



# GET IN SHAPE FOR EUROPE

## (Part 1)



*Changing lives. Opening minds.*

2019

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**ERASMUS<sup>+</sup> school exchange partnership  
“Get in shape for Europe” (GISE)**



**Partners:**

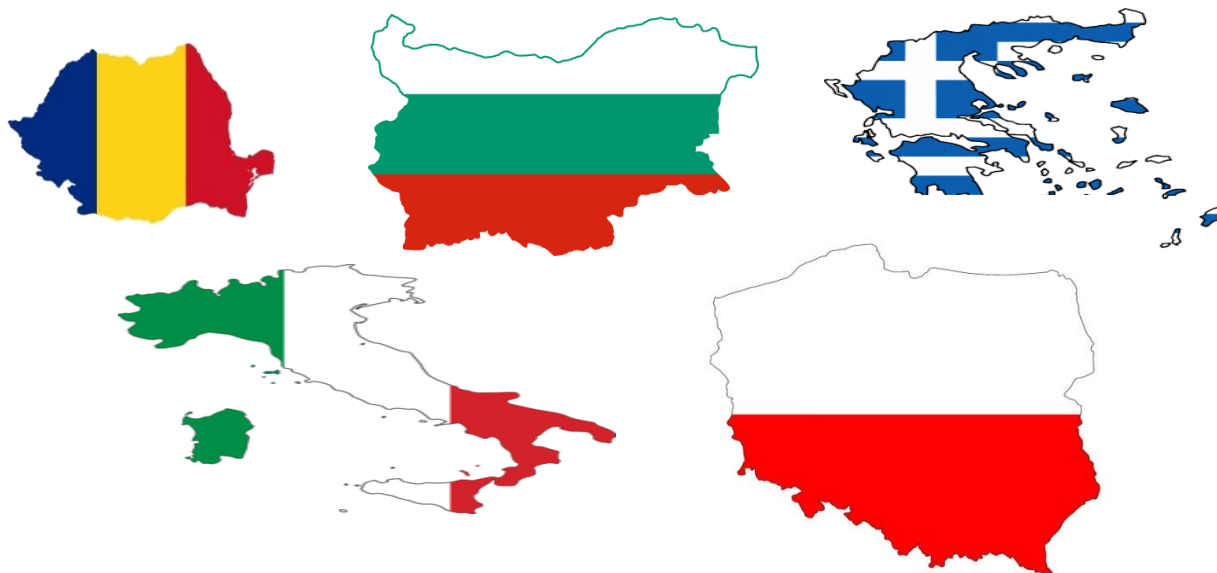
**“Ștefan Procopiu” High School (Romania, Vaslui) - coordinator**

**Foreign Language Secondary School (Pleven, Bulgaria) - partner**

**5th General Senior High School of Aigaleo (Aigaleo, Greece) – partner**

**The High School of Economics and Gastronomy (Tarnów, Polonia) – partner**

**I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italia) - partner**



<http://lspvs.ro/erasmus-gise/>

# GET IN SHAPE FOR EUROPE

## CONTENTS

**I. Project presentation (p.4)**

**II. C2- Short-term exchanges of groups of Pupils – Learning/teaching/training activity – ”Get in Shape for Europe ... in Bulgaria” (p. 6)**

**III. C4- Short-term exchanges of groups of Pupils – Learning/teaching/training activity ”Get in Shape for Europe ... in Italy” (p. 11)**

**IV. “Ștefan Procopiu” High School (Romania, Vaslui)**

- IV.1. Human Rights calendar (p. 17)
- IV. 2. Fundamental rights in European Union The Charter of Fundamental Rights of the European Union – An EU Bill of Rights (p. 29)
- IV. 3. The most important European events in Romanian students' vision (p. 38)
- IV.4. Questions about Romania (p. 46)

**V. 5th General Senior High School of Aigaleo (Aigaleo, Greece)**

- V.1 The most important European events in Greek students' vision
- V.2 Questions on the Greek Culture
- V.3 Democratic Values- A lesson on democracy

**VI. The High School of Economics and Gastronomy (Tarnów, Polonia)**

- VI.1. Nondiscrimination (p. 57)
- VI.2. Cultural diversity (p. 60)
- VI.3. Fundamental human rights (p. 64)
- VI.4. The most important European events in Polish students' vision (p. 69)

**VI. Foreign Language Secondary School (Pleven, Bulgaria)**

- VI.1. Questions about Bulgaria (p. 74)
- VI.2. The most important European events in Bulgarian students' vision (p. 75)

**VII. I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Sicily, Italy)**

- VII.1. Questions about Italy (p. 88)
- VII.2. The most important European events in Italian students' vision (p. 89)

## I.PROJECT PRESENTATION

During the period 1 September 2018-31 August 2020, five European schools will work together to implement the School Exchange partnership "Get in Shape for Europe" (GISE). The partner schools are:

- The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator
- Foreign Language School (Pleven, Bulgaria)-partner
- 5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner
- The High School of Economics and Gastronomy (Tarnów, Poland)-partner
- I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner

We discovered that there is a need for activities and projects that will make Europeans fall back in love with Europe again. School and education has an important role to play in promoting the common European values enshrined in the EU Treaty, values that are a prerequisite for creating a socially coherent society. Partner schools need opportunities to develop a conducive environment to the promotion of European values among pupils. Social, civic and intercultural competencies foster inclusiveness. So, the goal of the project is to promote democratic values and fundamental rights, social inclusion and active citizenship and equip students and teachers with the information and skills needed to become informed and involved European citizens.

The target groups for the implementation of project activities are the teachers and students aged 14 to 19.

### **SPECIFIC OBJECTIVES:**

- O1-to develop, by August 2020, for pupils in 5 European schools, social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship
- O2-to develop, by August 2020, for pupils in 5 European schools of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation
- O3-the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating their integration into schools activity
- O4—institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation

### **RESULTS AND IMPACT**

#### **a)intangible results: teachers and students will:**

- improve their knowledge about the project theme (democratic values and fundamental rights, inclusion and non-discrimination, active citizenship), about EU (history, values, politics), about culture and civilization of partner countries
- improve their skills and competences (intercultural learning, teamwork, organization, communication, responsibility, adaptability, flexibility, digital competences, English communication)

- develop attitudes (positive attitude towards the EU, inclusive and non-discriminatory attitudes, tolerance and mutual respect, a better understanding of cultural and linguistic diversity, critical spirit, civic spirit), increasing motivation, positive attitude towards oneself and others

**b)tangible results:**

- 5 short-term exchanges of groups of pupils (C2, C4, C6, C8, C10) and 5 short-term joint staff training events (C1, C3, C5, C7, C9)
- 5 European clubs, 7 brochures, dissemination and evaluation materials, local activities, integration of results in school activities

This project contributes to the institutional development of schools from several points of view, such as strengthening the European dimension of schools and increasing the capacity to operate at European level by exchanging experiences, methods and best practices and integrating them into the teaching and extra-curricular activities of partner schools, creating, in partner schools, a friendly, inclusive and democratic environment, strengthening the cooperation between the teachers involved in the project activities (which can generate new ideas, new activities, new projects), increasing the quality of education offered in partner schools as teachers will improve their knowledge and skills that will be used in didactic and educational work, promoting schools in the educational community, strengthening cooperation with local institutions.

Our project aims to contribute to the implementation of the European policies mentioned in the documents (such as Europe Strategy 2020, Paris Declaration, Proposal for a Council recommendation-17 January 2018) aiming to promote a fair, democratic and inclusive society. A key factor in achieving this strategy is the social, civic and intercultural competences that foster inclusion.

**PROJECT PARTNERS**

- ✚ **“Ștefan Procopiu” High School (Romania, Vaslui) - coordinator**
- ✚ **Foreign Language Secondary School (Pleven, Bulgaria) - partner**
- ✚ **5th General Senior High School of Aigaleo (Aigaleo, Greece) – partner**
- ✚ **The High School of Economics and Gastronomy (Tarnów, Polonia) – partner**
- ✚ **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy) - partner**

## II. C2- Short-term exchanges of groups of Pupils – Learning/teaching/training activity – Get in Shape for Europe ... in Bulgaria

### Participants

Name of partner organization	Country, Town	Name of participants
Foreign Language Secondary School	Bulgaria Pleven	Plamena Tseryanska, Iva Aleksandrova, Elitsa Nedelcheva, Milvena Mihova, Marinela Yordanova, Petya Raicheva, Teodor Dimitrov, Mirela Yolova, Enrike Ivanov, Aleksandra Yakovleva, Aleksandar Aleksandrov, Anika Dimitrova, Ana-Maria Rashkovska, Daniela Ivanova, Ina Georgieva, Kristiyan Velikov, Stefani Pasheva, Emila-Lilia Petrova, Georgi Bukovski, Tsvetan Krastev, Kristina Angelova, Bilyana Moshevska, Dobromir Gatyazhev, Vanina Petkova, Katrin Kutayfan, Victoria Andreeva, Iskren Iliev, Iva Vasileva, Kristina Boyanova, Iskra Hubcheva, Veselin Nanov, Antoni Stefanov, Martin Iliev
The High School "Stefan Procopiu"	Vaslui, Romania	Proca Bianca Elena Ghimpu Mădălina Adriana Ciobanu Ștefan Mititelu Alexandru
5th General Senior High School of Aigaleo	Aigaleo, Greece	Ntamparaki Anna Maria Orfanidou Maria Kaoukis Panagiotis Varelas Konstantinos Sifnaios Georgios
The High School of Economics and Gastronomy	Tarnów, Poland	Sebastian Cichowski Oliwia Szczerba Emilia Wiatr Natalia Kawa Klaudia Lazarek Joanna Swoboda Karol Rudny
I.I.S. E. Majorana-A. Cascino	Piazza Armerina, Enna, Italy	Buetto Salvatore Larganà Alessio Dylan Purrazza Filippo Scalzo Michele Costa Simone Dibilio Mattia

## Get in Shape for Europe ... in Bulgaria

### Description of the activity:

**Title:** Get in shape for Europe .. in Bulgaria

**Host partner:** Foreign Language School (Pleven, Bulgaria)

### Activities:

a) presentations and discussions (about the own country, town, school, person)

b) learning and teaching activities based on solving work tasks adapted from the "Think Literacy: Cross-curricular Approaches, Literacy Lessons", an intellectual product developed under the "Skills for Life: Literacy" Strategic Partnership (SLL), by Romania, Greece and Bulgaria (together with schools in Turkey and Italy) during 2014-2016. A friendly competition – “Do you know.....?” – highlighting some interesting facts about the European Union and its policy, structures, and important European politicians. The students used Kahoot app on smart phones. Attending The students attended “European Values and Virtues” English Lesson

c) learning and teaching activities based on the exploration of some themes related to democratic values, fundamental rights, active citizenship, non-discrimination, hate speech, and media manipulation, the Internet and social networks.

- students presentations and discussion
- Lecture Presentation: “My Europe – My Future – My Voice – My Vote”, presented by Krasimira Vasileva (Doctor in Science), instructor at Sofia University’s Department of “European Science ” and a chairperson of the National Association of the Bulgarian European Clubs
- Presentation and discussions ”Plovdiv – European capital of Culture in 2019”

d) working together to create a film with students’ messages to future generations, to make a calendar with the dates of the most important European events

- Students work together to create a video with students’ messages to future generations. Each student can prepare a short message (10-30 seconds) with words for future generations.
- The most important European events in GISE students' vision - presentations and discussion

e) Attending the Physical Education Lesson titled “Traditions and Art - Foundation of European Values”.

f) Documentary visits and Intercultural activities:

- Students learned together a traditional Bulgarian dance – the horo – a community circle dance and other national dances from partner traditions, Bulgarian song
- Tour of Pleven – going sightseeing in the centre of the town and visiting the “SvetlinRusev” Art Gallery – “European Dimensions in Art”, A visit to The Pleven Epopee Panorama Museum
- A visit to ”Etar” Open Air Ethnographic Museum. Guided tour of the museum and taking part in a workshop making a „Bulgarian Martenitsa” - a magical and unique Bulgarian artefact for one of the special holidays celebrated in Bulgaria.
- A visit to the interactive museum of industry in Gabrovo

g) evaluation exercises (comments and feedback, filling in questionnaires), granting of mobility certificates

**Methods used to assess the activity:** discussions, filling in questionnaires. The Romanian students completed the reflection journals

**Methods used to validate learning outcomes:** Acquisition Certificates for each student participant signed by the sending school and also by the school that organized the transnational activity. Also, each participant student received the Attendance Certificate.

## RESULTS

### a)Intangible

- + increasing students knowledge about the EU (values, principles, policies, history), culture and civilization of partner countries
- + developing social, civic and intercultural competences by participating in joint transnational activities (developing pupils' abilities to participate in different communication situations, teamwork, cooperative, respecting the views of others, positive relationship with others, a better understanding of cultural and linguistic diversity, recognition and acceptance of diversity)
- + developing critical thinking about the use of the Internet and social networks as a weapon against discrimination and manipulation -developing intellectual work skills (searching for information on the Internet, structuring and summarizing them, etc.)
- + improving communication skills in English
- + increasing motivation and confidence in one's own person

### b)Tangible: presentations, worksheets, portfolios, video

### Benefits for participants:

- + the development of students' knowledge of the EU (history, values, policies), democratic values and fundamental values, understanding the concepts of inclusion, diversity, interculturality about active citizenship, about the civilization and culture of the host country. By participating in such activities that address various European themes, pupils will better understand what the EU means and they will develop positive attitudes towards the EU.
- + developing civic, social and intercultural competences (developing pupils' abilities to participate in different communication situations, teamwork, respecting the views of others, gaining a better understanding of cultural and linguistic diversity, recognizing and accepting diversity, adapting to a new cultural environment, developing relationships with people from other countries, being flexible, learning through interaction)
- + developing transversal skills such as critical thinking, learning to learn, the ability to explore various aspects, the ability to apply the knowledge and skills acquired in new contexts, initiative spirit, intellectual work skills (searching for information from various sources, structuring and the information based on certain requirements, ability to reflect, formulate own opinions, arguments and interpretations). Students will be aware of the importance of lifelong learning.
- + Improving communication skills in English
- + developing new attitudes (increasing motivation and confidence in one's own person, openness to link with people belonging to other cultures, respect and empathy towards other cultures, positive attitudes towards the EU)



## Get in Shape for Europe ... in Bulgaria



## Get in Shape for Europe ... in Bulgaria





### III. C4- Short-term exchanges of groups of Pupils – Learning/teaching/training activity Get in Shape for Europe ... in Italy

#### Participants

Name of partner organization	Country, Town	Name of participants
Foreign Language Secondary School	Bulgaria Pleven	Plamena Iliyanova Tseryanska, Iva Aleksandrova Aleksandrova, Elitsa Svetoslavova Nedelcheva, Milvena Radoslavova Mihova, Marinela Ivaylova Yordanova, Petya Georgieva Raicheva, Aleksandar Petkov Aleksandrov, Teodor Dimitrov Dimitrov
The High School "Stefan Procopiu"	Vaslui, Romania	Alexandru Silviu Lucian, Volocarui Vlad Ștefan, Pașcu Georgiana, Lopătaru Laura Maria, Apenei Maria Loredana
5th General Senior High School of Aigaleo	Aigaleo, Greece	Antonof Ilias, Venetopoulos Aristotelis, Barmpas Petros, Evangelatou - Manolia Eirini – Georgia, Kosma Spyridoula, Moneda Soultana
The High School of Economics and Gastronomy	Tarnów, Poland	Kacper Świerczek, Patrycja Ptak, Paweł Koziół, Aneta Jarosz, Weronika Galus, Weronika Hajduk
I.I.S. E. Majorana-A. Cascino	Piazza Armerina, Enna, Italy	Bellomo Valeria, Calin Claudia Alexandra, Polonia Paolina, Campione Sara, Di Gregorio Enza, Fidemi Lia, Gristina Giuseppe, Parlascino Marco, Calcagno Alessandro, Augeri Salvatore, Costa Simone, Dibilio Mattia, Turone Gaetano, Purrazza Filippo, Scalzo Emanuele Michele, Cannizzo Alberto, Buetto Salvatore, Larganà Alessio Dylan, Salemi Stefano, Santoro Giuseppe



## Get in Shape for Europe ... in Italy

### Description of the activity:

Title: Get in shape for Europe .. in Italy

Host partner: I.I.S. „E. Majorana – A. Cascino” Piazza Armerina (Italy)

### Activities:

a) presentations and discussions  
(about the own country, town,  
school, person)

b) learning and teaching activities  
based on solving work tasks adapted  
from the "Think Literacy: Cross-  
curricular Approaches, Literacy  
Lessons". A friendly competition –  
“Do you know.....?” – a Kahoot quiz  
about E.U. and about culture of the  
partners country.



c) learning and teaching activities based on the exploration of some themes related to democratic values, fundamental rights, active citizenship, non-discrimination, hate speech, and media manipulation, the Internet and social networks.

- intercultural and socialization activities with the immigrants from the "Don Bosco 2000" Association
- work sessions: "Hate speech" (Bulgaria), "Students council activity" (Greece), "A journey to be shared" (Italy), "Each of us beautifully different!" (Poland), "Fundamental rights in European Union The Charter of Fundamental Rights of the European Union – An EU Bill of Rights" (Romania).
- presentation of the "Circular Migration" project, the stories of immigrants from the "Don Bosco 2000" association
- work sessions about migrations: students worked in groups to create a PPT presentation with their reflections about the lesson with migrants answering to the question "Why migration is a source of knowledge and wealth?"
- Singing corner: the student sang some Italian and foreign songs all together

d) Documentary visits and Intercultural activities:

- Singing corner: the student will sing some Italian and foreign songs all together
- Guided tour in Piazza Armerina – the presentation of the monuments (churches, the cathedral) was conducted by Italian students
- "European dances", "Italian songs"
- visits to the Villa Romana del Casale and to the Archeological site of Neapolis

e) evaluation exercises (comments and feedback, filling in questionnaires), granting of mobility certificates

The activities were coordinated by Italian teachers.

# Get in Shape for Europe ... in Italy

## Benefits for the students

### KNOWLEDGE:

- the development of students' knowledge of the EU (history, values, policies), democratic values and fundamental values, understanding the concepts of inclusion, diversity, interculturality;
- about active citizenship and about the civilization and culture of the host country.
- By participating in such activities that address various European themes, pupils understand better what the EU means and they will develop positive attitudes towards the EU.

### COMPETENCES AND SKILLS:

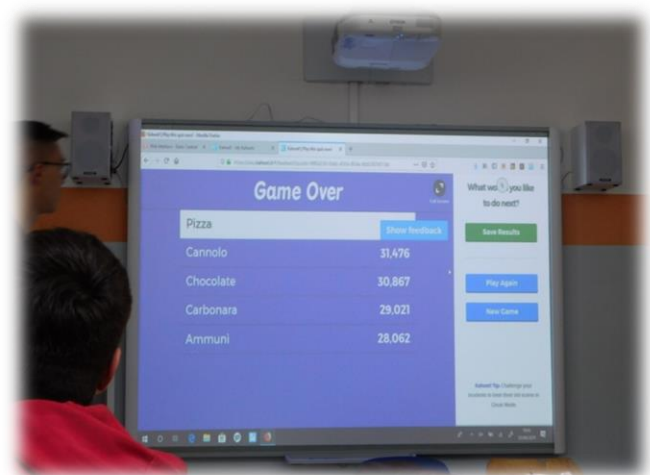
- **Language skills:** Improvement of English communication (speaking and listening skills)
- **Civic, social and intercultural competences:**
  - abilities to participate in different communication situations,
  - teamwork skills and cooperative learning skills
  - better understanding of cultural and linguistic diversity, cultural awareness and expression competence,
  - ability to adapt to and act in new situations, to a new cultural environment, openness to link with people belonging to other cultures
  - respect and empathy towards other cultures, more tolerance towards other persons' values and behavior
  - citizenship competences, emotional skills (e.g. having more self-confidence)
- **Learning to learn competence, transversal skills:**
  - literacy competence
  - searching for information from various sources, structuring and the information based on certain requirements, ability to reflect, formulate own opinions, arguments and interpretations
  - improvement of the social communication skills within a multicultural environment, organising tasks and activities
  - ability to plan and carry out the own learning independently
  - analytical skills and critical thinking skills
  - problem-solving skills and taking decisions abilities
  - digital competences

### NEW ATTITUDES:

- increasing motivation and confidence in one's own person
- openness to link with people belonging to other cultures, respect, tolerance and empathy towards other cultures;
- positive attitudes towards the EU.
- Students become aware of the importance of lifelong learning.



# Get in Shape for Europe ... in Italy



# Get in Shape for Europe ... in Italy





## Get in Shape for Europe ... in Italy





## IV. “Ștefan Procopiu” High School (Romania, Vaslui)

### IV.1. Human Rights calendar

# HUMAN RIGHTS CALENDAR

*The following calendar is a compilation regarding the days on which people worldwide commemorate human rights. The calendar can be used as a tool for developing a year’s human rights education programme. The students can make a poster to hang on the wall to stimulate initial interest in human rights issues, especially as it gives a good indication of their range and variety.*

## Fundamental values of the European Union

*Article 2 of the TEU (values of the Union)*

*The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and **respect for human rights**, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.*

DATE	DAY	INFORMATION
January 4	<b>World Braille Day</b>	World Braille Day marks the birth of Louis Braille, who invented 'braille' - a system of touch reading and writing that uses raised dots to represent the letters of the print alphabet for people who are blind or visually impaired. <a href="http://www.un.org/en/events/brailleday/">http://www.un.org/en/events/brailleday/</a>
January 24	<b>International Day of Education</b>	On 3 December 2018, the United Nations General Assembly adopted with consensus a resolution proclaiming 24 January as International Day of Education, in celebration of the role of education for peace and development. <a href="https://en.unesco.org/news/general-assembly-proclaims-24-january-international-day-education">https://en.unesco.org/news/general-assembly-proclaims-24-january-international-day-education</a>
January 27	<b>International Holocaust Remembrance Day</b>	Is an international memorial day on 27 January commemorating the tragedy of the Holocaust that occurred during the Second World War. On 27 January 1945, Auschwitz-Birkenau, the largest Nazi concentration and death camp, was liberated by the Red Army.
January 28	<b>Data Protection Day</b>	In 2006 the Council of Europe launched a Data Protection Day to be celebrated each year on 28 January, the date on which the Council of Europe’s data protection convention, known as “Convention 108”, was opened to signature. Data Protection Day is now celebrated globally and is called Privacy Day outside Europe. <a href="https://www.coe.int/en/web/portal/28-january-data-protection-day">https://www.coe.int/en/web/portal/28-january-data-protection-day</a>
January 30	<b>School Day of Non-violence</b>	On January 30, the anniversary of the death of Mahatma Gandhi, the International School Day of Non Violence and Peace is held. Entreculturas wants to remind the importance of living in a peaceful

	<b>and Peace</b>	context to guarantee quality education among the youth.
<b>February</b>	<b>Safer Internet Day</b>	<b>Safer Internet Day (SID) is celebrated around the world in February of each year.</b> This year's SID celebrations will take place on <b>Tuesday, 5 February 2019</b> with the slogan " <b>Together for a better internet</b> ". ( <a href="https://www.saferinternetday.org/web/sid/home">https://www.saferinternetday.org/web/sid/home</a> )
<b>February 11</b>	<b>International Day of Women and Girls in Science</b>	On 22 December 2015, the General Assembly decided to establish an annual International Day to recognize the critical role women and girls play in science and technology, through Resolution A/RES/70/212 <a href="https://en.unesco.org/commemorations/womenandgirlinscienceday">https://en.unesco.org/commemorations/womenandgirlinscienceday</a>
<b>February 11</b>	<b>World Day of the Sick</b>	The <b>World Day of the Sick</b> is a feast day of the Roman Catholic Church which was instituted on 13 May 1992 by Pope John Paul II. Beginning on 11 February 1993, it is celebrated every year on the commemoration of Our Lady of Lourdes, for all believers seeks to be "a special time of prayer and sharing, of offering one's suffering".
<b>February 12</b>	<b>Red Hand Day or the International Day against the Use of Child Soldiers</b>	This day are made to political leaders and events are staged around the world to draw attention to child soldiers: children under the age of 18 who participate in military organizations of all kinds. The aim of Red Hand Day is to call for action to stop this practice, and for support for children affected by it. <a href="https://www.redcross.org.uk/get-involved/teaching-resources/key-dates">https://www.redcross.org.uk/get-involved/teaching-resources/key-dates</a>
<b>February 20</b>	<b>World Day of Social Justice</b>	Social Equality Justice day is a day recognizing the need to promote efforts to tackle issues such as poverty, exclusion and unemployment. The United Nations General Assembly has decided to observe 20 February annually, approved on 26 November 2007 and starting in 2009, as the World Day of Social Justice.
<b>February 21</b>	<b>International Mother Language Day (IMLD)</b>	Is a worldwide annual observance held on 21 February to promote awareness of linguistic and cultural diversity and promote multilingualism. First announced by UNESCO on 17 November 1999, it was formally recognized by the United Nations General Assembly in a resolution establishing 2008 as the International Year of Languages <a href="https://www.calendarlabs.com/holidays/international/mother-language-day.php">https://www.calendarlabs.com/holidays/international/mother-language-day.php</a>
<b>March 8</b>	<b>International Women's Day (IWD)</b>	It is a focal point in the movement for women's rights. <a href="http://www.un.org/en/events/womensday/history.shtml">http://www.un.org/en/events/womensday/history.shtml</a>
<b>March 12</b>	<b>World Day Against Cyber Censorship</b>	Is an online event held each year on March 12 to rally support for a single, unrestricted Internet that is accessible to all and to draw attention to the ways that governments around the world are deterring and censoring free speech online.
<b>March 15</b>	<b>World Consumer Rights Day</b>	The consumer movement marks 15th March with World Consumer Rights Day every year, as a means of raising global awareness about consumer rights and needs. Celebrating the day is a chance to demand that the rights of all consumers are respected and protected, and to protest against market abuses and social injustices which undermine those rights. <a href="https://www.consumersinternational.org/what-we-do/world-consumer-rights-day/">https://www.consumersinternational.org/what-we-do/world-consumer-rights-day/</a>
<b>March 21</b>	<b>World Poetry Day</b>	A decision to proclaim 21 March as World Poetry Day was adopted during UNESCO's 30th session held in Paris in 1999. World <i>Poetry</i> Day is a time to appreciate and support <i>poets</i> and <i>poetry</i> around the world.
<b>March 21</b>	<b>International</b>	2019 Theme: Mitigating and countering rising nationalist populism

	<b>Day for the Elimination of Racial Discrimination</b>	and extreme supremacist ideologies <a href="http://www.un.org/en/events/racialdiscriminationday/">http://www.un.org/en/events/racialdiscriminationday/</a>
<b>March 21</b>	<b>Spring Day in Europe</b>	Spring Day in Europe helps schools organise events to increase pupils' and teachers' involvement in the European theme of the year, the 21th of March every year <a href="http://www.welcomeurope.com/eu-fonds/spring-day-europe-488+388.html#tab=onglet_details">http://www.welcomeurope.com/eu-fonds/spring-day-europe-488+388.html#tab=onglet_details</a>
<b>March 22</b>	<b>World Water Day</b>	The day is used to advocate for the sustainable management of freshwater resources. An international day to celebrate freshwater was recommended at the 1992 United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro. The United Nations General Assembly responded by designating 22 March 1993 as the first World Water Day. <a href="http://www.un.org/en/events/waterday/background.shtml">http://www.un.org/en/events/waterday/background.shtml</a>
<b>March 23</b>	<b>World Meteorological Day</b>	World Meteorological Day commemorates the coming into force on 23 March 1950 of the Convention establishing the World Meteorological Organization. It showcases the essential contribution of National Meteorological and Hydrological Services to the safety and wellbeing of society.
<b>March 24</b>	<b>World Tuberculosis Day</b>	Is designed to build public awareness about the global epidemic of tuberculosis (TB) and efforts to eliminate the disease. <a href="https://www.who.int/campaigns/tb-day/2018/en/">https://www.who.int/campaigns/tb-day/2018/en/</a>
<b>April 2</b>	<b>International Children's Book Day (ICBD)</b>	Is a event sponsored by the International Board on Books for Young People (IBBY), an international non-profit organization. Founded in 1967, the day is observed on or around Hans Christian Andersen's birthday, April 2. Source: <a href="http://www.ibby.org/awards-activities/activities/international-childrens-book-day/">http://www.ibby.org/awards-activities/activities/international-childrens-book-day/</a>
<b>February-March April 9, 2019</b>	<b>European Unequal Pay Day</b>	This is a symbolic day to raise awareness on the fact that female workers in Europe still earn 16% less than men and which depicts that from this day on women effectively are working for free until the end of the year. <a href="http://www.equalpayday.be/europa/">http://www.equalpayday.be/europa/</a>
<b>April 6</b>	<b>International Day of Sport for Development and Peace</b>	In August 2013 (link is external), the UN General Assembly made the decision to proclaim 6 April as the International Day of Sport for Development and Peace. UNESCO is the United Nations' lead agency for Physical Education and Sport (PES). UNESCO believes that sport is a powerful vehicle for social inclusion, gender equality and youth empowerment, with benefits that are felt far beyond the stadiums. Indeed, the values acquired in and through sport – such as fair play and a team spirit – are invaluable to the whole of society. <a href="https://en.unesco.org/commemorations/sportpeaceday">https://en.unesco.org/commemorations/sportpeaceday</a>
<b>April, 7</b>	<b>World Health Day</b>	Every year, World Health Day is celebrated on 7 April to mark the anniversary of the founding of WHO in 1948. Each year a theme is selected that highlights a priority area of public health. The Day provides an opportunity for individuals in every community to get involved in activities that can lead to better health.
<b>April 8</b>	<b>International Romani Day/International Roma Day,</b>	Celebrate Romani culture and raise awareness of the issues facing Romani people.

<b>April 15</b>	<b>World Art Day</b>	<i>World Art Day</i> (Rittik Day) is an international celebration of the fine arts which was declared by the International Association of Art (IAA) in order to promote awareness of creative activity worldwide. <sup>1</sup> A proposal was put forward at the 17th General Assembly of the International Association of Art in Guadalajara to declare April 15 as World Art Day, with the first celebration held in 2012. <a href="https://www.iaa-usa.org/worldartday/">https://www.iaa-usa.org/worldartday/</a>
<b>April 18</b>	<b>International Day for Monuments and Sites</b>	The <b>International Day for Monuments and Sites</b> also known as <b>World Heritage Day</b> is an international observance held on 18 April each year around the world with different types of activities, including visits to monuments and heritage sites, conferences, round tables and newspaper articles. Each year has a theme, for example sustainable tourism in 2017 <a href="https://www.icomos.org/en/focus/18-april-international-day-for-monuments-and-sites">https://www.icomos.org/en/focus/18-april-international-day-for-monuments-and-sites</a>
<b>April 23</b>	<b>World Book Day/World Book and Copyright Day</b>	Is a yearly event organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), to promote reading, publishing and copyright. <a href="http://www.un.org/en/events/bookday/">http://www.un.org/en/events/bookday/</a>
<b>April 28</b>	<b>World Day for Safety and Health at Work</b>	<a href="http://www.un.org/en/events/safeworkday/">http://www.un.org/en/events/safeworkday/</a> <a href="https://www.ilo.org/safework/events/safeday/lang--en/index.htm">https://www.ilo.org/safework/events/safeday/lang--en/index.htm</a>
<b>May 1</b>	<b>Labour Day/International Workers' Day/Workers' Day</b>	<b>May Day</b> , also called <b>Workers' Day</b> or <b>International Workers' Day</b> , day commemorating the historic struggles and gains made by workers and the labour movement, observed in many countries on May 1.
<b>May 3</b>	<b>World Press Freedom Day/World Press Day</b>	It is an opportunity to: <ul style="list-style-type: none"> <li>• celebrate the fundamental principles of press freedom;</li> <li>• assess the state of press freedom throughout the world;</li> <li>• defend the media from attacks on their independence;</li> <li>• and pay tribute to journalists who have lost their lives in the line of duty.</li> </ul> <a href="http://www.un.org/en/events/pressfreedomday/">http://www.un.org/en/events/pressfreedomday/</a>
<b>May 5</b>	<b>World Laughter Day</b>	<b>World Laughter Day</b> takes place on the first Sunday of May of every year .The first celebration was on May 10, 1998, in Mumbai, India, and was arranged by Dr. Madan Kataria, founder of the worldwide Laughter Yoga movement. Positive and powerful emotion that has all the ingredients required for individuals to change themselves and to change the world in a peaceful and positive way. <a href="http://www.worldlaughterday.com/">http://www.worldlaughterday.com/</a>
<b>May 5</b> <b>May 9</b>	<b>Europe Day</b>	Europe Day is the name of two annual observance days, May 5 by the Council of Europe and May 9 by the European Union, which recognize the peace and prosperity within Europe that both have achieved since their formation. The Council of Europe was founded on 5 May 1949, and hence it chose that day for its celebrations when it established the holiday in 1964. The "Europe Day" of the EU was introduced in 1985 by the European Communities (the predecessor organisation of the EU) The date of commemorates the Schuman Declaration of 9 May 1950.
<b>May 8</b>	<b>World Red Cross and Red Crescent Day</b>	Is an annual celebration of the principles of the International Red Cross and Red Crescent Movement. This date is the anniversary of the birth of Henry Dunant, who was born on 8 May 1828. He was the founder of International Committee of the Red Cross (ICRC) and the recipient of the first Nobel Peace Prize. <a href="https://www.calendarlabs.com/holidays/international/world-red-cross-">https://www.calendarlabs.com/holidays/international/world-red-cross-</a>

<b>May 15</b>	<b>International Day of Families</b>	Although families all over the world have transformed greatly over the past decades in terms of their structure and as a result of global trends and demographic changes, the United Nations still recognizes the family as the basic unit of society. The International Day of Families provides an opportunity to promote awareness of issues relating to families and to increase knowledge of the social, economic and demographic processes affecting them. <a href="http://www.un.org/en/events/familyday/">http://www.un.org/en/events/familyday/</a>
<b>May 18</b>	<b>International Museum Day</b>	<b>International Museum Day</b> (IMD) is an international day a celebration that held every year on or around 18 May, coordinated by the International Council of Museums (ICOM). The event highlights a specific theme that changes every year and that is at the heart of the international museum community's preoccupations. <a href="http://network.icom.museum/international-museum-day">http://network.icom.museum/international-museum-day</a>
<b>May 21</b>	<b>World Day for Cultural Diversity for Dialogue and Development</b>	In 2001, UNESCO adopted the Universal Declaration on Cultural Diversity and in December 2002, the UN General Assembly, in its resolution 57/249, declared May 21 to be the World Day for Cultural Diversity for Dialogue and Development. Bridging the gap between cultures is <b>urgent</b> and <b>necessary</b> for peace, stability and development. <a href="http://www.un.org/en/events/culturaldiversityday/">http://www.un.org/en/events/culturaldiversityday/</a>
<b>May 22</b>	<b>The International Day for Biological Diversity</b>	The United Nations has proclaimed May 22 The International Day for Biological Diversity (IDB) to increase understanding and awareness of biodiversity issues. <a href="https://en.unesco.org/commemorations/biodiversityday">https://en.unesco.org/commemorations/biodiversityday</a>
<b>25-31 May</b>	<b>Week of Solidarity with the Peoples of Non-Self-Governing Territories</b>	The UN General Assembly, by its resolution 60/119 of 8 December 2005, requested the annual observance of the Week of Solidarity with the Peoples of Non-Self-Governing Territories. In the UN Charter, a Non-Self-Governing Territory is defined as a Territory "whose people have not yet attained a full measure of self-government". <a href="http://www.un.org/en/events/nonselfgoverning/">http://www.un.org/en/events/nonselfgoverning/</a>
<b>End of May</b>	<b>European Neighbour's Day</b>	Neighbour's day is organised by the European Federation of Local Solidarity. The aim of the day is to promote better community communication and cohesion. Social bonds are becoming thinner and people are leading more solitary lives. Neighbour's Day is meant to counteract this and encourages people to have fun getting together. <a href="https://www.awarenessdays.com/awareness-days-calendar/european-neighbours-day-2018/">https://www.awarenessdays.com/awareness-days-calendar/european-neighbours-day-2018/</a>
<b>May 31</b>	<b>World No-Tobacco Day</b>	The Member States of the World Health Organization created World No Tobacco Day in 1987 to draw global attention to the tobacco epidemic and the preventable death and disease it causes. <a href="https://www.who.int/tobacco/communications/events/wntd/en/">https://www.who.int/tobacco/communications/events/wntd/en/</a>
<b>June 4</b>	<b>International Day of Innocent Children Victims of Aggression</b>	On 19 August 1982, at its emergency special session on the question of Palestine, the General Assembly, "appalled at the great number of innocent Palestinian and Lebanese children victims of Israel's acts of aggression", decided to commemorate 4 June of each year as the International Day of Innocent Children Victims of Aggression (resolution ES-7/8). <a href="http://www.un.org/en/events/childvictimday/">http://www.un.org/en/events/childvictimday/</a>
<b>June 5</b>	<b>World Environment Day</b>	The United Nations, aware that the protection and improvement of the human environment is a major issue, which affects the well-being of peoples and economic development throughout the world, designated 5 June as World Environment Day. The celebration of this day



		provides us with an opportunity to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in preserving and enhancing the environment. <a href="https://en.unesco.org/commemorations/environmentday">https://en.unesco.org/commemorations/environmentday</a>
<b>June 12</b>	<b>World Day Against Child Labour</b>	The International Labour Organization (ILO) launched the World Day Against Child Labour in 2002 to focus attention on the global extent of child labour and the action and efforts needed to eliminate it. Each year on 12 June, the World Day brings together governments, employers and workers organizations, civil society, as well as millions of people from around the world to highlight the plight of child labourers and what can be done to help them. <a href="http://www.un.org/en/events/childlabourday/">http://www.un.org/en/events/childlabourday/</a>
<b>June 17</b>	<b>World Day to Combat Desertification and Drought"</b>	Acknowledging that desertification and drought are problems of a global dimension in that they affect all regions of the world and that joint action by the international community is needed to combat desertification and drought, particularly in Africa, the General Assembly declared 17 June to be "World Day to Combat Desertification and Drought" by its resolution A/RES/49/115 (link is external) adopted in December 1994. <a href="https://en.unesco.org/commemorations/desertificationday">https://en.unesco.org/commemorations/desertificationday</a>
<b>June 26</b>	<b>International Day against Drug Abuse and Illicit Trafficking</b>	By resolution 42/112 of 7 December 1987, the General Assembly decided to observe 26 June as the International Day against Drug Abuse and Illicit Trafficking as an expression of its determination to strengthen action and cooperation to achieve the goal of an international society free of drug abuse. <a href="http://www.un.org/en/events/drugabuseday/">http://www.un.org/en/events/drugabuseday/</a>
<b>June 26</b>	<b>International Day in Support of Victims of Torture</b>	On 12 December 1997, by resolution 52/149, the UN General Assembly proclaimed 26 June the United Nations International Day in Support of Victims of Torture, with a view to the total eradication of torture and the effective functioning of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. <a href="http://www.un.org/en/events/torturevictimsday/">http://www.un.org/en/events/torturevictimsday/</a>
<b>June 29</b>	<b>World Refugee Day</b>	is dedicated to raising awareness of the situation of refugees throughout the world. On 4 December 2000, the United Nations General Assembly in Resolution 55/76 decided that, from 2000, 17 June would be celebrated as World Refugee Day. In this resolution, the General Assembly noted that 2001 marked the 50th anniversary of the 1951 Convention relating to the Status of Refugees.
<b>July 11</b>	<b>World Population Day</b>	World Population Day, which seeks to focus attention on the urgency and importance of population issues, was established by the then-Governing Council of the United Nations Development Programme in 1989, an outgrowth of the interest generated by the Day of Five Billion, which was observed on 11 July 1987. <a href="http://www.un.org/en/events/populationday/">http://www.un.org/en/events/populationday/</a>
<b>30 July</b>	<b>World Day against Trafficking in Persons</b>	In 2013, the General Assembly held a high-level meeting to appraise the Global Plan of Action. Member States also adopted resolution A/RES/68/192 and designated July 30 as the World Day against Trafficking in Persons. This resolution declared that such a day was necessary to "raise awareness of the situation of victims of human trafficking and for the promotion and protection of their rights." <a href="http://www.un.org/en/events/humantrafficking/index.shtml">http://www.un.org/en/events/humantrafficking/index.shtml</a>
<b>30 July</b>	<b>International Day of</b>	Through friendship — by accumulating bonds of camaraderie and developing strong ties of trust — we can contribute to the fundamental

	<b>Friendship</b>	shifts that are urgently needed to achieve lasting stability, weave a safety net that will protect us all, and generate passion for a better world where all are united for the greater good.
<b>August 19</b>	<b>World Humanitarian Day</b>	World Humanitarian Day (WHD) is held every year on 19 August to pay tribute to aid workers who risk their lives in humanitarian service, and to rally support for people affected by crises around the world. <a href="http://www.un.org/en/events/humanitarianday/">http://www.un.org/en/events/humanitarianday/</a>
<b>August 21</b>	<b>International Day of Remembrance and Tribute to the Victims of Terrorism</b>	The International Day of Remembrance and Tribute to the Victims of Terrorism was established by the United Nations General Assembly in 2017. It designated 21 August as the International Day of Remembrance and Tribute to the Victims of Terrorism in order to honor the victims and survivors of terrorism. <a href="http://www.un.org/en/events/victimsofterrorismday/">http://www.un.org/en/events/victimsofterrorismday/</a>
<b>August 23</b>	<b>International Day for the Remembrance of the Slave Trade and its Abolition</b>	International Day for the Remembrance of the Slave Trade and its Abolition is intended to inscribe the tragedy of the slave trade in the memory of all peoples. <a href="https://en.unesco.org/commemorations/slavetraderemembranceday">https://en.unesco.org/commemorations/slavetraderemembranceday</a>
<b>August 23</b>	<b>European Day of Remembrance for Victims of Stalinism and Nazism, known as Black Ribbon Day i</b>	It was designated by the European Parliament in 2008/2009 as "a Europe-wide Day of Remembrance for the victims of all totalitarian and authoritarian regimes, to be commemorated with dignity and impartiality", and has been observed annually by the bodies of the European Union since 2009.
<b>August 29</b>	<b>International Day against Nuclear Tests</b>	On 2 December 2009, the 64th session of the United Nations General Assembly declared 29 August the International Day against Nuclear Tests by unanimously adopting resolution 64/35. The resolution calls for increasing awareness and education "about the effects of nuclear weapon test explosions or any other nuclear explosions and the need for their cessation as one of the means of achieving the goal of a nuclear-weapon-free world."
<b>September 8</b>	<b>International Literacy Day</b>	Is an opportunity for Governments, civil society and stakeholders to highlight improvements in world literacy rates, and reflect on the world's remaining literacy challenges. <a href="http://www.un.org/en/events/literacyday/">http://www.un.org/en/events/literacyday/</a>
<b>September 15</b>	<b>International Day of Democracy</b>	Is an opportunity to highlight the values of freedom and respect for human rights as essential elements of democracy. <a href="http://www.un.org/en/events/democracyday/">http://www.un.org/en/events/democracyday/</a>
<b>September 21</b>	<b>International Day of Peace</b>	The General Assembly of United Nations has declared this as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples. <a href="http://www.un.org/en/events/peaceday/">http://www.un.org/en/events/peaceday/</a>
<b>September 26</b>	<b>European Day of Languages</b>	The European Day of Languages is 26 September, as proclaimed by the Council of Europe on 6 December 2001, at the end of the European Year of Languages (2001), which had been jointly organised by the Council of Europe and the European Union. Its aim is to encourage language learning across Europe. <a href="https://edl.ecml.at/">https://edl.ecml.at/</a>

September 28	<b>International Day for Universal Access to Information (IDUAI)</b>	Since 2016 UNESCO marks this day. UNESCO hopes that the marking of 28 September as the "International Day for Universal Access to Information" will provide for more countries adopting FOI legislation, developing policies for multilingualism and cultural diversity in the cyberspace, and ensuring that women and men with disabilities are integrated. <a href="https://en.unesco.org/commemorations/accesstoinformationday">https://en.unesco.org/commemorations/accesstoinformationday</a>
first Monday of October	<b>World Habitat Day</b>	World Habitat Day was established in 1985 by the United Nations General Assembly through Resolution 40/202, and was first celebrated in 1986. The purpose of World Habitat Day is to reflect on the state of our towns and cities, and on the basic right of all to adequate shelter. It is also intended to remind the world that we all have the power and the responsibility to shape the future of our cities and towns.
October 1	<b>International Day for Older Persons</b>	On December 14, 1990 the United Nations General Assembly voted to establish October 1 as the International Day of Older Persons as recorded in Resolution 45/106. The holiday was observed for the first time on October 1, 1991. The holiday is celebrated by raising awareness about issues affecting the elderly, such as senescence and elder abuse. It is also a day to appreciate the contributions that older people make to society. <a href="http://www.un.org/en/events/olderpersonsday/">http://www.un.org/en/events/olderpersonsday/</a>
October 1	<b>International Music Day</b>	International Music day or the IMD was initiated on the 1st of October in 1975 by Lord Yehudi Menuhin. It was first organized by the International Music Council on 1st of October, 1975, in accordance with the resolution taken at the 15th <a href="https://www.calendarlabs.com/holidays/international/international-music-day.php">https://www.calendarlabs.com/holidays/international/international-music-day.php</a> General Assembly in Lausanne in 1973.
October 2	<b>International Day of Non-Violence</b>	The International Day of Non-Violence is marked on 2 October, the birthday of Mahatma Gandhi, leader of the Indian independence movement and pioneer of the philosophy and strategy of non-violence. According to General Assembly resolution A/RES/61/271 of 15 June 2007, which established the commemoration, the International Day is an occasion to "disseminate the message of non-violence, including through education and public awareness". <a href="http://www.un.org/en/events/nonviolenceday/">http://www.un.org/en/events/nonviolenceday/</a>
October 5	<b>World Teachers' Day</b>	Held annually on 5 October since 1994, World Teachers' Day commemorates the anniversary of the adoption of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. This Recommendation sets benchmarks regarding the rights and responsibilities of teachers and standards for their initial preparation and further education, recruitment, employment, and teaching and learning conditions. <a href="https://en.unesco.org/commemorations/worldteachersday">https://en.unesco.org/commemorations/worldteachersday</a>
October 7	<b>World Day for Decent Work</b>	Organised by the International Trade Union Confederation <a href="https://www.ituc-csi.org/world-day-for-decent-work?lang=en">https://www.ituc-csi.org/world-day-for-decent-work?lang=en</a>
October 10	<b>European Day against Death Penalty</b>	The Committee of Ministers of the Council of Europe decided on 26 September 2007, to declare a "European Day against the Death Penalty," which is held annually on 10 October. The Council of Europe has been a pioneer in the abolition process which has made Europe a de facto death-penalty-free zone since 1997. The day is a European contribution to the World Day against the Death Penalty, which is held annually on the same day. <a href="https://www.coe.int/en/web/portal/10-october-against-death-penalty?desktop=true">https://www.coe.int/en/web/portal/10-october-against-death-penalty?desktop=true</a>



October 10	<b>World Mental Health Day</b>	It was started as an annual activity of the World Federation for Mental Health by the then Deputy Secretary General Richard Hunter. The day is officially commemorated every year on October 10th. <a href="https://wfmh.global/world-mental-health-day/">https://wfmh.global/world-mental-health-day/</a>
October 13	<b>International Day for Disaster Reduction</b>	The International Day for Disaster Reduction was started in 1989, after a call by the United Nations General Assembly for a day to promote a global culture of risk-awareness and disaster reduction. Held every 13 October, the day celebrates how people and communities around the world are reducing their exposure to disasters and raising awareness about the importance of reining in the risks that they face. <a href="http://www.un.org/en/events/disasterreductionday/">http://www.un.org/en/events/disasterreductionday/</a>
October 15	<b>International Day of Rural Women</b>	The crucial role that women and girls play in ensuring the sustainability of rural households and communities, improving rural livelihoods and overall wellbeing, has been increasingly recognized. Women account for a substantial proportion of the agricultural labour force, including informal work, and perform the bulk of unpaid care and domestic work within families and households in rural areas. They make significant contributions to agricultural production, food security and nutrition, land and natural resource management, and building climate resilience. <a href="http://www.un.org/en/events/ruralwomenday/">http://www.un.org/en/events/ruralwomenday/</a>
The week with October 15	<b>European Local Democracy Week</b>	The “European Local Democracy Week” is an annual event with national and local events organised by participating local authorities in all Council of Europe member States. The purpose is to foster the knowledge of local democracy and promote the idea of democratic participation at a local level. While the week is overseen by the Council of Europe, it is each local and regional community which organizes events centered on the selected theme. <a href="http://www.congress-eldw.eu/">http://www.congress-eldw.eu/</a>
October 16	<b>World Food Day</b>	World Food Day is celebrated every year around the world on 16 October in honor of the date of the founding of the Food and Agriculture Organization of the United Nations in 1945. The day is celebrated widely by many other organizations concerned with food security. <a href="http://www.fao.org/world-food-day">http://www.fao.org/world-food-day</a>
October 17	<b>International Day for the Eradication of Poverty</b>	The first commemoration of the event took place in Paris, France, in 1987 when 100,000 people gathered on the Human Rights and Liberties Plaza at the Trocadéro to honour victims of poverty, hunger, violence and fear at the unveiling of a commemorative stone by Father Joseph Wresinski, founder of the International Movement ATD Fourth World. In 1992, four years after Wresinski's death, the United Nations officially designated October 17 as The International Day for the Eradication of Poverty. <a href="http://www.un.org/en/events/povertyday/">http://www.un.org/en/events/povertyday/</a>
October 24	<b>World Development Information Day</b>	The General Assembly in 1972 established World Development Information Day to draw the attention of the world to development problems and the need to strengthen international cooperation to solve them (resolution 3038 (XXVII)). The Assembly decided that the date for the Day should coincide with United Nations Day, 24 October, which was also the date of the adoption, in 1970, of the International Development Strategy for the Second United Nations Development Decade. <a href="http://www.un.org/en/events/devinfoday/">http://www.un.org/en/events/devinfoday/</a>

<b>October 25</b>	<b>International Artists Day</b>	International Artist Day was founded by Chris MacClure, a Canadian artist who specializes in the style known as 'Romantic Realism'. <a href="http://www.internationalartistday.com/">http://www.internationalartistday.com/</a>
<b>October 27</b>	<b>World Day for Audiovisual Heritage</b>	Audiovisual archives tell us stories about people's lives and cultures from all over the world. They represent a priceless heritage which is an affirmation of our collective memory and a valuable source of knowledge since they reflect the cultural, social and linguistic diversity of our communities. They help us grow and comprehend the world we all share. <a href="https://en.unesco.org/commemorations/worldaudiovisualday">https://en.unesco.org/commemorations/worldaudiovisualday</a>
<b>October 31</b>	<b>World Cities Day</b>	The United Nations General Assembly has designated the 31st of October as World Cities Day, by its resolution 68/239. The Day is expected to greatly promote the international community's interest in global urbanization, push forward cooperation among countries in meeting opportunities and addressing challenges of urbanization, and contributing to sustainable urban development around the world. <a href="http://www.un.org/en/events/citiesday/">http://www.un.org/en/events/citiesday/</a>
<b>October</b>	<b>European Day of Parents</b>	On the second Tuesday of every October, Europe celebrates the European Day of Parents and Schools since 2002. Initiated by the European Parents' Association (EPA), this day is used to highlight the importance of parents and teachers working together for the benefit of children.
<b>October</b>	<b>World Sight Day</b>	World Sight Day is commemorated every year on the second Thursday of the October month. It was first initiated by the Lions Club International Foundation under the Sight First Campaign in the year 2000. This day is celebrated to create awareness about vision impairment, blindness and other sight related problems. <a href="https://www.indiacelebrating.com/events/world-sight-day/">https://www.indiacelebrating.com/events/world-sight-day/</a>
<b>November 2</b>	<b>International Day to End Impunity for Crimes against Journalists</b>	In the past twelve years (2006-2017) close to 1010 journalists have been killed for reporting the news and bringing information to the public. In nine out of ten cases the killers go unpunished. Impunity leads to more killings and is often a symptom of worsening conflict and the breakdown of law and judicial systems. The date was chosen in commemoration of the assassination of two French journalists in Mali on 2 November 2013. <a href="http://www.un.org/en/events/journalists/">http://www.un.org/en/events/journalists/</a>
<b>November 9</b>	<b>International Day Against Fascism and Antisemitism</b>	On 9 November each year the UNITED network organises a European-wide campaign to commemorate the past and to protest against contemporary forms of fascism and antisemitism. <a href="http://www.unitedagainstracism.org/campaigns/annual-campaigns/international-day-against-fascism-and-antisemitism/">http://www.unitedagainstracism.org/campaigns/annual-campaigns/international-day-against-fascism-and-antisemitism/</a> <a href="http://dayagainstfascism.eu/">http://dayagainstfascism.eu/</a>
<b>November 10</b>	<b>World Science Day for Peace and Development</b>	Celebrated every 10 November, World Science Day for Peace and Development highlights the significant role of science in society and the need to engage the wider public in debates on emerging scientific issues. It also underlines the importance and relevance of science in our daily lives. <a href="http://www.un.org/en/events/scienceday/">http://www.un.org/en/events/scienceday/</a>
<b>November 16</b>	<b>International Day for Tolerance</b>	In 1996, the UN General Assembly (by resolution 51/95) invited UN Member States to observe the International Day for Tolerance on 16 November. This action followed up on the United Nations Year for Tolerance, 1995, proclaimed by the UN General Assembly in 1993 at the initiative of UNESCO, as outlined in the Declaration of Principles on Tolerance and Follow-up Plan of Action for the Year <a href="http://www.un.org/en/events/toleranceday/">http://www.un.org/en/events/toleranceday/</a>

<b>November 17</b>	<b>World Day of Remembrance for Road Traffic Victims</b>	The Day has become an important tool in global efforts to reduce road casualties. It offers an opportunity for drawing attention to the scale of emotional and economic devastation caused by road crashes and for giving recognition to the suffering of road crash victims and the work of support and rescue services.
<b>November 20</b>	<b>Universal Children's Day</b>	United Nations Universal Children's Day was established in 1954 and is celebrated on November 20th each year to promote international togetherness, awareness among children worldwide, and improving children's welfare. November 20th is an important date as it is the date in 1959 when the UN General Assembly adopted the Declaration of the Rights of the Child. It is also the date in 1989 when the UN General assembly adopted the Convention on the Rights of the Child. <a href="http://www.un.org/en/events/childrenday/">http://www.un.org/en/events/childrenday/</a>
<b>November 25</b>	<b>International Day for the Elimination of Violence against Women</b>	The United Nations General Assembly has designated November 25 as the International Day for the Elimination of Violence Against Women (Resolution 54/134). The premise of the day is to raise awareness of the fact that women around the world are subject to rape, domestic violence and other forms of violence; furthermore, one of the aims of the day is to highlight that the scale and true nature of the issue is often hidden. <a href="http://www.un.org/en/events/endviolenceday/">http://www.un.org/en/events/endviolenceday/</a>
<b>December 1</b>	<b>World AIDS Day</b>	Significant progress has been made in the AIDS response since 1988, and today three in four people living with HIV know their status. But we still have miles to go. <a href="http://www.un.org/en/events/aidsday/">http://www.un.org/en/events/aidsday/</a>
<b>December 2</b>	<b>International Day for the Abolition of Slavery</b>	Slavery is not merely a historical relic. According to the International Labour Organisation (ILO) more than 40 million people worldwide are victims of modern slavery. Although modern slavery is not defined in law, it is used as an umbrella term covering practices such as forced labour, debt bondage, forced marriage, and human trafficking. Essentially, it refers to situations of exploitation that a person cannot refuse or leave because of threats, violence, coercion, deception, and/or abuse of power. <a href="http://www.un.org/en/events/slaveryabolitionday/">http://www.un.org/en/events/slaveryabolitionday/</a> .
<b>December 3</b>	<b>International Day of Persons with Disabilities</b>	The annual observance of the International Day of Disabled Persons was proclaimed in 1992, by the United Nations General Assembly resolution 47/3. It aims to promote the rights and well-being of persons with disabilities in all spheres of society and development, and to increase awareness of the situation of persons with disabilities in every aspect of political, social, economic and culture. <a href="http://www.un.org/en/events/disabilitiesday/">http://www.un.org/en/events/disabilitiesday/</a> al life.
<b>December 5</b>	<b>International Volunteer Day</b>	It is viewed as a unique chance for volunteers and organizations to celebrate their efforts, to share their values, and to promote their work among their communities, non-governmental organizations (NGOs), United Nations agencies, government authorities and the private sector.
<b>December 9</b>	<b>International Anti-Corruption Day</b>	International Anti-Corruption Day has been observed annually, on 9 December, since the passage of the United Nations Convention Against Corruption on 31 October 2003 to raise public awareness for anti-corruption. <a href="http://www.un.org/en/events/anticorruptionday/">http://www.un.org/en/events/anticorruptionday/</a>
<b>December 10</b>	<b>Human Rights Day</b>	Human Rights Day is observed every year on 10 December – the day the United Nations General Assembly adopted, in 1948, the Universal Declaration of Human Rights.

**December 18**

**International  
Migrants Day**

On September 19, 2016 the United Nations General Assembly adopted a set of commitments during its first ever summit on large movements of refugees and migrants to enhance the protection of refugees and migrants. These commitments are known as the New York Declaration for Refugees and Migrants (NY Declaration). The NY Declaration reaffirms the importance of the international protection regime and represents a commitment by Member States to strengthen and enhance mechanisms to protect people on the move. It paves the way for the adoption of two new global compacts in 2018: the global compact on refugees and the global compact for safe, orderly and regular migration.  
<http://www.un.org/en/events/migrantsday/>

**December 20**

**International  
Human  
Solidarity Day**

<http://www.un.org/en/events/humansolidarityday/>



## IV. 2. Fundamental rights in European Union The Charter of Fundamental Rights of the European Union – An EU Bill of Rights

Purpose: to familiarize students with the rights of the citizens mentioned in The European Union Charter of Fundamental Rights

Though the original treaties did not contain any provisions on basic human rights, the EU has long regarded them as enshrined in the general principles of Community law.<sup>4</sup> Since the 1970s, the EU has questioned the role it should play with regard to human rights, soon finding that by inference from its member states they constituted part of its identity. However, it was until the preamble of the 1986 Single European Act and later the 1992 Maastricht Treaty on European Union that human rights were given formal recognition in the treaty framework.

The rights of EU citizens have been emphasized for a long time, but the documentation of these rights had been scattered over a series of sources, such as the **European Convention on Human Rights** (ECHR) and other international conventions from the **Council of Europe** and the **United Nations**. The Charter of Fundamental Rights of the European Union (CFR) has become the most recent and most visible sign of the European Union's efforts to protect and promote basic human rights.

In 2010, the European Commission adopted a strategy to monitor and ensure the effective implementation of the rights and freedoms in the charter.

### Charter of Fundamental Rights of the European Union – factsheet

#### 1. When was adopted The European Union Charter of Fundamental Rights document?

- ✚ In June 1999, EU leaders met in Cologne/Koln, Germany. They agreed that the EU needed a new statement of rights so that these rights would be more evident to the citizens of the EU.
- ✚ The Charter of Fundamental Rights was the outcome of the discussions at Cologne/Koln. Finally, the Charter was proclaimed in December 2000 at the European Council in Nice. It became legally binding on December 1, 2009 when the Lisbon Treaty came into force.

#### 2. Does the Charter have legal status in EU law? Since when is the Charter legally binding?

- ✚ **The Treaty of Lisbon or the Lisbon treaty** (originally known as **the Reform Treaty**), signed in 2007 and entered into force on 1st December 2009, has given a legal status to the European Union Charter of Fundamental Rights.
- ✚ **Until the Lisbon Treaty**, the European Union Charter of Fundamental Rights had the status of a Declaration, and was therefore not legally binding, but as a point of reference and recommendation.
- ✚ The inclusion of the fundamental rights of Union's citizens in the Treaty of Lisbon implies that the institutions of the Union and the Member States are obliged to respect the rights referred to in the European Union Charter of Fundamental Rights.

#### 3. Why is the Charter of Fundamental Rights necessary for the EU?

- ✚ There are already many international agreements on human rights; yet in 1999, the leaders of the EU felt it was necessary to lay out these rights in an official charter, so that they can be made clear and visible to citizens.
- ✚ Since the rights of EU citizens had never been clearly laid out in one single document, some feared that the European Union was not protecting these rights. **How can the European Union convince a member state to respect rights established by the European Convention on Human Rights when that member state has not signed the convention? How can the EU enforce certain rights efficiently when authorities have to refer to many different documents that may have originated from other sources?**
- ✚ The European Union Charter of Fundamental Rights sets out in a single text, for the first time in the European Union's history, the whole range of civil, political, economic and social rights of European citizens and all persons resident in the EU.



#### 4. Does the Charter cover “new” rights?

- ✚ No, the Charter does not confer any new rights upon EU citizens. It merely reaffirms pre-existing rights. Each right mentioned in the text of the Charter comes from a precursor text.
- ✚ The Charter also recognizes that fundamental human rights are indivisible: human rights are human rights, no matter how one chooses to categorize these rights. The Charter, unlike other international documents on human rights, does not make the distinction between civil-political rights and socioeconomic rights.
- ✚ To reflect modern society, the charter includes 'third generation' fundamental rights, such as:
  - data protection
  - guarantees on bioethics
  - transparent administration

#### 5. What are the aims of the Charter?

- ✚ The Charter’s most important aim is to highlight, in a clear and concise manner, the EU’s commitment to the principles of democracy, human rights, and fundamental freedoms.
- ✚ The creation of the Charter means that fundamental rights will be better protected within the EU. Authorities need not sift through endless documentation. All they have to do is refer to the Charter. The Charter is valuable in the sense that it establishes “a common European language on fundamental rights”.
- ✚ The Charter also has an impact on the wider world by providing an example to other countries and showing that the EU is serious about respecting fundamental rights.

#### 6. What are the sources of inspiration for the rights mentioned in the Charter?

The Charter reflects rights guaranteed in the:

- ✚ the national legislation of all Member States;
- ✚ the European legislation: **European Convention on Human Rights** (this is an international convention to protect human rights and political freedoms in Europe. Drafted in 1950 by the then newly formed Council of Europe, the convention entered into force on 3 September 1953), the **European Social Charter**, the case-law of the European Court of Justice, pre-existing provisions of European Union law.
- ✚ Universal legislation: **The Universal Declaration of Human Rights (UDHR)**. The Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The Declaration consists of 30 articles.

#### 7. Some Concerns about the Charter

No charter on human rights is flawless. The EU’s Charter of Fundamental Rights is not perfect. The Charter of Fundamental Rights, as a relatively new concept, is at risk of being confused with the responsibilities of the Council of Europe’s European Court of Human Rights and the EU’s European Court of Justice, neither of which can legally enforce the articles of the Charter. Here are some other concerns about the Charter:

- It is limited in its application, in that it is not clear whether its clauses should apply at the EU level or at the member state level
- Many of the articles of the Charter are ambiguous and are open to a wide range of interpretations
- Much of the language of the Charter is still set out in terms unfamiliar to most people without a background in law.

In spite of these flaws, critics agree that the Charter is needed, at least in the sense that it puts human rights on the political agenda of the European Union.

#### 8. Who is bound by the Charter’s provisions?

- ✚ The Charter applies to the **EU institutions** (European Commission, European Parliament, European Council, the Council, the Court of Justice of the European Union, European Court of Auditors and European Central Bank) and **bodies**. The Charter also applies to all **28 EU member states**, but only when they are acting within the scope of EU law (for example implementing EU law). While this is still subject to some debate, this has been understood broadly and covers those situations which are ‘within the scope of EU law’.

## 9. How many people are covered by the Charter?

- ✚ As the Charter is legally binding in all EU member states, every individual in the EU is protected by its provisions. This means that the Charter is a guarantee of respect of fundamental rights of about **505 mln people**.

## 10. Who is entitled to benefit from the rights guaranteed in the Charter?

- ✚ Usually ‘the individual’ is the one entitled by the provisions of the Charter (‘every one’, ‘no one’). Some fundamental rights can only be applied to a specific category of entitled subjects, such as employees or EU citizens. All rights and freedoms undoubtedly refer to the protection of natural persons, but there are rights that can be invoked also by a legal person, including non-governmental organizations (such as for instance respect to private life, home and communication; freedom to conduct a business; right to property).

## 11. How can the Charter be used by individuals or organizations?

- ✚ The Charter can be used as a base of a fundamental rights complaint in front of national courts or through preliminary rulings come to the Court of Justice of the European Union, for disputes on matters based on a law or policy that has already been created, or the way that this is implemented by the EU or a member state, which breaches human rights standards. Moreover, the Charter is an effective tool in various forms of human rights activism, from advocacy to research.

## 12. Why is the Charter such an exceptional document, different from other human rights international legal instruments?

- ✚ The Charter comprehensively covers civil, political, social, economic and cultural rights, so the scope of the document is very broad. The Charter also introduces some very progressive rights, such as right to good administration or guarantees on bioethics. This is also the first human rights instrument that is binding for EU institutions.

## 13. Where can more information on the Charter be found?

- ✚ The Fundamental Rights Agency ([www.fra.europa.eu](http://www.fra.europa.eu)) prepares reports and manuals on the Charter and various rights. Moreover, the European Commission issues annual reports on the application of the EU Charter of Fundamental Rights – these function as useful sources of data and examples. Other sources are recommended at the end of the guidelines.

## 14. What is the structure and content of the Charter?

- ✚ The Charter comprises seven chapters and **54 Articles**. Particular rights can be found in six substantive chapters of the Charter – **dignity, freedoms, equality, solidarity, citizens’ rights and justice**. The last chapter deals with the interpretation and application of the Charter. (51-54 articles)

### Charter of Fundamental Rights of the European Union – Titles and Content

The structure:

- ✚ The Preamble
- ✚ TITLE I. Dignity (1-5 articles)
- ✚ TITLE II. Freedoms (6-19 articles)
- ✚ TITLE III. Equality (20-26 articles)
- ✚ TITLE IV. Solidarity (27-38 articles)
- ✚ TITLE V. Citizens' rights (39-46 articles)
- ✚ TITLE VI. Justice (47-50 articles)
- ✚ TITLE VII. General provisions governing the interpretation and application of the Charter

#### 1. Human dignity

Human dignity is inviolable. Nobody may be hurt physically or mentally. Everyone has the right to life. Nobody may be condemned to death or executed. Torture and degrading punishment are forbidden. Slavery and forced labour are forbidden. Trafficking in human beings is forbidden.

## Dignity

### Right to:

- Life
- Protection of dignity
- Respect for one's physical and mental integrity
- Free and informed consent

### Prohibition of:

- Killings/death penalty
- Torture
- Degrading and inhumane treatment
- Organ trafficking
- Cloning
- Eugenic practices
- Slavery, forced labor
- Human trafficking

What is dignity? A set of values.

Fill the following phrase:

"I believe that the basic values of a person with dignity are: ..."

Kindness

Tolerance

Democracy

Hospitality

Pixy

Seriousness

Understanding

Honor

Honesty

Sincerity

Justice

Compassion

Politeness

Nobility

Indulgence

Modesty

Moderation / moderation

Generosity

Responsibility

**Conclusion:** The true, intelligent man always behaves towards other people as they would have them behave towards him in similar situations.

## 2. Freedoms

Everyone has the right to be free and secure. Home, family and personal communications must be respected. Everyone has the right to marry and found a family. Personal data may be protected and kept secret. Freedom of religion, freedom of thought, freedom of speech and freedom of assembly belong to all. Everyone has the right to education, work, to run a business and own property. Refugees have the right to apply for asylum and may not be deported to a dangerous country.

### Freedom of:

- Expression, information
- Thought, conscience, religion
- Art and science
- Association
- Assembly
- To conduct a business

### Right to:

- Liberty and protection from arbitrary detention
- Marry and Found a family
- Respect for private and family life
- Education
- Protection of personal data
- Choose an occupation and engage in work
- Property and bequeath
- Protection of intellectual property
- Asylum for refugees
- Protection against collective expulsion
- Protection against extradition to a state that violates fundamental human rights

## WORDS SEARCH

### Article 10 - Freedom of thought, conscience and religion

1. Everyone has the right to a) ..... of thought, conscience and religion. This right includes freedom to change B) ..... or belief and freedom, either alone or in C) .....with others and in public or in D) ....., to manifest religion or belief, in worship, teaching, practice and E) .....

Words: private, expression, freedom, frontiers, observance, religion, arts, community



### **Article 10 - Freedom of thought, conscience and religion**

1. Everyone has the right to **freedom** of thought, conscience and religion. This right includes freedom to change **religion** or belief and freedom, either alone or in **community** with others and in public or in **private**, to manifest religion or belief, in worship, teaching, practice and **observance**.

### **3. Equality**

Everyone is equal before the law. All discrimination is forbidden. Different cultures, religions and languages are respected. Men and women must be equal in all areas and must receive the same pay for the same work. Children have the right to protection and the necessary care. They have the right to express their opinions. The child's best interest must always be considered. Old people have the right to a life of dignity and independence. People with disabilities have the right to take part in activities that help them to integrate into society and live independently.

#### **Rules of:**

- Equality of all before the law
- Equality of women and men
- Cultural, religious and language diversity

#### **Prohibition of discrimination (right to equal treatment) based on:**

- Sex
- Race and 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
- Sexual orientation

#### **Rules of respect of the rights of:**

- Children
- Elderly
- Persons with disabilities

### **WORDS SEARCH**

#### **Article 26 - Integration of persons with disabilities**

The Union recognises and respects the right of A) .....with disabilities to benefit from B) ..... designed to ensure their independence, social and occupational C) ..... and participation in the D) ..... of the community.

WORDS: life, women, persons, elderly, measures, children, integration,

#### **Article 26 - Integration of 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.

### **4. Solidarity**

Workers have the right to receive information and be heard by employers. Workers, employers and the organisations representing them may negotiate and make agreements. If necessary, workers have the right to strike. Everyone has the right to free labour exchange services. Employees may not be dismissed without a

just reason. Every employee has the right to healthy, safe and human working conditions and terms of employment.

Maximum working hours are limited: there must be enough time for rest every day and every week. Employees receive pay for holidays as well. Child labour may not be used. Young people must have safe working conditions. Family life is protected and nobody may be dismissed because of the birth of a baby. Everyone living in the Union legally has the right to social assistance. Everyone has the right to preventive health care and medical care. Social benefits and health services are always determined by national laws. Consumer protection is provided for consumers. Efforts must be made to protect the environment.

**Right of the workers to:**

- Information, consultation
- Collective bargaining and action
- Access to placement services
- Fair and just working conditions
- Protection in the event of unjustified dismissal
- Protection of young people at work

**Prohibition of child labor**

**Rules of:**

- Reconciliation of family and professional life
- Protection of family – legal, economic and social

**Right to:**

- Protection during maternity
- Maternal and paternal leave
- Social security benefits
- Social and housing assistance
- Access to services of general economic interest

**Rules of protection of:**

- Health
- Consumers
- Environment

**WORDS SEARCH**

**Article 32 - Prohibition of child labour and protection of young people at work**

The employment of A) ..... is prohibited. The minimum age of admission to B) ..... may not be lower than the minimum school-leaving C) ....., without prejudice to such rules as may be more favourable to young people and except for limited derogations.

Young people admitted to work must have working conditions D) ..... to their age and be protected against economic E) ..... and any work likely to harm their safety, health or physical, mental, moral or social development or to interfere with their F) .....

**WORDS:** tolerance, age, fair, children, appropriate, education, employment, exploitation, integration, discrimination.

**Article 32 - Prohibition of child labour and protection of young people at work**

The employment of **children** is prohibited. The minimum age of admission to **employment** may not be lower than the minimum school-leaving **age**, without prejudice to such rules as may be more favourable to young people and except for limited derogations.

Young people admitted to work must have working conditions **appropriate** to their age and be protected against economic **exploitation** and any work likely to harm their safety, health or physical, mental, moral or social development or to interfere with their **education**.

## 5. Citizens' rights

The citizens have the right to vote in the elections to the European Parliament. Union citizens may vote in municipal elections in the country they live in and stand as a candidate in local elections. Every EU citizen has the right to good, impartial and fair administration and have their affairs handled within a reasonable period of time. Everyone has the right of access to the documents of all EU institutions and agencies. Every EU citizen and all people and organisations in the member states have the right to petition the European Parliament. Also, they have the right to refer to the Ombudsman. Every EU citizen has the right to live and move freely within the territory of the EU member states. Every EU citizen is entitled to protection by the diplomatic missions or consular authorities of any member state.

### Right to:

- Vote and to stand as a candidate at elections to the European Parliament
- Vote and to stand as a candidate at municipal elections
- Consular protection
- Petition
- Refer to the European Ombudsman
- Access to documents
- Good administration, which: is impartial, is fair, hears the applicant, gives reasons to its decisions
- Have the Union make good any damage caused by its institutions

### Freedom of:

- Movement
- Residence

## WORDS SEARCH

### **Article 39 - Right to vote and to stand as a candidate at elections to the European Parliament**

1. Every citizen of the Union has the right to A) ..... and to stand as a candidate at elections to the B) .....in the Member State in which he or she resides, under the same conditions as nationals of that State.
2. Members of the C) ..... shall be elected by D) ..... universal suffrage in a free and secret ballot.

**WORDS:** discrimination, European Parliament, direct, European Commission, fair, elections, tolerance, vote.

### **Article 39 - Right to vote and to stand as a candidate at elections to the European Parliament**

1. 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.
2. Members of the **European Parliament** shall be elected by **direct** universal suffrage in a free and secret ballot.

## 6. Justice

Every EU citizen has the right to effective legal remedies and the right to be heard before an impartial court of law. Every defendant must be held innocent unless legally proven guilty. Everyone charged with a crime has the right to legal defence. No punishment may be more severe than prescribed by law. No one may be tried and punished for the same crime twice.

### Right to:

- Effective remedy before the court
- Independent and impartial tribunal previously established by law
- Have one's case fairly and publically heard, within a reasonable time
- Be advised and have legal aid
- Defence
- Presumption of innocence

**Prohibition of:**

- Being held guilty of any criminal offence not prescribed by law at the time when it was committed
- Disproportionate penalties
- Being tried or punished twice for the same criminal offence

**WORDS SEARCH**

**Article 48 - Presumption of innocence and right of defence**

1. Everyone who has been charged shall be presumed A) ..... until proved B) .....according to C) .....
2. Respect for the rights of the defence of anyone who has been D) ..... shall be guaranteed.

**WORDS:** law, discrimination, charged, guilty, tolerance, innocent, unfair, communication.

**Article 48 - Presumption of innocence and right of defence**

1. Everyone who has been charged shall be presumed innocent until proved guilty according to law.
2. Respect for the rights of the defence of anyone who has been charged shall be guaranteed.

**Sources:**

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- <https://fra.europa.eu/en>
- <https://slideplayer.com/slide/4829509/>

**ACTIVITIES:**

**BINGO!** Charter of Fundamental Rights of the European Union

*What do you know about* Charter of Fundamental Rights of the European Union?

1. In which year was The Charter of Fundamental Rights of the European Union adopted? 1999
2. What treaty has given a legal quality to the Charter of Fundamental Rights of the European Union? Lisbon Treaty
3. In how many titles are the information in the Charter of Fundamental Rights of the European Union, grouped? 7 titles
4. In how many articles are the information in the Charter of Fundamental Rights of the European Union , grouped? 54 articles
5. What is the title I of the Charter of Fundamental Rights of the European Union? Dignity
6. What is the Title II of the Charter of Fundamental Rights of the European Union? Freedoms
7. What is the Title III of the Charter of Fundamental Rights of the European Union? Equality
8. What is the Title IV of the Charter of Fundamental Rights of the European Union? Solidarity
9. What is the Title V of the Charter of Fundamental Rights of the European Union? Citizens' rights
10. What is the Title VI of the Charter of Fundamental Rights of the European Union? Justice
11. Mention two freedoms from the Charter of Fundamental Rights of the European Union. Freedom of:
  - Expression, information
  - Thought, conscience, religion
  - Art and science
  - Association
  - Assembly
  - To conduct a business

## **BINGO!** Word Search - Charter of Fundamental Rights of the European Union

*Article 20 - Equality before the law*

*Article 9 - Right to marry and right to found a family*

*Article 8 - Protection of personal data*

*Article 3 - Right to the integrity of the person*

*Article 7 - Respect for private and family life*

*Article 21 - Non-discrimination*

*Article 1 - Human dignity*

*Article 22 - Cultural, religious and linguistic diversity*

*Article 39 - Right to vote and to stand as a candidate at elections to the European Parliament*

*Article 23 - Equality between women and men*

*Article 26 - Integration of persons with disabilities*

*Article 48 - Presumption of innocence and right of defence*

### **BINGO**

This is a simple quiz and variation of the game, Bingo! in which people share their knowledge and experiences.



#### **Objectives:**

- To learn about Charter of Fundamental Rights of the European Union
- To develop listening and critical thinking skills
- To encourage respect for other people and their opinions

#### **Materials:**

- One copy of the quiz sheet and pencil per person
- Flipchart paper and markers

#### **Preparation:**

-  Make a copy of the quiz sheet on a large sheet of paper or flipchart paper.
-  Familiarise yourself with the Charter of Fundamental Rights of the European Union

#### **Instructions/Activity steps:**

1. Hand out the quiz sheets and pencils
2. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box.
3. The pairs then split and find others to pair up with.
4. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
5. Whoever gets an answer in every box first shouts out "Bingo!" They win.
6. Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage
7. When the chart is complete, go back and discuss the answers in each box more fully.

#### **Tips for facilitators**

Feel free to change any of the questions to tailor the activity to the interests and level of your group.

#### **Source:**

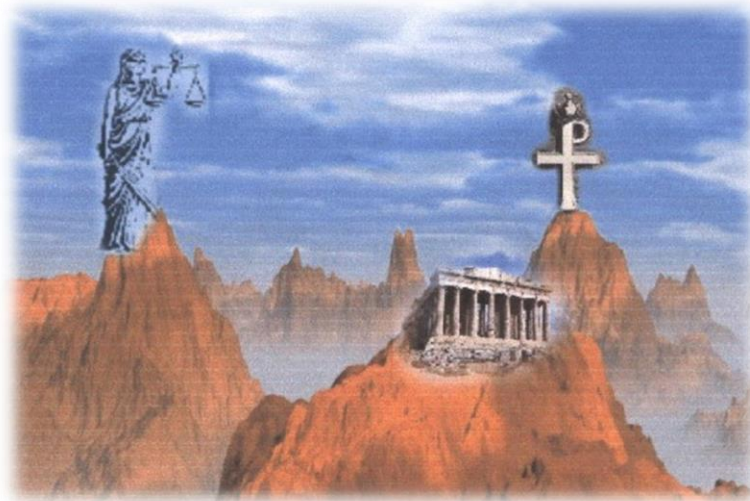
**Adaptation after:** <https://www.coe.int/en/web/compass/rights-bingo->

## IV.3. The most important European events in Romanian students' vision

*„A day will come when you France, you Russia, you Italy, you England, you Germany, you all, nations of the continent, without losing your distinct qualities and your glorious individuality, will be merged closely within a superior unit and you will form the European brotherhood” (Victor Hugo)*

### I. Fundamentals of European civilization

European civilization and culture stand on three elements: the Greek search for truth, good and beautiful; the Roman ideas of justice and citizens, and the Christian belief in Scripture and the concept of the pehuman being.



#### 1. Greek civilization

It is unanimously acknowledged the fact that civilization was born in ancient Greece and that the Greek heritage can be traced to the entire Europe. Centuries V-IV BC is seen as the height of Hellenic civilization, the "classical" age, a time when Athens institutional and cultural model flourished. The "Hellenistic" period begins with Alexander the Great and his conquests and ends two centuries later when its European remains will be controlled by the Roman state.

The word "Europe" is of Greek origin. It was used in Herodotus' writings to speak of the "West" and it gradually began to acquire geographical, political and cultural significance.

#### 2. The Roman Empire

If Greece was the germ of Europe, we can say that the Roman Empire was the matrix. Geographically, the Roman Empire did not cover Europe: in its largest extension it included the area between Rhine and the Danube. What is essential, however, is the Roman idea that transcends it. For the first time, the civilized world was united for centuries under the same law. The Mediterranean basin, Gaul, Germany, and Britain formed a vast homogeneous body subordinated to one command. The Roman Empire provided the principles of political organization to Western civilization. The Roman legacy is larger than its frontiers: its language, culture, law, and the image of the universal fortress. After the conquest of Greece (146 BC) Athenian culture penetrated into the Roman society. It is often claimed that the current European Union is, in fact, a new Roman Empire.

With the Romanization of many conquered provinces, the Roman Empire was the first successful attempt to unite cultural, legal and economic parts of Europe. In 212 AD, the Edict of Caracalla offered Roman citizenship to all free inhabitants of the Empire, irrespective of their ethnic origin. This was an anticipation of the legal form of citizenship in Europe. Until modern times, Latin remained the main language for intellectual debates and legal documents.

### 3. The spread of Christianity in Europe

The contribution of Christianity was a fundamental one in shaping European civilization. The Roman Empire is the space in which Christianity brought forth a new philosophy. It is founded on a new religion that spreads throughout the empire. Christianity brings a new, humanistic vision. It regards man in a way that is profoundly different from the Roman world. Within Christianity, there will be a vast synthesis of Judeo-Christian tradition, Greek thinking and Roman civilization, as well as ancient Celtic, Germanic and Slavic cultural elements.



Source: <https://sites.google.com/site/howimetyourfoundingfathers/other/the-spread-of-christianity>

## II. Events that contributed to the formation of European peoples

### 4. Romanization

Romanization (the process by which the peoples conquered by the Roman Empire adopted the Roman civilization and especially the Latin language) is a major event that contributed to the European ethno genesis (formation of the European peoples), especially the Romanic ones (Italian, French, Spanish, Portuguese, Romanian).

### 5. The Great Migrations

In the second half of the second millennium, Europe was invaded by several migratory peoples that, along with the old Europeans, would give rise to new peoples. Migration is the phenomenon that led to the new Europe. Following the great migrations, the present peoples of Europe (the Slavic peoples, the Germanic peoples, etc.) were born.





### III. Events that contributed to the creation of a common European cultural heritage

#### 6. The Roman art

Roman art is the first international style and manifested itself during the X-XIII centuries. It appeared in France but spread to all the countries of Roman tradition in Europe, thus contributing to the artistic unification of the continent.

#### 7. Gothic art

Gothic art emerged in France in the first half of the 12th century and spread to Western Europe (England, Flanders, Spain) and central Europe (the Germanic countries, the Czech Republic, Poland), the Romanian space. An effective dialogue has developed among artists traveling to different cultural centers of Europe. The Gothic style has contributed to the artistic unity of Europe.



**Black Church, Braşov, România**

#### 8. Humanism and Renaissance

Humanism and the Renaissance appeared in the fourteenth century in Italy and emphasized a concern for man in relation to the world. They have contributed to the European cultural unity, to the creation of a common cultural heritage.

The Renaissance led to the rediscovery of the culture and spirit of Greek-Roman antiquity, thus increasing the talks about Europe and restoring the European spirit. Europeans realize that what unites them is more important than the rivalries existed among the kingdoms on the old continent. But as rivalries continue to dominate European politics, humanist thinkers strive to find formulas for European unity.



The one who founded the concept of "Europe" was Erasmus in Rotterdam, identifying two possible ways of achieving European unity at that time:

1. struggling to defend European civilization against the Ottoman danger;
2. tolerance among the states and adopting the Christian concepts of happiness, love and peace.



Inspired by the history of Rome during the Antiquity, Dante predicted in *De Monarchia* a unification of Europe under the scepter of a monarch having the role that the Roman Emperor once had.

## IV. Events of the Middle Ages

### 9. The Carolingian Empire - an important stage in asserting the European tradition

On 25<sup>th</sup> December 800, King Charlemagne was proclaimed emperor to the people. Thus the Carolingian Empire was born. Many historians consider this event a sort of "birthday" of Europe. Some people consider Carol the Great to be the "father of Europe". These historians justify the phrase "father of Europe" by the fact that since the reign of Carol the Great, for the first time in Europe, a unitary political space (with the center in the west of the continent), different from that of the Roman Empire, was established. At the height of its power, the Carolingian Empire included France, Germany, northern and central Italy, the northeast of the Balkans, northeastern Spain. The capital was in Aachen. The Carolingian Empire was divided in 843 AD between the three heirs of Louis the Pious, thus giving rise to the future nation-states France and Germany. Since 1950, the city of Aachen has awarded the "Carol the Great" Award for merit in European unification.



Source: <http://www.infovisual.co/spread-of-islam-600-to-1450.html>

### 10. Creation of the Roman-German Empire (The Holy Roman Empire)

In 962, the Duke of Saxon Otto I was crowned king. Thus a new empire was born in Europe, which would bear different names until its 1906 dissolution by Napoleon Bonaparte. The Holy Roman Empire included Germany and Northern and Central Italy. In its glory period, the empire also embraced Central Europe. Some historians (like Bredan Simms) consider the European Union to be very similar to the Roman-German Empire. These historians do not refer to the duration of the Empire's existence, but believe the European Union has to learn from the imperial failures.



Source: <http://stuttgartsteps.com/blog/2013/11/18/why-you-should-care-about-the-holy-roman-empire>

## 11. Adoption of the Magna Charta Libertatum (1215)

Magna Charta was signed on 15<sup>th</sup> June 1215 between the English King John, (Lackland) and the noblemen. Its importance lies in the formal limitation of the powers of the English king. It was the first step in Europe to limit the absolute power of the monarchy. Even though the nobles sought to preserve their privileges through this document, the document contained clauses promising to preserve the rights of the nation and ensure the protection of certain common rights - what we call fundamental human rights today. Of great importance among the 63 clauses of the document is the principle that everyone has the right to equal treatment before the law.

## 12. The Reformation

Along with the Military Order and the Great Schism, the Reformation was the third great historical event of Christianity, with significant political and social implications. The first half of the sixteenth century was marked by the religious reform that led to the appearance of Protestant religions (Lutheranism, Calvinism, etc.). This religious revolution has changed Europe forever.



## V. 18th-century events

### 13. Enlightenment

Enlightenment is a literary, philosophical, political and ideological reform that emerged in France in the eighteenth century. Enlightenment was the mode of thinking of the bourgeoisie, an active social class, in the process of assertion. The name of Enlightenment was explained by the fact that its representatives proved trust in human reason and its ability to illuminate the world through science and culture. In 1762, Rousseau wrote the "The Social Contract". The opening phrase of the book is resounding: "Man is born free; but everywhere he is in chains." Rousseau defines the common good and proposed a new social order in which each individual surrenders his rights to the "collective will", which is the only legitimate source of sovereignty. Rousseau promoted the idea that power must be given to the people. The Enlightenment thinkers were extremely critical of the repression of individual and personal freedoms. The spread of Enlightenment ideas favored many events in Europe such as the French Revolution.



Reading Voltaire's tragedy L'Orphelin de la Chine at Madame Geoffrin's salon, painted in 1812 by Gabriel Lemonnier (1743-1824).

Source: [https://commons.wikimedia.org/wiki/File:Salon\\_de\\_Madame\\_Geoffrin.jpg](https://commons.wikimedia.org/wiki/File:Salon_de_Madame_Geoffrin.jpg)



## 14. The French Revolution: Liberty, Equality, Fraternity

The French Revolution has radically changed the society and the political system in France and contributed to the spread of new principles in Europe such as: individual freedom, equality before the law, paying taxes and occupation, citizens' participation in public life, people's sovereignty, resistance to oppression, and separation of powers within the state.

During the French Revolution, on August 26<sup>th</sup>, 1789, the "Declaration of the Rights of Man and of the Citizen" was adopted, proclaiming the sovereignty of the nation rather than the monarchy (thus the law no longer meant what the king wanted). It suppressed privileges and made equality and freedom fundamental principles of this new society. The "Declaration", translated into the languages of Europe, has spread to many countries.

The motto of the French Revolution was "Liberty, Equality, Fraternity." According to the constituent traditions of the European Union, fundamental political values include Liberty, Equality, Fraternity.

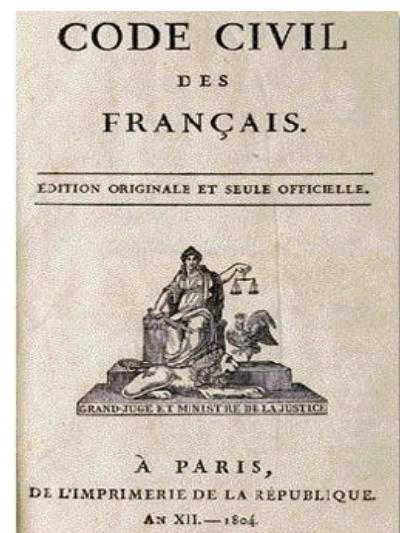


Source: <https://publicpolicy.pepperdine.edu/academics/research/faculty-research/french-revolution/>

## VI. Events from the 19th century

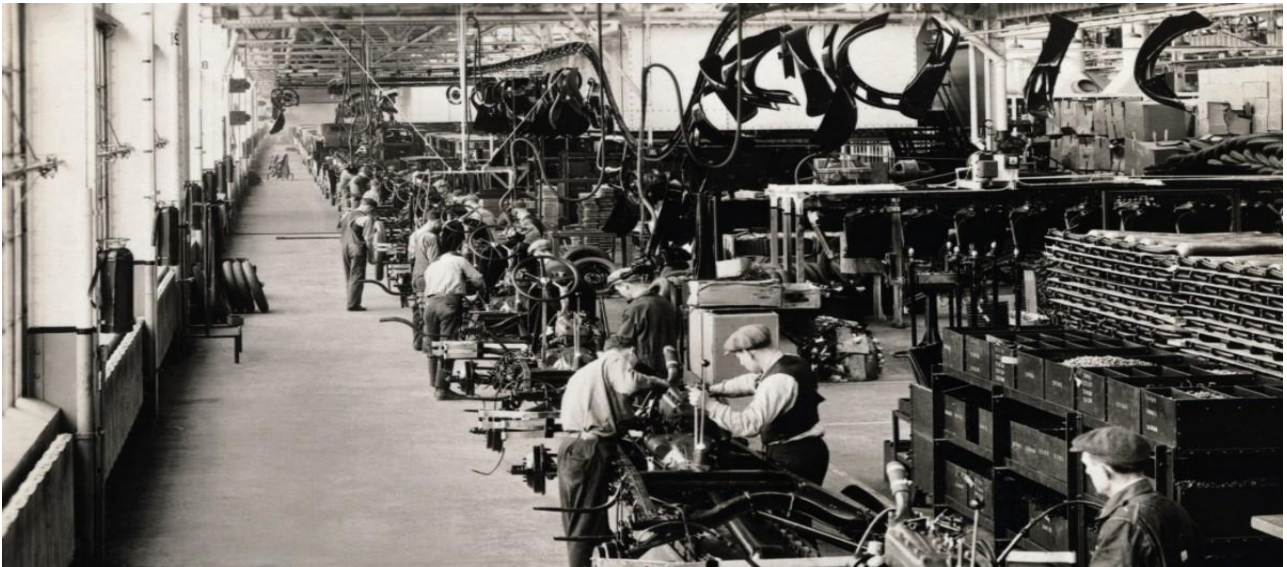
### 15. Napoleon's Civil Code

After the 1799 November coup, Napoleon Bonaparte took over all power and became the First Consul, establishing the Napoleonic Code, a code of laws in line with the new realities imposed by the French Revolution. The French Civil Code, which entered into force on March 21, 1804, guaranteed the ownership and respect of the freely agreed agreements concluded between the parties, an expression of the interests of the middle class in the field of industry and commerce. The Civil Code was introduced into the countries occupied by the French armies during Napoleon's rule, and was a model for most European states, including the United Principalities, where it was adopted with few changes in 1864. As he himself said, "My true glory is not to have won 40 battles ... Waterloo will erase the memory of so many victories, ... But ... what will live forever, is my Civil Code.. "



## 16. The Industrial Revolution

The industrial revolution began at the end of the 18th century and in the early decades of the nineteenth century, first in England and, by the middle of the nineteenth century, in other European countries. The Industrial Revolution has produced many changes in Europe, compared to the scientific and philosophical advances made in the Renaissance. These changes have affected the way people looked at the world. The benefits of industrialization have made Europeans more optimistic about the future and the incredible new technologies of the nineteenth century have helped them to trust progress and to believe that anything is possible. For the first time, people were able to temporarily escape the routine of everyday life and enjoy their free time.



Source: <https://www.history.com/topics/industrial-revolution>

## 17. Springtime of Nations (1848)

# Centers of Revolution in 1848



Source: <https://slideplayer.com/slide/7643723/>



"Springtime of Nations" was an exceptional historical event in the history of humanity. As a giant chain reaction, from the Atlantic Ocean to the North Sea, from the Mediterranean Sea to the Black Sea, the revolutionary flow has successively covered the nations who have risen to battle, destroying the Old Regime restored and definitively ending the era of the Holy Alliance. All Europe was directly or indirectly under the sign of the revolution. Solidarity between nations has been strong. A collective consciousness has been formed. This solidarity was manifested in the days following the Parisian revolution of February 1848. The inter-revolutionary connections manifested themselves and ensured interconnections, as well as the transfer of experience in the ongoing struggles. During the 1848 Revolutions, the idea of Giuseppe Mazzini was present in the Italian and French newspapers, once again launching the term European unity, but especially the United States of Europe. Thus, between 1831 and 1832, the "European" supported the idea of European federalization, and in February 1848 the "Monitor" of Paris supported the idea that the dream of the United States of Europe would soon be realized.

## VII. Twentieth-century events

### 18. The First World War (1914-1918) and the European unification projects of the interwar period

World War I has demonstrated that nationalism (one of the causes of European divisions in the 19th century) is incompatible with the modern economy, and that development can only be achieved in a climate of peace based on cooperation and mutual trust, that Europe is a functioning economic body in which each state has its role and cannot be removed without the body as a whole being unsuccessful. The First World War has brought back the idea of a united Europe. In the interwar period (1919-1939), two major projects for the unification of Europe were proposed:

- creating a "pan-European union", Richard de Coudenhove-Kalergi (1923);
- the creation of a "European federal union", an idea advanced by Aristide Briand in 1929, in a speech given at the 10th Assembly of the League of Nations; European integration plans for the interwar period were abandoned for several reasons: the beginning of the great economic crisis (1929-1933), the rise of totalitarian political regimes.

### 19. The Second World War (1939-1945) and the beginning of the European integration process

The problems of Europe after the Second World War brought back the idea of unity in the foreground. The artisans of the first unification projects after 1945 were Robert Schuman, Konrad Adenauer, Alcide De Gasperi, Paul Henri Spaak, Winston Churchill, and last but not least Jean Monnet. On May 9<sup>th</sup> 1950, Robert Schuman, the French Foreign Minister, proposed the sharing of the coal and steel resources of France and Germany.

### 20. The fall of communist regimes in Europe (1989)

The fall of communist regimes in Europe and the return to democracy created favorable conditions for the expansion of community construction to the historical dimensions of the culture and civilization space assimilated to Europe. Many of the former communist countries are now members of the European Union: Hungary, Poland, Czech Republic, Slovakia, Slovenia, Latvia, Lithuania, Estonia, Romania, Bulgaria, Croatia.



Source: [https://www.google.ro/search?q=The+fall+of+communist+regimes+in+Europe&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjRvZ\\_JrpvgAhVHposKHX6rC7oQ\\_AUIDygC&biw=1478&bih=742#imgrc=vV48Jl7bEBDOsM](https://www.google.ro/search?q=The+fall+of+communist+regimes+in+Europe&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjRvZ_JrpvgAhVHposKHX6rC7oQ_AUIDygC&biw=1478&bih=742#imgrc=vV48Jl7bEBDOsM):

## IV.4. Questions about Romania

1. Which mountains run through the center of Romania?

- A. Carpathian**
- B. Apennine
- C. Central Eastern Alps

2. What sea borders the countries Turkey, Bulgaria and Romania?

- A. Mediterranean Sea
- B. Black Sea**
- C. Aegean Sea

3. What is the city capital of Romania?

- A. Bucharest**
- B. Belgrad
- C. Chisinau

4. In what year did Romania become part of the EU?

- A. 1999
- B. 2005
- C. 2007**

5. What is the name of the currency used in Romania?

- A. Euro
- B. Leu**
- C. Dolar

6. What is the largest religious denomination in Romania?

- A. Protestant
- B. Orthodoxism**
- C. Roman Catholicism

7. Who is considered the Protector of Moldavia and Bucovina (Romanian regions), being the most popular of all the Saints whose relics are in Romania?

- A. Saint Parascheva**
- B. Saint Helene
- C. Saint Mina

8. What is the biggest river that crosses Romania, the second of the whole Europe and the only on Earth that passes through 10 countries?

- A. Prut
- B. Olt
- C. Danube**

10. What are the three colors in the flag of Romania and what means them?

- A. Red, yellow, blue**
- B. Red, blue, blank
- C. Red, green, blue

11. What is the last natural paradise in Romania, the only delta in the world that is declared a Biosphere Reserve?

- A. Siret Delta
- B. Olt Delta
- C. Danube Delta**

12. Who is Romanian gymnast, born in the region of Moldavia, performing the floor exercise at the 1976 Olympic Games in Montreal and was first in obtaining the perfect score, 10?

- A. Teodora Ungureanu
- B. Nadia Comaneci**
- C. Daniela Silivaş

13. What is the name of the Romanian national anthem?

- A. Romanian, wake-up!**
- B. God Save the Queen
- C. La Marseillaise

14. What is the name for the dish that is traditionally made of minced meat and rice, rolled in white cabbage leaves?

- A. Mici
- B. Colţunaşi
- C. Sarmale**

15. In 1884, this city was the first European city to have its streets electrically lit. What is the name of the city?

- A. Iaşi
- B. Bucureşti
- C. Timişoara**

16. What is the famous Monastery from the Northern part of Moldavia, built by Steven the Great, famous for the special blue?

- A. Moldoviţa
- B. Voronet**
- C. Putna

17. Who was Prince of Moldavia between 1457 and 1504 and famous in Europe for his long resistance against the Ottomans? He was victorious in 34 of his 36 battles?

- A. Vlad Tepes
- B. Petru Rareş
- C. Stephen the Great and Holy**

18. Who is the best known Romanian tennis player of the moment?

- A. Gheorghe Hagi
- B. Ion Tiriac
- C. Simona Halep**

19. Romanian is a language of what origin?

- A. Slavic
- B. Latin**
- C. Germanic

20. Which castle is also commonly known as 'Dracula's castle'?

- A. Peles Castle
- B. Bran Castle**
- C. Ruginoasa Castle



# V. 5th General Senior High School of Aigaleo (Aigaleo, Greece)

- V.1 The most important European events in Greek students' vision
  - V.2 Questions on the Greek Culture
  - V.3 Democratic Values- A lesson on democracy

## V.1 The most important European events in Greek students' vision

### 1. Renaissance



The Renaissance is a period in European history, covering the span between the 14th and 17th centuries and marking the transition from the middle ages to modernity. The intellectual basis of the Renaissance was its version of humanism, derived from the rediscovery of classical Greek philosophy, such as that of Protagoras, who said that "Man is the measure of all things." This new thinking became manifest in art, architecture, politics, science and literature. Famous important personalities were: Leonardo Da Vinci, Raphael, Michelangelo, Dante, Giotto

### 2. Age of Enlightenment

The Enlightenment was an intellectual and philosophical movement that dominated the world of ideas in Europe during the 18th century. The Enlightenment and scholastic development changed the socio-political and literary scenario of Europe.

The ideas of the Enlightenment undermined the authority of the monarchy and the Church and paved the way for the political revolutions of the 18th and 19th centuries. A variety of 19th-century movements, including liberalism and neo-classicism, trace their intellectual heritage to the Enlightenment.

The Enlightenment included a range of ideas centered on reason as the primary source of authority and legitimacy and came to advance ideals like liberty, progress, tolerance, fraternity, constitutional government and separation of church and state.



### 3. Colonization in 16th-17th century

During the late 16th and 17th centuries, England, France and the Dutch Republic established their own overseas empires, in direct competition with each other.



also

### 4. Industrial Revolution

The Industrial Revolution was the transition to new manufacturing processes in



Europe and the US, in the period from about 1760. This transition included going from hand production methods to machines, new chemical manufacturing and iron production processes, the increasing use of steam power, the development of machine tools and the rise of the factory system. The Industrial Revolution began in Great Britain, and many of the technological innovations were of British origin. By the mid-18th century Britain was the world's leading commercial nation, controlling a global trading empire with colonies in North America and the Caribbean, and with some political influence on the

Indian subcontinent, through the activities of the East India Company. The development of trade and the rise of business were major causes of the Industrial Revolution. The Industrial Revolution marks a major turning point in history; almost every aspect of daily life was influenced in some way.

### 5. Balkan Wars

The Balkan Wars consisted of two conflicts that took place in the Balkan Peninsula in 1912 and 1913. Four Balkan states defeated the Ottoman Empire in the first war. By the early 20th century, Bulgaria, Greece, Montenegro and Serbia had achieved independence from the Ottoman Empire. The Balkan Wars had three main causes:

- The Ottoman Empire was unable to reform itself, govern satisfactorily, or deal with the rising ethnic nationalism of its diverse peoples.
- The Great Powers quarreled amongst themselves and failed to ensure that the Ottomans would carry out the needed reforms.
- Most importantly, the Balkan League had been formed, and its members were confident that it could defeat the Turks.

### 6. World War I

Entente		Central Powers
British Empire	USA	Germany
Japan	Italy	Bulgaria
China	Greece	Austria-Hungary
Romania	Belgium	Ottoman Empire
France	Russia	

World War I was a global war originating in Europe that lasted from 28 July 1914 to 11 November 1918, contemporaneously described as "the war to end all wars". It is also one of the deadliest conflicts in history, with an estimated nine million combatants and seven million civilian deaths as a direct result of the war, while resulting in genocides and the 1918 influenza pandemic caused another 100 million deaths worldwide. The Treaty of Versailles ended the state of war between Germany and the Allied Powers.

### 7. World War II

World War II, also known as the Second World War, was a global war that lasted from 1937 to 1945. The vast majority of the world's countries—including all the great powers—eventually formed two opposing military alliances: the Allies and the Axis.

### 8. Holocaust

The Holocaust was a genocide during World War II in which Nazi Germany, aided by its collaborators, systematically murdered some six million European Jews, around two-thirds of the Jewish population of Europe, between 1941 and 1945. Jews were targeted for extermination as part of a larger event involving the persecution and murder of other groups, including in particular the Roma and "incurably sick", as well as ethnic Poles, Soviet prisoners of war, Soviet citizens, and other Slavs, political opponents, religious dissenters, especially Jehovah's Witnesses and gay men, resulting in up to 17 million deaths overall.



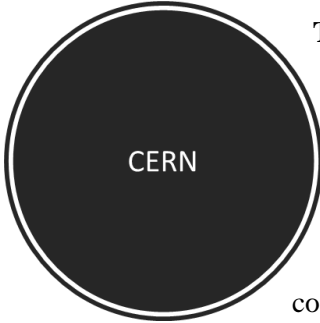




### 13. European Union

The European Union (EU) which was established on the 7th February of 1992, is a political and economic union of 28 member states that are located primarily in Europe, with an estimated population of about 513 million. The EU has developed an internal single market through a standardized system of laws that apply in all member states in those matters, and only those matters, where members have agreed to act as one. EU policies aim to ensure the free movement of people, goods, services and capital within the internal market, enact legislation in justice and home affairs and maintain common policies on trade, agriculture, fisheries and regional development.

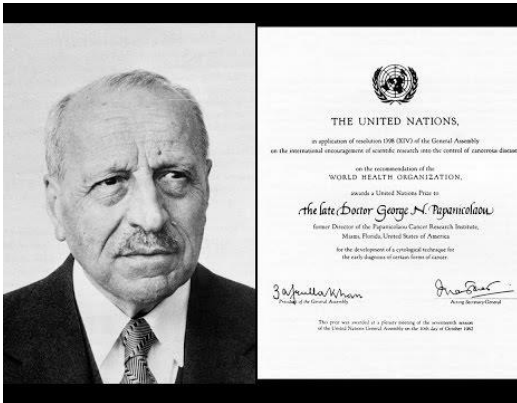
### 14. Cern



The CERN is a European research organization that operates the largest particle physics laboratory in the world that was established in 1954. CERN's main function is to provide the particle accelerators and other infrastructure needed for high-energy physics research – as a result, numerous experiments have been conducted at CERN through international collaborations.



### 15. Test PAP



The Papanicolaou test also is a method of cervical screening used to detect potentially precancerous and cancerous processes in the cervix (opening of the uterus or womb). Abnormal findings are often followed up by more sensitive diagnostic procedures and if warranted, interventions that aim to prevent progression to cervical cancer. The test was independently invented by Dr. Georgios Papanikolaou and Dr. Aurel Babeş and named after Papanikolaou. Screening guidelines vary from country to country. In general, screening starts about the age of 20 or 25 and continues until about the age of 50 or 60. Screening is typically recommended every three to five years, as long as results are normal. Women should wait a few years after they first have intercourse before they start

screening, and should not be screened before age 21.

### 16. Chernobyl

The Chernobyl disaster was a catastrophic nuclear accident. It occurred on 25–26 April 1986. The Chernobyl accident is considered the most disastrous nuclear power plant accident in history, both in terms of cost and casualties. It is one of only two nuclear energy accidents classified as a level 7 event (the maximum classification) on the International Nuclear Event Scale, the other being the Fukushima Daiichi nuclear disaster in Japan in 2011. The struggle to safeguard against scenarios which were perceived as having the potential for greater catastrophe, together with later decontamination efforts of the surroundings, ultimately involved over 500,000 workers and cost an estimated 18 billion rubles.





### 17. The Berlin Wall

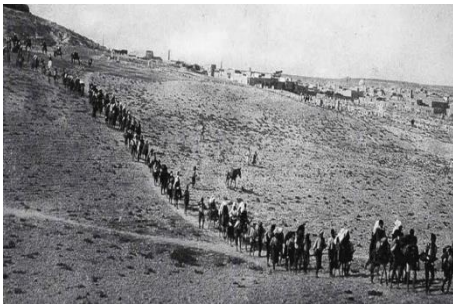
The Berlin Wall was a guarded concrete barrier that physically and ideologically divided Berlin from 1961 to 1989. Constructed by the German Democratic Republic, starting on 13 August 1961, the Wall cut off West Berlin from virtually all of surrounding East Germany and East Berlin until government officials opened it in November 1989. Its demolition officially began on 13 June 1990 and finished in 1992. The barrier included guard towers placed along large concrete walls, accompanied by a wide area that contained anti-vehicle trenches, and other defenses. The Eastern Bloc portrayed the Wall as protecting its population from fascist elements conspiring to prevent the "will of the people" in building a socialist state in East Germany.

### 18. Convention of Lausanne

The convention concerning the exchange of Greek and Turkish population, a.k.a. the Lausanne convention, was an agreement between the Greek and Turkish government signed by their representatives on 30th January 1923, in the aftermath of the Greco-Turkish war of 1919-1922. The agreement provided for the simultaneous expulsion of 1.3 million Orthodox Christians from Turkey to Greece and of 300.000 Muslims from Greece to Turkey. It was the first convention of such kind, signed in world history.



### 19. Refugee Crisis in Balkan Peninsula in the 20th century

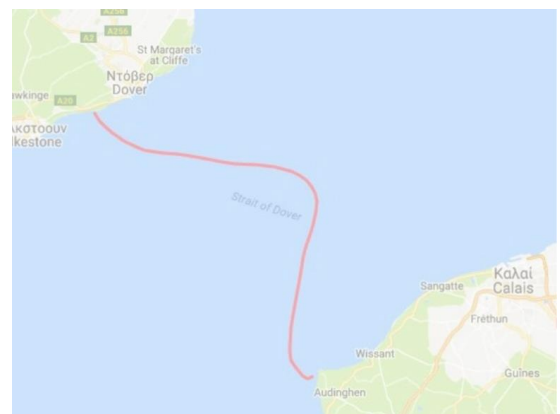


From 1912 until 1922 the resettlement of the population in the region of the Ottoman Empire would be the death sentence for a lot of people.

From Danube up to Euphrates, national armies of hundreds of thousands of men exterminated each other, villages were burned down and because of government and administrative decisions, large-scale population movements turned into death routes.

### 20. Channel Tunnel

The Channel Tunnel opened on 6 May 1994 is a 50.45-kilometre rail tunnel linking Folkestone, Kent, in the United Kingdom, with Coquelles, Pas-de-Calais, near Calais in northern France, beneath the English Channel at the Strait of Dover. It is the only fixed link between the island of Great Britain and the European mainland. At 37.9 kilometers, the tunnel has the longest undersea portion of any tunnel in the world. It was at the time the most expensive construction project ever proposed. The cost finally amounted to 18,6 billion euros, well over its predicted budget.





## V.2 Questions on the Greek Culture

1. What is the capital city of Greece?
  - Athens
  - Thessaloniki
  - Nafplio
2. To which god/goddess is the Parthenon dedicated?
  - Poseidon
  - Athena
  - Zeus
3. What is the current political system in Greece?
  - Democracy
  - Dictatorship
  - Kingship
4. What is a traditional Greek dish?
  - Fasolada
  - Tzatziki
  - Moussaka
5. How many lines are in a Greek Flag?
  - 10
  - 7
  - 9
6. In what year did Greece join the E.M.U.?
  - 2001
  - 1998
  - 2003
7. Which Greek writer was awarded a Nobel prize?
  - Elitis
  - Kazatzakis
  - Ritsos
8. In what year did Greece become a member of the E.U.?
  - 2004
  - 1979
  - 1981
9. How many times did the modern Olympic Games take place in Greece?
  - 2
  - 4
  - 3
10. How many letters are there in the Greek alphabet?
  - 26
  - 24
  - 22
11. Which is the tallest mountain in Greece?
  - Olympus
  - Psiloritis
  - Parnassos
12. What is a traditional drink in Greece?
  - Ouzo
  - Raki
  - Cognac
13. When is the National day of Greece?
  - 25th March
  - 15th August
  - 17th November
14. Which place is Odysseus' homeland?
  - Crete
  - Ithaki
  - Thiva
15. Which Greek athlete won a gold medal in the Olympics in 2016?
  - E. Petrounias
  - M. Zambidis
  - P. Devetzi
16. Which Greek politician was the first to officially demand the return of the Elgin Marbles from England to Greece?
  - M. Kallas
  - M. Merkouri
  - A. Mosxouri

17. Who is the Greek composer that wrote the score for the film “Zorba the Greek”, the famous film directed by Michalis Kakogiannis?

- Papathanasiou
- Hatzidakis
- Theodorakis

18. Which Ancient Greek is considered one of the most outstanding figures in the history of Medicine?

- Hippocrates
- Thales
- Archimedes

19. Which island is considered one of the greatest tourist destinations in Greece?

- Leukada
- Mykonos
- Lesbos

20. Which of the following countries doesn't border Greece?

- Bulgaria
- Albania
- Italy

21. Which sea is between Greece and Italy?

- Ionian
- Aegean
- Cretan

## V.3 Democratic Values- A lesson on democracy

The European Club of the 5th General Senior High School of Aigaleo



### Teaching common values in Europe ... in my school

- Young people need to know what the European Union is and what it represents.
- Having in front of them the dilemmas about the choices they have to make in their lives, wishing to give a direction to their obligations, they must be able to engage in the European dialogue and gain the distinct experience of European diversity and solidarity.

## Democratic Values -A LESSON ON DEMOCRACY AT LASKARIDIS FOUNDATION

### Introduction

#### **BEING AN ACTIVE STUDENT PROMOTES BEING AN ACTIVE CITIZEN A LESSON ON DEMOCRACY AT SCHOOL-DEMOCRACY IN EUROPE**

- One of the main topics of concern for our school is to teach students to be actively involved in the students' councils in order to become active citizens themselves in the future.
- Bearing that in mind, students from the European Club of our school had the opportunity to participate in an educational programme called: **“Is it so difficult to make decisions together?”** at the Laskaridis Foundation, an educational institution that offers seminars to students.
- That action was coordinated by Mr. A. Moschos, a long-standing legal counselor for the child who deals with human rights and children's rights.

#### **Subject: Introducing an integrated proposal to the School Principal after being proposed and voted by the Students' Council**

The **aim** of this programme is for children to:

- become aware of the decision making process, understand what is feasible and what is not, practise, argue, recognize and respect the decisions of the majority and the value of adhering to commonly agreed rules and procedures,
- develop the dialogue within school and the constant activation and cooperation of pupils to address school life issues.
- In this way, the **democratic values** are promoted as students develop their critical thinking skills and learn the importance of taking decisions together at school, in our country, in Europe.

In November 2018, in Laskaridis foundation we participated in an activity related to the function of the democratic institution.



The activity was separated into three stages:

#### ▶ **The first part**

In resemblance to the game of musical chairs, all the students would sit in chairs arranged in a circle except for one in the middle. Each time, the student in the middle would have to propose an idea related to a possible change in their school that he/she would want. The students who agreed with that proposal would have to stand up and quickly change their seats. The one remaining student who hadn't managed to change his seat had to suggest another idea and so on.

### **First part's goals**

The first part was an icebreaking activity and a fascinating way for the students to feel excited and amused. That way, they would become more interested in the activity and participate in the later parts more actively.

### ► **The second part**

The second part was an interesting game about coordination. Students had to count to the highest number they could. The twist of this game was that each time two or more students would shout a number at the same time they had to start all over from the beginning.

### **Second part's goals**

Through the second part the students realized the difficulty of working coordinated as a group. It is worth mentioning that no matter how easy this part sounds, the highest number that we achieved to count was 11.

### ► **The third part**

The last and main part of the program was about how a school assembly should take place. To begin with, students were divided in five groups except for three of them who formed the students' committee. Each group had 10 minutes to discuss and propose an idea on how to improve their school. Afterwards, each group presented their suggestion to the other students and answered any questions gathered by them. Finally, the proposition was either rejected or approved in an electoral progress. During the whole progress, the three-student committee kept the process under control and directed the conversation, while being the counters at the voting process as well.

### **Third part's goals**

- Developing democratic consciousness.
- Respecting the value and the personality of every human being.
- Developing individual and social responsibility.
- Developing the pupil's abilities and capacities.
- Exercising in social roles.

### **What we learned**

- ◆ After participating ourselves in that program and later performing it to four different classes in our school, we made a really significant observation: All the students participated in the program with seriousness, even though the council we shaped was hypothetical. This led us to the conclusion that this democratic conference made the students feel not only that their opinion and thoughts truly mattered to the school community, but also that everyone and each of them is necessary in it.

### **ACTIVITY AT SCHOOL: “We participate, we discuss, we decide together”**

Some students of the second grade of Senior High School, having the experience of the organization and decision-making process from the Laskarides Foundation, wanted to share their experience with students in the first grade of our school.

The participating students are 35 in the formation of a circle.

### **OBJECTIVE**

Students:

- learn how a student assembly works,
- discuss with each other respecting each other,
- explore ways and procedures for implementing actions,
- participate in decision-making,



- become active in improving school life and school, operating collectively but also with the help of teachers, the Principal, parents' association, or any institution involved in school life (E.g. Aigaleo Municipality, School Committee).

After forming groups, the students have a class discussion on a topic that concerns the school community, during which the students agree and argue for that. The groups end the debate and come to submit the proposal to the Students' Committee in the general assembly. The Student Committee is a three-member Bureau of Coordination. Each group has appointed a rapporteur for the proposal.



The proposals are tabled one by one. They are being discussed by everyone and even by those who have objections. They are voted by all students.

The proposals that will receive 50% and one vote are those that will be submitted to the Director for discussion-implementation. Those who get less than 50% are discarded. The white votes are counted, too.





# VI. The High School of Economics and Gastronomy (Tarnów, Polonia)

VI.1. Nondiscrimination

VI.2. Cultural diversity

VI.3. Fundamental human rights

VI.4. The most important European events in Polish students' vision

## VI.1. Nondiscrimination



### What is discrimination?

In human social behavior, **discrimination** is treatment or consideration of, or making a distinction towards, a person based on the group, class, or category to which the person is perceived to belong. These include age, caste, colour, criminal record, height, disability, ethnicity, family status, gender identity, generation, genetic characteristics, marital status, nationality, race, religion, sex, and sexual orientation. Discrimination consists of treatment of an individual or group, based on their actual or perceived membership in a certain group or social category, "in a way that is worse than the way people are usually treated". It involves the group's initial reaction or interaction going on to influence the individual's actual behavior towards the group leader or the group, restricting members of one group from opportunities or privileges that are available to another group, leading to the exclusion of the individual or entities based on illogical or irrational decision making.

### Discrimination can be direct or indirect

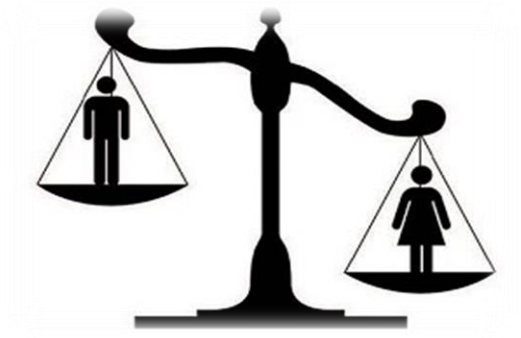
Direct discrimination means treating a person with a particular attribute differently than a person without that attribute, e.g. not hiring someone because they subscribe to a certain religion. Indirect discrimination means imposing a requirement that someone with a certain attribute cannot comply with, e.g. requiring a worker with family responsibilities to work weekends

### Most common types of discrimination:

- Discrimination on the grounds of nationality



- Discrimination based on sex



- Discrimination on the basis of age



- Discrimination on the basis of religion



- Discrimination on the grounds of social status



- Discrimination on sexual orientation



- Discrimination at work



### Ways to prevent discrimination

- educate all your workers, students and children about discrimination;
- encourage workers, students and teachers to respect each other's differences;
- respond to any evidence or complaints of inappropriate behaviour;
- deal with any complaints of discrimination promptly and confidentially;
- develop a workplace/school policy that prohibits discrimination;
- train supervisors and managers on how to respond to discrimination in the workplace;
- make sure the workplace/ school policy is properly enforced
- review the policy regularly to ensure that its effectiveness is maintained.

Children are never born racists or with discriminatory minds. They learn these behaviors from people and events around them. If parents or caregivers tell them things that make them see people in a different light, they will grow up with that idea, and it may be difficult to correct when they are adults.

### A tip for young people

It is very important that you realize that the world is a very big place and there are humans living in many other places, very far from you. Because of that, people do things differently and are brought up differently. That means what you think is cool may not be so for another person, because of where they come from. Being different is a good thing. Can you imagine if every human was just like you?

Learn to appreciate diversity and respect people who are different in any way. People may be disabled, transgender, dark-skin or have a different hair color. No one chose to be that way. If even people

choose to believe or join specific groups, they have a right to belong and a right to believe what they want. We MUST learn to respect that, just as you would like others to respect you for who you are.



## VI.2. Cultural diversity

# CULTURAL DIVERSITY

**Cultural diversity** is the quality of diverse or different cultures, as opposed to monoculture, the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences.

Each of us is beautifully different!



### What is culture?

This is generally the material, intellectual and spiritual acquires of mankind. Culture depends on how you build relationships in a group or society. It often motivates the daily lives of people.

Our culture is what shapes us, it shapes our behavior and our identity. Culture is our way of living, it refers to the shared language, beliefs, values, norms, behaviors, and material objects that are passed down from one generation to the next.





## Culture in the world

There are about 6000 cultural communities and the same number of different languages all over the world. Culture manifests itself as:

- ✚ Symbols
- ✚ Best practices
- ✚ Thought patterns
- ✚ Social norms, legal norms
- ✚ Products material
- ✚ Creations of intangible
- ✚ philosophical systems, system of values, ideas, scientific achievements, technologies ...

## The range of different cultures



- ✚ The diversity of the different parts of the globe (e.g. Western culture and Oriental culture).
- ✚ Cultural differences between the Member States (e.g. the culture of France and Africa)
- ✚ We can also talk about cultures within a single Member State (for example, between the northern and southern part of one country, or differences in the culture of the individual cities)
- ✚ Cultural diversity also includes different customs and traditions of every family.



## How can we support cultural diversity?

### We can:

- ✚ Increase your level of understanding about other cultures by interacting with people outside of your own culture
- ✚ Avoid imposing values on others that may conflict or be inconsistent with other cultures
- ✚ When interacting with others who may not be proficient in English, recognize that their limitations in English proficiency in no way reflects their level of intellectual functioning
- ✚ Recognize and understand that concepts within the helping profession, such as family, gender roles, spirituality, and emotional well-being, vary significantly among cultures and influence behavior
- ✚ Within the workplace, educational setting, and/or clinical setting, advocate for the use of materials that are representative of the various cultural groups within the local community and the society in general
- ✚ Intervene in an appropriate manner when you observe others engaging in behaviors that show cultural insensitivity, bias, or prejudice
- ✚ Be proactive in listening, accepting, and welcoming people and ideas that are different from your own

Each of us is beautifully different!



## VI.3. Fundamental human rights

# FUNDAMENTAL HUMAN RIGHTS



### Human Rights

It's a selection of rights and freedoms which every man is entitled to, irrespective of their skin colour, sex, language, religion, political orientation, nationality or social and material status. They are of moral and ethical character. They include all norms regarding guarantying and respecting highest values for every human, that is: right live, to dignified treatment, to freedom, to freedom of personal development. They were first defined in 1948 by United Nations Organizations.



to  
The

### Nature of Human Rights

**common** – they are in force all over the world and every man is entitled to them.

**inborn** – everyone is entitled to them since birthday

**inalienable** – you cannot relinquish them

**inviolable** – they exist regardless of the public authority who can't regulate them.

**natural** – they are in force regardless of the fact if the public authority approves them or not

**indivisible** – make an integral and interrelated entirety.



## Generations of Human Rights

First-generation rights	Second-generation rights	Third-generation rights
<p><b>Individual rights:</b>                      The right to life                      The right to liberty and security                      Freedom from torture                      Freedom of residence                      Secrecy of correspondence                      The right to a fair trial                      Equality before the law                      The right to legal protection                      The right to privacy                      Equal marriage laws for men and woman                      The right to freedom of thought, of worship and speech                      Ownership rights</p> <p><b>Civil and political rights:</b>                      The right to citizenship                      The right to associate                      The right to participate in public life                      The right to vote                      The right to complain about government bodies                      The right to information</p>	<p><b>Economic rights:</b>                      The right to work                      The right to fair remuneration                      The right to education</p> <p><b>Social rights:</b>                      The right to health protection                      The right to social security                      The right to protection against unemployment                      The right to protection of marriage                      The right to rest and leisure                      The right to particular protection of young people</p> <p><b>Cultural rights:</b>                      Freedom of artistic expression                      The right to use cultural property of your country and of the world</p>	<p><b>Solidarity rights:</b>                      The right to clean environment                      The right to development                      The right to peace                      The right to democracy                      The right of access to clean water and sanitation                      The right to humanitarian assistance</p>

### The beginnings of Human Rights come from:

- The Decalog
- The Magna Carta written in 1215 in England
- the principle of nobility written in Poland in the years 1430 to 1433 according to which no one will be put in prison without judgement of the General Court
- The USA Declaration of Independence of 1776
- the Declaration of Human and Citizen's Rights of 1789 which first introduced the slogans: freedom, ownership right, sovereignty of the people, equality and brotherhood



### Contemporary documents protecting Human Rights:

- The Universal Declaration of Rights of 1948
- The European Convention for the Protection of Human Rights and Fundamental Freedoms of 1950
- The Declaration of the Rights of the Child of 1959
- The European Social Charter of 1961
- The international Covenant on Economic, Social and Cultural Rights of 1966

## System of human rights protection

### External

Universal	Regional
UNO e.g. Human Rights Council, The International Criminal Court	European American African Arabic

### Internal

Rights written in the Constitution Rules of criminal law, administrative law and civil law Government bodies (e.g. Ombudsman)
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## System of human rights protection in Poland

### The government system of human rights protection in Poland:

- Ordinary courts
- The Constitutional Tribunal
- Supreme Administrative Court
  - Ombudsman
- Ombudsperson for children's rights
- National Radio and Television Council

### Non-governmental organizations:

- Polish Red Cross
- Polish Association of Amnesty International
- The Helsinki Committee and Helsinki Foundation for Human Rights
- Polish Humanitarian Organization
  - Caritas Poland

### UN bodies responsible for human rights protection

- Human Rights Council
- Treaty Committees
- United Nations High Commissioner for Human Rights
  - International Criminal Court

### Bodies protecting human rights in Europe

The Council of Europe	The European Union	The Organization for Security and Cooperation in Europe (the OSCE)
<ul style="list-style-type: none"> <li>▪ the European Court of Human Rights (ECHR)</li> <li>▪ commissioner for Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>▪ the European parliament                             <ul style="list-style-type: none"> <li>▪ the Court of Justice of the European Union</li> <li>▪ European Ombudsman</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Office for democratic institutions and human rights (ODIHR)</li> <li>▪ OSCE (Organization for Security and Co-operation in Europe) High Commissioner for National Minorities</li> <li>▪ the Office of the High Representative (OHR) on Freedom of the Media</li> </ul>

## Institutions of complaint

These are international bodies to which a citizen of every European country can turn to complain if they consider that some relevant institutions in their own country issued wrong decisions to them and if these decisions, according to them, are incompatible with human rights.

- UN Human Rights Council in Geneva
- UN Human Rights Committee in Geneva
- The European Court of Human Rights based in Strasbourg

## System of human rights protection

### Non-governmental

- Non-governmental organisations (NGOs)
- International Committee of the Red Cross,
- The Red Crescent
- Amnesty International
- International Helsinki Federation for Human Rights
- Human Rights Watch



ICRC



### Amnesty International

Amnesty International is an international organization which deals with human rights violations. It reaches people by organizing campaigns which make the problem of human rights violation a hot topic, carrying out analysis, creating documentation and reports about specific cases. Its activists write letters to the governments of those countries where violations of human rights occur. They also spread information about such violations to the public, give financial and judicial assistance to the victims. Members of Amnesty International try to stop human rights violations and abuses and they do it voluntarily. They are volunteers. The fundamental principle of Amnesty International is international solidarity.



### Effectiveness

The system of human rights protection is not effective. All over the world there is a lot of hatred, violations and restrictions on human rights.

#### Examples:

- violation of the right to live (the death penalty, terrorist attacks)
- non-respect of labour laws (cheap labour force, poor working conditions, number of hours worked does not correspond with the salary)
- violation of the right to freedom of religion (persecution of the supporters of different religions, especially Christians )

### What are the reasons for that?

The main reasons for human rights violation are:

- different political views
- race
- culture
- religion
- in fact, due to any dissimilarity we may become unworthy of our humanity
- unaware citizens are being manipulated
- lack of appropriate knowledge of human rights
- lack of appropriate records and documents about your rights
- bad State system that limits your rights

### Why do we have violations of human rights?



- the stronger feel they cannot be punished
- the society allows this
- lack of adequate legal safeguards regarding human rights
- due to weak democratic traditions in many countries
- low level of public awareness of the rights people have
- difficult access to science and education
- conviction that seeking to protect our rights is an attempt to impose different culture

### What can be done to respect human rights?

- identifying new threats to human rights and human dignity
- developing effective solutions
- drawing public attention to some problems
- taking actions to shape people's adequate attitude
- promoting education and vocational training in the area of human rights
- developing the activity of non-governmental organisations





## VI.4. The most important European events in Polish students' vision

### THE MOST IMPORTANT EVENTS IN EUROPE

#### THE 40s

- 1) **4 – 11<sup>th</sup> February 1945 - conference of the Big Three in Yalta in Crimea**- meeting of the leaders of the anti-Nazi coalition (the "big three"), in which the leader of the USSR Józef Stalin, the Prime Minister of Great Britain Winston Churchill and US President Franklin Delano Roosevelt took part. It was decisive for the post-war shape of Europe.



- 2) **16<sup>th</sup> April 1948 - Organization of European Economic Cooperation (OEEC)** -the international organization was established on April 16, 1948 to coordinate the smooth operation of the Marshall Plan and stabilize the currency rate. It was founded by 16 countries participating in the program: Austria, Belgium, Denmark, France, Greece, the Netherlands, Ireland, Iceland, Luxembourg, Norway, Portugal, Switzerland, Sweden, Turkey, the United Kingdom and Italy.



- 3) **September 1949-The Soviet agency TASS announced a successful atomic bomb explosion**



#### Treaty of Paris of 18 April 1951:

- The European Coal and Steel Community is established by the six founding members (Belgium, the Federal Republic of Germany, France, Italy, Luxembourg and the Netherlands)



#### THE 50s

- 4) **18<sup>th</sup> April 1951 - Establishment in Paris of the European Coal and Steel Community** - a transnational economic organization operating in the years 1952-2002, which originated the European integration processes.

5) **5<sup>th</sup> August 1955 – Signing an agreement on the Europe a Monetary Union** – it is a system in which countries give up their national currencies for the common currency. Countries covered by the monetary union do not conduct independent monetary policies (one policy is pursued by a jointly established central bank)



6) **25<sup>th</sup> March 1957 - treaty establishing the European Economic Community and the EURATOM treaty** - signed by Germany, Belgium, France, Italy, Luxembourg and the Netherlands



### Euratom Treaty competences



### THE 60s

7) **12<sup>th</sup> April 1961 - the Soviet cosmonaut Yuri Gagarin was the first man to circle the Earth** - Gagarin traveled over 40,000 kilometers. It took him 108 minutes. Describing his mission later, he said: "Orbiting the Earth in a spaceship, I saw how beautiful our planet is. People, we will protect and multiply this beauty, not destroy it!".



8) **13<sup>th</sup> August 1961 - construction of the Berlin Wall** - GDR authorities erected a wall on the demarcation line around West Berlin in order to hinder massive escapes from the GDR. It was a symbol of the so-called "cold war" between East and West of Europe.

## THE 70s

9) 22<sup>nd</sup> January 1972 - Great Britain, Ireland, Denmark, signed a document in Brussels about joining the European Economic Community, the agreement came into force on January 1, 1973.

10) 16<sup>th</sup> October 1978 - for the first time a Pole, not an Italian, Karol Wojtyła became the Pope – he took the name of John Paul II



11) 13<sup>th</sup> March 1979 - EC Member States except the United Kingdom were covered by the European Monetary System



## THE 80s

12) 26<sup>th</sup> April 1986 - explosion at the Chernobyl- nuclear power plant in Ukraine. It was the biggest catastrophe in the history of nuclear energy and one of the largest industrial disasters of the 20th century.



13) 1988 - 1991 - Disintegration of the Union of Soviet Socialist Republics (USSR) - the result was the creation of several countries on the map of Europe, among others: Latvia, Estonia, Ukraine, Lithuania,

14) 15<sup>th</sup> June 1987 – The Launch of the "Erasmus" program to support young Europeans wanting to continue their education in other European countries - a program launched by the Commission for higher education aimed at financing student trips to study in another European country for up to one year and supporting European cooperation of universities from all EU, EEA and candidate countries by jointly developing curricula as well as exchanges of academic staff





**15) 9/10<sup>th</sup> November 1989 - The fall of the Berlin Wall** - During the attempts to get through guarded border to West Berlin, many people were killed. The exact number of victims is contentious and uncertain, various sources give between 136 and 239 fatalities.



**THE 90s**



**16) 1992-1995 War in Bosnia and Herzegovina and the disintegration of Yugoslavia** - the ongoing civil war, which was the most bloody conflict in Europe since the end of World War II. However, as a result of the disintegration of Yugoslavia, new countries were formed on the Balkan peninsula.

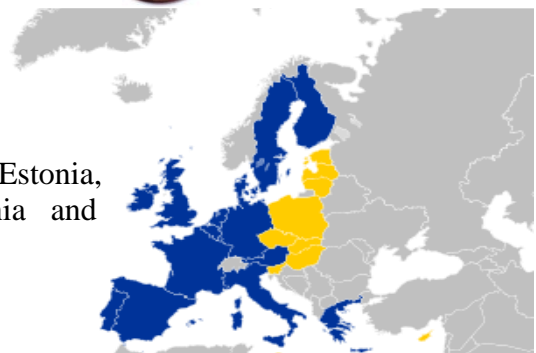
**The 21st century**

**17) 1<sup>st</sup> January 2002- Introduction into circulation of euro notes and coins** – bank notes of the international euro currency operating in the euro area. They are issued by the European

Central Bank, all of them are signed by the bank's president. The lowest denomination is 5 €, the highest is 500 €. Unlike coins of this currency, they all have the same appearance, although they are printed in different member countries



**18) 1<sup>st</sup> May 2004-** Cyprus, the Czech Republic, Estonia, Lithuania, Latvia, Malta, Poland, Slovakia, Slovenia and Hungary join the European Union.





**19) 2015 - migration crisis** - a crisis in Europe at the beginning of the 21st century caused by the mass arrival of refugees and immigrants.



**20) 2016 - Brexit** - the procedure for leaving the European Union by the United Kingdom - initiated by the referendum in June 2016.



## VI. Foreign Language Secondary School (Pleven, Bulgaria)

### VI.1. Questions about Bulgaria

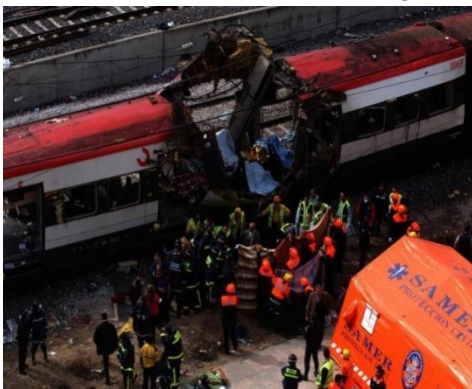
1. Which is the capital city of Bulgaria?  
A. Pleven  
**B. Sofia**  
C. Plovdiv
2. Which are the colors of the Bulgarian flag?  
A. Blue, red, white  
B. Yellow, green, red  
**C. White, green, red**
3. What is the national instrument of the country?  
A. Flute  
**B. Bagpipe**  
C. Drum
4. Which of the following was invented by Bulgarians?  
**A. Computer**  
B. Radio  
C. Telephone
5. Who of these famous people has Bulgarian origin?  
A. Mila Kunis  
B. Ed Sheeran  
**C. Mark Zuckerberg**
6. What is the Bulgarian currency?  
**A. Lev**  
B. Euro  
C. Crown
7. Which alphabet was created and currently used in Bulgaria?  
A. Greek  
**B. Cyrillic**  
C. Latin
8. How is the traditional Bulgarian dance called?  
A. Waltz  
B. Jive  
**C. Horo**
9. Which of the following is a typical Bulgarian dish?  
**A. Banitsa**  
B. Pancakes  
C. Kefir
10. There are 5 countries on Bulgaria's borders. Which 2 countries are to the west?  
A. Romania and Macedonia  
B. Greece and Turkey  
**C. Macedonia and Serbia**

## VI.2. The most important European events in Bulgarian students' vision

### EUROPE in the 21-st CENTURY

#### 1. The Madrid train bombing 2004 - 10 bombs exploded on four trains

On this day in 2004, 191 people are killed and nearly 2,000 are injured when 10 bombs explode on four trains in three Madrid-area train stations during a busy morning rush hour. The bombs were later found to have been detonated by mobile phones. The attacks, the deadliest against civilians on European soil since the 1988 Lockerbie airplane bombing, were initially suspected to be the work of the Basque separatist militant group ETA. This was soon proved incorrect as evidence mounted against an extreme Islamist militant group loosely tied to, but thought to be working in the name of, al-Qaida. Investigators believe that all of the blasts were caused by improvised explosive devices that were packed in backpacks and brought aboard the trains. The terrorists seem to have targeted Madrid's Atocha Station, at or near which seven of the bombs were detonated. The other bombs were detonated aboard trains near the El Poso del Tio Raimundo and Santa Eugenia stations, most likely because of delays in the trains' journeys on their way to Atocha. Three other bombs did not detonate as planned and were later found intact. Many in Spain and around the world saw the attacks as retaliation for Spain's participation in the war in Iraq, where about 1,400 Spanish soldiers were stationed at the time. The attacks took place two days before a major Spanish election, in which anti-war Socialists swept to power. The new government, led by Prime Minister Jose Luis Rodriguez Zapatero, removed Spanish troops from Iraq, with the last leaving the country in May 2004.



country in May 2004.

#### 2. Bulgaria in EU – 2007

- Joined together with Romania
- Now: 28 members of EU



During the 2000s, Bulgaria and Romania implemented a number of reforms to prepare for EU accession, including the consolidation of its democratic systems, the institution of the rule of law, the acknowledgement of respect for human rights, the commitment to personal freedom of expression, and the implementation of a functioning free-market economy. The objective of joining the EU

also influenced Romania's regional relations. As a result, Bulgaria and Romania imposed visa regimes on a number of states, including Russia, Ukraine, Belarus, Serbia, Montenegro, Turkey and Moldova.

Within the framework of integration meetings held between the EU member states and the EU candidate states Bulgaria and Romania, an 'Association Committee' was held on 22 June 2004. It confirmed overall good progress for the preparation of accession; however, it highlighted the need for further reform of judicial structures in both Bulgaria and Romania, particularly in its pre-trial phases, as well as the need for further efforts to fight against political corruption and organized crime, including human trafficking. The findings were reflected in the 2004 Regular Report for Bulgaria and Romania.

The Brussels European Council of December 17, 2004 confirmed the conclusion of accession negotiations with Bulgaria and Romania. The 26 September 2006 of the European Commission<sup>[6]</sup> confirmed the date once more, also announcing that Bulgaria and Romania would meet no direct restrictions, but progress in certain areas — reforms of the judicial system, elimination of corruption and the struggle against organized crime — would be strictly monitored.

### 3. Kosovo declares independence – 2008

- A great celebration
- Europe's newest country

The 2008 Kosovo declaration of independence was adopted on 17 February 2008 by the Assembly of Kosovo. In a meeting attended by 109 of the total 120 members, the assembly unanimously declared Kosovo to be independent from Serbia, while all 11 representatives of the Serb minority boycotted the proceedings.

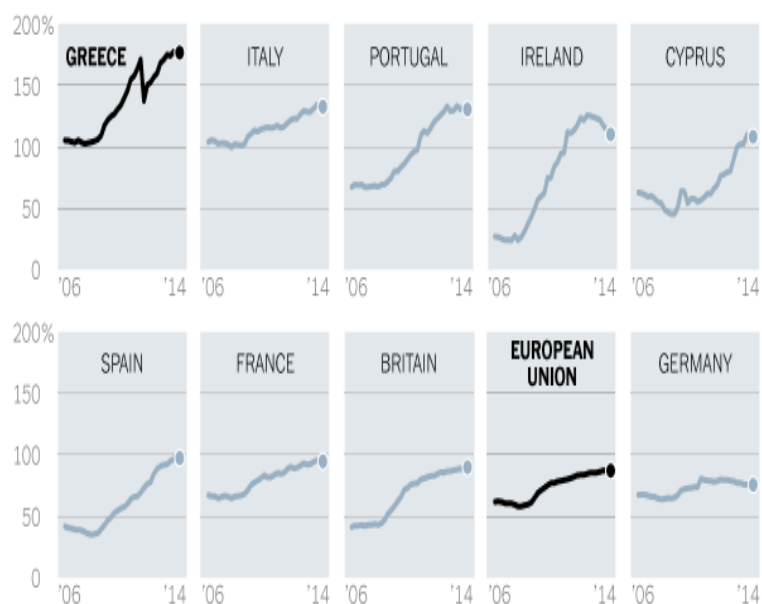
This minority was found to be common in the northern District of Mitrovica, bordering Serbia. It was the second declaration of independence by Kosovo's Albanian-majority political institutions; the first was proclaimed on 7 September 1990. The legality of the declaration has been disputed. Serbia sought international validation and support for its stance that the declaration was illegal, and in October 2008 requested an advisory opinion from the International Court of Justice. The Court determined that the declaration did not violate international law.



As a result of the ICJ decision, a joint Serbia-EU resolution was passed in the United Nations General Assembly which called for an EU-facilitated dialogue between Kosovo and Serbia to "promote cooperation, achieve progress on the path to the European Union and improve the lives of the people." The dialogue resulted in the 2013 Brussels deal between Serbia and Kosovo which abolished all of the Republic of Serbia's institutions in Kosovo. Dejan Pavićević is the official representative of Serbia to Kosovo. Valdet Sadiku is the official representative of Kosovo to Serbia.

### 4. The Greek government-debt crisis 2010

The Greek debt crisis is the dangerous amount of sovereign debt Greece owed the European Union between 2008 and 2018. In 2010, Greece said it might default on its debt, threatening the viability of the eurozone itself. To avoid default, the EU loaned Greece enough to continue making payments. It was the biggest financial rescue of a bankrupt country in history. As of January 2019, Greece has only repaid 41.6 billion euros. It has scheduled debt payments beyond 2060. In return for the loan, the EU required Greece to adopt austerity measures. These reforms were intended to strengthen the Greek government and financial structures. They did that, but they also mired Greece in a recession that didn't end until 2017.





The crisis triggered the eurozone debt crisis, creating fears that it would spread into a global financial crisis. It warned of the fate of other heavily indebted EU members. This massive crisis was triggered by a country whose economic output is no bigger than the U.S. State of Connecticut.

## 5. OLYMPIC GAMES – LONDON 2012

- more than 10,000 athletes from all over the world
- the biggest sporting event of the year
- The **2012 Summer Olympics**, formally the **Games of the XXX Olympiad** and commonly known as **London 2012**, was an international multi-sport event that was held from 27 July to 12 August 2012 in London, United Kingdom. The first event, the group stage in women's football, began on 25 July at the Millennium Stadium in Cardiff, followed by the opening ceremonies on 27 July. 10,768 athletes from 204 National Olympic Committees (NOCs) participated.
- Following a bid headed by former Olympic champion Sebastian Coe and then-Mayor of London Ken Livingstone, London was selected as the host city on 6 July 2005 during the 117th IOC Session in Singapore, defeating bids from Moscow, New York City, Madrid, and Paris. London became the first city to host the modern Olympics three times, having previously hosted the Summer Games in 1908 and in 1948. Construction for the Games involved considerable redevelopment, with an emphasis on sustainability. The main focus was a new 200-hectare (490-acre) Olympic Park, constructed on a former industrial site at Stratford, East London. The Games also made use of venues that already existed before the bid.
- The Games received general praise for their organisation, with the volunteers, the British military and public enthusiasm praised particularly highly. The opening ceremony, directed by Danny Boyle, received widespread acclaim throughout the world, particular praise from the British public and a minority of widely ranging criticisms from some social media sites. During the Games, Michael Phelps became the most decorated Olympic athlete of all time, winning his 22nd medal. Saudi Arabia, Qatar, and Brunei entered female athletes for the first time, so that every currently eligible country has sent a female competitor to at least one Olympic Games.<sup>1</sup> Women's boxing was included for the first time, thus the Games became the first at which every sport had female competitors. These were the final Olympic Games under the IOC presidency of Belgian Jacques Rogge, who was succeeded by German Thomas Bach next year.
- The final medal tally was led by the United States, followed by China and host Great Britain. Several world and Olympic records were set at the games. Though there were several controversies, the 2012 games were deemed highly successful with the rising standards of competition amongst nations across the world, packed stadiums and smooth organisation. Furthermore, the focus on sporting legacy and post-games venue sustainability was seen as a blueprint for future Olympics.



## 6. THE EUROPEAN REFUGEE CRISIS - 2013

- The largest movement of people since the end of the Second World War
- more than 1,000,000 arrivals in 2015
- In 2017, Italy received 67% of the EU's refugees

Migrants and refugees streaming into Europe from Africa, the Middle East, and South Asia have presented European leaders and policymakers with their greatest challenge since the [debt crisis](#). The International Organization for Migration calls Europe [the most dangerous destination](#) for irregular migration in the world, and the Mediterranean the world's most dangerous border crossing. Yet despite the escalating human toll, the European Union's collective response to its current migrant influx has been ad hoc and, critics charge, more focused on securing the bloc's borders than on protecting the rights of migrants and refugees. However, with nationalist parties ascendant in many member states, and concerns about Islamic terrorism looming large across the continent, it remains unclear if the bloc or its member states are capable of implementing lasting asylum and immigration reforms.

**Where do these migrants and refugees come from?** Political upheaval in the Middle East, Africa, and South Asia is reshaping migration trends in Europe. The number of illegal border-crossing detections in the EU started to surge in 2011, as thousands of Tunisians started to arrive at the Italian island of Lampedusa following the onset of the Arab Spring. Sub-Saharan Africans who had previously migrated to Libya followed in 2011–2012, fleeing unrest in the post-Qaddafi era. The most

recent surge in detections along the EU's maritime borders has been attributed to the growing numbers of Syrian, Afghan, and Eritrean migrants and refugees.

**What's the difference between a migrant and refugee?** Distinguishing migrants from asylum seekers and refugees is not always a clear-cut process, yet it is a crucial designation because these groups are entitled to different levels of assistance and protection under international law.

An **asylum seeker** is defined as a person fleeing persecution or conflict, and therefore seeking international protection under the 1951 Refugee Convention on the Status of Refugees; a **refugee** is an asylum seeker whose claim has been approved. However, the UN considers migrants fleeing war or persecution to be refugees, even before they officially receive asylum.

**Which EU member states are on the frontlines?** EU member states hardest hit by the economic crisis, like Greece and Italy, have also served as the main points of entry for migrants and refugees due to their proximity to the Mediterranean Basin. Shifting migratory patterns over the past year have also exposed countries like Hungary, situated on the EU's eastern border, to a sharp uptick in irregular migration. **Greece:** By 2012, 51 percent of migrants entering the EU illegally did so via Greece. This trend shifted in 2013 after Greek authorities enhanced border controls under Operation Aspida (or "Shield"), which included the construction of a barbed-wire fence at the Greek-Turkish border. But by July 2015, Greece had once again become the preferred Mediterranean entry point, with Frontex reporting 132,240 illegal EU border crossings for the first half of 2015, five times the number detected for the same period last year. Syrians and Afghans made up the "lion's share" of migrants traveling from Turkey to Greece (primarily to the Greek islands of Kos, Chios, Lesbos, and Samos) in the first seven months of 2015. This most recent migrant surge coincided with the country's tumultuous debt crisis, which brought down its banking system and government this summer. **Italy:** The Central Mediterranean passage connecting Libya to Italy was the most trafficked route for Europe-bound migrants in 2014: Frontex reported more than 170,000 illegal border crossings into Italy. In October 2014, the country's Mare Nostrum search-and-rescue program, credited for saving more than 100,000 migrants, was replaced by Frontex's Triton program, a smaller border-control operation with a third of Mare Nostrum's operating budget. In April 2015, EU leaders tripled the budget for Frontex's Triton border patrol program to 9 million euros a month (\$9.9 million), but refused to broaden its scope to include search and rescue. While the number of illegal border crossings into Italy for the first half of 2015 remained high at 91,302, the rising death toll. **Hungary:** A growing number of Syrians and Afghans traveling from Turkey and Greece through Macedonia and Serbia have made this EU member state the latest frontline in Europe's migration crisis. (A growing number of citizens from Kosovo traveling through Serbia also contributed to Hungary's migrant influx this year.) From January to July 2015, Frontex reported 102,342 illegal crossings into Hungary. This surge prompted Prime Minister Viktor Orban to erect a barbed-wire fence on the border with Serbia in July 2015. In April 2015, a public opinion survey found that 46 percent of polled Hungarians believed that no asylum seeker should be allowed to enter Hungary at all.

**What conditions do these migrants face in Europe?** Migrant detention centers across the continent, including in France, Greece, and Italy have all invited charges of abuse and neglect over the years. Many rights groups contend that a number of these detention centers violate Article III of the European Convention on Human Rights, which prohibits inhumane or degrading treatment. **How has the European Union responded?** As with the sovereign debt crisis, national interests have consistently trumped a common European response to this migrant influx. Some experts say the bloc's increasingly polarized political climate, in which many nationalist, anti-immigrant parties are ascendant, is partially to blame for the muted humanitarian response from some states. Countries like France and Denmark have also cited security concerns as justification for their reluctance in accepting migrants from the Middle East and North Africa, particularly in the wake of the Paris and Copenhagen terrorist shootings in early 2015.



## 7. The Istanbul convention 2014



### Violence against women

- both a human rights violation and a major obstacle to gender equality
- the most serious expression of the uneven balance of power between women and men
- one of the most widespread human rights violation in Europe and beyond, with devastating consequences for women, societies and economies
- Convention to prevent and combat VaW/DV (Istanbul Convention): in force 01.08.2014

He who has once hit a woman, had forever killed a man in himself



The Council of Europe Convention on preventing and combating violence against women ('Istanbul Convention'), which came into force in 2014, is the first legally binding international instrument on preventing and combating violence against women and girls at international level. It establishes a comprehensive framework of legal and policy measures for preventing such violence, supporting victims and punishing perpetrators. As of March 2019, it has been signed by all EU Member States, and ratified by 21 (Austria, Belgium, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovenia, Spain and Sweden). The Convention also provides for EU accession, to the extent of its competences. This would require the European Parliament's consent.

In October 2015, the European Commission issued a roadmap on EU accession to the Istanbul Convention, stating that this would create a coherent EU level framework for combating violence against women, improve prevention for all women and afford better protection and support for women and children who are victims of violence and specific groups of women. This was followed by two proposals for Council Decisions, one on the signing and the other on the conclusion (ratification), on behalf of the European Union, of the Istanbul Convention. Following debate in the Council, it was decided that the draft decision on the signing of the Convention should be divided into two decisions, one covering judicial cooperation in criminal matters and the other asylum and non-refoulement. These two Council decisions were adopted in May 2017 and the EU signed the Convention on 13 June 2017.



During a side event at the 57th session of the Commission on the Status of Women (CSW57) on 4 March, UN Women Deputy Executive Director Lakshmi Puri praised the Council of Europe's Convention on preventing and combating violence against women and domestic violence (also known as the Istanbul Convention) as a "gold standard" and welcomed the legally binding instrument as an important addition to existing treaties and the evolving body of norms and standards around the world.

"We have been working closely with the Council of Europe to disseminate the value of the convention and to inspire accession, including by non-members of the Council of Europe," said Ms. Puri, a keynote speaker at the event. "Beyond the legal basis that a convention provides, these documents also have a symbolic importance. Each new agreement among sovereign States that reaffirms women's inviolable human rights tilts the balance toward positive change."

Co-organized by the Council of Europe and the Permanent Mission of France to the UN, "Violence against women: our concern, our response" was a side event focused on the Istanbul Convention in the framework of international and regional legally binding treaties and its significance as an efficient and practical tool for Governments in Europe and beyond.

## 8. The Paris agreement – 2015

**Paris Agreement**, in full **Paris Agreement Under the United Nations Framework Convention on Climate Change**, also called **Paris Climate Agreement** or **COP21**, international treaty, named for the city of Paris, France, in which it was adopted in December 2015, which aimed to reduce the emission of gases that contribute to global warming. The Paris Agreement set out to improve upon and replace the Kyoto Protocol, an earlier international treaty designed to curb the release of greenhouse gases. It entered into force on November 4, 2016, and has been signed by 197 countries and ratified by 185 as of January 2019.

From November 30 to December 11, 2015, France hosted representatives from 196 countries at the United Nations (UN) climate change conference, one of the most important and most ambitious global climate meetings ever assembled. The objective was no less than a binding and universal agreement designed to limit greenhouse gas emissions to levels that would prevent global temperatures from increasing more than 2 °C (3.6 °F) above the temperature benchmark set before the beginning of the Industrial Revolution.



## 9. QUEEN ELIZABETH – THE LONGEST REIGNING MONARCH - 2015



### 'Genuinely exceptional'

Queen Elizabeth II will become the longest-reigning monarch in the history of Britain on Wednesday. Elizabeth, whose coronation took place in 1952, has now reigned for 63 years, breaking the record for Britain's longest-reigning monarch. The queen won the title from her great-grandmother, Queen Victoria, who served as monarch for 23,226 days, 16 hours and 23 minutes. As of Wednesday, Queen Elizabeth II has served one day longer, or 23,227 days. The Queen is Head of the Commonwealth and sovereign of 15 Commonwealth realms in addition

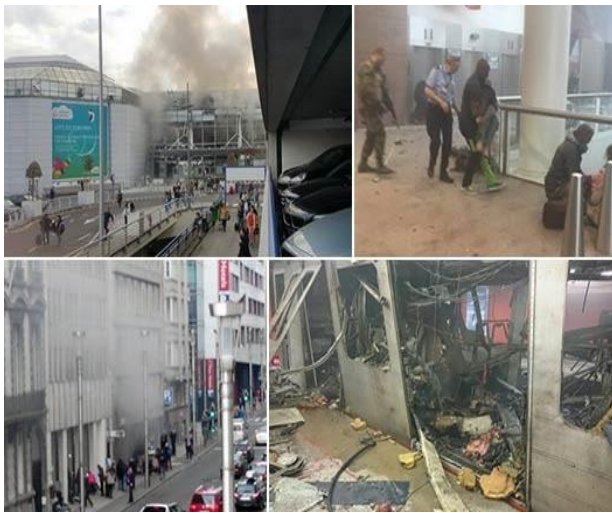


to the UK, and the organisation's Secretary-General, Kamalesh Sharma, sent his congratulations."As a symbol of continuity during decades of unprecedented change, and by drawing our people together in their rich diversity, Her Majesty has embodied all that is best in the Commonwealth," he said. "With vision and dedication her example has encouraged successive generations of leaders and citizens to embrace the promise of the future." Anti-monarchist group Republic said the Queen's long reign was a reason for reform not celebration.Chief executive Graham Smith said: "It is now time for the country to look to the future and to choose a successor through free and fair elections, someone who can genuinely represent the nation."

## 10. BRUSSELS BOMBINGS - 2016

- Brussels airport
- metro station

On the morning of 22 March 2016, three coordinated suicide bombings occurred in Belgium: two at Brussels Airport in Zaventem, and one at Maalbeek metro station in central Brussels. Thirty-two civilians and three perpetrators were killed, and more than 300 people were injured. Another bomb was found during a search of the airport. The Islamic State of Iraq and the Levant (ISIL) claimed responsibility for the attacks.



The perpetrators belonged to a terrorist cell which had been involved in the November 2015 Paris attacks. The Brussels bombings happened shortly after a series of police raids targeting the group. The bombings were the deadliest act of terrorism in Belgium's history. The Belgian government declared three days of national mourning. Belgium was a participant in the military intervention against ISIL, during the Iraqi Civil War. On 5 October 2014, a Belgian F-16 dropped its first bomb on an ISIL target, east of Baghdad. On 12 November 2015, Iraq warned

members of the coalition that Abu Bakr al-Baghdadi, the leader of ISIL, had ordered retaliatory attacks on countries involved in the coalition against ISIL.

Belgium had more nationals fighting for jihadist forces as a proportion of its population than any other Western European country, with an estimated 440 Belgians having left for Syria and Iraq as of January 2015. *The Guardian* cited estimates suggesting that Belgium had supplied the highest per capita number of fighters to Syria of any European nation, with 350 to 550 fighters, out of a total population of 11 million that includes fewer than 500,000 Muslims. Exaggerated reporting claimed Belgium's weak security apparatus and competing intelligence agencies made it a hub of jihadist-recruiting and terrorist activity. In fact, Belgium faces the same problems as other European countries with regards to jihadist terrorism. According to Kenneth Lasoen, security expert at Ghent University, the attacks happened more as a result of policy failure rather than intelligence failure.

### Terrorist cells in Brussels

Before the bombings, several Islamist terrorist attacks had originated from Belgium, and a number of counter-terrorist operations had been carried out there. Between 2014 and 2015, the number of wiretapping and surveillance operations directed at suspected terrorists by Belgian intelligence almost doubled. In May 2014, a gunman with ties to the Syrian Civil War attacked the Jewish Museum of Belgium in Brussels, killing four people. In January 2015, anti-terrorist operations against a group thought to be planning a second *Charlie Hebdo* shooting had included raids in Brussels and Zaventem. The operation resulted in the deaths of two suspects. In August 2015, a suspected terrorist shot and stabbed passengers aboard a high-speed train on its way from Amsterdam to Paris via Brussels, before he was subdued by passengers. The perpetrators involved in the November 2015 attacks in Paris were based in Molenbeek, and Brussels was locked down for five days to allow the police to search for suspects with the military standing guard.<sup>[28]</sup> On 18 March 2016, 4 days before the bombings, Salah Abdeslam, a suspected accomplice in those attacks, was captured after two anti-terrorist raids in Molenbeek that killed another suspect and injured two others. At least one other suspect remains at large. During interrogation, Abdeslam was presented with photographs of the Bakraoui siblings, who would later be suspected of committing the attacks in Brussels three days later. Belgian investigators believe that Abdeslam's arrest may have hastened

the Brussels bombings. According to the Belgian Interior Minister, Jan Jambon, who spoke after the bombings, authorities knew of preparations for an extremist act in Europe, but they underestimated the scale of the attack.

### 11. Brexit: UK votes to leave EU– 2016

- Voting results: 51.9% to 48.1% for leaving
- Scheduled to leave on 29<sup>th</sup> March 2019
- The datum or the decision could be changed
- **Brexit** (/ˈbrɛksɪt, ˈbrɛɡzɪt/; a portmanteau of "British" and "exit") is the scheduled withdrawal of the United Kingdom (UK) from the European Union (EU). It follows a referendum held in the UK on 23 June 2016, in which 52% of those voting supported withdrawal. The UK government invoked Article 50 of the Treaty on European Union (TEU), starting a two-year process which was due to conclude with the UK withdrawing on 29 March 2019. As the UK parliament refused to ratify the negotiated Withdrawal Agreement and Declaration on Future Relations, that deadline has been extended twice, and is currently 31 October 2019. UK law requires the government to seek a third extension if no agreement is reached before the next meeting of the European Council on 17–18 October.
- Withdrawal is advocated by Eurosceptics and opposed by pro-Europeanists, both of whom span the political spectrum. The UK joined the European Communities (EC) in 1973, with continued membership endorsed in a 1975 referendum. In the 1970s and 1980s, withdrawal from the EC was advocated mainly by the political left, e.g. in the Labour Party's 1983 election manifesto. From the 1990s, the eurosceptic wing of the Conservative Party grew, and led a rebellion over ratification of the 1992 Maastricht Treaty, which established the EU. In parallel with the UK Independence Party (UKIP), and the cross-party People's Pledge campaign, it pressured Conservative Prime Minister David Cameron to hold a referendum on continued EU membership. Cameron, who had campaigned to remain, resigned after the result and was succeeded by Theresa May.
- On 29 March 2017, the UK government formally began the process of withdrawal. May announced the government's intention to leave the customs union and single market, to repeal the European Communities Act and incorporate existing EU law into UK domestic law. She then called a snap general election, which resulted in a minority government supported by the Democratic Unionist Party.
- Withdrawal negotiations with the EU began in June 2017, resulting in November 2018 in the (binding) withdrawal agreement and (non-binding) Declaration on Future Relations. These were signed by the UK and the EU, but the British parliament thrice refused to ratify them. The Labour Party wanted any agreement to maintain a customs union, while many Conservatives opposed the agreement's financial settlement on the UK's share of EU financial obligations, as well as the 'Irish backstop' designed to prevent border controls in Ireland. The Liberal Democrats, Scottish National Party and others seek to reverse Brexit through a second referendum.
- The EU has declined a re-negotiation that omits the backstop. In March 2019, the British parliament voted for May to ask the EU to delay Brexit until October. Having failed to pass her agreement, May resigned as Prime Minister in July and was succeeded by Boris Johnson. He sought to replace parts of the agreement and vowed to leave the EU by the new deadline, with or without an agreement.
- The effects of Brexit depend on how closely the UK will be tied to the EU, or whether it withdraws before terms are agreed – referred to as a no-deal Brexit. The broad consensus among economists is that Brexit will likely reduce the UK's real per capita income in the medium term and long term, and that the referendum itself damaged the economy. Brexit is likely to reduce immigration from European Economic Area countries to the UK, and poses challenges for UK higher education and academic research.



## 12. BARCELONA – TERRORIST ATTACK 2017

- 13 victims
- over 100 injured

In Catalan, Spanish and English, responses flooded social networks in the aftermath of the Catalan attacks. Voices from music, arts, and culture expressed condolences and sympathy, often through touching images. It has been the case in the aftermath of other recent terrorist attacks in European cities, reactions to the terror attacks in the Barcelona area on Thursday, in which 14 people were killed and over 100 were injured, came quickly in the digital realm from all quarters of society. The internet was filled with Tweets, Facebook posts, and statements expressing condolences for the victims and their families, solidarity with Barcelona and its inhabitants, and resolution to remain firm and united in the face of terror and barbarism. The messages of sympathy came from celebrities, sports stars, and institutions alike.



## 13. The attack in Manchester 2017

The **Manchester Arena bombing** was a suicide bombing attack in Manchester, United Kingdom on 22 May 2017. A radical Islamist detonated a shrapnel-laden homemade bomb as people were leaving the Manchester Arena following a concert by the American singer Ariana Grande. Twenty-three people died, including the attacker, and 139 were wounded, more than half of them children. Several hundred more suffered psychological trauma. The bomber was Salman Ramadan Abedi, a 22-year-old local man of Libyan ancestry. After initial suspicions of a terrorist network, police later said they believed Abedi had largely acted alone but that others had been aware of his plans.

The incident was the deadliest terrorist attack and the first suicide bombing in the United Kingdom since the 7 July 2005 London bombings. On 22 May 2017 at 22:31 BST (UTC+01:00), a suicide bomber detonated an improvised explosive device, packed with nuts and bolts to act as shrapnel, in the foyer area of the Manchester Arena. The attack took place after an Ariana Grande concert that was part of her 2017 Dangerous Woman Tour 14,200 people attended the concert. Many exiting concert-goers and waiting parents were in the foyer at the time of the explosion. According to evidence presented at the coroner's inquest, the bomb was strong enough to kill people who were up to 20 metres (66 ft) away.

Greater Manchester Police declared the incident a terrorist attack and suicide bombing. It was the deadliest attack in the United Kingdom since the 7 July 2005 London bombings. About three hours after the bombing, police conducted a controlled explosion on a suspicious item of clothing in Cathedral Gardens. This was later confirmed to have been abandoned clothing and not dangerous. Residents and taxi companies in Manchester offered free transport or accommodation via Twitter to those left stranded at the concert.<sup>[4]:4.85</sup> Parents were separated from their children attending the concert in the aftermath of the explosion. A nearby hotel served as a shelter for people displaced by the bombing, with officials directing separated parents and children there.<sup>[4]:4.85</sup> Manchester's Sikh temples (gurdwaras) along with local homeowners, hotels and venues offered shelter to survivors of the attack. Manchester Victoria railway station, which is partly underneath the arena, was evacuated and closed, and services were cancelled. The explosion caused structural damage to the station, which remained closed until the damage had been assessed and repaired, resulting in significant disruption to train and tram services. The station reopened to traffic eight days later, following the completion of police investigation work and repairs to the fabric of the building.





## 14. Fall 2017 Media and Politics in Western Europe

### In Western Europe, Populist Parties Tap Anti-Establishment Frustration but Have Little Appeal Across Ideological Divide

In Western Europe, populist parties and movements have disrupted the region's political landscape by making significant gains at the ballot box – from the Brexit referendum to national elections in Italy. The anti-establishment sentiments helping to fuel the populist wave can be found on the left, center and right of the ideological spectrum, as a Pew Research Center survey highlights. People who hold these populist views are more frustrated with traditional institutions, such as their national parliament and the European Union, than are their mainstream counterparts. They are also more concerned about the economy and anxious about the impact of immigrants on their society.

This dissatisfaction may in part be why they are more favorable toward populist parties; still, regardless of populist sentiments, people tend to favor parties that reflect their own ideological orientation. With regard to policy, too, ideology continues to matter. Left-right differences carry more weight than populist sympathies when it comes to how people view the government's involvement in the economy, as well as the rights of gays and lesbians and women's role in society.

These are among the findings of an in-depth Pew Research Center public opinion study that maps the political space in eight Western European countries – Denmark, France, Germany, Italy, the Netherlands, Spain, Sweden and the United Kingdom – based on a survey of 16,114 adults conducted from Oct. 30 to Dec. 20, 2017. Together, these eight European Union (EU) member states account for roughly 70% of the EU population and 75% of the EU economy. The study's purpose is to evaluate how the intersection of ideology and populist views within and across these publics shapes attitudes about policies, institutions, political parties and values.



## 15. Categorizing political parties in Western Europe – 2017

Despite its significant shift in the party system in the past two years, France provides a clear example of this dynamic. More than four-in-ten of both the Right Mainstream (46%) and Right Populists (44%) have a favorable view of the Republicans (LR), the traditional, right-aligned party in France. Fewer than two-in-ten respondents in the Left Mainstream (15%) and Left Populists (11%) feel the same. Both groups on the left have more positive views than either group on the right of the traditional, left-aligned Socialist Party (PS). The two populist parties in France that are on opposite ends of the ideological spectrum – the National Front on the right, led by Marine Le Pen, and La France Insoumise on the left, led by Jean-Luc Mélenchon – appeal most strongly to respondents from their respective ideological camps who hold populist views. These two parties repel the populist groups on the opposite side of the ideological spectrum, however. For example, 68% of Left Populist respondents have a favorable view of La France Insoumise, while just 24% of Right Populists say the same. En Marche – the new party that emerged with Emmanuel Macron in 2016 and is neither traditional nor populist – gets higher ratings from all three mainstream groups,



as well as from the two populist groups in the center and on the right. Left Populist respondents are the most negative about the party.

## 16. The royal wedding 2018

The **wedding of Prince Harry and Meghan Markle** was held on 19 May 2018 in St George's Chapel at Windsor Castle in the United Kingdom. The groom, Prince Harry, is a member of the British royal family; the bride, Meghan Markle, is American and previously worked as an actress.<sup>[note 1]</sup> On the morning of the wedding, Prince Harry's grandmother, Queen Elizabeth II, conferred upon him the titles of Duke of Sussex, Earl of Dumbarton and Baron Kilkeel. On her marriage, Markle became Duchess of Sussex, Countess of Dumbarton and Baroness Kilkeel. The Archbishop of Canterbury, Justin Welby, officiated at the wedding using the standard Anglican church service for Holy Matrimony published in *Common Worship*, the liturgical text of the Church of England. The traditional ceremony was noted for the inclusion of African American culture.

Prince Harry is the second son of Charles, Prince of Wales, and Diana, Princess of Wales. He and Meghan Markle, an American actress best known for her role in the Canadian-American legal-drama television series *Suits*, have been in a relationship since 2016, having first met in July 2016. The relationship was officially acknowledged on 8 November 2016, when a statement was released from the royal family's communications secretary addressing the "wave of abuse and harassment" directed toward Markle.

Markle is the second American and the first person of mixed race heritage to marry into the British royal family. The engagement announcement prompted much comment about the possible social significance of Markle becoming a proudly mixed-race royal. Under the terms of the Succession to the Crown Act 2013, the first six persons in the line of succession require the Sovereign's consent in order to marry. Harry was fifth in line at the time of his engagement. The Queen's consent was declared to the Privy Council of the United Kingdom on 14 March 2018.

Although Markle attended a private Catholic school in her early years, she is not Roman Catholic. On 6 March 2018, she was baptised and confirmed into the Church of England by the Archbishop of Canterbury Justin Welby at St. James's Palace. Although Markle was divorced, the Anglican Church has permitted marriage to divorced persons with a living former spouse since 2002. After the engagement, Markle began the years-long process of becoming a British citizen. She will retain her U.S. citizenship during the process, but Kensington Palace have indicated that the decision on whether she will retain dual nationality has not yet been made. Retaining U.S. citizenship is expected to create tax complications. The couple was invited to celebrate Christmas 2017 with the royal family at the Queen's Sandringham estate. The official engagement photographs were taken by Alexi Lubomirski (a former assistant to Mario Testino) at Frogmore House, and were issued by Kensington Palace on 21 December 2017. To mark the wedding of Harry and Meghan, the Royal Mint produced an official UK £5 coin, showing the couple in profile. In May, a set of commemorative postage stamps, featuring the couple's official engagement photographs, was issued by Royal Mail.



## 17. In Western Europe, Public Attitudes Toward News Media More Divided by Populist Views Than Left-Right Ideology - 2018

France, Spain and Italy are more fragmented in their news sources and more negative toward the news media than other countries.

In Western Europe, public views of the news media are divided by populist leanings – more than left-right political positions – according to a new Pew Research Center public opinion survey conducted in Denmark, France, Germany, Italy, the Netherlands, Spain, Sweden and the United Kingdom.

Across all eight countries, those who hold populist views value and trust the news media less, and they also give the media lower marks for coverage of major issues, such as immigration, the economy and crime.<sup>1</sup>

Trust in the news media dips lowest in Spain, France, the UK and Italy, with roughly a quarter of people with populist views in each country expressing confidence in the news media. By contrast, those without populist leanings are 8 to 31 percentage points more likely to at least somewhat trust the news media across the countries surveyed. In Spain, Germany and Sweden, public trust in the media also divides along the left-right ideological spectrum, but the magnitude of difference pales in comparison to the divides between those with and without populist leanings.

When it comes to how the news media perform on key functions, broad majorities of the publics rate the news media highly for generally covering the most important issues of the day. This includes majorities of both those who do and do not hold populist views, though there are still significant differences in the magnitude of those ratings. More substantial divides between those two groups occur around how the news media do in covering three specific issues asked about here: the economy, immigration and crime.



## 18. ANGELA MERKEL STEPS DOWN AS HEAD OF HER PARTY – 2018

- The time has come to open a new chapter," Angela Merkel said on October 29th, confirming reports that she would not run again as party leader. She will remain Germany's chancellor for now, but said this will be her last term—saying publicly for the first time what had long been suspected. That means she will step down as chancellor in 2021 at the latest, and probably a bit earlier in order to let a successor bed in.
- Mrs Merkel had intended to stand for re-election as party chairman at the next party conference of her centre-right Christian Democrats (CDU) in December. But on October 28th the CDU suffered a major blow in regional elections in the German state of Hesse. The chancellor's announcement is being seen as a dignified attempt to stage-manage her own exit. Germany's most recent chancellors have all been pushed out of office, after clinging on to power too long. Mrs Merkel has said this is a fate she is keen to avoid. "As the chancellor and the chair of the CDU, I carry responsibility both for the successes and for the failures," Mrs Merkel told journalists in Berlin.



## 19. Plovdiv: European capital of culture – 2019

- **The most prestigious initiative**
- **New opportunities for our country**
- **Collaboration with the Italian city of Matera – the other capital of culture**

As of 1 January 2019, Plovdiv (Bulgaria) and Matera (Italy) will hold the title of European Capital of Culture for one year. Plovdiv is the first ever Bulgarian city to be chosen as European Capital of Culture. With a full programme under the motto “**Together**”, 2019 will bring new opportunities to the region and international visibility for the city. More than 300 projects have been organised in Plovdiv and the South Central Region of Bulgaria as well as in the cities of Varna, Sofia and Veliko Tarnovo. These activities include festivals and community-based



projects structured around themes linked to the characteristic features of Plovdiv, its history, cultural heritage and challenges facing the city. From discovering the Cyrillic alphabet through various exhibitions to joint theatre productions with the Western Balkans and the Roma and Turkish communities, visitors will have an array of activities to participate in. The opening celebrations will take place from 11-13 January, with a series of indoor and outdoor events – including a music, light and dance performance on the evening of 12 January. Mariya **Gabriel**, Commissioner for Digital Economy and Society will attend the official opening ceremony on 12 January.

The programme for Matera has been organised under the motto “**Open Future**”, and will have a special focus on social and cultural inclusion and collaborative innovation. Highlights include “Ars Excavandi”, a contemporary look at the history and culture of subterranean architecture; “Re-reading Renaissance”, a journey through the artistic past of Basilicata and Apulia; and “Poetry of primes”, an exhibition on the central role of mathematics in the work of artists throughout the ages. In co-operation with Teatro San Carlo, Matera will also stage the first open-air performance of the opera *Cavalleria Rusticana*. 27 additional projects are also being developed with local creative communities and partners from across Europe. The opening celebrations will take place on 19 and 20 January and will gather 2,000 musicians from all the villages of the Basilicata region and many other parts of Europe. Commissioner **Navracsics** will attend the official opening ceremony on 19 January.



## 20. MACEDONIA NAME CHANGE 2019

- After almost three decades of diplomatic dispute, punctuated by high drama with Greece, a new state called North Macedonia has finally assumed its place on the map of western Balkan nations.
- The freshly named country celebrated the event with a flag-raising ceremony marking its prospective – and long-awaited – accession to Nato. Under cloudy skies, the military alliance’s distinctive flag was hoisted outside the main government building in Skopje, the former Yugoslav republic’s capital.
- Addressing assembled dignitaries in front of the building where workers were poised to replace a Republic of Macedonia sign removed earlier in the week with the state’s new name, prime minister Zoran Zaev luxuriated in the moment, saying a “historic goal” had been achieved.
- “Long live the Republic of North Macedonia,” the social democrat leader tweeted.
- As a result of its new name, North Macedonia could finally join Nato – a long-held dream for the small, multi-ethnic country which only narrowly escaped civil war in 2001.





## VII. I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Sicily, Italy)

### VII.1. Questions about Italy

1. What is the capital city of Italy?

**A: Rome**

B: Milan

C: Torino

2. What is the form of government?

A: Monarchy

**B: Republic**

C: Dictatorship

3. Who is the President of the Republic?

**A: Mattarella**

B: Berlusconi

C: Salvini

4. Who is the President of the council?

**A: Giuseppe Conte**

B: Luigi Di Maio

C: Matteo Renzi

5. Where is the Coliseum?

A: Palermo

B: Napoli

**C: Rome**

6. What is a typical Italian dish?

A: Paella

**B: Pasta alla Norma**

C: Goulash

7. What day is the Republic day celebrated?

**A: June 2**

B: MARCH 13

C: May 2

8. How many regions are there in Italy?

A: 35

B: 15

**C: 20**

9. What is the largest Italian Island?

**A: Sicily**

B: Ortigia

C: Sardinia

10. Where is the Cappella Sistina?

**A: Rome**

B: Milan

C: Torino

11. What is the Italian currency?

A: lira

**B: euro**

C: pound

12. What is the national anthem?

A: Flower of Scotland

B: **Hymn of Mameli**

C: Highland Cathedral

13. What are the colors of the Italian flag?

**A: green, white, red**

B: red and green

C: blue, red and yellow

14. What is the most famous Italian festivity held in February/March?

A: Sanremo festival

**B: Viareggio Carnival**

C: Marathon of Rome

15. What is the name of the famous town with canals?

A: Florence

B: Milan

**C: Venice**

16. Who painted the Cappella Sistina?

A: Pablo Picasso

B: Niccolò Machiavelli

**C: Michelangelo Buonarroti**

17. What are the right topping ingredients for a pizza Margherita?

**A: Tomato sauce, Mozzarella cheese, basil and oil.**

B: Tomato sauce, mozzarella cheese and mushrooms.

C: Mozzarella cheese, speck and potato



## VII.2. The most important European events in Italian students' vision 20 important events in European history

### The renaissance

The Renaissance was deemed to be a cultural and scholarly movement which emphasized on the rediscovery and application of texts and believed from classical antiquity, happening in Europe c. 1400 –c. 1600. In essence, it was a cultural and intellectual movement, closely linked to society and politics.



### The Enlightenment

The Enlightenment was a philosophical, intellectual and cultural movement taking place in the seventeenth and eighteenth centuries. It pointed to reason, logic, criticism and freedom of thought over doctrine, and superstition. Logic was now emerging in a worldview which stated that empirical observation and the examination of life could disclose the truth behind human society, as well as the universe.



### The French revolution

Between 1789 and 1802, France was hit by a revolution which thoroughly changed the government, military and culture of the state as well as get Europe involved into some wars. France went from a mainly 'feudal' nation under an absolutist monarch, through the French Revolution to a nation which executed the king and then to a kingdom under Napoleon Bonaparte.

### The industrial Revolution

The Industrial Revolution maintains a period of huge economic, technological, social as well as cultural change which influenced humans that it's often evaluated to the alteration from hunter-gathering to farming. At its easiest, a mostly agrarian world economy based on manual labor was changed into one of industry by machines. The exact dates do not clearly exist but the 1760/80s to the 1830/40s are most frequent, with the developments starting in Britain and then spreading all over the world, such as the United States.



### The Russian Revolution

In 1917, two revolutions convulsed Russia. The first led to civil war and the overthrow of the Tsars. This was near the end of World War I and led to the second revolution and the creation of a communist government. By October of that year, Lenin and the Bolsheviks had taken over the country. This introduction of Communism in such a great world power would help transform the world and remains in evidence today.

### **The World War I**

1914 Archduke Franz Ferdinand is assassinated. WWI starts  
1918 WWI ends  
1919 Treaty of Versailles is signed



### **The World War II**

1939 World War II starts with Germany's invasion of Poland  
1945 World War II ends (V-E Day, May 8, 1945 & V-J Day, August 15, 1945)



### **The Marshall Plan**

It was the American initiative to help Europe and Asia, in which the United States offered \$17 billion to economically support and to help restructuring European economies following the end of World War II. The plan was ongoing for four years starting in April 1948.





**1961-The Berlin Wall** was a barrier that segregated Berlin from 1961 to 1989, it was constructed by the German Democratic Republic on 13 August 1961, surrounding East Germany and from East Berlin.



**1961-Soviet Yuri Gagarin becomes the first man in space**

**1968-Prague Spring** occurs in Czechoslovakia; it is crushed by the Soviets **1978** Pole Karol Wojtyla elected Pope

**1979-Margaret Thatcher** becomes the first female Prime Minister of England (The Iron Lady.)

**1985-Gorbachev** becomes Soviet leader (implements policies of perestroika and glasnost)

**1986-Chernobyl Nuclear Power Plant** accident in the Soviet Union (specifically the Ukraine)

**1989-Berlin Wall comes down and Romanian leader Nicolai Ceausescu is overthrown and killed**

**1990-Lech Walesa** becomes President of Poland East Germany and West Germany reunify into one Germany

**1991-Yugoslav Wars: a series of separate but related ethnic conflicts, wars of independence and insurgencies fought in the former Yugoslavia from 1991 to 2001, which led to the breakup of the Yugoslav state**

**1992- Maastricht Treaty** signed

**1999- Euro** becomes the single currency of the European Union (EU)

