antiquity holding a baseball bat in her hand with a visible inscription 'Go and get the Gypsies' on the premises of his restaurant. The Supreme Court judged this to be a case of harassment.

(FRA, *2006 Annual Report*)

October							November								
Wk	M	T	W	T	F	S	S	Wk	M	T	W	T	F	S	S
40				1	2	3	4	44							1
41	5	6	7	8	9	10	11	45	2	3	4	5	6	7	8
42	12	13	14	15	16	17	18	46	9	10	11	12	13	14	15
43	19	20	21	22	23	24	25	47	16	17	18	19	20	21	22
44	26	27	28	29	30	31		48	23	24	25	26	27	28	29
								49	30						

MONDAY

2

TUESDAY

3

WEDNESDAY

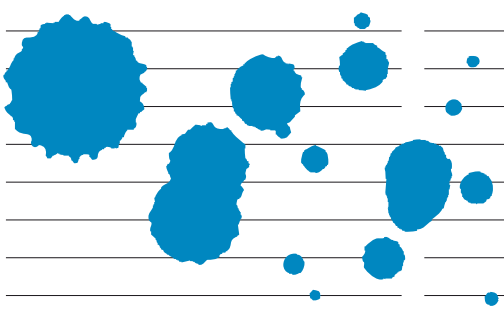
4

306-59

307-58

308-57

Lined writing area for Monday, Tuesday, and Wednesday.









# 2010

## is the european year for combating poverty and social exclusion

‘Currently, 78 million people in the EU – or 16% of the population – live at risk of poverty.’

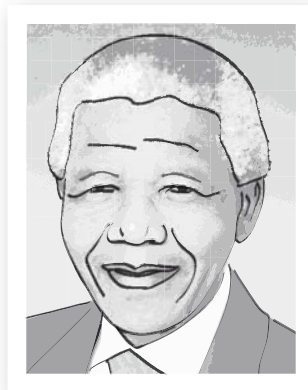
‘Three out of ten citizens have people in their area which they believe are at risk of falling into poverty.’

(Special Eurobarometer 279, Poverty and Exclusion)

The European Commission has designated 2010 as the European Year for Combating Poverty and Social Exclusion. The campaign aims to reaffirm the EU’s commitment to making a decisive impact on the eradication of poverty by 2010.

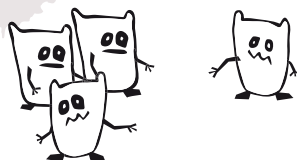
### Objectives of the Year:

- Recognition of the right of people in poverty and social exclusion to live in dignity and to play a full part in society;
- An increase in the public ownership of social inclusion policies, emphasising everyone’s responsibility in tackling poverty and marginalisation;
- A more cohesive society, where no one doubts that society as a whole benefits from the eradication of poverty;
- Commitment of all actors, because real progress requires a long-term effort that involves all levels of governance.



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

**Nelson Mandela** – anti-Apartheid activist, former President of South Africa and winner of the Nobel Prize for Peace



# racist violence and crime

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

According to recent studies, the most vulnerable groups identified are ethnic minorities within the national population, undocumented migrants, Jews, Muslims, North Africans, Latinos, people from former Yugoslavia, refugees/asylum seekers and Roma.

*(EUMC, Racist Violence in 15 EU Member States)*

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

*(EUMC, Racist Violence in 15 EU Member States)*

In Greece, in June 2007 a video clip showing police officers physically abusing two young immigrants was published on the web. The officers faced criminal charges and were suspended from their posts. In the following days other video clips showing police brutality were shown on the web.

*(FRA, 2008 Annual Report)*

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

*(FRA, 2008 Annual Report)*







International Day  
of Tolerance –  
16 November

## Intolerance

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

(CoE, *Council of Europe Cartoon books against intolerance*)

# intolerance



What examples of  
intolerance can  
you think of?

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

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

### What is Tolerance?

Tolerance is respect, acceptance and appreciation of the diversity of our world's cultures. Tolerance is harmony in difference. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is being yourself without imposing your views on others. Tolerance is not giving in or giving up.

Above all, tolerance is an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others.

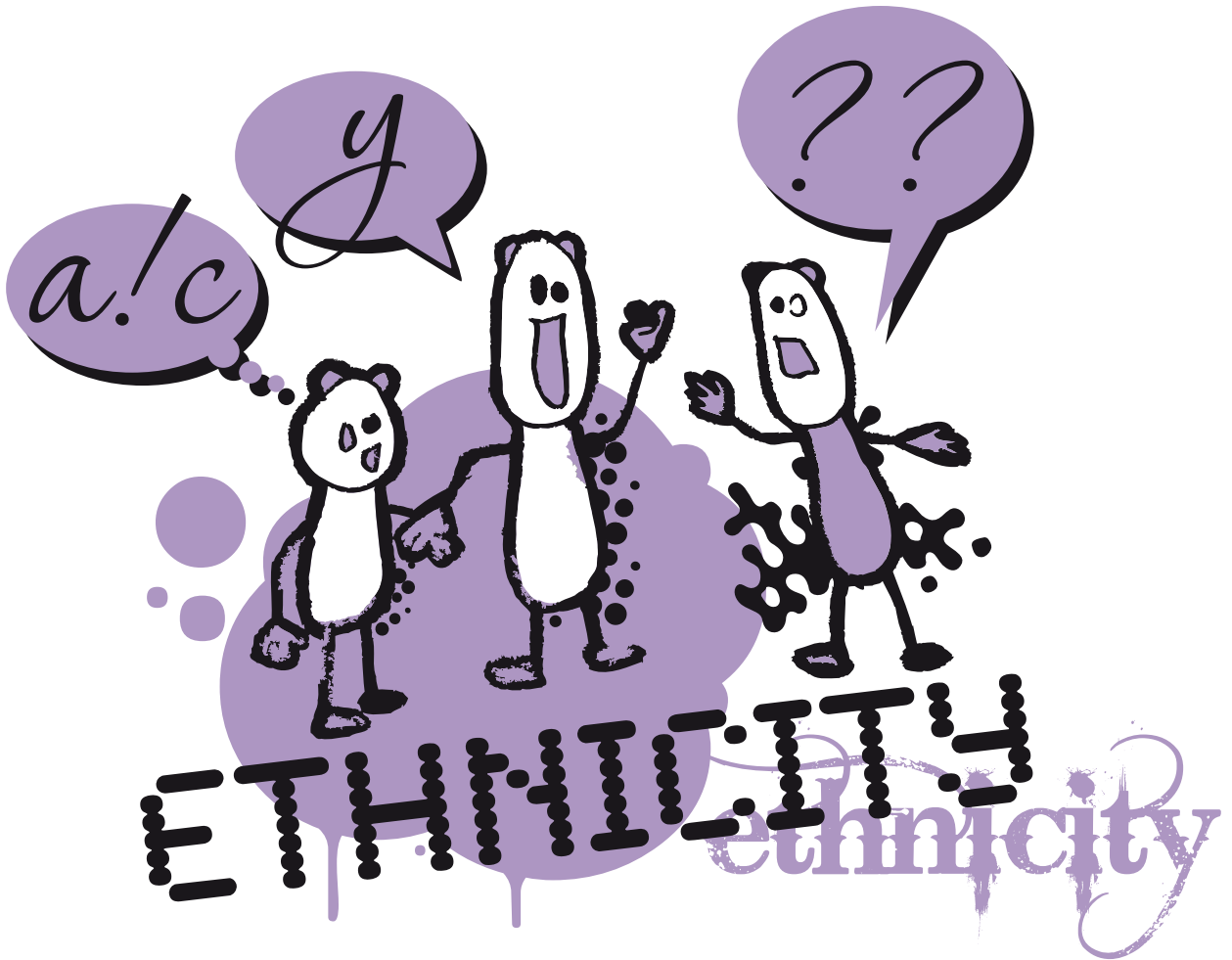


*'To be one, to be united is a great thing.  
But to respect the right to be different is  
maybe even greater.'*

**Bono** – U2 lead singer







## Ethnicity/Ethnic group

Ethnicity and ethnic affiliation can be described residing in shared characteristics such as culture, language, religion and traditions.

It can include:

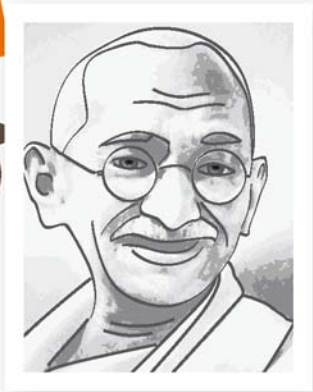
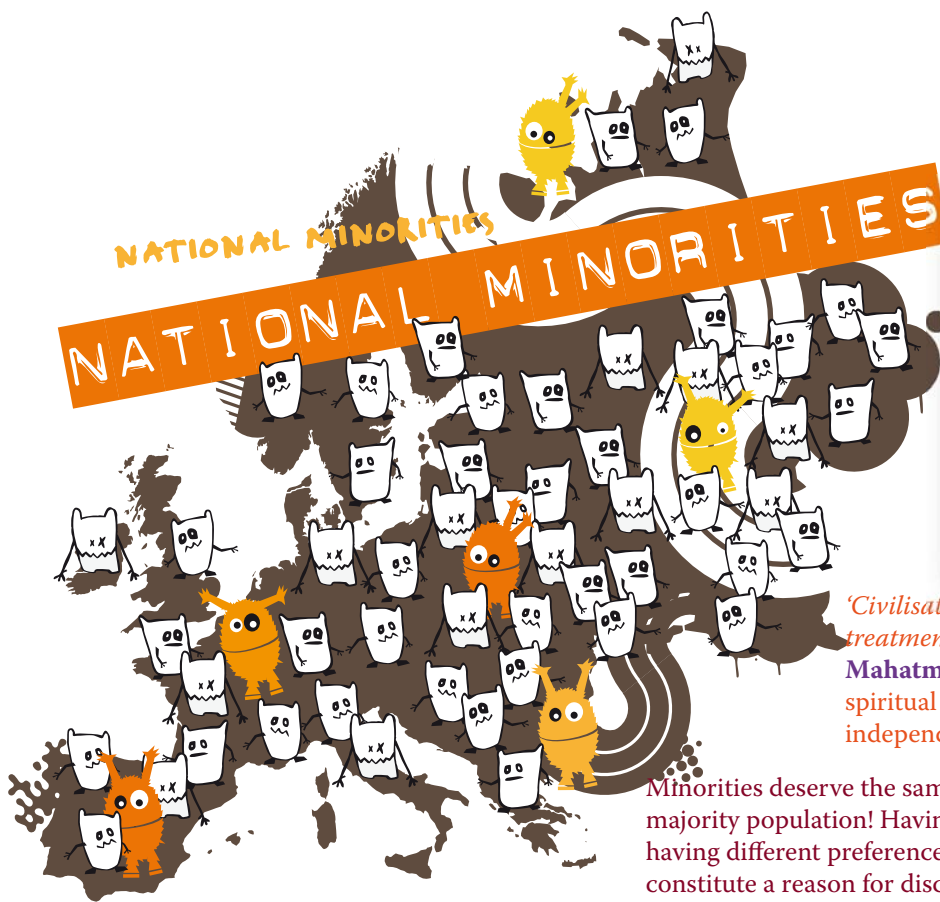
- The self-conception of members of a social group to establish their own cultural practices and forms of communication, and to find symbolic markers of distinction (e.g. food habits, religious rituals, forms of dressing etc.)
- The willingness to discuss different rituals and practices with outsiders, and to talk about forms of social coexistence

(based on Tovey and Share in NCCRI, *Useful Terminology*)

There are neither superior nor inferior cultures. Each culture is the result of a different reality. In each culture there are positive aspects from which it is possible to learn, and negative aspects we may criticise. How do we decide?

Take into consideration, with due objectivity and respect, the characteristics of the different cultures cohabiting within a specific area.

Be proud of your origin, but also, show social respect for other ways of living.



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

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

Minorities deserve the same respect as members of the majority population! Having a different background or having different preferences and life-style should never constitute a reason for discrimination.

## What are the national minorities in your country? What are your attitudes and behaviour towards the differences of minority groups?

### Minority/National Minorities/ Minority group

'Minority' is a word that can mean different things in different contexts. Generally it refers to a sub-group of a whole population that differs from the majority of this population in some characteristics (such as language, origin or certain physical features) and/or is subjected to differential treatment.

**National minorities** (sometimes also called 'ethnic minorities') refer to those who do not belong to the majority of the population in a country but ascribe themselves to a different nationality, ethnicity or (language) community.. There can be several national/ethnic minorities recognised in the same country. (Merriam-Webster online dictionary and NCCRI, *Useful Terminology*)

The Organisation for Security and Co-operation in Europe (OSCE) dedicates many of its efforts to minorities. Visit the websites of the Office for Democratic Institutions and Human Rights (ODIHR) <http://www.osce.org/odihhr/> and of the High Commissioner on National Minorities (HCNM) <http://www.osce.org/hcnm/>.

The Council of Europe has been monitoring compliance of Member States with the Framework Convention on National Minorities, which sets out rights of national minorities.





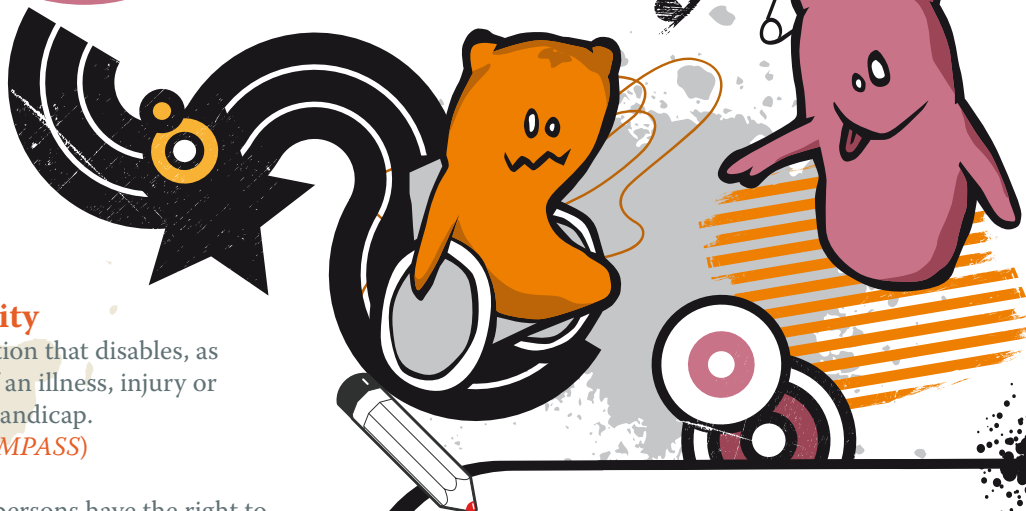
People with disabilities also excel in sports!

'Empower Achieve Inspire' is the motto of the **International Paralympic Committee!** Check out their work at <http://www.paralympic.org>

How many medals did your country bring from the Beijing Paralympics Games in 2008?

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

# disability



## Disability

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

(CoE, *COMPASS*)

Disabled persons have the right to vocational training, rehabilitation and resettlement, whatever the origin and nature of their disability.

(CoE, *Social Charter, Article 15*)

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

(UN, *Factsheet on Persons with disabilities*)

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

**Charter of Fundamental Rights of the EU, Article 26**

## What do people with disabilities want?

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

April 10, 1996

(CoE, *COMPASS*)

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

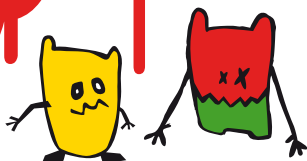
**How can people with Disabilities participate in the Daily activities at your school?**

“Cradle of mankind” – an expression that refers to Africa originates from archaeological findings that have given us proof that Africa is where the human species first emerged on Earth. The fossil findings of Homo Habilis in the Olduvai Gorge located (present day Tanzania) date back to between one and a half and one and three-quarter million years ago.

# African



# Communities in Europe



## Who are Africans?

Africans are not only people whose skin colour is black but includes the lighter skinned North Africans as well as also those in the Diaspora whose ancestry, cultural and social heritage can be traced back to Africa or to Africans who emigrated voluntarily or involuntarily as a result of the slave trade.

## Africa's relationship with Europe

Africa's relationship with Europe goes back centuries and has been characterised historically by exploitative trade relations and racism leading to colonialism and slavery. The effects of this sad chapter in the relationship between Africa and Europe are with us to this day. The European Union today promotes a policy of development co-operation with Africa.



## Did You Know?

Africans have contributed greatly to various areas of European life. During the first 500 years of the Catholic church there were three Africans who became Popes in Rome. The first Duke of Florence, Alessandro De Medici, is thought to have a possible African origin, Russian writer Alexander Pushkin great grandfather was of Abyssinian (Ethiopian) descent and French writer Alexandre Dumas was of African origin. Today, Africans make up to about 20 % of footballers in European leagues. Famous examples are Didier Drogba of Chelsea F.C., Samuel Eto'o of F.C.Barcelona and Frank Rijkaard who became the first black person to coach a European National Team in 2000  
*(Source: see back of the Agenda)*



## Africans in Europe

The numbers of Africans in Europe vary greatly from country to country but it is estimated that there are about 1.8 million altogether.

Africans are subjected to everyday racism. The 2006 Racism Report by the Austrian NGO ZARA indicates that the majority of racist graffiti they documented (70 per cent) was directed against Africans.  
*(FRA, 2008 Annual Report)*



## Africa's Geography

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





MONDAY

7

TUESDAY

8

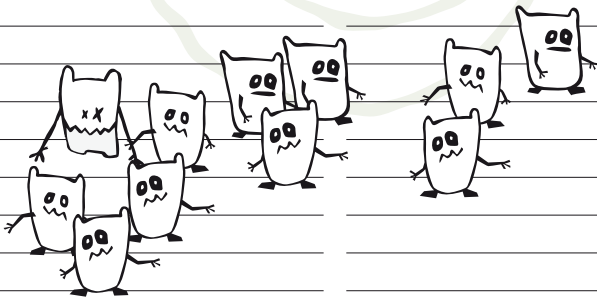
WEDNESDAY

9

341-24

342-23

343-22



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



All of the major faiths have teachings which encourage co-operation with people of other faiths.

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

## Multi-faith / interfaith initiatives

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

# Multi faith/interfaith initiatives

### Good practices:

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

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

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

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

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

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

# MUSLIM COMMUNITIES

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

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

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

# ISLAMOPHOBIA

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

([www.coe.int/ecri/](http://www.coe.int/ecri/))

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

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

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

THURSDAY

10

344-21

HUMAN RIGHTS DAY

FRIDAY

11

345-20

SATURDAY

12

346-19

SUNDAY

13

347-18

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

MONDAY

14

TUESDAY

15

WEDNESDAY

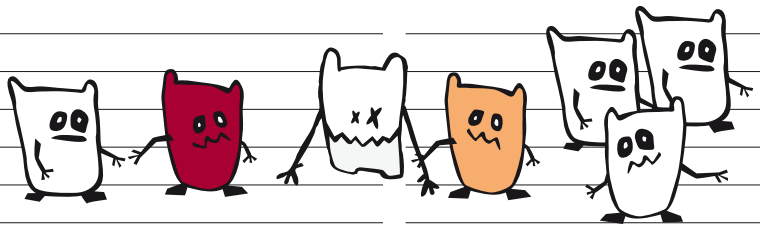
16

348-17

349-16

350-15

Handwriting practice area with horizontal lines for Monday, Tuesday, and Wednesday.



Handwriting practice area with horizontal lines for the bottom section of the page.

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

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

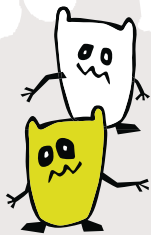
# JEWISH COMMUNITIES

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

## Jewish Communities

Jewish communities, Jews and persons with a Jewish background have experienced a long history of resentments, discrimination and persecution in Europe. In large parts of Central and Eastern Europe, of the once flourishing Jewish communities only a small rest remained after World War II. Today, the largest Jewish communities in Europe are to be found in France, the UK and Russia. Still, in the 21st century, Jews are facing prejudice and resentments.

[www.centropa.org](http://www.centropa.org)



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

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

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

## Anti-Semitism

The term anti-Semitism refers to the expression of prejudice and hatred towards Jews, Jewish community institutions and religious facilities. It can be expressed in speech, writing, visual forms and violent action. It can take various forms, among which threats, public insults or public incitement to violence, hatred or discrimination against a person or a grouping of persons on the grounds of their actual or presumed Jewish identity or origin. *(CoE, ECRI General Policy Recommendation No. 9 on the fight against anti-Semitism)*



International  
Day of Migrants  
– 18 December



## Migrants, Emigrants, Immigrants

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

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

An **immigrant** is a person arriving in a country, intending to settle temporarily or permanently.

(UK Commission for Racial Equality)

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

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

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



THURSDAY

17

FRIDAY

18

SATURDAY

19

351-14

352-13

353-12

INTERNATIONAL  
MIGRANTS DAY

SUNDAY

20

354-11

December

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

January

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



MONDAY

21

TUESDAY

22

WEDNESDAY

23

355-10

356-9

257-8

THURSDAY

24

FRIDAY

25

SATURDAY

26

358-7

359-6

360-5

SUNDAY

27

361-4

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





MONDAY

28

362-3

TUESDAY

29

363-2

WEDNESDAY

30

364-1

THURSDAY

31

365-0

FRIDAY

1

1-364

SATURDAY

2

2-363

SUNDAY

3

3-362



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

# Calendar

## February

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

## March

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

## January

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

## May

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

## June

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

## April

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

## August

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

## September

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

## July

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

## November

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

## December

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

## October

Wk	M	T	W	T	F	S	S
39					1	2	3
40	4	5	6	7	8	9	10
41	11	12	13	14	15	16	17
42	18	19	20	21	22	23	24
43	25	26	27	28	29	30	31

# Calendar


















# SMS-TXT

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



# Religious Festivals / Special Days



























## January 2009

Faiths/ Internationally recognized theme days	January 2009	February 2009	March 2009	April 2009	May 2009
<b>Buddhism</b> 	11-14 Mahayana New Year 26 Chinese New Year	8 and/or 15 Parinirvana - Nirvana Day			9 Wesak or Buddha Day
<b>Christianity</b> 	1 New Years Day 6 Epiphany (Three Kings Day) 7 Christmas Day (ortodox)	25 Ash Wednesday		9 Maundy Thursday 10 Good Friday 12-13 Easter 19 Easter (Orthodox)	21 Ascension Day 31 Pentecost
<b>Hinduism</b> 	14 Makar Sankranti 31 Vasant Panchamii	23 Mahashivaratri	11 Holi 27 Hindu New Year	3 Rama Navami 9 Hanuman Jayanti	
<b>Islam</b> 	7 Ashura		9 Mawlid al-Nabi (Muhammed's Birthday)		
<b>Judaism</b> 	9 Tu B'Shevat		10 Purim	9 Pesach 21 Yom Ha Sho'ah (Holocaust Remembrance Day, Israel)	
<b>Sikhism</b> 	5 Birthday of Guru Gobind Singh (Nanakshahi calendar)		11 Hola Mohalla	14 Vaisakhi The Sikh New Year Festival	
<b>Theme years</b>	2009 European Year for Creativity and Innovation 2009 International Year of Human Rights Learning				
<b>Theme days</b>	27 International Day of Commemoration in memory of the victims of the Holocaust		8 International Women's Day and United Nations Day for Women's Rights and International Peace 21 International Day for the Elimination of Racial Discrimination 21-28 Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination 28 Data Protection Day	8 International Roma Day	3 World Press Freedom Day 9 Schuman Day 17 International Day against Homophobia 21 World Day for Cultural Diversity for Dialogue and Development

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

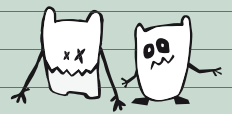
# Special theme days and Years

## 2009 - December 2009

June 2009	July 2009	August 2009	September 2009	October 2009	November 2009	December 2009
						8 Wesak/Vaisakha/ Puja/Bodhi Day
		15 Assumption Day			1 All Saint's Day 2 All Souls Day	24 Christmas Eve 25 Christmas Day 26 St. Stephen's Day 31 New Year's Eve / Hogmanay
		5 Raksha Bandhan 14 Janmashtami - Krishna Jayanti 23 Ganesh Chaturthiv	19 Navaratri 28 Dussera	17 Diwali		
		22 Beginning of Ramadan	20 End Of Ramadan		28 Eid al-Adha / Kurban bayrami	27 Ashura 18 Al-Hijira/ Muharram (Islamic New Year 1431)
			19-20 Rosh Hashanah (Jewish New Year) 28 Yom Kippur			12-19 Hanukkah
	5 Birthday of Guru Hargobind (nanakshahi calendar) 23 Birthday of Guru Har Krishen			17 Diwali	2 Birthday of Guru Nanak (Lunar Calendar) 24 Martyrdom of Guru Tegh Bahadur (Nanakshahi calendar)	
4 International Day of Innocent Children Victims of Aggression 20 World Refugee Day		12 International Youth Day 23 International Day for the Remembrance of the Slave Trade and its Abolition	8 International Literacy Day 26 European Day of Languages	1 International Day of Older Persons 5 World Teachers' Day	9 Anniversary of the November 1938 Pogrom 'Kristalnacht' 10 Adoption of the Universal Declaration of Human Rights 16 International Day of Tolerance 20 Universal Children's Day	3 International Day of Disabled Persons 10 Human Rights Day 18 International Migrants Day 20 International Human Solidarity Day

**NOTES**

The page features a light green background with a white watercolor splash on the left side. The page is ruled with horizontal lines, with a margin on the left side. The word "NOTES" is written in bold, uppercase letters at the top left of the page.





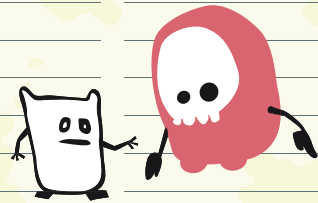








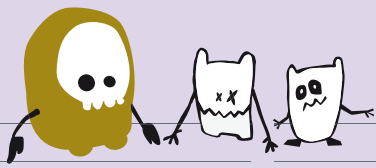
NOTES





NOTES

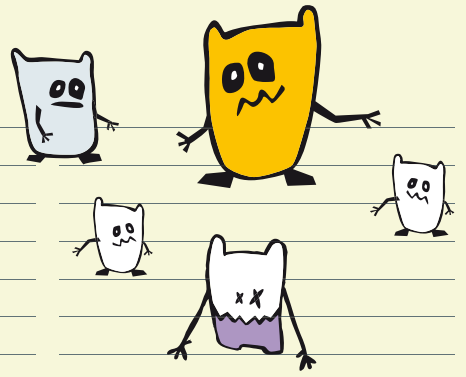
A series of horizontal lines for writing, spanning the width of the page. The lines are evenly spaced and cover most of the page area below the 'NOTES' header. There are approximately 25 lines in total.



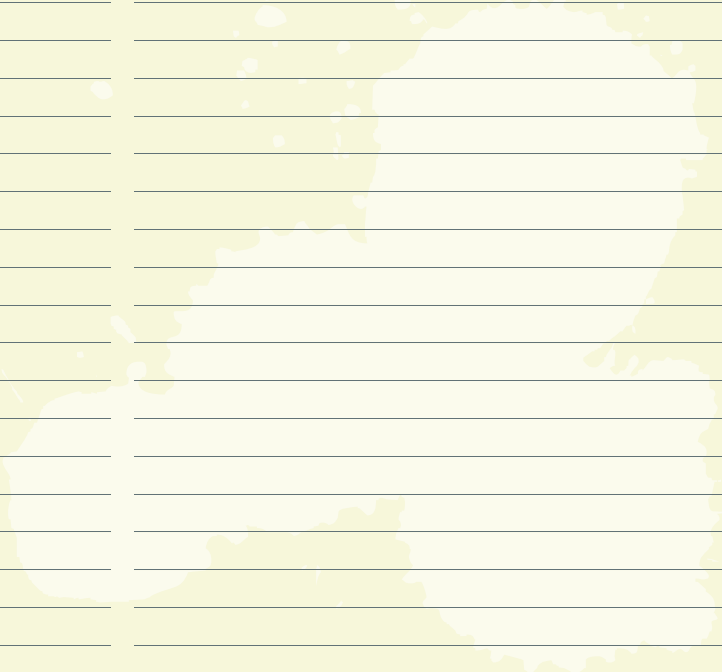
A series of horizontal lines for writing notes, starting from the top line and extending down to the bottom of the page.



NOTES





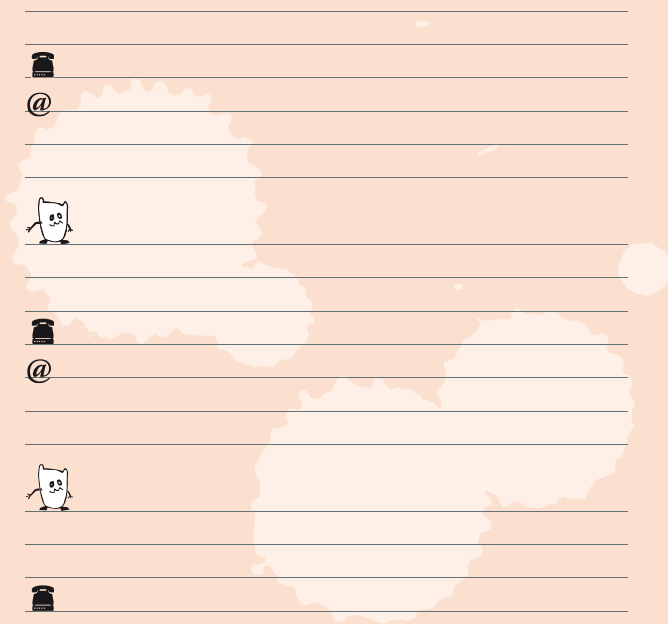






# CONTACTS









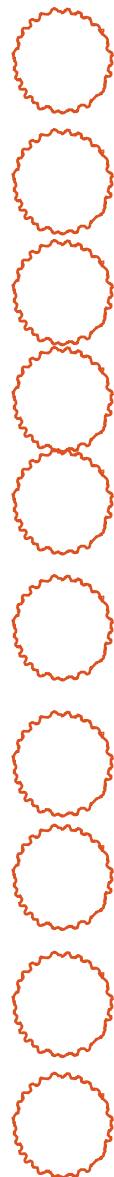
# Take the human rights

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

## Rating scale:

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

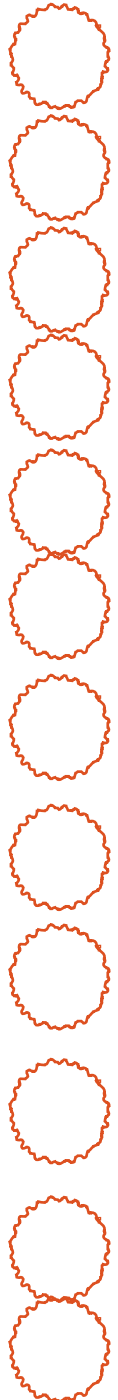
1. Members of the school community are not discriminated against because of their race, sex, family background, disability, religion or life style.  
(UDHR<sup>1</sup> articles 2, 16; CRC articles 2, 23)
2. My school is a place where I am safe and secure.  
(UDHR articles 3, 5; CRC articles 6, 37)
3. All students receive equal information and encouragement about academic and career opportunities.  
(UDHR articles 2, 26; CRC articles 2, 29)
4. My school provides equal access, resources, activities and accommodation for everyone. (UDHR articles 2, 7; CRC article 2)
5. Members of my school community will oppose discriminatory actions, materials or words in the school.  
(UDHR articles 2, 3, 7, 28, 29; CRC articles 2, 3, 6, 30)
6. When someone violates the rights of another person, the violator is helped to learn how to change her/his behaviour.  
(UDHR article 26; CRC articles 28, 29)
7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.  
(UDHR articles 3, 22, 26, 29; CRC articles 3, 6, 27, 28, 29, 31)
8. When conflicts arise, we try to resolve them in non-violent and collaborative ways. (UDHR articles 3, 28; CRC articles 3, 13, 19, 29, 37)
9. The school has policies and procedures regarding discrimination and uses them when incidents occur.  
(UDHR articles 3, 7; CRC articles 3, 29)
10. In matters related to discipline, everyone is assured of fair, impartial treatment in the determination of guilt and assignment of punishment.  
(UDHR articles 6, 7, 8, 9, 10; CRC articles 28, 40)





# temperature of your school!

11. **No one in our school is subjected to degrading treatment or punishment.**  
*(UDHR article 5; CRC articles 13, 16, 19, 28)*
12. **Someone accused of wrong-doing is presumed innocent until proved guilty.**  
*(UDHR article 11; CRC articles 16, 28, 40)*
13. **My personal space and possessions are respected.**  
*(UDHR articles 12, 17; CRC article 16)*
14. **My school community welcomes students, teachers, administrators and staff from diverse backgrounds and cultures, including people not born in this country.**  
*(UDHR articles 2, 6, 13, 14, 15; CRC articles 2, 29, 30, 31)*
15. **I have the liberty to express my beliefs and ideas without fear of discrimination.**  
*(UDHR article 19; CRC articles 13, 14)*
16. **Members of my school can produce and disseminate publications without fear of censorship or punishment.**  
*(UDHR article 19; CRC article 13)*
17. **Diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction.**  
*(UDHR articles 2, 19, 27; CRC articles 17, 29, 30)*
18. **I have the opportunity to participate in cultural activities at the school and my cultural identity, language and values are respected.**  
*(UDHR articles 19, 27, 28; CRC articles 29, 30, 31)*
19. **Members of my school have the opportunity to participate in democratic decision-making to develop school policies and rules.**  
*(UDHR articles 20, 21, 23; CRC articles 13, 15)*
20. **Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.**  
*(UDHR articles 19, 20, 23; CRC article 15)*
21. **Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty and peace.**  
*(UDHR preamble, articles 26, 29; CRC article 29)*
22. **Members of my school encourage each other to organize and take action to address problems related to justice, ecology, poverty and peace.**  
*(UDHR preamble, articles 20, 29; CRC article 29)*



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

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



24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being of themselves and their families.

*(UDHR articles 22, 25; CRC article 27)*



25. I take responsibility in my school to ensure that people do not discriminate against others.

*(UDHR articles 1, 29; CRC article 29)*



**Total points**



Your school's temperature = \_\_\_\_ human rights degrees

Possible temperature = 100 human rights degrees

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

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



Space for your Ideas!

**Take the human rights temperature of your school!**

## » Where to find information on the European Union

### Gateway to the European Union

[www.europa.eu](http://www.europa.eu)

The official website of the European Union

### Easy-reading corner

[http://ec.europa.eu/publications/index\\_en.htm](http://ec.europa.eu/publications/index_en.htm)

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

### European Youth Portal

<http://europa.eu/youth/>

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

### Eurodesk

[www.eurodesk.org](http://www.eurodesk.org)

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

### The EU in your country

[http://www.europa.eu/euinyourcountry/index\\_en.htm](http://www.europa.eu/euinyourcountry/index_en.htm)

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

### Europa GO!

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

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

### European Youth Week

<http://www.youthweek.eu/>

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

### Europe Direct

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

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

### European Youth Card Association

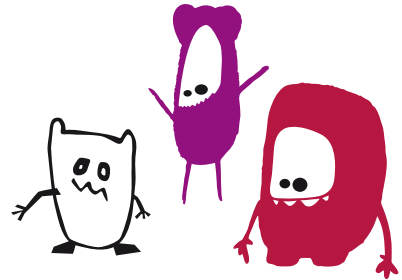
[www.eyca.org](http://www.eyca.org)

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

# Does it ring a bell?

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

Good luck!



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

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



**17. Which is the European Day of Languages?**

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

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

- A. On that day in 1990, homosexuality was removed from the International 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. How many football players are openly gay in European professional leagues?**

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

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

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

**21. When was the European Youth Parliament founded?**

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

**22. Age discrimination affects...**

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

**23. 2010 will be the European Year...**

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

**24. What is the International Day of Tolerance?**

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

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

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

**26. What is the world's largest minority?**

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



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

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

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

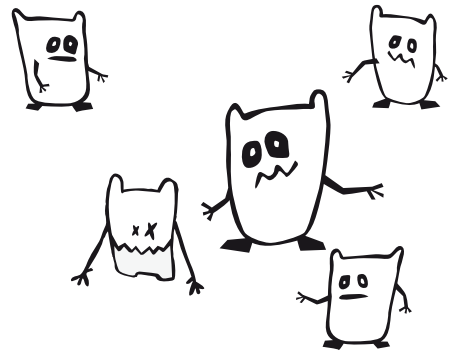
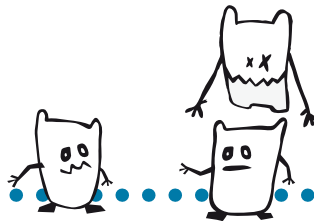
- A. 20 million
- B. 13 million
- C. 5 million

29. Which is the International Day of Migrants?

- A. 18th December
- B. 4th July
- C. 5th May

30. What is the name of the European Union founded programme which offers the possibility to students of studying abroad in another European country for a period of between 3 and 12 months?

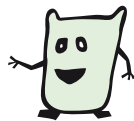
- A. Socrates/Erasmus
- B. Aristotle
- C. Donatello



## YOUR SCORE:

### 30-20 points

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



### 19-10 points

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

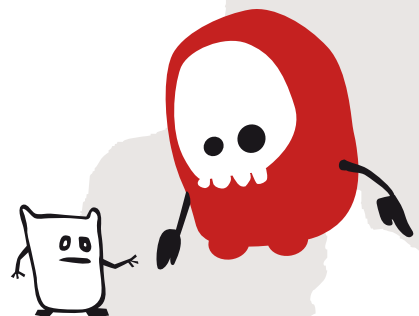


### 09-0 points

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



You can find correct answers at week 29!  
Give yourself one point for every correct answer.



# *Intergovernmental Organisations – Relevant bodies and core international human rights instruments*

## **Council of Europe (CoE)**

### **Relevant Bodies**

European Commission against Racism and Intolerance (ECRI)

[www.coe.int/ecri/](http://www.coe.int/ecri/)

European Court of Human Rights

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

European Committee for the Prevention of Torture and  
Inhuman or Degrading Treatment or Punishment (CPT)

[www.cpt.coe.int](http://www.cpt.coe.int)

### **Relevant Documents**

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

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

European Social Charter (1961, revised 1996)

[http://www.coe.int/T/E/Human\\_Rights/Esc/](http://www.coe.int/T/E/Human_Rights/Esc/)

### **Programmes/Initiatives**

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

## **European Union (EU)**

### **Relevant Bodies**

EU Commission

<http://ec.europa.eu/>

EU Agency for Fundamental Rights (FRA) –

former European Monitoring Centre on Racism and Xenophobia (EUMC)

<http://fra.europa.eu>

### **Relevant Documents**

Treaty of Amsterdam, Article 13

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

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

[http://www.europarl.europa.eu/charter/pdf/text\\_en.pdf](http://www.europarl.europa.eu/charter/pdf/text_en.pdf)

Racial Equality Directive 2000/43/EC (2000)

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/pdf/legisl/2000\\_43\\_en.pdf](http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisl/2000_43_en.pdf)

Employment Equality Directive 2000/78/EC (2000)

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/pdf/legisl/2000\\_78\\_en.pdf](http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisl/2000_78_en.pdf)

Framework Decision on Racism and Xenophobia (2007)

[http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/misc/93739.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/misc/93739.pdf)

### **Programmes/Initiatives**

PROGRESS - Community Action Programme to combat discrimination 2001-2006

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/policy/proga\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/policy/proga_en.htm)



EQUAL

[http://ec.europa.eu/employment\\_social/equal/index\\_en.cfm](http://ec.europa.eu/employment_social/equal/index_en.cfm)

2007 – European Year of Equal Opportunities for All

<http://equality2007.europa.eu>

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

### Relevant Bodies

Office for Democratic Institutions and Human Rights (ODIHR)

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

High Commissioner on National Minorities

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

### Relevant Documents

Helsinki Final Act (1975)

[http://www.osce.org/documents/mcs/1975/08/4044\\_en.pdf](http://www.osce.org/documents/mcs/1975/08/4044_en.pdf)

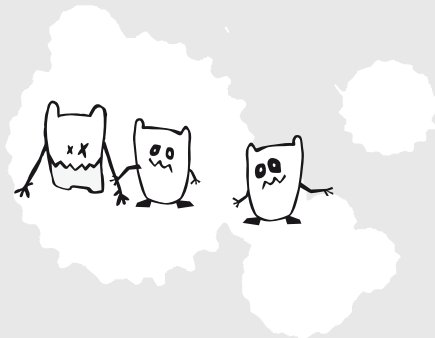
Charter of Paris for a New Europe (1990)

[http://www.osce.org/documents/mcs/1990/11/4045\\_en.pdf](http://www.osce.org/documents/mcs/1990/11/4045_en.pdf)

### Programmes/Initiatives

Tolerance and Non-Discrimination Programme

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



## United Nations (UN)

### Relevant Bodies

Human Rights Committee (HRC)

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

Committee on the Elimination of Racial Discrimination (CERD)

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

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

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

Committee on the Elimination of Discrimination against Women (CEDAW)

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

Committee against Torture (CAT)

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

### Relevant Documents

Universal Declaration of Human Rights (1948)

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

UNESCO Convention against Discrimination in Education (1960)

[http://www.unesco.org/education/pdf/DISCRIM\\_E.PDF](http://www.unesco.org/education/pdf/DISCRIM_E.PDF)

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

[http://www.unhchr.ch/html/menu3/b/d\\_icerd.htm](http://www.unhchr.ch/html/menu3/b/d_icerd.htm)

International Covenant on Civil and Political Rights (1966)

[http://www.unhchr.ch/html/menu3/b/a\\_ccpr.htm](http://www.unhchr.ch/html/menu3/b/a_ccpr.htm)

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

[http://www.unhchr.ch/html/menu3/b/a\\_ceschr.htm](http://www.unhchr.ch/html/menu3/b/a_ceschr.htm)

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

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

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

[http://www.unhchr.ch/html/menu3/b/h\\_cat39.htm](http://www.unhchr.ch/html/menu3/b/h_cat39.htm)

# Member States

## Austria



Year of EU entry: 1995  
Political system: Federal republic  
Capital city: Vienna  
Total area: 83 858 km<sup>2</sup>  
Population: 8.3 million  
Currency: Euro  
Official EU language: German

## Denmark



Year of EU entry: 1973  
Political system: Constitutional monarchy  
Capital city: Copenhagen  
Total area: 43 094 km<sup>2</sup>  
Population: 5.4 million  
Currency: Danish krone  
Official EU language: Danish

## Greece



Year of EU entry: 1981  
Political system: Republic  
Capital city: Athens  
Total area: 131 957 km<sup>2</sup>  
Population: 11.1 million  
Currency: Euro  
Official EU language: Greek

## Belgium



Year of EU entry: Founding member  
Political system: Constitutional monarchy  
Capital city: Brussels  
Total area: 30 158 km<sup>2</sup>  
Population: 10.5 million  
Currency: Euro  
Official EU languages: French, Dutch, German

## Estonia



Year of EU entry: 2004  
Political system: Republic  
Capital city: Tallinn  
Total area: 45 000 km<sup>2</sup>  
Population: 1.3 million  
Currency: Estonian kroon  
Official EU language: Estonian

## Hungary



Year of EU entry: 2004  
Political system: Republic  
Capital city: Budapest  
Total area: 93 000 km<sup>2</sup>  
Population: 10.1 million  
Currency: Forint  
Official EU language: Hungarian

## Bulgaria



Year of EU entry: 2007  
Political system: Republic  
Capital city: Sofia  
Total area: 111 000 km<sup>2</sup>  
Population: 7.7 million  
Currency: Lev  
Official EU language: Bulgarian

## Finland



Year of EU entry: 1995  
Political system: Republic  
Capital city: Helsinki  
Total area: 338 000 km<sup>2</sup>  
Population: 5.3 million  
Currency: Euro  
Official EU languages: Finnish, Swedish

## Ireland



Year of EU entry: 1973  
Political system: Republic  
Capital city: Dublin  
Total area: 70 000 km<sup>2</sup>  
Population: 4.2 million  
Currency: Euro  
Official EU language: English

## Cyprus



Year of EU entry: 2004  
Political system: Republic  
Capital city: Nicosia  
Total area: 9 000 km<sup>2</sup>  
Population: 0.8 million  
Currency: Cyprus pound  
Official EU languages: Greek, English

## France



Year of EU entry: Founding member  
Political system: Republic  
Capital city: Paris  
Total area: 550 000 km<sup>2</sup>  
Population: 60.9 million  
Currency: Euro  
Official EU language: French

## Italy



Year of EU entry: Founding member  
Political system: Republic  
Capital city: Rome  
Total area: 301 263 km<sup>2</sup>  
Population: 58.8 million  
Currency: Euro  
Official EU language: Italian

## Czech Republic



Year of EU entry: 2004  
Political system: Republic  
Capital city: Prague  
Total area: 79 000 km<sup>2</sup>  
Population: 10.3 million  
Currency: Czech koruna  
Official EU language: Czech

## Germany



Year of EU entry: Founding member  
Political system: Federal republic  
Capital city: Berlin  
Total area: 356 854 km<sup>2</sup>  
Population: 82.5 million  
Currency: Euro  
Official EU language: German

## Latvia



Year of EU entry: 2004  
Political system: Republic  
Capital city: Riga  
Total area: 65 000 km<sup>2</sup>  
Population: 2.3 million  
Currency: Lats  
Official EU language: Latvian

## Lithuania



**Year of EU entry:** 2004  
**Political system:** Republic  
**Capital city:** Vilnius  
**Total area:** 65 000 km<sup>2</sup>  
**Population:** 3.4 million  
**Currency:** Litas  
**Official EU language:** Lithuanian

## Poland



**Year of EU entry:** 2004  
**Political system:** Republic  
**Capital city:** Warsaw  
**Total area:** 313 000 km<sup>2</sup>  
**Population:** 38.1 million  
**Currency:** Zloty  
**Official EU language:** Polish

## Slovenia



**Year of EU entry:** 2004  
**Political system:** Republic  
**Capital city:** Ljubljana  
**Total area:** 20 000 km<sup>2</sup>  
**Population:** 2 million  
**Currency:** Euro  
**Official EU language:** Slovenian

## Luxembourg



**Year of EU entry:** Founding member  
**Political system:** Constitutional monarchy  
**Capital city:** Luxembourg  
**Total area:** 2 586 km<sup>2</sup>  
**Population:** 0.5 million  
**Currency:** Euro  
**Official EU languages:** French, German

## Portugal



**Year of EU entry:** 1986  
**Political system:** Republic  
**Capital city:** Lisbon  
**Total area:** 92 072 km<sup>2</sup>  
**Population:** 10.6 million  
**Currency:** Euro  
**Official EU language:** Portuguese

## Spain



**Year of EU entry:** 1986  
**Political system:** Constitutional monarchy  
**Capital city:** Madrid  
**Total area:** 504 782 km<sup>2</sup>  
**Population:** 43.8 million  
**Currency:** Euro  
**Official EU language:** Spanish

## Malta



**Year of EU entry:** 2004  
**Political system:** Republic  
**Capital city:** Valletta  
**Total area:** 316 km<sup>2</sup>  
**Population:** 0.4 million  
**Currency:** Maltese lira  
**Official EU languages:** Maltese, English

## Romania



**Year of EU entry:** 2007  
**Political system:** Republic  
**Capital city:** Bucharest  
**Total area:** 238 000 km<sup>2</sup>  
**Population:** 21.6 million  
**Currency:** Leu  
**Official EU language:** Romanian

## Sweden



**Year of EU entry:** 1995  
**Political system:** Constitutional monarchy  
**Capital city:** Stockholm  
**Total area:** 450 000 km<sup>2</sup>  
**Population:** 9.0 million  
**Currency:** Swedish krona  
**Official EU language:** Swedish

## Netherlands



**Year of EU entry:** Founding member  
**Political system:** Constitutional monarchy  
**Capital city:** Amsterdam  
**Total area:** 41 864 km<sup>2</sup>  
**Population:** 16.3 million  
**Currency:** Euro  
**Official EU language:** Dutch

## Slovakia



**Year of EU entry:** 2004  
**Political system:** Republic  
**Capital city:** Bratislava  
**Total area:** 49 000 km<sup>2</sup>  
**Population:** 5.4 million  
**Currency:** Slovak koruna  
**Official EU language:** Slovak

## United Kingdom



**Year of EU entry:** 1973  
**Political system:** Constitutional monarchy  
**Capital city:** London  
**Total area:** 242 500 km<sup>2</sup>  
**Population:** 60.4 million  
**Currency:** Pound sterling  
**Official EU language:** English

# the European Union

# EU

## Member States



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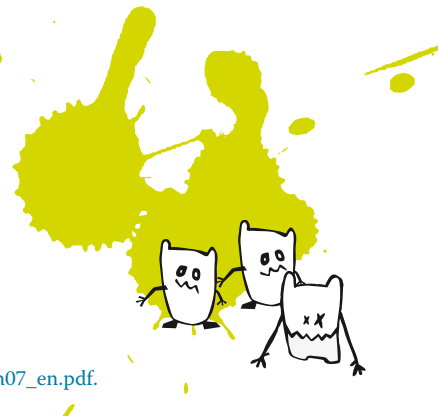
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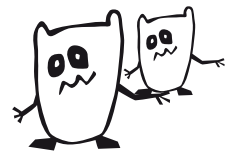
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**In this section you have the links to the sources used for various pages of the Agenda:**

How much do you know about fundamental rights in Europe?

[http://ec.europa.eu/justice\\_home/index\\_en.htm](http://ec.europa.eu/justice_home/index_en.htm)

[http://ec.europa.eu/justice\\_home/unit/charte/en/about-contents.html](http://ec.europa.eu/justice_home/unit/charte/en/about-contents.html)

Discrimination

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/index\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/index_en.htm)

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/index\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/index_en.htm)

Direct discrimination

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/rights/gloss\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/rights/gloss_en.htm)



Indirect discrimination

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/rights/gloss\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/rights/gloss_en.htm)

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

[http://ec.europa.eu/information\\_society/newsroom/cf/itemlongdetail.cfm?item\\_id=2794](http://ec.europa.eu/information_society/newsroom/cf/itemlongdetail.cfm?item_id=2794)

[http://ec.europa.eu/justice\\_home/fsj/privacy/guide/index\\_en.htm](http://ec.europa.eu/justice_home/fsj/privacy/guide/index_en.htm)

My Fundamental Rights!

[http://ec.europa.eu/justice\\_home/index\\_en.htm](http://ec.europa.eu/justice_home/index_en.htm)

Gender equality/ Equality between men and women

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

[http://ec.europa.eu/employment\\_social/news/2005/mar/genderinstitute\\_en.html](http://ec.europa.eu/employment_social/news/2005/mar/genderinstitute_en.html)

Racism and racial discrimination

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/pdf/legisln/2000\\_43\\_en.pdf](http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisln/2000_43_en.pdf)

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

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/rights/neb\\_en.htm#nat](http://ec.europa.eu/employment_social/fundamental_rights/rights/neb_en.htm#nat)

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/index\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/index_en.htm)

The Benefits of a diverse Europe

[http://ec.europa.eu/employment\\_social/eyeq/index.cfm?page\\_id=43](http://ec.europa.eu/employment_social/eyeq/index.cfm?page_id=43)

Roma and Travellers

[http://www.coe.int/T/DG3/RomaTravellers/Default\\_en.asp](http://www.coe.int/T/DG3/RomaTravellers/Default_en.asp)

Learning languages in Europe

[http://ec.europa.eu/education/policies/lang/learn/why\\_en.html](http://ec.europa.eu/education/policies/lang/learn/why_en.html)

[http://ec.europa.eu/education/policies/lang/languages\\_en.html](http://ec.europa.eu/education/policies/lang/languages_en.html)

[http://ec.europa.eu/education/policies/lang/languages/langmin/regmin\\_en.html](http://ec.europa.eu/education/policies/lang/languages/langmin/regmin_en.html)

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

[http://ec.europa.eu/education/policies/lang/languages/index\\_en.html](http://ec.europa.eu/education/policies/lang/languages/index_en.html)

Discrimination/Racism in Sports

[http://news.bbc.co.uk/sport2/hi/motorsport/formula\\_one/7225523.stm](http://news.bbc.co.uk/sport2/hi/motorsport/formula_one/7225523.stm)

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

Active Citizenship/Democratic citizenship

[http://www.coe.int/t/dg4/education/edc/What\\_is\\_EDC/EDC\\_Q&A\\_en.asp](http://www.coe.int/t/dg4/education/edc/What_is_EDC/EDC_Q&A_en.asp)

Refugees and Asylum Seekers

[www.unhcr.org](http://www.unhcr.org)

Positive action

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/rights/gloss\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/rights/gloss_en.htm)

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/pdf/pubst/broch/thembroch07\\_en.pdf](http://ec.europa.eu/employment_social/fundamental_rights/pdf/pubst/broch/thembroch07_en.pdf)

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

<http://www.youthweek.eu/get-active.html>

Age Discrimination

[http://www.direct.gov.uk/en/Employment/Employees/DiscriminationAtWork/DG\\_10026429](http://www.direct.gov.uk/en/Employment/Employees/DiscriminationAtWork/DG_10026429)

[http://www.dwp.gov.uk/opportunity\\_age/volume1/chapter\\_two.asp](http://www.dwp.gov.uk/opportunity_age/volume1/chapter_two.asp)

Stereotyping

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

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How to start your own project

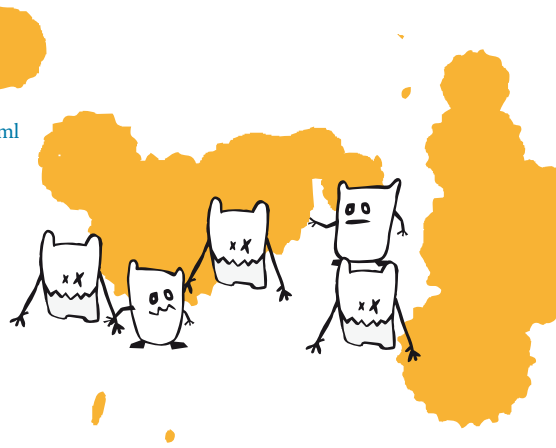
[http://europa.eu.int/comm/youth/index\\_en.html](http://europa.eu.int/comm/youth/index_en.html)

Victimisation

[http://ec.europa.eu/employment\\_social/fundamental\\_rights/pdf/public/factsheet2\\_en.pdf](http://ec.europa.eu/employment_social/fundamental_rights/pdf/public/factsheet2_en.pdf)

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





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Intolerance

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Disability

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Migrants, Emigrants, Immigrants

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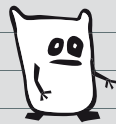
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NOTES



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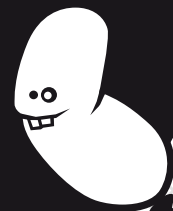
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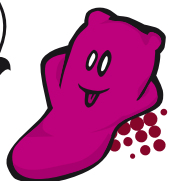
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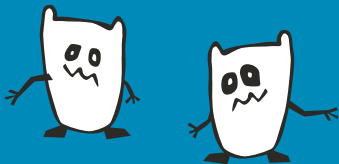


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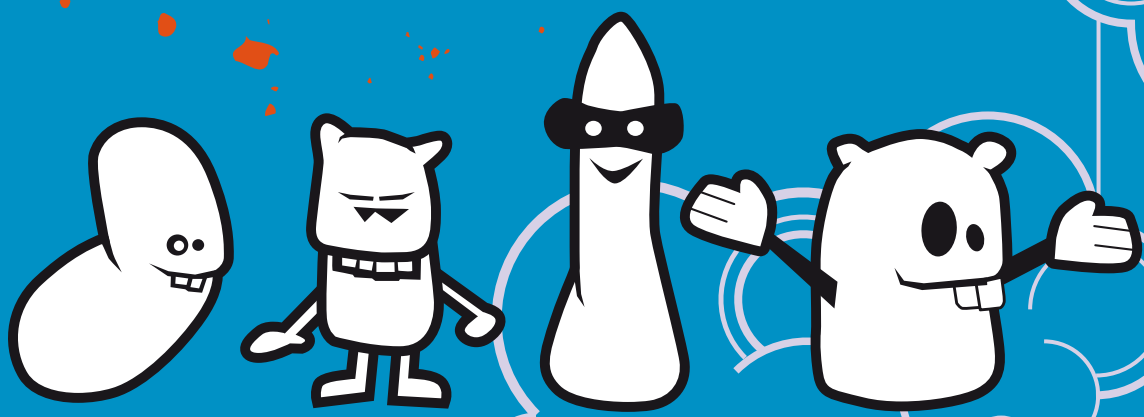
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