



The Council of Europe: its origins and its aims



Protecting and understanding human rights



Becoming a responsible citizen



Inspiring a new generation of citizens



Learning and speaking languages



Protecting cultural and natural treasures



All part of the same race: the human race



Keeping you safe and healthy



Taking action! Campaigning with the Council of Europe



Understanding the Council of Europe and other institutions



Illustrations: Eric Semberach - Edited by: Public Relations, Council of Europe - Produced by the Directorate of Communication - Illustrations and quotations of personalities used in this educational pack - Europe is more than you think and intended for educational purposes only - March 2009 © Council of Europe



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# WHY SHOULD YOU BE INTERESTED IN THE COUNCIL OF EUROPE?

## HERE'S WHY:

- The Council of Europe works to defend human rights, democracy and the rule of law in Europe. It is the longest-standing European political organisation;
- It is the home of the only enforceable international human rights convention in the world;
- The Council of Europe tries to find solutions to the main problems facing our society, including: racism, discrimination against minorities, child protection, social exclusion, the fight against terrorism, organised crime and corruption, drug addiction, violence against women and children, human trafficking, bioethics and cloning, environmental protection, quality of medicines and health care. It is only through co-operation between all member states that we will be able to find answers to all the major contemporary issues;
- It recognises the importance of civil society and works actively with non-governmental organisations;
- There are opportunities for you to participate in pan-European teacher training seminars.

## EUROPE IS MORE THAN YOU THINK

Who are the fact sheets for?

The fact sheets are designed to be accessible for students aged 12 and up. They present important and sometimes complex topics, but set in clear, jargon-free terms. **This education pack also includes illustrations and quotations from famous personalities who capture the essence of the subject, in order to help students relate to the issues.**

How to use these sheets?

- Each fact sheet introduces a specific theme or related topics.
- The activity sheets give ideas to explore the issues further in the classroom.
- The fact sheets contain vocabulary boxes to explain certain terms.
- There are links between fact sheets to show the relationship between different issues.
- Some fact sheets contain Internet links to obtain further information or publications at relevant Council of Europe websites.

## THE "PESTALOZZI" TRAINING PROGRAMME

### FOR EDUCATION PROFESSIONALS

For over 30 years the Council of Europe has been offering European workshops in a rich variety of priority subjects. These workshops give you the opportunity to:

- Meet and exchange experiences with colleagues from all over Europe;
- Find out about new or innovative developments in education;
- Participate in the discussion about priorities in education at European level.

Each year some 2000 European teachers take part in the workshops, 500 of them benefiting from reimbursement of their travel expenses.

Regularly updated information is available at:

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

## MORE TO DISCOVER!

Check out the Council of Europe's website for news on its activities, theme days, quizzes and discover why "Europe is more than you think"! Find out more about the Council of Europe's publications available for purchase on: [www.book.coe.int](http://www.book.coe.int)

## WHO'S BEHIND THESE FACES?



**WINSTON CHURCHILL** (30 November 1874 – 24 January 1965)

A British politician and Nobel Prize winner in Literature. He served as Prime Minister of the United Kingdom from 1940 to 1945, during the Second World War, and again from 1951 to 1955. (sheet 1)



**ANDREI SAKHAROV** (21 May 1921 – 14 December 1989)

A Soviet nuclear physicist and human rights activist. Sakharov was awarded the Nobel Peace Prize in 1975. The Sakharov Prize, established in 1988 and awarded annually by the European Parliament for people and organisations dedicated to human rights and fundamental freedoms, was named in his honour. (sheet 2)



**SIMONE VEIL** (13 July 1927)

A member of the Académie Française, Simone Veil is a French judge and politician who served as Minister of Health in the French Government, as President of the European Parliament, and again in the French Government as Minister of Social Affairs, Health and Towns. (sheet 3)



**PABLO PICASSO** (25 October 1881 – 8 April 1973)

A renowned painter, sculptor and graphic artist, born in Málaga (Spain), Picasso was a major force in 20th century art. (sheet 4)



**JOHANN WOLFGANG VON GOETHE** (28 August 1749 – 22 March 1832)

A German writer, whose work ranged from poetry, drama and literature, to theology, humanism and science. Germany's cultural institution, the Goethe-Institut, is named after him. (sheet 5)



**KRZYSZTOF KIEŚLÓWSKI** (27 June 1941 – 13 March 1996)

A leading Polish film director and screenwriter who explored the social and moral themes of contemporary times. (sheet 6)



**KOFI ANNAN** (8 April 1938)

A Ghanaian diplomat who served as the seventh Secretary-General of the United Nations from 1 January 1997 to 1 January 2007. Kofi Annan and the United Nations were the co-recipients of the Nobel Peace Prize in 2003. (sheet 7)



**MARIE CURIE** (7 November 1867 – 4 July 1934)

A physicist and chemist of Polish upbringing and, later, French citizenship. She received the Nobel Prize in both physics and chemistry and was the first female professor at the University of Paris. (sheet 8)



**GRO HARLEM BRUNDTLAND** (20 April 1939)

A Norwegian politician, diplomat, and physician. She is a former Prime Minister of Norway, and has served as the Director General of the World Health Organisation. She now serves as a Special Envoy on Climate Change for the United Nations. (sheet 9)



**MIKHAIL GORBACHEV** (2 March 1931)

A Russian politician, the last head of state of the USSR, serving from 1985 until its collapse in 1991. He was awarded the Nobel Peace Prize in 1990. (sheet 10)



# THE COUNCIL OF EUROPE: ITS ORIGINS AND ITS AIMS

## FROM CHURCHILL TO GORBACHEV AND BEYOND...

One of the great paradoxes of war is that it can be a great motor for political and social change; just think of the development of women's rights after the First World War.

Creating the Council of Europe was one of the major results of the popular movements to improve society and create a lasting peace following the Second World War. As Winston Churchill famously summarised in a speech in Zurich, September 1946:

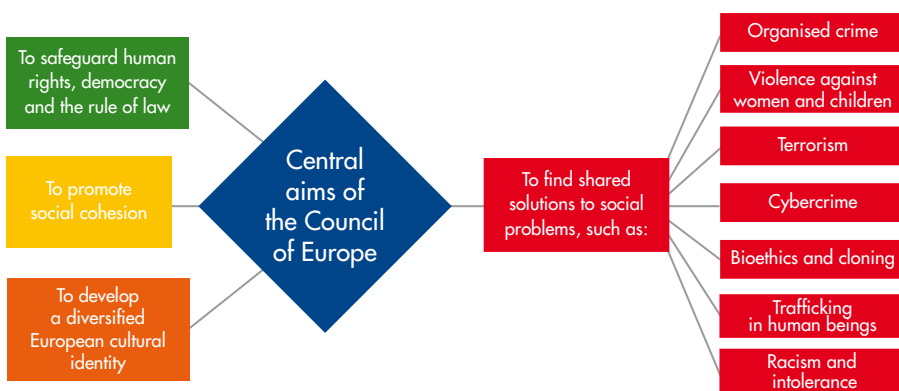
"We must build a kind of United States of Europe. In this way only will hundreds of millions of toilers be able to regain the simple joys and hopes which make life worth living... Why should there not be a European group which could give a sense of enlarged patriotism and common citizenship to the distracted peoples of this turbulent and mighty continent?"

Soon afterwards, the Council of Europe was established: its **STATUTE 1**, leaving open the possibility for other countries to join, was drawn up and signed on 5 May 1949 **by ten states**. Since the fall of the Berlin Wall in 1989, the Council of Europe has experienced an enormous increase in membership (see activities sheet **10**), with new states joining to demonstrate their commitment to building a Europe based on democracy, human rights and the rule of law. It was clear how much things were changing when Mikhail Gorbachev, the President of the Soviet Union at the time, came to address the Parliamentary Assembly in July 1989.

There are now some 800 million people who are influenced by the Council's decisions. It is important to note that while the Council of Europe co-operates with the European Union on a number of joint projects, the two organisations are entirely separate (see fact sheet **10**).

## ESSENTIAL FACTS

The Council of Europe is an **INTERGOVERNMENTAL 2** organisation which has the following central aims:



→ "We must build a kind of United States of Europe."

Winston Churchill



COUNCIL OF EUROPE / CONSEIL DE L'EUROPE



# THE COUNCIL OF EUROPE: ITS ORIGINS AND ITS AIMS

1

## WIDE-RANGING ACTIVITIES

The Council of Europe deals with all major issues facing European society other than defence. These include human rights, media, legal co-operation, social and economic issues, health, education, culture, intercultural dialogue, heritage, sport, youth, local and regional government, and the environment.

## A FRAMEWORK FOR CO-OPERATION

Governments, national parliaments and local and regional authorities are represented separately.

The **Committee of Ministers** is the Council of Europe's decision-making body. It sets the Council's budget and plans its work. It is composed of the Foreign Ministers of the 47 member states or their Permanent Representatives, ambassadors based in Strasbourg.

The **Parliamentary Assembly** is where recommendations and resolutions on a wide variety of subjects are debated and adopted. It is often referred to as the driving force behind the Council. It consists of members or deputies from the national parliaments of the member states. The number of members from a particular political party reflects the current situation in the parliament of the country they are from.

The **Congress of Local and Regional Authorities of the Council of Europe** speaks for Europe's regions and municipalities. It protects and strengthens **DEMOCRACY** <sup>3</sup> at local and regional level. It represents all Europe's local and regional authorities.

The **Commissioner for Human Rights** is an independent office responsible for promoting education, awareness and respect for human rights in member states and making sure that the Council of Europe's conventions and recommendations are respected.

The **Conference of INGOs (Conference of International Non-Governmental Organisations)** provides vital links between politicians and the public and brings the voice of civil society to the Council of Europe.

The **Secretary General**, elected every five years by the Parliamentary Assembly, is responsible for directing and co-ordinating the Organisation's activities.

## BUILDING EUROPE DAY BY DAY

The Council of Europe's main instrument that impacts on the everyday lives of the people is known as a convention: this is an international treaty whereby states promise to co-operate on a particular issue. These are very efficient, official documents: you would need more than 130 000 bilateral agreements between states to replace some 200 conventions drawn up within the Council. Each state that signs and ratifies a convention is legally obliged to respect it and to put it into practice. The Council of Europe can then monitor the activities of a particular country to make sure that the various requirements of a convention are being applied.

## AN INTERNATIONAL STAFF WITH EUROPEAN FUNDING

Approximately 2000 international civil servants recruited from the member states make up the permanent staff of the Organisation's secretariat which is led by the Secretary General.

The Council of Europe is financed by the governments of member states, whose contributions to the Organisation's budget are calculated in relation to their population and wealth.

The headquarters is based in the Palais de l'Europe in Strasbourg (France).

**1** In this context, **STATUTE** means the official document which was written in order to establish the Council of Europe in 1949.

**2** **INTERGOVERNMENTAL** means something which involves two or more governments.

**3** For **DEMOCRACY** to exist, all members of society must have equal access to power and there must be respect for everyone's human rights. That is why it is important to have free and fair elections and to protect the human rights of all individuals.

 **MORE TO DISCOVER!**

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

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

# THE COUNCIL OF EUROPE: ITS ORIGINS AND ITS AIMS

## ACTIVITIES SHEET

1

There are many ways to introduce the Council of Europe to your school students, you may wish to give them a general overview and then work on the specifics or you may feel happier getting them to work from basic concepts.

### THINK ABOUT A "COUNCIL OF EUROPE"

Divide the students into groups and ask them to imagine why a "Council of Europe" might exist?

Who would be its members?

What would it do?

Each group makes a presentation and the results are compared with real-life statistics.

### VALUES AND PRINCIPLES



The European flag (12 gold stars on a blue background) was adopted by the Council in 1955: what does it represent to your students?

The Council is built on the following main values and principles: tolerance, democracy, knowledge, diversity, ethics, solidarity, citizenship, liberty, human rights, justice, confidence and equality.

Discuss these values and principles with your students. What do they mean?

How can they be put into practice?

### POLITICAL GEOGRAPHY

Photocopy a map of Europe and ask your students to find and then colour in all the members of the Council.

Collect the flags of the member states and ask groups to identify them all.

What else do your students know about these countries?

### YOUR COUNTRY AND THE COUNCIL OF EUROPE

When did your country join the Council of Europe?

What was happening in your country at that time?

Who represents your country in the Council's Parliamentary Assembly?

Who represents your region in the Congress of Local and Regional Authorities?

### A KEY PLAYER IN HISTORY

With the aid of the timeline, ask your pupils to link certain dates with their historical context:

Who were the 10 founding states?

Why did so many countries join after 1989?

### WHICH FIGURE IS BEHIND THIS QUOTE? →

"We must build a kind of United States of Europe."

Answer on the back \*





### KEY MILESTONES IN OUR HISTORY

- |   |   |
|---|---|
| <b>1949</b> <i>Signature of the Treaty of London creating the Council of Europe</i>                                       | <b>1972</b> <i>European Anthem first played</i>                                     |
| <b>1950</b> <i>European Convention on Human Rights drawn up</i>   | <b>1972</b> <i>European Youth Centre in Strasbourg opens</i>                        |
| <b>1954</b> <i>European Cultural Convention created</i>   | <b>1980</b> <i>The "Pompidou Group"</i>   |
| <b>1955</b> <i>European Flag created</i>  | <b>1987</b> <i>European Convention for the Prevention of Torture adopted</i>        |
| <b>1957</b> <i>Conference of Local Authorities of Europe, since 1994 "The Congress of Local and Regional Authorities"</i> | <b>1988</b> <i>Eurimages created</i>  |
| <b>1959</b> <i>European Court of Human Rights established</i>   | <b>1989</b> <i>Anti-Doping Convention adopted</i>                                   |
| <b>1961</b> <i>European Social Charter adopted</i>  | <b>1999</b> <i>Commissioner for Human Rights established</i>                        |
| <b>1964</b> <i>European Pharmacopoeia created</i>   | <b>2005</b> <i>Convention on Action against Trafficking in Human Beings adopted</i> |
|   | <b>2009</b> <i>60th Anniversary of the Council of Europe</i>                        |

### 47 MEMBER STATES WORKING TOGETHER!

- 1949** : Belgium Denmark France Ireland Italy Luxembourg Netherlands Norway  
 Sweden United Kingdom Greece Turkey **1950** : Iceland Germany **1956** : Austria  
**1961** : Cyprus **1963** : Switzerland **1965** : Malta **1976** : Portugal **1977** : Spain  
**1978** : Liechtenstein **1988** : San Marino **1989** : Finland **1990** : Hungary **1991** : Poland  
**1992** : Bulgaria **1993** : Estonia Lithuania Slovenia Czech Republic Slovakia  
 Romania **1994** : Andorra **1995** : Latvia Albania Moldova Ukraine "the former Yugoslav Republic of Macedonia"  
**1996** : Russian Federation Croatia **1999** : Georgia **2001** : Armenia Azerbaijan  
**2002** : Bosnia and Herzegovina **2003** : Serbia **2004** : Monaco **2007** : Montenegro

Flags for illustrative purposes only.

### SOURCES

- \* **Winston Churchill**: Extract from speech by Winston Churchill, 19 September 1946, University of Zurich, published in "The challenges of a Greater Europe", Council of Europe Publishing, Strasbourg, 1996

THE EUROPEAN CONVENTION ON HUMAN RIGHTS

If you have heard about the Council of Europe before, then it was probably on the subject of human rights. The Council has a range of instruments for protecting our rights and freedoms. The Universal Declaration of **HUMAN RIGHTS 1**, adopted by the United Nations General Assembly in 1948, was used as a basis for the **European Convention 2 on Human Rights**, opened for signature by the member states of the Council in 1950. This was important for three main reasons. (see diagram below)

www.coe.int/justice

A SINGLE COURT OF HUMAN RIGHTS

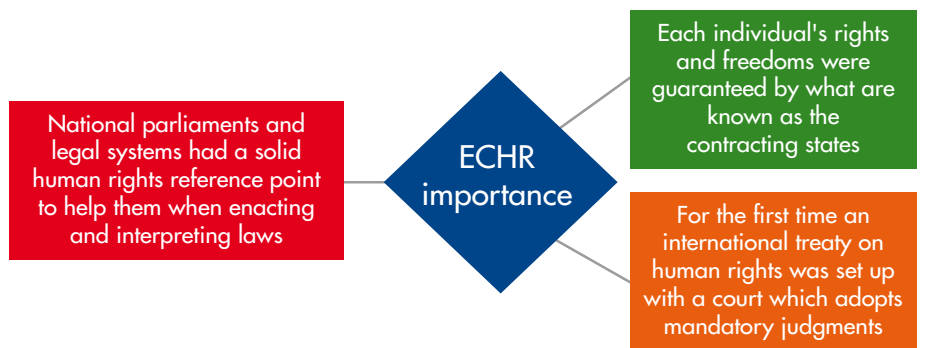
Following certain changes to the European Convention on Human Rights in 1998, a single permanent European Court of Human Rights was set up to replace the Convention's two previous institutions. The European Court of Human Rights is directly accessible to the individual and its legal power is compulsory for all people involved. The Court, which is based in Strasbourg, is made up of the same number of judges as contracting states to the Convention. Judges are elected by the

Parliamentary Assembly of the Council of Europe. They are completely independent when performing their duties and do not represent the states which nominated them.

www.echr.coe.int

PREVENTING VIOLATIONS OF HUMAN RIGHTS

The Council of Europe's efforts to safeguard human rights lay increasing emphasis on preventing violations of human rights happening in the first place. The **European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment**, created in 1987, is designed to prevent ill-treatment of people who have had their liberty taken away from them. A special committee of independent experts (the CPT) visits places of detention, such as prisons, police stations, army barracks and psychiatric hospitals, and makes recommendations for improvements. Under the Convention, CPT delegations have unlimited access to places of detention and complete freedom of movement within them. They interview detainees without witnesses and can meet anyone who can provide information. Their recommendations, if any, are included in a report, which is used as a basis for dialogue with the state concerned.



"This is a threat to the independence and worth of the human personality, a threat to the meaning of human life."

Andrei Sakharov



COUNCIL OF EUROPE / CONSEIL DE L'EUROPE





## PROTECTING AND UNDERSTANDING HUMAN RIGHTS

2

### A FREE AGENT FOR HUMAN RIGHTS

The Commissioner for Human Rights has played an increasingly active role in putting the Council of Europe's human rights standards into practice since this independent institution was created in 1999. The Commissioner uses open dialogue with member states, issues reports on thematic areas, co-operates with other international organisations and has the freedom to move and speak where others sometimes fear to tread. The Commissioner has been active in helping others to define what actions are justified in the combat against terrorism.

➤ [www.coe.int/t/commissioner](http://www.coe.int/t/commissioner)

### SOCIAL RIGHTS

The way we think about human rights has changed over time. Civil and political rights such as the right to life, freedom from torture, the right to asylum and freedom of expression form the basis of the European Convention on Human Rights. But what about economic and social rights?

This is where the **European Social Charter** comes in. It sets forth rights in the fields of:

■ Housing ■ Health ■ Education ■ Employment ■ Social protection ■ Movement of persons ■ Non-discrimination

Although the European Court of Human Rights has no jurisdiction for matters falling under the Social Charter, there is a supervisory system in place whereby the European Committee of Social Rights identifies violations of the Charter and the Committee of Ministers makes recommendations to those states which have failed to take appropriate action to rectify the situation.

### EQUALITY BETWEEN WOMEN AND MEN

Equality between women and men means the equal visibility, autonomy, responsibility and participation of women and men in all areas of public and private life.

The Council of Europe was the first international institution to recognise that gender equality was an integral part of human rights, a principle adopted by the United Nations Conference on Human Rights in Vienna in 1993.

The Council of Europe combats all violations of the freedoms and dignity of women. It promotes the balanced participation of women and men in political and public life and encourages the introduction of this concept in all programmes and policies.

Nevertheless, there are still frequent violations of women's fundamental rights.

In response, the Council of Europe draws attention to the economic costs of inequalities and is actively involved in the fight against domestic violence and human trafficking.

In 2003, a Council of Europe recommendation laid down a "parity threshold" of at least 40% of each sex in the composition of elected assemblies, consultative organs, political parties, trade unions and decision-making bodies of the public service media.

### HUMAN RIGHTS EDUCATION

There would be little point in having all these possibilities of protecting human rights if nobody knew what they were or how they worked. Training programmes have been developed for those in the front line of human rights protection,

such as judges, police, prison officers, doctors, social workers and non-governmental organisations. Educational and information materials are produced in order to raise awareness amongst the general public and especially young people. There are increased efforts to reach vulnerable groups such as **REFUGEES** **3** and asylum seekers whose human rights are most under threat.

**1** **HUMAN RIGHTS** describe the things that each of us should have in order to lead a dignified life: for example, the right to life, the right to a fair trial, or the right to be free from torture. These rights are for each individual on the planet, regardless of gender, race, religion or cultural background. That means that the rights that apply to you also apply to others as well, so with rights come responsibilities.

**2** A **CONVENTION** is a legal agreement between two or more states. States are invited to first sign a convention, showing that they intend to follow what it says, then when they are sure that they are able to do so they can "ratify" it – this means they commit themselves to its values and instructions.

**3** A **REFUGEE** is someone who leaves his/her country to find a safer place to live, because he/she either fears or has experienced persecution because of his/her race, religion, nationality or political opinions.

### ➤ MORE TO DISCOVER!

➤ [www.coe.int/justice](http://www.coe.int/justice)

➤ [www.echr.coe.int](http://www.echr.coe.int)

➤ [www.coe.int/t/commissioner](http://www.coe.int/t/commissioner)

# PROTECTING AND UNDERSTANDING

## HUMAN RIGHTS ACTIVITIES SHEET

2

It isn't necessary to be a lawyer or an expert in human rights before you can talk about human rights with your students; human rights belong to everyone and are based on principles that can be understood by everyone.

### WHAT ARE HUMAN RIGHTS?

Ask your pupils to produce examples of what they feel to be human rights trying to get them to be as specific as possible – the right to water, for example?

Or a right to music?

What about the right to say whatever you want?

It might be useful to get them to think about the different ways in which "civil and political rights" (enshrined in the European Convention on Human Rights) and "economic, social and cultural rights" (see the European Social Charter of 1961) are dealt with.

### EQUALITY BETWEEN WOMEN AND MEN

Defending equality between women and men is one of the Council of Europe's areas of action. Perceptions vary greatly depending on your country, culture and environment.

Ask pupils to discuss what gender equality means, the reasons for inequality and possible measures for promoting equality.

Organise working groups within your class and ask each one to consider the measures taken by the various countries in Europe to combat gender inequality. Compare the initiatives and ask pupils to give their views on the measures and their impact.

### WHICH FIGURE IS BEHIND THIS QUOTE? →

*"This is a threat to the independence and worth of the human personality, a threat to the meaning of human life."*

Answer on the back \*

### CONFLICTING RIGHTS

In pairs, invite the pupils to discuss situations in their everyday lives (at home, school, college, youth group or other situation) when their rights conflicted with another person's; e.g. when they wanted to have a party and the neighbours wanted to go to bed early or when they had an opinion which might offend someone else. How did they resolve the situation?

### RIGHTS AND RESPONSIBILITIES

Remember that rights carry with them responsibilities; each person who is entitled to a right has a duty which accompanies that entitlement. In groups, ask pupils to think about what responsibilities might come with specific rights – for example, if you have the right to life, what responsibilities might that bring in return?

Understanding the dual nature of a right makes a considerable contribution towards avoiding a conflict of rights.

### A HUMAN RIGHTS CHARTER FOR YOUR CLASS OR SCHOOL

Once the pupils have a grasp of the subject, work with them to devise a Human Rights Charter for your class or school. List the individual and group responsibilities which result from the charter. Collect responses from pupils and teaching staff and, after six months, assess what effect it has had on people's behaviour.

### HUMAN RIGHTS TIMELINE

Every country has its own human rights history: in Hungary, for instance, there was a history of uprisings by slaves





(1514/1710), culminating in 1848 in a law which outlawed serfdom and introduced freedom of the press. Working in groups, allocate the pupils research tasks to look at people, publications, events and movements which contributed to the development of human rights in their country. Organise a display for other pupils to visit.

When did your country sign and ratify the European Convention on Human Rights? What changes, if any, did this bring to your country?

Of course it is also possible to adapt this activity to themes, such as children's rights, or to other parts of the world.

#### THE IMPORTANCE OF NON-GOVERNMENTAL ORGANISATIONS (NGOS)

NGOs play a very important role in pressuring governments to respect human rights and in raising public awareness about human rights violations. Which ones are active in your region? What are their main projects at the moment? Groups of pupils could contact them and present their findings to their peers. It may also be possible to invite representatives to speak to your pupils.



First published in 2002, *Compass – a manual for Human Rights Education with young people* has quickly established itself as a formidable resource and support for the Human Rights Education Youth Programme of the Council of Europe. At least 16 language editions have been produced and more are planned. Based on experiential and non-formal education approaches, it puts the emphasis on young people's concerns and their environment. Prioritising fifteen themes – from "children" to "environment" to "xenophobia" – *Compass* outlines the main issues and provides sufficient background material for young people, youth workers and teachers to organise activities which lead to raised awareness and action. Currently available in Arabic, English, French and Russian, the *Compass* website ([www.coe.int/compass](http://www.coe.int/compass)) has been developed to include activities not available in the printed version and is inter-linked with other publications.

#### SOURCES

- \* **Andrei Sakharov**: Extract from "*Progress, Coexistence, and Intellectual Freedom*", Andrei Sakharov, Publisher W W Norton & Co. Inc, translated by New York Times (1968)

## TEACHING

## OUR CONTINENT'S HISTORY

Why do we teach history in schools? And what's special about teaching European history? Traditionally, teaching a country's history in school centred around a national perspective, focusing on the battles won and lost, and on national heroes and achievements. But there are some alternative ways of looking at this.

The Council of Europe ran a project on "Learning and teaching about the history of Europe in the 20th century", which produced innovative teaching resources for secondary schools. It was also designed to help teachers and students develop critical skills of investigation, which they could then use to study history, rather than learning a string of facts, figures and battles. This enables students to better understand the links between the past and present and the nature of the conflicts facing Europe today.

The activities created show us that people's interpretation of historic events can vary greatly, and that the vast majority of people involved were victims rather than actors in historic events.

More information is available here:

➤ [www.coe.int/Culture](http://www.coe.int/Culture)

School should be a safe place to learn; it should teach you about the important things in our world, including mistakes in the past, so that we don't make the same ones again; and it should be about finding out how to make your voice heard as you learn more about the world and have more to say!

## BEING SAFE IN SCHOOL...

The Council of Europe wants to make the school a safer environment for all: this not only includes combating violence among pupils, including bullying, but also preventing attacks on teachers or staff members, and other destructive behaviour. It has produced practical handbooks on these issues and tackles challenges such as how best to combat racism in schools.

➤ [www.coe.int/children](http://www.coe.int/children)

## ... AND ON THE WEB

The Internet offers lots of possibilities for learning or for just having fun. However it also comes with some risks, mainly because you can never be sure that someone is who they really say they are. The Council of Europe's «Internet Literacy» handbook gives practical safety guidelines for using online social networking sites such as MySpace, Facebook or Friendster.

➤ [www.coe.int/internet-literacy-handbook](http://www.coe.int/internet-literacy-handbook)

And for the younger students go to the Council of Europe's **Wild Web Woods** game.

It's fun for all age groups!

➤ [www.wildwebwoods.org](http://www.wildwebwoods.org)

➤ "Education can teach us respect for human rights and the underlying values of citizenship."

Simone Veil



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### TEACHING REMEMBRANCE EDUCATION IN PREVENTING CRIMES AGAINST HUMANITY

In 2002, the European Ministers of Education undertook to introduce a “Day of Holocaust Remembrance and Prevention of Crimes against Humanity” in schools. The Council of Europe plays its part in this initiative by helping teachers with their **HOLOCAUST 1** Remembrance preparations by making available teaching material and exploring the topics of **GENOCIDE 2** and crimes against humanity, so as to promote prevention, understanding, friendship between nations, and tolerance between races and religions (see fact sheet 7).

➤ [www.coe.int/Holocauste](http://www.coe.int/Holocauste)

➤ [www.coe.int/t/e/cultural\\_co-operation/education/Remembrance](http://www.coe.int/t/e/cultural_co-operation/education/Remembrance)

### KNOW YOUR RIGHTS AND BE A SUPER CITIZEN!

The Education for Democratic Citizenship project (EDC) is a set of practices and activities designed to help young people and adults to play an active part in democratic life and exercise their rights and responsibilities in society. The EDC project includes, in particular, human rights education, civic education, peace education and intercultural education. The aims of the EDC project are:

- To make both present and future democratic societies stronger through a lively culture;
- To make citizens really feel part of these democratic societies and want to contribute to them;

■ To make people more aware of important values that all European citizens share and build a freer, fairer, more tolerant European society.

➤ [www.coe.int/edc](http://www.coe.int/edc)

**1** The **HOLOCAUST** is the term generally used to describe the killing of approximately six million Jews during the Second World War.

**2** **GENOCIDE** is a term which creates a lot of debate over its meaning because of the seriousness of the issue. In general terms, it is when a group of people is persecuted by another group because of nationality, ethnicity, race or religious beliefs. The persecution could lead to death, serious harm or even trying to prevent any babies from being born.

### ➤ MORE TO DISCOVER!

➤ [www.coe.int/children](http://www.coe.int/children)

➤ [www.coe.int/internet-literacy-handbook](http://www.coe.int/internet-literacy-handbook)

➤ [www.wildwebwoods.org](http://www.wildwebwoods.org)

➤ [www.coe.int/Culture](http://www.coe.int/Culture)

➤ [www.coe.int/Holocauste](http://www.coe.int/Holocauste)

➤ [www.coe.int/t/e/cultural\\_co-operation/education/Remembrance](http://www.coe.int/t/e/cultural_co-operation/education/Remembrance)

➤ [www.coe.int/edc](http://www.coe.int/edc)

# BECOMING A RESPONSIBLE CITIZEN

## ACTIVITIES SHEET

3

Here are some activities looking at children's rights, staying safe, and the impact (responsibilities) your students have themselves.

### KNOWING YOUR RIGHTS

Children and young people do not have any less rights than adults – we all have the same rights. "Corporal punishment is wrong – children have just as much right not to be hit as an adult": ask your students if they agree with this statement. If not, why?

To emphasise that the same rights apply to everybody, ask your pupils if they think a particular right from the European Convention on Human Rights applies to them:

For example, do they think they have the right to education?

What about the right to marry?

Or the right to move wherever they want in their country ("freedom of movement")?

Which of these rights might apply particularly in school?

*Did you know that...*

Sweden was the first country in the world to abolish corporal punishment in 1979.

### DEMOCRATIC CITIZENSHIP

The Education for Democratic Citizenship programme has produced material for teachers to use in the classroom to find out more about participating in a democratic community. The following manuals might be of interest and can be ordered online:

### WHICH FIGURE IS BEHIND THIS QUOTE?

"Education can teach us respect for human rights and the underlying values of citizenship."

Answer on the back \*

### 1) "Living in democracy"

This is a manual for teachers in Education for Democratic Citizenship (EDC) and Human Rights Education (HRE), EDC/HRE textbook editors and curriculum developers with a target group of 8th or 9th grade. Nine teaching units of approximately four lessons each focus on key concepts of EDC/HRE. The objective of EDC/HRE is the active citizen who is willing and able to participate in the democratic community.

### 2) Democratic Governance of Schools

What is democratic governance and how can it benefit schools in preparing young people to become participating, democratic adult citizens? How can schools and other educational institutions evaluate how they contribute to their students' education for democratic citizenship?

By looking at the ways in which their schools operate from day to day, the two authors of this manual, both of them heads of secondary schools, describe how the journey down the road towards democracy tends to take shape, help readers to estimate how far their school has travelled so far, and offer practical advice on starting, continuing and evaluating the journey.

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





#### BEING SAFE ON THE INTERNET

You could start a discussion on how to be safe on the Internet. For example, in a chat room, what information would it be OK to give? The name of your favourite band? What about the name of your school? Should you talk to people you haven't met before on the Internet at all? What about students who might have their own websites, or "blogs" – what information would it be safe to put up there? What should they leave out?

Discover tips on how to participate safely in social networking sites, such as MySpace, Facebook or Friendster in the Internet Literacy handbook or website.

Did you know that 10 February is "Internet Safety Day"?

Check it out:

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

[www.coe.int/internet-literacy-handbook](http://www.coe.int/internet-literacy-handbook)

For younger pupils, the Wild Web Woods game is a fun and friendly way of learning how to use the Internet safely.

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



#### SOURCES

- \* **Simone Veil:** Extract from speech by Simone Veil, French Minister of State for Social Affairs, Health and Towns at the World Summit for Social Development, Copenhagen 6 March 1995



As a young person, it can sometimes feel as if no one listens to your opinions and that you'll never be able to change anything. Yet it's your action which will determine how Europe looks in the future. Do you want a Europe based on peace, justice and equality? If so, you've got to make your voice heard!

The Council of Europe was created to work towards these aims as part of the reconstruction of Europe after the Second World War – if this progress is to continue, it's vital that we all work together, and that means including young people in the process.

Your opinion is not worth less than that of people older than you: there are no "mini-people" with "mini-rights". The Council of Europe works so that young people's views are considered, so that they are involved in decision-making, and so that they are informed about their rights and their responsibilities. So get involved and get active!

### WHAT DOES THE COUNCIL OFFER YOUNG PEOPLE?

The activities the Council develops are there to provide tools for young people to address the problems they and their communities face, whether through training, research, or involvement in decision making. Yet there are over 150 million young people in Europe; the Council cannot address every young person in Europe directly. Therefore it works with groups or individuals who represent the views of young people in their area, who can then pass on the message.

### AREAS OF WORK:

The Council of Europe works with young people in the following fields:

- Human rights education and intercultural dialogue (see fact sheet 2);

- Youth participation and democratic citizenship (see fact sheet 3);
- Social cohesion and the inclusion of young people;
- Developing youth policies for governments, and refocusing them on such issues as youth mobility, out-of-school education, voluntary service and youth information and participation.

To make sure young people are involved in this work, decisions are made through a system of co-management, where representatives from youth non-governmental organisations (NGOs) participate in committees at the Council.

In addition, the Council has created specialised bodies to focus on its youth work and support young people. Below are some examples:

### THE EUROPEAN YOUTH CENTRES BUDAPEST AND STRASBOURG

These are international training, meeting and educational centres. They receive youth leaders from all backgrounds for training courses that enable them to hold debates, share experiences and learn about diversity.

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

### THE EUROPEAN YOUTH FOUNDATION

The Youth Foundation provides financial support for European youth activities. Through its financing, it has enabled over 300 000 young people to receive training at international meetings throughout Europe.

[www.eyf.coe.int/fej](http://www.eyf.coe.int/fej)

→ "It takes a long time to become young."

Pablo Picasso



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### YOUTH PARTNERSHIP

Started in 1998, the Youth Partnership sees the Council of Europe working in partnership with the European Commission in order to provide training for youth workers and youth leaders, as well as facilitating research and co-operation.

➤ [www.youth-partnership.net/  
youth-partnership/about/objectives.html](http://www.youth-partnership.net/youth-partnership/about/objectives.html)

Other initiatives include:

### YOUTH CARDS: CARTE BLANCHE FOR YOUTH MOBILITY

If you're under 26, you could get a youth card, which offers you information, discounts and advice, including for culture (museums, theatres, cinemas), transport (buses, trains, air travel), travel (language courses, accommodation), services (insurance) and shops.

➤ [www.eyca.org](http://www.eyca.org)

### FUNDRAISING THROUGH TRAVEL

The Council of Europe and the International Union of Railways (UIC) have joined forces to set up the Solidarity Fund for Youth Mobility, which supports mobility projects for disadvantaged young people. Approximately one euro from each Inter Rail Card is donated to the fund, enabling young Europeans to participate in international activities for cross-cultural contact and discovery. Since its creation in 1995, the fund has supported some 300 projects and enabled more than 5 000 young people to travel across Europe for international meetings and projects.

➤ [www.eyf.coe.int/fsmj](http://www.eyf.coe.int/fsmj)

### ➤ MORE TO DISCOVER!

‡ [www.coe.int/youthcentres](http://www.coe.int/youthcentres)  
‡ [www.eyf.coe.int/fej](http://www.eyf.coe.int/fej)  
‡ [www.youth-partnership.net](http://www.youth-partnership.net)

‡ [www.eyca.org](http://www.eyca.org)  
‡ [www.eyf.coe.int/fsmj](http://www.eyf.coe.int/fsmj)

# INSPIRING A NEW GENERATION OF CITIZENS ACTIVITIES SHEET

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## WHAT DOES IT MEAN TO BE YOUNG?

Our concepts of being young change over time and differ from culture to culture. In some cultures there is no concept of this at all: children remain children until they go through the rite of passage to become adults. In some societies you are young until the age of 40.

Ask your school students to define the main characteristics of being “young”.

The Council of Europe and the European Union fund youth projects: what age limits do they set? What are the reasons behind such age limits?

## CITIZENSHIP

Using the triangular model of civil society, explore the concept of citizenship with your school students.

What rights and responsibilities does the citizen have?

Why is it so important in a pluralist democracy to have active citizens?

What would a “European citizen” be?

## LOCAL YOUTH PARTICIPATION

Obtain a copy of the Congress of Local and Regional Authorities’ publication *Charter on the Participation of Young People in Municipal and Regional Affairs*.

What do your school students think of the ideas contained in the charter?

Contact the local council to find out if they have plans to implement the charter (if they have not already done so). And if they don’t, what are they doing to involve young people in local life?

## LOCAL YOUTH ORGANISATIONS

One of the ways for young people to participate in society is through membership of youth organisations.

Make a survey of local youth organisations: What types are there? Who are members? Do they have links to national and/or international organisations? Do any co-operate with the Council?

Which of your school students are members of a youth organisation?

If they wish ask them to make a presentation to the class about their organisations.

## EUROPEAN YOUTH MOBILITY

Increasingly, young people in Europe are travelling to visit, study and work in other countries.

To what extent do your school students feel themselves to be young Europeans?

Where would your school students like to go?

What would they like to do and why?

Imagine a mobility project that would involve the whole class: how is this possible? Where could you obtain finance?

Find out what possibilities there are for individuals to study or work in another European country. Ask your students if they are aware of any practical arrangements in Europe to facilitate and encourage this sort of mobility.

## WHICH FIGURE IS BEHIND THIS QUOTE? →

“It takes a long time to become young.”

Answer on the back \*





#### SOURCES

- \* **Pablo Picasso:** Quote attributed to famous Spanish artist Pablo Picasso (1881-1973)

Europe is a continent where many different languages are spoken, and that exciting mix of languages is increasing as people travel and move between countries more. You may only know one of your country's "official" languages, but the chances are you can hear a whole range of others being spoken in a town or city near you. Tune into different radio stations in many places in Europe and you will hear a large variety of languages.

Learning a new language can be fun and useful, whether it's for travelling, making new friends, discovering other cultures or looking for work in another country.

### MODERN LANGUAGE TEACHING

One of the most important skills for tomorrow's Europeans will be the ability to communicate in more than one language. Over the years, the Council has been ideally placed to promote co-operation and share its expertise on language learning based on the principles of the European Cultural Convention. Encouraging people to understand other languages and cultures will help to improve communication and their understanding of each other, which will also help in the fight against intolerance (see fact sheet 7). Being able to communicate more directly can also bring cultural and economic benefits.

### "HOW DO YOU SAY...?"

Teaching languages isn't simple, which is why methods for teaching are being developed through Modern Languages projects at the Council of Europe. Teaching materials and expertise are also shared through expert groups, workshops and seminars on language

learning. Much of this goes on at the European Centre for Modern Languages (ECML) based in Graz, Austria, whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. ECML's programmes are complemented by those of the Language Policy Division at the Council's headquarters in Strasbourg.

➤ [www.ecml.at](http://www.ecml.at)

### PROTECTING AND DEVELOPING MINORITY OR REGIONAL LANGUAGES

In most countries more than one language is spoken by a significant number of people, yet some of these languages are spoken by fewer and fewer people, or are not given enough recognition by other people. As a result, they are "dying out". The Council of Europe works to protect these languages and, to do this, has drawn up the European Charter for Regional or Minority Languages. (See also the Framework Convention for the Protection of National Minorities.) The charter aims to protect the historical, regional or minority languages of Europe, developing cultural traditions and heritage. This means respecting and promoting the use of these languages, whether at school or in public life.

➤ [www.coe.int/minlang](http://www.coe.int/minlang)

*"Do you speak Sámi?"*

*The Sámi languages are spoken in Finland, Norway, Sweden and in parts of Russia*



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➤ *"Those who know nothing of foreign languages, know nothing of their own."*

*Johann Wolfgang von Goethe*



### **CELEBRATING LANGUAGES: EUROPEAN DAY OF LANGUAGES, 26 SEPTEMBER**

The European Day of Languages is a day for celebrating linguistic diversity – that means taking pride in the many different languages spoken and the richness of culture they bring. This day is all about discovering more about languages and what they have to offer, and to:

- Alert the public to the importance of language learning and diversify the range of languages learnt in order to increase multilingualism and intercultural understanding;
- Promote the rich linguistic and cultural diversity of Europe;
- Encourage lifelong language learning in and out of school.

➤ [www.coe.int/EDL](http://www.coe.int/EDL)

### **SHOWING OFF YOUR LANGUAGES: THE EUROPEAN LANGUAGE PORTFOLIO**

Knowledge of more than one language is a useful skill. If you're learning a language, then the European Language Portfolio (ELP) is for you! It's great for writing down and thinking about what you're learning, so you can show people what you know and what level you're at. Check out what it has got to offer here:

➤ [www.coe.int/portfolio/](http://www.coe.int/portfolio/)

### **➤ MORE TO DISCOVER!**

➤ [www.ecml.at](http://www.ecml.at)

➤ [www.coe.int/minlang/](http://www.coe.int/minlang/)

➤ [www.coe.int/EDL](http://www.coe.int/EDL)

➤ [www.coe.int/portfolio](http://www.coe.int/portfolio)

# LEARNING AND SPEAKING LANGUAGES ACTIVITIES SHEET

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Pride in one's own language is natural, but what happens when we want to communicate with those who speak another language? Should they be forced to learn ours? Would it be better if we all spoke the same language? Here we look at language diversity and try to assess its effects on our lives together.

## WHAT LANGUAGES ARE SPOKEN IN YOUR REGION?

Most countries have one or more official languages, but most regions also have populations which speak a dialect or even another language. Ask your pupils to do some research at home with relatives and friends.

How many different languages and/or dialects can they find?

Which ones are officially recognised?

How long have these languages been spoken in your region?

Where do these languages come from? Have they got a future? Are they still being learned to a significant extent?

## LEARNING LANGUAGES IN SCHOOL

Nowadays more importance is being attached to learning languages in schools. What is the situation in your school? Examine the following questions with your pupils:

- What opportunities are there in your school?
- Which languages can be learnt and what were the reasons for these specific languages being chosen?
- How many languages do your pupils want to learn and why?

- What opportunities do they have for practising that language?

## MAKING YOURSELF UNDERSTOOD

Sometimes when people go to another country on holiday they don't make much of an effort to learn the language before they go. You don't have to learn a lot, but a few words can go a long way, especially in terms of appearing more respectful and polite.

In pairs, ask your pupils to imagine being in a place where your language isn't spoken and think about what situations they might need to know some key phrases. What if they were lost trying to find their hotel? Or they needed some help? Ask your pupils to pick a scenario, and perhaps try to act out how much they could do with hand gestures, to see when they would really need to know the words.

## CONTACT WITH A SCHOOL IN ANOTHER COUNTRY

Experience has shown that pupils can gain greatly in motivation to learn another language if they have the possibility to really use it.

There are many ideas and techniques for co-operating with schools in other countries:

- Joint project work with another school class;
- Writing letters and e-mails and working together to produce a joint website;
- Making a video film around a particular theme.

## WHICH FIGURE IS BEHIND THIS QUOTE?

"Those who know nothing of foreign languages, know nothing of their own."

Answer on the back \*





*Safeguarding and protecting regional or minority languages*

*The European Charter for Regional and Minority Languages protects "native" languages that are different from the official language or languages and their various dialects.*

*The Charter does not apply to languages spoken by migrants but it protects, subject to certain restrictions, "non-territorial languages", in other words languages used by nationals of a state which cannot be identified with a particular geographical area. In Europe this applies, in particular, to Yiddish and the language of the Roma.*

**SOURCES**

- \* **Johann Wolfgang von Goethe:** *Maxims and Reflections (Maximen und Reflexionen)*, Goethe, Rivages, rivages / poche

# PROTECTING CULTURAL AND NATURAL TREASURES

Our culture and environment are key factors in enjoying a good quality of life, and if they deteriorate, our quality of life gets worse as a result.

number of cinemas in different countries.

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

## A EUROPEAN CULTURE?

Culture is present in all aspects of our lives – it is how we express what we value as human beings, and how we express our individuality. A “European cultural identity” might seem like an odd thing to talk about, given how different the many cultures in Europe are. The point of making this connection is not to say that the cultures are more alike, but to celebrate their differences and find strength in their diversity.

## CULTURAL ROUTES

Throughout human history in Europe, people have travelled across the continent for trade, culture and religion. The Cultural Routes remind Europeans of their common cultural identity by identifying past adventures and endeavours through our geographical landscape. The Council co-ordinates the efforts in setting up the routes, which range from discovering where Mozart lived to following the path of the Vikings.

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

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

## THE OFFICIAL STUFF...

The member states of the Council of Europe created the European Cultural Convention in 1955, which aims to make it easier for them to understand each other and share their cultures, as well as allowing them to develop through study and activities.

## FREE STUFF!

Every year, during a weekend in September, over 30 000 monuments, museums and other sites across Europe are opened free or at reduced admission. This initiative aims not only to make it possible for European citizens to better understand their cultural heritage, but also to enable them to develop a greater understanding of the different cultures around them.

[www.coe.int/T/E/Cultural\\_Co-operation/](http://www.coe.int/T/E/Cultural_Co-operation/)

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

## YOUR HERITAGE

The Convention was responsible for creating the European Youth Centres (see sheet 4) and the Centre for Modern Languages in Graz (see sheet 5), as well as many other projects, some of which are listed below:

All Europeans are equally responsible for making sure that the continent’s wealth of cultural traditions stay as they should and pass them on to the next generations. Cultural heritage provides a sense of identity and helps you to know the differences between different communities in a climate of globalisation. It also allows people from different cultures to understand each another better.

## LIGHTS! CAMERA! ACTION!

Eurimages is the Council of Europe Fund to support European film co-productions. Since it was set up in 1989, Eurimages has supported the co-production of more than 1 000 full-length feature films and documentaries, and backs a



→ "Everyone wants to change the world whenever they make the effort to do something".

Krzysztof Kiesłowski



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## PROTECTING CULTURAL AND NATURAL TREASURES

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The Council of Europe contributes to this mission by promoting the continent's many national cultures through different projects and programmes.

➤ [www.coe.int/EuropeanLandscapeConvention](http://www.coe.int/EuropeanLandscapeConvention)

### ENVIRONMENT

A healthy environment is what makes it possible for us to live in comfort and in health. The planet we live on is something that we all share, and its ability to give us fuel and energy is based on a very delicate balance of different factors. For example, the consequences of one group or individual's actions can affect people on the other side of the world. That is why it is important to co-operate and co-ordinate efforts to protect the environment at local, national, regional and international level.

The Council has produced a number of ways of encouraging governments to protect and manage the natural environment in Europe and to keep the human environment and habitat as it is or better.

### PROTECTING ALL THOSE OTHER SPECIES: THE BERN CONVENTION

The main goals of the Convention on the Conservation of European Wildlife and Natural Habitats (also known as the Bern Convention) are:

- To protect rare and **ENDANGERED 1** species, as well their natural habitats;
- To prevent **PROTECTED SPECIES 2** from disappearing;
- To put a stop to **ILLEGAL TRADING 3** in animals.

### NOT JUST A LOAD OF GRASS, ROCKS AND MUD

The European Landscape Convention sets out ways of protecting, managing and planning landscapes throughout Europe in order to achieve **SUSTAINABLE DEVELOPMENT 4** between social environment. It is important that there is the right balance.

**1 ENDANGERED** means that the species is at risk of all its members dying until there are none left, as the births are not keeping up with the deaths.

**2 PROTECTED SPECIES** are protected by law because their numbers are going down. This usually means that they cannot be legally trapped or hunted.

**3 ILLEGAL TRADING** is when you buy or sell something when it is against the law to do so.

**4 SUSTAINABLE DEVELOPMENT** means that we use the world's resources in a way which means that people in the future will be able to enjoy them in the same way we did. So if a forest is chopped down, a new one must be planted so that future generations will also have forests and clean air.

### ➤ MORE TO DISCOVER!

➤ [www.coe.int/culture](http://www.coe.int/culture)

➤ [www.coe.int/T/E/Cultural\\_Cooperation/](http://www.coe.int/T/E/Cultural_Cooperation/)

➤ [www.coe.int/eurimages](http://www.coe.int/eurimages)

➤ [www.coe.int/routes](http://www.coe.int/routes)

➤ [www.ehd.coe.int/](http://www.ehd.coe.int/)

➤ [www.coe.int/EuropeanLandscapeConvention](http://www.coe.int/EuropeanLandscapeConvention)





### **LOCAL ACTION**

Observe with your pupils the wildlife in the immediate vicinity of your school.

How many species can they find?

Do your pupils know that frogs are significant indicators of the health of the local environment?

What measures are taken by the local authorities to protect wildlife?

Contact local non-governmental organisations involved in environmental issues: what do they do?

Discuss with your pupils what action they would like to take. Suggestions could include: measuring pollution levels and sharing them with the rest of the school; planting trees; creating a pond; measuring air pollution; collecting relevant materials for recycling; starting a campaign for protecting the local environment.

If your school is in contact with one in another country, compare their environmental situation with your own.

### **DISASTERS**

What examples of natural and/or technological disasters can your pupils find?

Can they find examples of disasters which had effects across national borders?

What systems are in place locally to inform the population in the event of a disaster?

### **SOURCES**

- \* **Krzysztof Kieślowski**: Extract of interview with Krzysztof Kieślowski by Stanislas Zawiśliński

# ALL PART OF THE SAME RACE: THE HUMAN RACE

## UNITED IN DIVERSITY!

Europe has changed dramatically over the last century: borders have changed and people move around more so the balances between different cultures have changed. A culture is a group of people's shared traditions and ways of living. People all over the world have different ways of cooking, dressing, speaking, playing music, etc. Discovering these differences is what celebrating **CULTURAL DIVERSITY** is all about. Unfortunately some people see the arrival of a new culture as a threat.

The Council of Europe's response to all this is to try to get different cultures to live in harmony together. The Council hopes to achieve this through campaigns and official documents for governments and local authorities to follow, as well as teaching programmes. Here we highlight several main areas.

## PEACE AND UNDERSTANDING!

Intercultural education is used to create a better understanding of one's own culture and others around the world, in order to encourage the development of more tolerance and understanding. This can be particularly important in places where there is conflict between different cultures. The Council of Europe aims to improve harmony between cultures by making communication between them easier, developing training and giving out informative materials. The Council played an essential part in helping to shift the focus of intercultural education away from

the families of migrant workers, as was previously the trend, instead showing that there has to be effort from all sides. Since 2002, programmes by the Council on intercultural education have also placed emphasis on working with religious differences.

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

## NO TO RACISM AND INTOLERANCE!

Racism and intolerance are harmful to individuals and to society. When people practise racism or intolerance, the result can be anything from discrimination at work or at school, to violence and conflicts.

The Council of Europe works to combat racism and intolerance of all kinds. During a special summit in 1993, a Plan of Action against racism, xenophobia, anti-Semitism and intolerance was agreed by the member states. This included the **"All Different - All Equal" youth campaign**, which encouraged thousands of people all over Europe to take action and resulted in demonstrations, training courses for minorities, and the production of education materials. A follow-up campaign encouraged young people to participate actively in building peaceful societies based on diversity, inclusion and respect.



The work of the **European Commission against Racism and Intolerance** (ECRI) lies mainly in examining legal frameworks for combating racism and intolerance and, importantly,



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

Kofi Annan



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## ALL PART OF THE SAME RACE: THE HUMAN RACE

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making recommendations to national governments about improving their legislation and practice.

➤ [www.alldifferent-allegal.info](http://www.alldifferent-allegal.info)

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

### PROTECT NATIONAL MINORITIES!

Labelling a group of people as a “minority” can sometimes pose a risk that they will be segregated even more; on the other hand, it can also lead to increased awareness and understanding of that group, as well as greater protection of their rights and both parties recognising the responsibilities that they have.

#### *The Roma people*

*In March 2006, as part of its efforts to protect the rights of national minorities, the Council of Europe launched an awareness-raising campaign called “Dosta!” (a **ROMANI** **2** word meaning “enough!”), with the goal not only of denouncing prejudices and stereotypes, but of bringing non-Roma closer to Roma people (see fact sheet 9).*

➤ [www.dosta.org/](http://www.dosta.org/)

The Council of Europe has studied the situation of “national minorities” since its creation in 1949. In 1994 its member states agreed to a framework convention to protect national minorities. This convention commits the states which sign and ratify it to enable national minorities to preserve the essential elements of their identity, in particular their religion, language, traditions and

cultural heritage (see fact sheet 6).

➤ [www.coe.int/Minorities](http://www.coe.int/Minorities)

**1 CULTURAL DIVERSITY** is the variety of backgrounds, experiences, styles, perceptions, values and beliefs that people have.

**2 ROMANI** is a language spoken by 4-5 million people. It comes in lots of different varieties.

### ➤ MORE TO DISCOVER!

➤ [www.coe.int/dialogue](http://www.coe.int/dialogue)

➤ [www.alldifferent-allegal.info](http://www.alldifferent-allegal.info)

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

➤ [www.dosta.org/](http://www.dosta.org/)

➤ [www.coe.int/Minorities](http://www.coe.int/Minorities)

➤ [www.coe.int/antidiscrimination](http://www.coe.int/antidiscrimination)

# ALL PART OF THE SAME RACE: THE HUMAN RACE ACTIVITIES SHEET

Intercultural education with children and young people works in two major ways:

- To help them gain the **capacity to recognise** inequality, injustice, racism, stereotypes and prejudices.
- To give them the **knowledge and the abilities** that will help them to challenge these mechanisms whenever they have to face them in society.

Intercultural education involves working with aspects of human nature such as attitudes, feelings, perceptions, values and experiences. These aspects cannot be reached solely from an intellectual approach, they also require an experimental dimension. The Council has produced a number of relevant publications which can help you to work further on these issues.

### WHERE DO WE COME FROM?

*“The discovery of others is the discovery of a relationship, not a barrier”. (Claude Lévi-Strauss)*

It is very rare indeed to meet anyone with relatives going back four generations who have all been born and remained in the same town or village. This activity helps school students to explore and share their cultural backgrounds and aims to promote empathy with foreigners and minorities.

Ask your school students to prepare a family tree going back three or four generations, trying to include as many relations as possible. They should pay particular attention to relatives who have emigrated or immigrated.

Depending on the size of the class, school students can either share their findings within groups or all together. This is a delicate exercise and care should be taken

to see that school students only disclose facts with which they feel comfortable.

Questions for discussion can include:

- Why did some relatives emigrate/immigrate?
- What did they find when they arrived?
- What did they take with them?
- Have you ever thought of moving abroad?
- How would you like to be treated?

### HOW MULTICULTURAL IS YOUR REGION?

Investigate with your school students how many different cultures are represented in your region. Discuss how cultures make their presence felt in a locality. What efforts are made to promote contact and dialogue between people from different cultures?

### MAJORITIES AND MINORITIES

In many democratic systems it is accepted that the voice of the majority should have the most power - as long as this power is not abused.

Ask your school students to think of situations when they felt themselves to be a) in the majority and b) in the minority. How did this feel?

What types of minorities can they identify in their society?

Study the Framework Convention for the Protection of National Minorities and compare its provisions with the rights of minorities in your country.

### WHICH FIGURE IS BEHIND THIS QUOTE? →

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

Answer on the back ★



ALL PART OF THE SAME RACE:  
THE HUMAN RACE  
ACTIVITIES SHEET



#### SOURCES

- \* **Kofi Annan**: Extract from address by Kofi Annan, 7th Secretary General of the United Nations, (1997-2006), at the Children's World Festival, Basle, Switzerland, 24 June 2000

A healthy democracy needs to be run by a healthy population who can access healthcare and safe medicines and do sport safely.

### HEALTHY STUFF!

You have the right to health - the Council of Europe's **Social Charter** says so. To make sure this happens, the Council of Europe encourages member states to make their health policies the same, develop health education and promote equal access to health care. Here are some other areas the Council works in:

### ILLNESS AND MEDICINES: PHARMA-COPA-WHAT?

If you become ill, you need to have confidence in the medicines you are given, wherever you are. That's what the **European Pharmacopoeia** is about – it works to make sure that all medicines are made to the same standards throughout Europe. If you buy medicine in another European country, you know it will be made to the same quality as the medicine you can buy in your own country. The Pharmacopoeia is a part of the European Directorate for the Quality of Medicines (EDQM), which also has databases for blood transfusions and organ transplantations.

➔ [www.edqm.eu](http://www.edqm.eu)

### TRICKY STUFF

**BIOETHICS** 1 is a controversial subject; someone may think, for example, that **STEM CELL RESEARCH** 2, **GENETIC TESTING** 3 and **CLONING** 4 hold amazing potential, but still feel that they raise serious ethical issues. Biomedical research has brought about spectacular advances in healthcare,

such as vaccines for measles and polio and improved treatments for AIDS. Other breakthroughs could bring about more amazing results, but it's important that the treatment or research involved does not interfere with people's rights and human dignity. The aim of the Council of Europe's work in this field is to strike the right balance between scientific progress and protecting the human being.

This was why the Council of Europe created a **Convention on Human Rights and Biomedicine**. This Convention bans the creation of human embryos for research and has developed strict standards about issues like being able to decide whether or not you want a certain treatment, and when genetic testing should be allowed. A new part to the convention (a protocol) now means that all genetic engineering to clone human beings is also banned. There are many more issues that are part of bioethics, so check out the link here:

➔ [www.coe.int/Bioethics](http://www.coe.int/Bioethics)

### BAD STUFF

Drug abuse and drug trafficking affect societies, families and individuals. A group which works to tackle these problems is **the Co-operation Group to Combat Drug Abuse and Illicit Trafficking in Drugs**, also known as the **Pompidou Group**, after the French President who suggested setting it up. This group is made up of members of different governments so that the countries participating can share their experience of combating drug abuse and drug trafficking and develop drug policies which are more effective and innovative.

➔ [www.coe.int/pompidou](http://www.coe.int/pompidou)

➔ "Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less".

Marie Curie







## KEEPING YOU SAFE AND HEALTHY

8

### SPORTY STUFF

It's important to exercise your body – it helps to keep you healthy and also happy, as the exercise releases **ENDORPHINS** **5**. Getting involved in a particular sport can be really fun and a good way of meeting new people. People also enjoy watching sport, and come together to support professional and amateur players. The Council of Europe sees the value in all this and wants to promote sport for all, making all types of sport fair and safe.

The **European Sports Charter** is a document, adopted in 1992, which Governments can sign and agree to follow its principles. Governments who have signed it should make sure that sport is in particular:

- accessible to everybody, no matter how much money they have;
- healthy and safe, fair and tolerant;
- respectful of the environment;
- against any kind of exploitation of those engaged in sport, so people aren't put under unfair or dangerous conditions (see Anti-Doping Convention).

See more about the Charter here:

➤ [www.coe.int/t/dg4/sport/sportinEurope/charter\\_en.asp](http://www.coe.int/t/dg4/sport/sportinEurope/charter_en.asp)

### THE ANTI-DOPING CONVENTION

People who take drugs to improve their performance in sport (known as "doping") put their health in danger and ruin the sport for everyone else because they are cheating to get better results. The Council is helping governments to stop people doing this through the Convention.

### THE EUROPEAN CONVENTION ON SPECTATOR VIOLENCE

In the 1980s there were a number of tragic incidents at sports events which led political leaders to search for a way to combat violence in sport. In 1985 the Council of Europe created a Convention to put an end to this. One result of this is that people are not allowed to bring potentially harmful items to games. There is also more focus on combating racism and xenophobia at events.

### "EPAS" - POSITIVE ABOUT SPORT

EPAS stands for European **PARTIAL AGREEMENT** **6** on Sport, which isn't a very catchy title, but its aims are clear to see: to promote sport and emphasise its positive values, to get agreements between governments on how to do this, and to help different groups to make sport healthier, fairer and better governed. EPAS is also active in the area of combating racism and discrimination in sport.

You can find out more at their website:

➤ [www.coe.int/EPAS](http://www.coe.int/EPAS)

**1 BIOETHICS:** the ethics of medical and biological research.

**2 STEM CELL RESEARCH** investigates the medical uses of stem cells, which are cells that can produce specialised cells for various tissues in the body.

**3 GENETIC TESTING** is a type of medical test that identifies changes in chromosomes, genes, or proteins, which can be used to see whether someone might be more vulnerable to a particular disease.

**4** To **CLONE** is to make an exact copy of something. In this context it refers to something that is identical at a genetic level.

**5 ENDORPHINS** are hormones that the body produces in the brain which make you feel good naturally.

**6** The term "**PARTIAL AGREEMENT**" refers to a major activity of European co-operation that is organised by the Council of Europe but does not include all of its member states.

### ➤ MORE TO DISCOVER!

➤ [www.edqm.eu](http://www.edqm.eu)

➤ [www.coe.int/Bioethics](http://www.coe.int/Bioethics)

➤ [www.coe.int/pompidou](http://www.coe.int/pompidou)

➤ [www.coe.int/t/dg3/health](http://www.coe.int/t/dg3/health)

➤ [www.coe.int/t/dg4/sport/sportinEurope/charter\\_en.asp](http://www.coe.int/t/dg4/sport/sportinEurope/charter_en.asp)

➤ [www.coe.int/EPAS](http://www.coe.int/EPAS)

# KEEPING YOU SAFE AND HEALTHY ACTIVITIES SHEET

## CLONE DRONE

Dolly the sheep is now history – today it is possible to clone more and more species.

What do your school students think about cloning?

Examine the possible implications of cloning human beings.

Why has the Council of Europe produced the first international agreement banning the cloning of humans?

What do your school students think will be the next major advance in medical research?

## IT'S IN THE BLOOD

We all have blood in our veins, but things happen differently in different countries if we need some more.

What is the range of blood groups amongst your school students?

If they needed to have a blood transfusion, what would they have to do?

Ask your school students to find out how the blood banks are organised in your town. When people donate blood do they do it voluntarily without payment?

Who is allowed to give blood?

## WHEN IS A DRUG LEGAL?

Imagine with your school students what would happen if cigarettes and alcohol had only just been discovered.

What do they think would be the reaction of the government: would these “drugs” be allowed to be sold freely in shops?

This can open the way for a more

general discussion about the controls on drugs and medicines: who determines what is legal and what is illegal?

What are the school students’ opinions about so-called “soft drugs”?

What is done in your country to educate young people about taking drugs?

## DRUGS IN SPORT

When do your school students think it is justified for drugs to be used in sport?

When is it “cheating”?

What effect does this have on the sport?

What action is taken in your country against drugs in sport?

## FAIR GAME

It’s important that people play fairly and safely when they practise a sport. It can also be a lot of fun.

Ask your students what their favourite sport is, and why. What are the positive sides of sport?

Are there any negative ones? If so, describe them. Your students may wish to consider what the effects are physically, mentally and emotionally of playing a particular sport.

Do they have a favourite sports star?

What’s so special about that person?

Is it important that role models in sport play fairly, such as not taking drugs to enhance their performance?

## WHICH FIGURE IS BEHIND THIS QUOTE?

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”

Answer on the back \*





### SPORTS AROUND THE WORLD

Ask your students where they think their favourite sport first came from or was invented. This could be a project to research the origins of their favourite sport and how it developed.

Would they like to try a new sport?

What sports do they think are popular in other countries in Europe?

And what sports do they know of that are popular outside Europe?

### BIOETHICAL ISSUES EDUCATIONAL FACT SHEETS

Discover the teachers' corner on:

➤ [www.coe.int/teachers-corner](http://www.coe.int/teachers-corner)

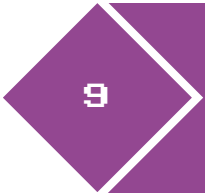
Train your pupils in a participatory approach, which is fundamental to education for citizenship, by organising an informed, multidisciplinary debate on bioethical issues.

This teaching aid is designed in particular for fourth form to upper sixth form teachers of biology, philosophy and civic education.

Three initial themes are addressed in this publication: organ donation; medically assisted procreation; genetic testing.

### SOURCES

- \* **Marie Curie:** Quotation attributed to Marie Curie, Nobel Prize winner in physics (1903) and in chemistry (1911)



# TAKING ACTION! CAMPAIGNING WITH THE COUNCIL OF EUROPE

## GETTING INVOLVED

The Council of Europe's campaigns are where you can really get involved! The campaigns so far have had a big focus on human rights – in particular, the right to life (pretty important, surely you'll agree!) – but they have also highlighted the importance of other rights, such as social and cultural rights (for example, the "Dosta!" campaign – see below).

Some of these campaigns have now finished, but that doesn't mean that the work is over – it's probably only just begun! They are still important issues which need people to take action. Maybe there is a campaign at national or even local level in your country at the moment? Find out and make a difference!

## "SPEAK OUT AGAINST DISCRIMINATION" CAMPAIGN

The media (television, newspapers, radios, etc.) can have a major influence on people's attitudes towards others. The Council of Europe's new "Speak out against discrimination" campaign is working with and through the media to make people more aware of the rights of different individuals and groups who might be victims of discrimination.

The campaign will also involve developing training material for people who work in the media and promoting diversity.

To find out more about the campaign, have a look at its interactive website:

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

## STOP VIOLENCE AGAINST WOMEN

It's an atrocity that violence against women occurs every day without more being done to stop it. Statistics show that 12% to 15% of women in Europe face violence in the home every day – that's around one in eight! The Stop Violence Against Women campaign aims to raise awareness that violence against women violates their human rights, and must be stopped.

The campaign was launched to get countries to criminalise domestic violence, to provide support for victims and to create a general change in attitudes, so that violence against women in the home will no longer be tolerated.

Find out more here:

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

## DOSTA!

"Dosta!", a Romani word meaning "enough!", is a campaign devised to bring non-Roma closer to **ROMA** citizens (see fact sheet 7). It was launched in 2006, as part of the Council's efforts to protect the rights of national minorities. Find out more about the Roma people – a people found in almost every country in Europe, yet who have faced discrimination and prejudice in many of them.

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

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



→ "For those who turn a blind eye to racism will become accessories to prejudice and violence, and society at large will suffer."

Gro Harlem Brundtland



COUNCIL OF EUROPE / CONSEIL DE L'EUROPE



### **NOT FOR SALE! STOP HUMAN TRAFFICKING**

January 2006 – January 2008

If you thought slavery was over, think again. What's more, it's happening in our own countries – people are being sold every day to people in other countries, and are forced to work in conditions that exploit them.

The Council of Europe Campaign to Combat Trafficking in Human Beings was launched in 2006 under the slogan "Human being – not for sale". Trafficking of people is illegal and it is often run through members of organised crime. Women and children being trafficked can be subject to violence, abuse and sexual exploitation.

The campaign aimed to raise awareness as to how big the problem of trafficking human beings in Europe is today. It was directed at governments, local and regional authorities, non-governmental organisations, and the rest of society. It highlighted the different measures that can be taken to prevent this new form of slavery, as well as measures to protect the human rights of victims and to prosecute the traffickers.

➤ [www.coe.int/Trafficking/](http://www.coe.int/Trafficking/)

➤ [www.coe.int/HumanTrafficking/](http://www.coe.int/HumanTrafficking/)

### **EUROPEAN DAY AGAINST THE DEATH PENALTY**

The death penalty is something many people are against, including at the Council of Europe, and it is important to understand why.

When someone commits a horrendous crime, such as a murder, doing something horrendous back to them

does not make this better. If anything, you would be lowering yourself to their level. After all, everyone has the right to life (see fact sheet 2).

The Council of Europe played a leading role in the battle to abolish the death penalty, believing that the death penalty has no place in democratic societies. Today Europe is the only region in the world where the death penalty is no longer applied. A 'European Day against the Death Penalty' was decided upon in 2007 and will be held every year on 10 October. This marks the upholding of an important value, and sends out a strong message to other countries to do the same.

### **RESOURCES**

Available on line on the Council's website: "Death is not justice" – a 50-page booklet on the death penalty in Europe.

➤ [book.coe.int/EN](http://book.coe.int/EN)

See also:

➤ [www.coe.int/notodeathpenalty/](http://www.coe.int/notodeathpenalty/)

### **BUILDING A EUROPE FOR AND WITH CHILDREN**

This is a Council of Europe programme for the promotion of children's rights and the protection of children from violence. We should all remember that children are not "mini-human beings" with "mini-human rights". In fact, children are more vulnerable than adults, and therefore need more protection. The Council of Europe doesn't just condemn violence against children – it says that this violence can be prevented altogether. Respecting children's rights is crucial to development of the place we live in

called Europe, as children are its future. This programme seeks to promote children's rights and protect them from violence by encouraging each member state to do more in its own country, as well as co-operating with the other member states.

➤ [www.coe.int/children/](http://www.coe.int/children/)

**1** The **ROMA** people are found in almost every country in Europe. Their descendants are thought to be originally from North India and they first came to Europe in the 14th century. Since then, the Roma people have faced a lot of rejection and discrimination, even persecution.

### **➤ MORE TO DISCOVER!**

➤ [www.coe.int/antidiscrimination](http://www.coe.int/antidiscrimination)

➤ [www.coe.int/StopViolence/](http://www.coe.int/StopViolence/)

➤ [www.coe.int/RomaTravellers/](http://www.coe.int/RomaTravellers/)

➤ [www.dosta.org](http://www.dosta.org)

➤ [www.coe.int/Trafficking/](http://www.coe.int/Trafficking/)

➤ [www.coe.int/HumanTrafficking/](http://www.coe.int/HumanTrafficking/)

➤ [book.coe.int/EN](http://book.coe.int/EN)

➤ [www.coe.int/notodeathpenalty/](http://www.coe.int/notodeathpenalty/)

➤ [www.coe.int/children/](http://www.coe.int/children/)

# TAKING ACTION! CAMPAIGNING WITH THE COUNCIL OF EUROPE ACTIVITIES SHEET

Getting involved in campaigns can be rewarding, informative, and also fun! Young people often have a lot of enthusiasm and new ideas to bring to a campaign. In return they can learn a lot, sometimes about a subject that is entirely new to them, and develop skills such as working in a team, speaking in public, or just getting things done to a deadline.

Some of the Council of Europe's campaigns deal with some very sensitive issues, such as the death penalty or violence against women. However, if you feel confident to do so, it might be interesting to read up on one of the campaigns and discuss the issues in class with your students. You might also like to investigate whether there is a local organisation that works on a similar issue and see whether a volunteer would come to your place of learning to talk about it.

In the meantime, here are some ideas to get you started on each of the campaigns mentioned:

## STOP VIOLENCE AGAINST WOMEN

Whilst this campaign focuses particularly on domestic violence, you could use this issue to discuss women's rights more generally, to reinforce the fact that men and women have equal rights, and therefore should be treated with equal consideration.

## HUMAN RIGHTS ARE WOMEN'S RIGHTS TOO

All Council of Europe member states have ratified two key United Nations texts relating to women's rights:

- the Universal Declaration of Human Rights (1948) affirming that men and

women have equal rights;

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

The Council of Europe, for its part, is currently drafting a legal instrument to prevent and combat violence against women and domestic violence.

But what about the situation in your country? Try drawing a timeline with your students to show the major changes which happened for women in the 20th century and beyond.

For example, do women have the right to divorce? If so, when was this decided?

When did your country ratify the CEDAW?

Are there any laws about women's representation in the government, or at work?

## DOMESTIC VIOLENCE: NEVER OK

If you do discuss the topic of domestic violence with your students, it is important to stress that domestic violence is never the victim's "fault", and it is never OK. Domestic violence also comes in many forms, meaning it is not always physical abuse. If you feel comfortable discussing the issue with your students, it would be advisable to contact a counsellor at your place of learning first to find out what support is available locally should any of your students need advice. Let your students know this information when you discuss the topic.

## WHICH FIGURE IS BEHIND THIS QUOTE? →

*"For those who turn a blind eye to racism will become accessories to prejudice and violence, and society at large will suffer."*

Answer on the back \*



## TAKING ACTION! CAMPAIGNING WITH THE COUNCIL OF EUROPE ACTIVITIES SHEET



### **DOSTA! COMBATING PREJUDICE AGAINST THE ROMA**

The Roma people are protected as a minority people. The joint Council of Europe and European Union campaign "Dosta!" is intended to drive this message home. If you wish to discuss with your students the issue of people from different ethnic groups living together in harmony, the "All different – All equal" education pack is a fantastic resource and can be downloaded here:

➤ [eycb.coe.int/edupack/](http://eycb.coe.int/edupack/)

### **NOT FOR SALE! STOP HUMAN TRAFFICKING**

When discussing the issue of human trafficking, bear in mind that many people are trafficked for sexual exploitation, so decide first whether it is appropriate to bring this to the talk, based on the age and maturity of the group.

To explore the issue, you could start by asking your students whether they have heard about human trafficking. Do they know that an estimated 1.2 million children are trafficked each year? Are they surprised by that figure? Why do they think people become traffickers? And how do the people they buy and sell get into that situation?

After finding out about human trafficking, perhaps from a local organisation, you could write a joint letter to your member of parliament, asking them to support the fight against this crime.

➤ [www.coe.int/trafficking](http://www.coe.int/trafficking)

➤ [www.coe.int/HumanTrafficking](http://www.coe.int/HumanTrafficking)

### **"EUROPEAN DAY AGAINST THE DEATH PENALTY"**

You could use this issue as an opportunity to set up a debate. Divide the group in two, but not based on their actual opinion on the issue. Ask them to think of as many reasons why the death penalty should or shouldn't be used, depending on what side they are representing. Perform a mini-debate, taking it in turns to present these points. Afterwards consider whether certain points are really valid given that everyone has the right to life – a right that cannot be taken away from anyone.

To move the debate on, you could consider what alternatives there are to the death penalty and what they would achieve in setting an example.

➤ [www.coe.int/notodeathpenalty](http://www.coe.int/notodeathpenalty)

### **SPEAK OUT AGAINST DISCRIMINATION**

Have your students ever dreamt of working in the media?

Perhaps being a sports journalist at football matches, or one day presenting the news?

Do they think that the media is too difficult a profession to get into or that it's hard for someone from their background or with their cultural identity?

Maybe you or your students have noticed some surprising reporting that discriminates against certain minority groups.

The Campaign's website will include a resource centre from which you can download leaflets, brochures and posters, or from which you can even watch some webcasts.

If you're keen for your students to find out more about their rights, why not subscribe to the campaign newsletter? Your participation counts in this campaign.

➤ [www.coe.int/antidiscrimination](http://www.coe.int/antidiscrimination)

### **BUILDING A EUROPE FOR AND WITH CHILDREN**

This is a programme to promote children's rights and protect children from violence. Corporal punishment is the most widespread form of violence against children and are a violation of the rights of children as human beings. The Council of Europe is trying to bring about a continent totally free of corporal punishment via its campaign "Raise your hand against smacking", promoting positive and non-violent parenting in all its 47 member states.

How many countries have outlawed corporal punishment?

What about your country?

➤ [www.coe.int/children/](http://www.coe.int/children/)

➤ [www.coe.int/t/dg3/corporalpunishment/presentation\\_EN.asp?](http://www.coe.int/t/dg3/corporalpunishment/presentation_EN.asp?)

## SOURCES

- \* **Gro Harlem Brundtland**: Extract of speech by Gro Harlem Brundtland, Prime Minister of Norway at the Parliamentary Assembly, Council of Europe, 4 February 1993. Published in "Voices of Europe", Council of Europe Publishing

➤ [www.eycb.coe.int/edupack/](http://www.eycb.coe.int/edupack/)

➤ [www.coe.int/HumanTrafficking](http://www.coe.int/HumanTrafficking)

➤ [www.coe.int/notodeathpenalty](http://www.coe.int/notodeathpenalty)

➤ [www.coe.int/antidiscrimination](http://www.coe.int/antidiscrimination)

➤ [www.coe.int/children](http://www.coe.int/children)

➤ [www.coe.int/t/dg3/corporalpunishment/presentation\\_EN.asp?](http://www.coe.int/t/dg3/corporalpunishment/presentation_EN.asp?)



The Council of Europe works with other organisations to accomplish its goals, even organisations reaching outside Europe, particularly on topics dealing with **HUMAN RIGHTS** 1, **DEMOCRACY** 2 and the **RULE OF LAW** 3.

### EUROPEAN BODIES: WHICH IS WHICH?

Many people get the Council of Europe mixed up with the European Union (EU)! This is understandable, as they use the same symbols, but they are in fact completely distinct and separate institutions.

 The **Council of Europe** has **47 member states**, and works to protect and promote democracy, human rights and the rule of law for its 800 million citizens.

➔ [www.coe.int](http://www.coe.int)

 The **European Union (EU)**, on the other hand, has **27 member states** and is a unique economic and political partnership between its member states, which work together to build a richer and safer Europe for its 495 million citizens.

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

*No country has ever joined the EU without first belonging to the Council of Europe.*

### THE COUNCIL OF EUROPE AND THE EUROPEAN UNION: separate institutions sharing symbols!

One of the main reasons the two institutions get muddled up in people's minds is that they share the same symbols. The design of the now familiar European flag was approved by the Council of Europe's Parliamentary Assembly in

1955. It was not until 1986 that it was adopted by the European Union. There are 12 stars because this number is seen as a symbol of perfection and unity. The circle represents the union of the peoples of Europe.


The same applies to the European anthem – the Ode to Joy from Beethoven's 9th Symphony – which was first adopted as the European anthem by the Council of Europe in 1971, and then by the European Union in 1986. It was arranged by the famous conductor, Herbert von Karajan, who directed the Berlin Philharmonic Orchestra for the first performance and the official recording.

### WHO ELSE DOES THE COUNCIL OF EUROPE WORK WITH?

The Council of Europe also co-operates with a number of other international organisations, particularly:

 the **Organization for Security and Co-operation in Europe (OSCE)** on issues such as the fight against terrorism, the protection of national minorities and the fight against trafficking in human beings;

➔ [www.osce.org](http://www.osce.org)

 the **United Nations** on a wide range of issues including the promotion and protection of children's rights, stopping violence against women and the prevention of torture;

➔ [www.un.org](http://www.un.org)

**Co-operation with the Council of Europe's five observer states** (Canada, the Holy See, Japan, Mexico and the United States of America) provides a unique opportunity to widen its scope of action in many key fields – so you can see, it's definitely an international player!

➔ *"We are convinced that what they need is one Europe peaceful and democratic, ... that extends its hand to the rest of the world."*

Mikhail Gorbachev



COUNCIL OF EUROPE  
CONSEIL DE L'EUROPE





## UNDERSTANDING THE COUNCIL OF EUROPE AND OTHER INSTITUTIONS


10

### KNOW THE DIFFERENCE

Different bodies have very similar names, which makes it even more confusing!

 **Council of Europe:** An international organisation based in Strasbourg which is made up of 47 democratic countries of Europe.

and

 **Council of the European Union (EU):** The Council of the European Union is the EU's main decision-making body. It regularly brings together ministers from the member states.

and

 **European Commission (EU):** The executive branch of the European Union, based in Brussels, which makes sure that EU treaties and the decisions of the EU institutions are put into place properly. It does a lot of the day-to-day work in the European Union.


 **Parliamentary Assembly of the Council of Europe:** This is where the Council of Europe's 318 representatives (and the same number of substitutes) discuss important topics and make recommendations to member states. They are appointed by the member states' national parliaments.

and


 **European Parliament (EU):** The parliamentary body of the European Union which comprises 736 members (MEPs) from the 27 EU countries (situation in september 2009), elected by **UNIVERSAL SUFFRAGE** 4.

 **The European Court of Human Rights,** which sits in Strasbourg, is the permanent judicial body of the Council of Europe responsible for ensuring compliance with the European Convention on Human Rights.

and

 **The Court of Justice of the European Communities** sits in Luxembourg and ensures that European Union law is observed when EU treaties are interpreted and applied.

and

 **International Court of Justice (UN):** Judicial body of the United Nations, based in The Hague (in the Netherlands).

 **European Convention on Human Rights:** The treaty by which the Council of Europe member states have undertaken to respect fundamental rights and freedoms.

and

 **Universal Declaration of Human Rights (UN):** Text adopted by the United Nations in 1948 in order to strengthen human rights protection at international level.

and

 **Charter of Fundamental Rights (EU):** European Union text on human rights and fundamental freedoms, adopted in 2000.

and

 **The European Union Agency for Fundamental Rights (FRA):** is a Vienna-based agency of the **European Union** established in 2007.

1 **HUMAN RIGHTS** describe the things that each of us should have in order to lead a dignified life: for example, the right to life, the right to a fair trial, or the right to be free from torture. These rights are for each individual on the planet, regardless of gender, race, religion or cultural background.

2 For **DEMOCRACY** to exist, all members of society must have equal access to power and there must be respect for everyone's human rights. That is why it is important to have free and fair elections and to protect the human rights of all individuals.

3 In very simple terms, the **RULE OF LAW** means that no one is above the law and that the law is the same for everyone. It refers to the principle of the separation of powers, the existence of and access to an efficient and independent judiciary, legal certainty as opposed to arbitrariness, equality before the law as opposed to discrimination, and the right to a fair trial, including effective execution of court decisions, as opposed to court decisions which remain on paper.

4 **UNIVERSAL SUFFRAGE** gives the right to vote to all adult citizens, without distinction on the basis of race, sex, belief, intelligence, economic or social status.

Flags and logos for illustrative purposes only.

### DISCOVER MORE BY CHECKING OUT THE WEBSITES!

- ✦ [www.coe.int](http://www.coe.int) – Council of Europe
- ✦ [www.europa.eu](http://www.europa.eu) – European Union (EU)
- ✦ [www.osce.org](http://www.osce.org) – Organization for Security and Co-operation in Europe (OSCE)
- ✦ [www.un.org](http://www.un.org) – United Nations (UN)

# UNDERSTANDING THE COUNCIL OF EUROPE AND OTHER INSTITUTIONS

## ACTIVITIES SHEET

10

Understanding the different institutions in Europe and the rest of the world is important as they play a big role in our lives, even though we might not realise it.

Which other international organisations do they know in Europe (for example, the European Union (see sheet 10), the Organization for Security and Cooperation in Europe (OSCE) or the United Nations (UN)? Use a different colour to identify them on the map. Compare the memberships and their aims.

How many of the Council of Europe member states can your pupils name, without looking at the list? Can they find them on the map? A bonus point if they know the capital!

On what other topics does the Council of Europe co-operate with other organisations?

### THE COUNCIL OF EUROPE AND OTHER ORGANISATIONS - WORKING TOGETHER TO CHANGE THE WORLD!

Like the Council of Europe, the United Nations (UN) also works to defend human rights.

What difference does it make having an organisation that works mainly on a European level, as the Council of Europe does? In what ways are these two organisations different?

In what way do the Council of Europe and the UN defend the rights of children? Give some concrete examples.

Divide your pupils into six groups, one group per continent, and get them to find out about daily life and important issues for young people in different countries.

Get your pupils to organise a conference on a particular subject which they feel is important to all Europeans. Divide your pupils into groups to defend the chosen topic.

### SPOT THE DIFFERENCE!

Do your pupils know what the difference is between these European organisations?



### COUNCIL OF EUROPE

An international organisation in Strasbourg which comprises 47 democratic countries of Europe.

and



### COUNCIL OF THE EUROPEAN UNION

The Council is the main decision-making body of the European Union. It regularly brings together ministers from the 27 member states.



### PARLIAMENTARY ASSEMBLY

The deliberative body of the Council of Europe, composed of 318 representatives (and the same number of substitutes) appointed by the member states' national parliaments.

and



### EUROPEAN PARLIAMENT

The parliamentary body of the European Union which comprises 736 members (MEPs) from the 27 European Union countries (situation in september 2009), elected by universal suffrage.

### WHICH FIGURE IS BEHIND THIS QUOTE? →

"We are convinced that what they need is one Europe peaceful and democratic, ... that extends its hand to the rest of the world."

Answer on the back ★





### THE COUNCIL OF EUROPE 47 MEMBER STATES

What other international organisations do they belong to?

COE MEMBER STATES	EU	OSCE	UN	COE MEMBER STATES	EU	OSCE	UN
Albania		★	★	Andorra		★	★
Armenia		★	★	Austria	★	★	★
Azerbaijan		★	★	Belgium	★	★	★
Bosnia and Herzegovina		★	★	Bulgaria	★	★	★
Croatia		★	★	Cyprus	★	★	★
Czech Republic	★	★	★	Denmark	★	★	★
Estonia	★	★	★	Finland	★	★	★
France	★	★	★	Georgia		★	★
Germany	★	★	★	Greece	★	★	★
Hungary	★	★	★	Iceland		★	★
Ireland	★	★	★	Italy	★	★	★
Latvia	★	★	★	Liechtenstein		★	★
Lithuania	★	★	★	Luxembourg	★	★	★
Malta	★	★	★	Moldova		★	★
Monaco		★	★	Montenegro		★	★
Netherlands	★	★	★	Norway		★	★
Poland	★	★	★	Portugal	★	★	★
Romania	★	★	★	Russian Federation		★	★
San Marino		★	★	Serbia		★	★
Slovakia	★	★	★	Slovenia	★	★	★
Spain	★	★	★	Sweden	★	★	★
Switzerland		★	★	"The former Yugoslav Republic of Macedonia"		★	★
Turkey		★	★	Ukraine		★	★
United Kingdom	★	★	★				

\* We have listed only those countries that are also members of the Council of Europe. All members of the European Union were originally members of the Council of Europe. Flags and logos for illustrative purposes only.

**OBSERVERS:** Canada, Holy See, Japan, Mexico and the USA

**CANDIDATE STATE:** Belarus (12.03.1993)

### MORE TO DISCOVER!

- \* **Mikhail Gorbachev:** Extract of speech by Mikhail Gorbachev at the Council of Europe, 6 July 1989, published in *"The challenges of a Greater Europe"*. Council of Europe Publishing, La Nuée Bleue, Strasbourg, 1996