



FLASHCARDS

Photolanguage Set

v2-2018

Introduction

These flashcards have been created as a tool for the HURISTO-project (Erasmus+) to start up conversations about human rights in Europe and the situations in which these rights may be at risk.

They can be used in group conversations and circle discussions, to make the participants express themselves on the feelings and stories these photos evoke in them. They can make links to situations they experienced in their own lives or heard about from people they know.

By sharing these stories in the group, the group as a whole can analyze the causes and possible solutions for these situations.

Based on these discussions and the sharing of stories, the aim of the HURISTO project is that each participant chooses one photo out of the flashcards, as a starting point for a Digital Story.

Inspired by the photo they write their own story based on a personal experience or personal opinion, which they transform into a short film made out of photos and still images, sounds, music, text on the screen and their own narrative voice.

The complete HURISTO-methodology is described in the HURISTO-Manual, available on the project website www.huristo.eu

The partner organisations of the project – from Spain, Italy and Belgium – work with very different target groups, with people from very diverse backgrounds and origins. But they have in common that they are all low-skilled and have special needs on the level of digital literacy.

This project wants to provide a methodology that is engaging, fun, offers opportunities for deep learning and has a low threshold.

Digital storytelling is a very simple technique in which we use tablets or laptops and simple and free applications to edit the movies. It is a wonderful tool that makes it possible to combine the sharing of stories with the **development of social and digital skills** within the group, through a **process of creative and peer learning**.

How can you use these flashcards?

This photolanguage set consists of **30 flashcards**.

On the **front side** of each of them, there is a photo of a situation that can be linked to one or several articles of the European Human Rights Charter.

On the backside, there is a short title referring to these articles. There is also room left for the group to add their own title to the photo (see further).



Every flashcard has an **annex**, meant for the educator or workshop leader. It contains more information on the specific articles of the charter and how it may be linked to everyday situations in our lives.

It contains some keywords, background information or tips on how to discuss this with the group.

These flashcards are used to evoke storytelling and the sharing of stories within the group. To do so, we use another tool, which is called the concept of **storycircles**.

According to the number of participants in your group and the time you have available for this project, you can organise 2, 3, 4 or more storycircles.

First storycircle

Put all the photos out on some tables, so that participants can walk around and look at them. Ask them to **choose one photo**:

That can be a photo that they like... Or a photo that reminds them of something that happened in their lives... Or a story they heard of from a friend or heard about in the media... Or a situation they see as an injustice... it's up to them to choose one photo that for a reason appeals to them.

Afterwards the group sits down in a circle and every participant starts to present his or her photo and explains why he has chosen it. If it reminds him of a story, he can tell this story briefly to the group. The storyteller is not interrupted, but when he has finished, the others can ask questions or give short comments. Then it's up to the next person, until everybody had his turn.

- ▶ If the group is small, you could ask everybody to choose two photos, which could give an even richer range of stories
- ▶ If the group is large, you might have to take a break or two between the stories
- ▶ You can put out the complete selection of photos, but of course you can make your own selection too: but be aware that, in this way, you limit the choices of your participants and you may exclude some wonderful stories
- ▶ more information on the concept of storycircles you can find in the manual of the HURISTO project

Second storycircle

We want to make a link with the European Human Rights Charter. But this can be a very abstract concept to your group.

Therefore we propose – before presenting the charter itself – to ask the group to give titles to the photos they have chosen. One word or a short phrase.

If they want, they can write it on the backside. They will notice that on each photo, there is already a short text:

eg: 'Human Dignity' on the photo of a homeless family (photo that refers to Article 1 of the Charter). The person who chose the photo might give it as a title: 'Living on the streets' or 'Without a house but still a family'.

Follow the circle until everybody had his turn again.



If you have time, you can do this exercise with ALL the flashcards. But that depends on the total amount of hours you can invest in the project. You have to make a choice on what is most important to you:

- ▶ covering all the articles of the Charter or concentrating on the ones your group has chosen and the stories they come up with
- ▶ focus on the human rights education or focus on the aspect of storytelling (self-expression, creativity), according to the needs and characteristics of your group
- ▶ You can read more about these choices in the manual of the HURISTO project

Third storycircle

The next step is to start choosing which story each participant wants to tell. The photo can be the first image of their film (they are free to use in the films, *CC-BY-NC-SA license*, see colofon), but it can also be just an inspiration that leads the participants to a totally different story.

In this third storycircle every participant tells his story to the group. When he has finished, the group can ask questions or give suggestions to make the story clearer. As result of this round, he will feel ready to start developing the story into a story idea or a script for the film.

If you want (and you have time) you can add a **fourth or fifth storycircle** to develop the stories more (and also: for the fun of sharing stories and sharing ideas within the group)

Colofon

Flashcards produced by the partners of the HURISTO project:

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MAKS vzw (Belgium)

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All Digital (Belgium)

pan-European association based in Brussels, previously known as Telecentre Europe)
www.all-digital.org

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Human Dignity

When looking at this photo, one person could say: “How degrading, people who have to live on the streets. Even a family with a small child!” And another person could say: “At least they are a family, and they seem happy together”.

Could we define ‘Human Dignity’? Does it mean the same for everybody? This can be an interesting question to explore with the group.

The official definition would be: the right to be valued and respected as a person, and to be treated ethically. But what it means, could it be interpreted differently depending on the situation? Or on the country?

Human Dignity is referred to in the first article of the European Charter. This is the complete text of that article:

Article 1 – Human Dignity

1. Human dignity is inviolable. It must be respected and protected.

It is a firm statement, but it does not state: how? It is therefore the first article. Next, there are 49 more to follow which name things in more details.

Five possible keywords on this article can be:

- ▶ Respect
- ▶ Not negotiable
- ▶ Solidarity
- ▶ Self-esteem
- ▶ Pride

And an inspiring quote:

“After all they have done to me in Auschwitz: the cold, the hunger, the injuries, the beatings... they have never managed to take away my human dignity. That made me survive. Today I tell young people: if one day someone wants to touch your human dignity, fight back! They won’t succeed!”

DAVID LACHMANN

Belgian resistance fighter and Holocaust survivor



Right to life – Children’s rights

Childhood, one of the most beautiful stages of all, has to be protected by parents, society and laws. Every child has the right to live in a safe world, with all the basic needs covered: food, health care, education, a family. “Children are the future”, is a famous saying. And sometimes you hear as well: “You can judge a society by the way it treats its children”.

“The right to life” is a term that in the public debate often is reduced to a debate about abortion and euthanasia. The opponents of abortion call themselves ‘pro-life’. But isn’t everybody ‘pro-life’? Who will say: “I am pro-death”? People in favour of legalisation of abortion or euthanasia call themselves ‘pro-choice’: it’s not a doctor, a politician or activists who should decide on life or death of someone, but only the person itself.

Europe has not ONE point of view on these matters, legislation is different in the different member states. Therefore the article only states:

Article 2 - Right to life

1. Everyone has the right to life.
2. No one shall be condemned to the death penalty, or executed.

These are very difficult debates. Maybe we should concentrate here on what the state can do to protect this right to life in a broad sense: that sense of well-being and be able to live, play and be happy, and not just: work and survive?

Talking specifically of the rights of children, the complete text of the article is:

Article 24 - The rights of the child

1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity.
2. In all actions relating to children, whether taken by public authorities or private institutions, the child’s best interests must be a primary consideration.
3. Every child shall have the right to maintain on a regular basis a personal relationship and direct contact with both his or her parents, unless that is contrary to his or her interests

Five possible **keywords** on this article can be:

- ▶ Future
- ▶ Well-being
- ▶ Happiness
- ▶ Play
- ▶ Safety

And an inspiring **quote**:

“If you carry your childhood with you, you never become older”

TOM STOPPARD
British playwright and screenwriter



Prohibition of torture, inhuman or degrading treatment

This picture is shocking, with lots of blood and dead bodies ... But looking at it more closely, you might see that it's not real. It was made during a demonstration in Brussels. A group of Belgian youngsters wanted to protest against the ongoing suffering of the Palestinians, and show their solidarity.

The 4th article of the Charter says:

Article 4 – Prohibition of torture and inhuman or degrading treatment or punishment

1. No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

'Torture', that is something we can more or less define. But what about 'inhuman or degrading treatment'? In the first place we can think here of treatment by police forces or other state officials. But they are not the only ones to represent 'the state'.

The charter talks about human rights within the European Union, for all people that within the Union. But what about situations elsewhere in the world, how do they concern us?

And is our European Union free of inhuman and degrading treatment? What if we would have taken here a photo of the situation in the Greek refugee camps?

Five possible **keywords** on this article can be:

- ▶ Responsibility
- ▶ Scars
- ▶ Suffering
- ▶ Despair
- ▶ Resistance

And an inspiring **quote**:

“If you provide some happiness, some comfort to others, then your life becomes meaningful. If your life creates problems or suffering to others, then there's no meaning to your existence.”

THE DALAI LAMA
Spiritual leader of the Buddhists of Tibet



Right to liberty and security

“Free Nelson Mandela!” It was an outcry in the Eighties (and a worldfamous song by Special AKA in 1984). Mandela had been in prison in South Africa since 1964, he would finally be released by the Apartheid regime in 1990. They jailed him, but he had always stayed a free spirit. He could have become a bitter man after all these years in jail, but he came out as a man who wanted to reconcile black and white in a South Africa without racial segregation.

What does it mean, being free? This quote by Mandela is very inspiring in that sense:

“To be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others.”

NELSON MANDELA
anti-apartheid leader and former President
of South Africa

In the Charter liberty and security are mentioned in one article:

Article 6 - Right to liberty and security

1. Everyone has the right to liberty and security of person.
2. ‘Security’ is a big issue nowadays in the public (and political) debate. That security, or ‘public order’, has to be provided by the state. The idea is: people feel safer with more policemen on the streets. No Robocops, but a proximity police with neighbourhood agents.

Sometimes they say: your liberty stops there where you start to restrict the freedom of another person. That’s why we still have rules, in traffic for instance. And policemen to make sure people don’t violate these rules and put other people’s lives in danger.

But that is not really what Mandela was talking about, we guess. Didn’t he mean ‘liberating people’? Enhances the freedom of other’s by helping them become ‘more human’, more free, able to be the architects of their own lives?

Five possible **keywords** on this article can be:

- ▶ Freedom
- ▶ Feeling safe
- ▶ Public order
- ▶ Living together
- ▶ Self-realization



Respect for private life

Some people keep a diary. And generally they do not let others read it. Sometimes there is even a lock on the diary. Because in a diary you write about your most personal thoughts and feelings, things you want to keep private. But since the introduction of social media, privacy has gotten a whole new meaning. People publish private photos online all the time, publish where they are, what they are eating, with whom there are having a party... “Young people don’t care about privacy anymore, like previous generations did”, is what you hear or read sometimes.

Apart from all that information we share online ourselves, we are constantly being followed and monitored: via our cellphone and gps, our bankcards and smartwatches. Or through a dense network of surveillance cameras in the public space. Even at home they can ‘track’ us and collect data. Especially since more and more of our domestic equipment is linked to internet. Is privacy dead?

This is the complete text of that article in the Charter:

Article 7 - Respect for private and family life

1. Everyone has the right to respect for his or her private and family life, home and communications

At home you should be able to feel free and safe. Without Big Brother watching you. Or without being judged directly by others. Or even worse: excluded for some reason (like an insurance company excluding you because they have information on your health or certain habits).

At home you should be able to try out new things, inform yourself on a variety of ideas and opinions... You have the right to fail or make a mistake. The famous actress Marilyn Monroe had a nice remark on this:

“A career is born in public”, she said, “but talent in privacy”.

Some people think privacy is not that important. “I’ve got nothing to hide”, they say. Or: “I don’t do anything wrong”. But if that’s true, it means you tell EVERYTHING to your friends, to your parents, to your children, to your neighbours, to your employer...?

Five possible **keywords** on this article can be:

- ▶ Secrets
- ▶ Big Brother
- ▶ Technology
- ▶ Intimacy
- ▶ Experiment

And an inspiring **quote**:

“Arguing that you don’t care about the right to privacy because you have nothing to hide is no different than saying you don’t care about free speech because you have nothing to say.”

EDWARD SNOWDON
American activist and whistleblower



Right to marry and found a family

The right to marry is a fundamental right. Can two people be denied to marry? This is what the complete text of the article says:

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

1. The right to marry and the right to found a family shall be guaranteed in accordance with the national laws governing the exercise of these rights.

'In accordance with the national laws'... that means: it's not the same everywhere in the European Union. But why would a government deny two people who love each other, to marry?

For instance: because they are two men or two women. Until today (february 2018) two people of the same sex can only marry in 13 of the 27 memberstates of the European Union: The Netherlands (since 2001, as the first country in the world), Belgium (since 2003), Spain (2005), Sweden (2009), Portugal (2010), Iceland (2010), Denmark (2012), France (2013), Luxemburg (2015), Ireland (2015), Finland (2017), Malta (2017) and Germany (2017). In other member states there is a lively debate going on. But when 'Same-sex Mariage' is legally equivalent now, does it mean society looks the same at a marriage between for instance two men or between a man and a woman? And what if they want to have children? In Belgium same-sex marriage was legalized in 2003, but adoption by a couple of the same sex was not possible! Public opinion thought it was OK for two men or two women to marry, but to raise children together: there was more objection to it, especially in the case of two men. It changed rapidly and in 2006 the law was adapted and same-sex couples could adopt also, like any other couple.

Another reason why two people cannot be married? When one of them is not a citizen of one of the EU-member states. Especially when one of the partners comes from a country in Africa, Asia or Latin-America, governments often suspect a 'white marriage': a marriage to obtain a residence permit or 'legal status' in the country. Sometimes the authorities dig deep into the private life of people to determine whether they really have a love-relationship.

Five possible **keywords** on this article can be:

- ▶ Love
- ▶ Commitment
- ▶ Future
- ▶ Certainty
- ▶ Parenthood

And an inspiring **quote**:

“Where there is love, there is life”

MAHATMA GANDHI
Indian activist



Freedom of thought, conscience and religion

The European Union is based on the peaceful coexistence of different religions. The freedom of religion is a very important basic principle of the Union. In history, bloody conflicts have been fought here between protestants and catholics. Often because state affairs and religious affairs were mixed. But the Pope is no longer the commander of an army and Kings and Queens no longer the political leaders of our countries. There is a separation of religion and state, which also means that the state no longer decides on which religion we should believe in. Or: which religion we are not allowed to believe in. It's part of people's private life in which the state should not interfere.

This is what the Charter says about it:

Article 10 - Freedom of thought, conscience and religion

1. Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change religion or belief and freedom, either alone or in community with others and in public or in private, to manifest religion or belief, in worship, teaching, practice and observance.
2. The right to conscientious objection is recognised, in accordance with the national laws governing
3. the exercise of this right.

And what do we see? An ongoing secularisation of the citizens of the Union, with differences per country, but in general: people go to church/to the synagoge/to the mosque less than before.

For many people in Europe, the secularization was a form of liberation, especially for the generations that grew up in the who grew up in the 60s and 70s of the 20th century: to wanted to get rid of the conservative oppression of the church and it's rules, to return to the personal experience of their faith. Many people even

became non-believers or atheists. And now they see younger generations become religious again. Or they see newcomers who bring in their religious customs along, with a lot of visible signs. All of a sudden religion is visually all around us again, which makes some people feel very uneasy: that had hoped it had finally become something private.

Five possible **keywords** on this article can be:

- ▶ Dialogue
- ▶ Dogma's
- ▶ Tolerance
- ▶ Ecumenism
- ▶ Religious signs

And an inspiring **quote**:

“Wherever men and women are persecuted because of their race, religion or political views, that place must at that moment become the center of the universe”

ELIE WIESEL

American Jewish writer, Nobel Laureate and Holocaust survivor



Freedom of expression and information

Max De Vries was a Belgian journalist with a communist conviction. He once told us: “Every day I read Le Figaro. That’s a very right wing French newspaper. And you know why I read it every day? Because you have to know the arguments of your enemy!”. Max De Vries was also a former Belgian resistance fighter and he had just told us his resistance stories for hours and hours. Then he stopped and said: “You shouldn’t believe everything I have told you! You should check it, and check it again!” That was the journalist speaking.

Not many people do it: reading the newspaper of the enemy, factchecking all they read and hear... We all live in our bubble, and with the social media and its algorithms we do so even more. We read the articles and opinions that confirm the way we already look at the world. And the way the media work, don’t make it any easier to inform ourselves on the different angles of a story.

So you would say that the following article is not so much in danger:

Article 11 - Freedom of expression and information

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.
2. The freedom and pluralism of the media shall be respected

Is there nothing to worry about? People complain that news is always negative, always focusses on the issues of the day, ignoring the real and structural problems.

Lately we hear a lot about ‘fake news’. Propaganda presented as ‘facts’, to confuse us, in the hope that in the end people will say: “I do not understand anything at all anymore, from now on, I will only read the sports section!”

During the Second World War, when newspapers were censored by the Nazi occupier, Max De Vries and his friends made small self-printed resistance newspapers. These clandestine pamphlets were very popular among the population and gave them hope. Today you see this happen again: people start to create their own media, with alternative stories and a community point of view. And sometimes the ‘real’ media get very nervous about that...

Five possible **keywords** on this article can be:

- ▶ Information
- ▶ Opinions
- ▶ Investigative journalism
- ▶ Who owns the media?
- ▶ Censorship

And an inspiring **quote**:

“I disapprove of what you say, but I will defend to the death your right to say it.”

VOLTAIRE
French writer and philosopher



Freedom of assembly and of association

The French Revolution (1789) is often summarized in three words: Freedom, Equality, Fraternity. It was the start of a whole series of revolutions on the European continent in which these values were elaborated more and more. In the Belgian Revolution (1830) the aspect of freedom was elaborated in four domains: freedom of education, freedom of worship (religion), freedom of press and... freedom of association.

The last one is the freedom to organise yourself in groups and defend your rights together.

This is the complete text of that article in the Charter:

Article 12 - Freedom of assembly and of association

1. Everyone has the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union and civic matters, which implies the right of everyone to form and to join trade unions for the protection of his or her interests.
2. Political parties at Union level contribute to expressing the political will of the citizens of the Union

We're talking citizen's rights here! (not to party, but to create a party) When people start organizing themselves, authorities start to worry. As they sing: "El pueblo unido jamás será vencido!" (the people united will never be defeated).

The fewer people organize themselves, the more they will have to stand up for their rights individually, the weaker their negotiating position will be. That is why trade unions and collective labor agreements are so important.

With developments such as the share-economy (with multinationals like Über and AirBnB), flexibilisation of the labour market, raising the retirement age, people with a fulltime job who are allowed to work untaxed in a second job (while others do not find a job)... are all indicators of how the economy is individualising more and more. The money and power are centralizing more and more in the hands of few big companies. And their employees? Are millions and millions of individual workers. 'Divide and conquer' is a slogan that's invented for political use, but it works very well in the field of economy too.

Five possible **keywords** on this article can be:

- ▶ Group spirit
- ▶ Common interests
- ▶ Street protest
- ▶ Unions
- ▶ Strikes

And an inspiring **quote**:

“A man only learns in two ways. One by reading, and the other by association with smarter people”

WILL ROGERS
American actor of Cherokee origin



Freedom of the arts and sciences

During the war in Bosnia, at one moment – with snipers everywhere on the rooftops and the city of Sarajevo having been under siege for 20 months, the local population organised a filmfestival! In the middle of the war! People would leave their houses and defied the snipers, not to find water somewhere, or some food, but... to see a Chaplin film!

The Dutch filmmaker Johan van der Keuken made a very beautiful short documentary about it: 'SARAJEVO FILM FESTIVAL FILM' (1993). This 14 minute documentary can be seen here: <https://www.youtube.com/watch?v=5MquwwQOdsE>

In this example the people of Sarajevo risked their lives to see a film after months of war. But it could have been a concert too... or some puppet theatre... or...

People do need bread and water to survive, but the spirit and the mind need 'food' too. They need to be nourished with new ideas and questions and experiences and... stories... stories... stories.

Art as a way of dealing with the world. To escape from the horror and feel the magic. Or to understand better what's going on around us... A book can make you travel, a film can have you make a journey... But also in science: an experiment can make you discover a whole new world.

And all the questions that pop up, can give you new insights. And we're not only talking about seeing art. Creating art as well! Self-expression is essential for our happiness and well-being.

Art and science are wonderful remedies against ignorance! That's why dictators don't like art and artists, or scientists who question dogma's and facts: they are SUBVERSIVE!

Art and sciences are essential to human kind! In the Charter it sounds a bit less lyrical. There it says:

Article 13 - Freedom of the arts and sciences

1. The arts and scientific research shall be free of constraint. Academic freedom shall be respected.

Five possible **keywords** on this article can be:

- ▶ Beauty
- ▶ Aesthetic experience
- ▶ Expression
- ▶ Play
- ▶ Create

And an inspiring **quote**:

“Censorship is to art as lynching is to justice.”

HENRY LOUIS GATES JR.
Afro-American literature professor and writer



Right to education

Did you like to go to school or did you hate it? In most European countries children have to go to school around 6 years old, but most children go even earlier, to preschool. And this compulsory education continues until 16 (Italy, Spain) or even 18 years of age (Belgium). So we spend a significant part of our childhood and adolescence at school! So we'd better like it!

Most children start to learn as soon as they start to wander around, way before they can walk. They start to explore the world. We give them toys.... but instead of doing with it what the toy is made for, they start throwing with it... bouncing with it... tasting it... piling it up... They have become investigative learners! (and they are really good at it, to the horror of the adults)

And while one kid likes building more, the other one prefers deconstructing, and yet another one likes to pimp the toy.

And then they go to school: they have to sit down and all do the same assignment. And afterwards pass a test. And we can compare their results.

At MIT in Boston they have the 'Lifelong Kindergarten Group' (MIT MediaLab). They investigate how children learn. And how they can learn more creatively, to discover and develop their own talents. They talk about the 4 P's: **Projects – Passion – Peers – Play.**

No teacher in front of the class who explains a lesson, but children working in little groups on projects they invented themselves. They can try out things, like they used to do in kindergarten with blocks and fingerpaint. But now they can also use computers, tablets, camera's, internet, little robots... and because they work on these projects in groups, and nobody has the answers yet (not even the teacher!) they all become peer learners.

For success you need 3 things:

Low floors: technologies or activities that are easy to start with

High ceilings: so you can work on increasingly sophisticated projects over time

Wide walls: provide technologies or activities that allow multiple pathways to learn, via different types of projects: so every child will find something of his liking

Five possible **keywords** on this article can be:

- ▶ School
- ▶ Compulsary education
- ▶ Free?
- ▶ Social mobility
- ▶ Talents

Back to Europe and the European Charter:

Article 14 - Right to education

1. Everyone has the right to education and to have access to vocational and continuing training.
2. This right includes the possibility to receive free compulsory education.
3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right

And an inspiring **quote**:

“The paradox of education is precisely this; that as one begins to become conscious one begins to examine the society in which he is being educated”

JAMES BALDWIN
American writer and activist



Freedom to choose an occupation and to have a job

Having a job is very important to people. People identify with their job, which gives them self-esteem. An important factor in this, is also to be able to have colleagues: for the joy of working together, meeting new people and exchanging experiences and ideas.

A job can be a way of self-realization. But not all people have the freedom and opportunity to choose the job they want. Often people have to work to earn a living in the first place. And diversity in the workplace is not common in every sector. Newcomers from outside the European Union often start in the cleaning sector, regardless of their direction and level of education in the country of origin.

When you ask a child “What job would you like to do in the future?”, you might get two different kind of answers: they want to become a lawyer or a doctor or a veterinarian... professions that are highly valued by society. Or they will say: I want to be a famous footballplayer, DJ or moviestar!

The other option is that they think of jobs that people around them have: their family members, friends and neighbours. Then you see that some children have a much wider range of options than others.

For young people the biggest obstacle to find a job that really suits them, is the employer's demand for experience. To find a job, you need experience... and to get experience (and discover which kind of work you really like) you need to be able to work first. Internships, student jobs and first job opportunities are essential for all youngsters to have their entry on the job market.

This is what the Charter says about this topic:

Article 15 – Freedom to choose an occupation and right to engage in work

1. Everyone has the right to engage in work and to pursue a freely chosen or accepted occupation.
2. Every citizen of the Union has the freedom to seek employment, to work, to exercise the right of establishment and to provide services in any Member State. Nationals of third countries who are authorised to work in the territories of the Member States are entitled to working conditions equivalent to those of citizens of the Union

Five possible **keywords** on this article can be:

- ▶ Job opportunities
- ▶ Experience
- ▶ Skills
- ▶ Career
- ▶ Job satisfaction

And an inspiring **quote**:

“Choose a job you love, and you will never have to work a day in your life”

CONFUCIUS

Chinese philosopher who lived 551-479 BC



Right to asylum

Between 2015 and 2016, 2.2 million people applied for asylum during the European continent's biggest refugee crisis since the second world war. Refugees from war zones in the Middle east (Syria, Iraq, Afghanistan...) and Africa (Sudan, Eritrea, Congo...) were trying to get into Europe by risking their lives in little boats on the Mediterranean Sea. Many of these overloaded boats didn't make it to the other side and drowned people washed up on the beaches of Turkey, Greece, Italy...

Images of the drowned 3-year old Syrian boy Aylan made headlines all over the world in september of 2015. The world was shocked and European authorities wanted to stop people drowning in the Mediterranean. But how? By opening the frontiers of Europe for the refugees? Or by making sure they wouldn't cross the Mediterranean Sea and were 'sheltered in the region'. The EU started to negotiate with Turkey, Lybia, Marocco... but also with some of the countries of origin of the refugees. Not all refugees come from war zones, some flee their country because of the lack of jobs and economic opportunities.

Some European politicians said Europe was 'flooded' by refugees and the continent couldn't take any more refugees. Others, like the German Prime Minister Angela Merkel, said that Europe could manage: "Wir schaffen das", she said. But not all European member states want to host their share of refugees, which undermines the solidarity between the European countries.

In the meanwhile, more than 1.1 million people who sought asylum in Europe are still waiting up to two years later to hear whether they will be allowed to stay. In countries like Italy and Greece these refugees are still living in refugee camps. Often – like in Greece – in inhuman conditions. The rest of the European Union seems to think that the southern countries, where most refugees enter the Union, have to resolve these shelter problems themselves.

This is the complete text of that article:

Article 18 – Right to asylum

1. The right to asylum shall be guaranteed with due respect for the rules of the Geneva Convention of 28 July 1951 and the Protocol of 31 January 1967 relating to the status of refugees and in accordance with the Treaty establishing the European Community

Five possible **keywords** on this article can be:

- ▶ Refugees
- ▶ Migrants
- ▶ Shelter
- ▶ On the run
- ▶ Unaccompanied minors

And an inspiring **quote**:

“Migrants and refugees are not pawns on the chessboard of humanity”

POPE FRANCIS
Head of the catholic church



Equality between men and women – Non-discrimination

We are living in a superdivers society, with people of all colours, origins, religions, opinions... But this superdiversity is not always reflected in our schools, on the workplace, in the management of companies or in our parliaments and governments.

Do people have equal opportunities? For instance: do women have the same career opportunities as men? And how come women still get paid less than men? Because they work parttime more often or because men still get better salaries than women?

There are different levels of discrimination: some people are discriminated within their families. Others have difficulty to find a job or to find housing. People encounter everyday racism, discrimination and prejudices. We have to fight these discriminations, by fighting the prejudices and ignorance that is at the root of it.

This is how it's defined in the Charter:

Article 21 - Non-discrimination

1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.
2. Within the scope of application of the Treaty establishing the European Community and of the Treaty on European Union, and without prejudice to the special provisions of those Treaties, any discrimination on grounds of nationality shall be prohibited

Article 23 - Equality between men and women

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

Five possible **keywords** on this article can be:

- ▶ Equality
- ▶ Gender issues
- ▶ Racism
- ▶ Discrimination
- ▶ Exclusion

And an inspiring **quote**:

“I raise up my voice - not so I can shout, but so that those without a voice can be heard... We cannot succeed when half of us are held back”

MALALA YOUSAFZAI

Women's rights activist and youngest Nobel Prize laureate ever

Cultural, religious and linguistic diversity

More and more children in the European Union speak a different language at home than at school. Because they are of a different cultural origin. Sometimes this is seen as a problem: the children are considered to have a language handicap. Parents are asked to speak the school language at home instead of the family's language. In the same way, different religions and cultural customs are not valued as useful for the integration in society.

But this diversity in languages, values and customs are an enormous richness. For the child and it's family, but also for society as a whole. Research has shown that children perform better at school when their home language and cultural practices are valued within the school. They have a greater feeling of belonging at school, which automatically leads to better school results.

So, in that sense it is not a good idea to punish a child as soon as it speaks his or her home language within the school or classroom. language, culture, faith and customs are the baggage of every person

The Charter is very short on this topic. It says:

Article 20 - Cultural, religious and linguistic diversity

1. The Union shall respect cultural, religious and linguistic diversity

Five possible **keywords** on this article can be:

- ▶ Languages
- ▶ Customs
- ▶ Diversity
- ▶ Enriching
- ▶ Dialogue

And an inspiring **quote**:

“It is time for parents to teach young people early on that in diversity there is beauty and there is strength.”

MAYA ANGELOU

American writer and civil rights activist



Rights of the elderly

The elderly are sometimes referred to as 'The Third Age'. The first age is childhood and adolescence, when we grow up and learn and discover our identity and talents. We don't have to work yet and be productive in the economy. The second age is when we are adult and start our professional life, we start a family... Often this is called our 'active' life.

And the third age? That's supposed to be an inactive period? In the eyes of young people, the elderly are sometimes seen as people who need help and care. But the elderly themselves don't feel old and written off. They still have plans and dreams and things they want to do.

It's the period for people to retire from their job. For many people it can be the start of a whole new period, in which they have time to do new things: study again, travel, have a hobby, spend more time with their children and grandchildren... Some people say they have a fuller agenda since they are retired.

But that's often the case for the 'Baby Boomers', higher educated middle-class people who had well paid jobs and a good pension now. They have money to spend and a good health.

For other people this third age can be quite different: they have a very low pension, health problems after a physically demanding career... Their possibilities for self-realization are more limited.

When people get older and are retired, they can feel less useful. It's a new phase in their lives in which more and more people of their generation (friends, family...) die. Sometimes they lose their partner, and their children and grandchildren have their own lives and friends... Their social network becomes smaller and there is a danger of loneliness.

The third age is a period full of new possibilities! Where you can be very active and meet new people. It's never too late to learn and to enjoy life!

This is the complete text of the article on elderly in the EU Charter:

Article 25 – The rights of the elderly

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

Five possible **keywords** on this article can be:

- ▶ Aging
- ▶ Health
- ▶ Third age
- ▶ Active life
- ▶ Intergenerational contacts

And an inspiring **quote**:

“Age is an issue of mind over matter. If you don't mind, it doesn't matter”

MARK TWAIN
American writer



Integration of persons with disabilities

Language evolves. We used to talk of handicapped people, but nowadays we say: people with disabilities or even: people with special needs. There is logic to that: instead of emphasizing what somebody can NOT do (their handicap), we focus on what he or she CAN do. Persons with special needs are still persons with all kinds of talents and capacities.

We should organise our society in a way, that people with disabilities can still participate fully. For instance, by adapting the public space: by making our streets and public transport accessible for people with a reduced mobility. But also our houses, schools, companies, shops, libraries, theatres... When we start looking at it, it's quite astonishing to see how many buildings are still not accessible for people in a wheelchair.

But we have to make a mental change too. When somebody has a disability, we tend to look at the person as less capable in general. That goes for both physically and mentally disabled persons. A striking example to illustrate this: people in a wheelchair often notice that the persons they meet, will more easily speak to the person that is accompanying them. As if being in a wheelchair means you cannot speak for yourself either.

It's very important to integrate people with disabilities in our schools, work places and associations – as a truly 'inclusive' society. Otherwise we will be wasting a lot of talent!

Physically or mentally disabled persons are not second class citizens. We are all equal, no matter which abilities we are good at!

This is the text of that article in the Charter:

Article 26 – Integration of persons with disabilities

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

Five possible **keywords** on this article can be:

- ▶ Handicaps
- ▶ Disabilities
- ▶ Abilities
- ▶ Inclusion
- ▶ Thresholds

And an inspiring **quote**:

“There is no greater disability in society than the inability to see a person as more”

ROBERT M. HENSEL

Holder of world record 'non-stop wheelie'



Social security and social services

In Europe we have a system of social security. There are many measures of social assistance, although these can differ per member state. But often, the people who most need this assistance, don't have access to it. Simply because they don't know they are entitled to these measures. Or because there are too many bureaucratic thresholds to obtain the assistance they need.

Often, these social measures are not automatically assigned to the people who qualify the criteria, although some governments want to change this and assign these rights automatically.

Our European social security is meant to be a 'safety net', so in case you meet some setbacks in your life or professional career (like unemployment, illness, having to take care of a sick child or family member...), you need not worry about your financial situation too. Our social security protects women too, during their pregnancy and maternal leave.

These are the complete texts concerning this topic:

Article 29 – Right of access to placement services

1. Everyone has the right of access to a free placement services

Article 34 – Social security and social assistance

1. The Union recognises and respects the entitlement to social security benefits and social services providing protection in cases such as maternity, illness, industrial accidents, dependency or old age, and in the case of loss of employment, in accordance with the rules laid down by Community law and national laws and practices.

2. Everyone residing and moving legally within the European Union is entitled to social security benefits and social advantages in accordance with Community law and national laws and practices.
3. In order to combat social exclusion and poverty, the Union recognises and respects the right to social and housing assistance so as to ensure a decent existence for all those who lack sufficient resources, in accordance with the rules laid down by Community law and national laws and practices

Five possible **keywords** on this article can be:

- ▶ Social security
- ▶ Social assistance
- ▶ Solidarity
- ▶ Help
- ▶ Bureaucracy

And an inspiring **quote**:

“Solidarity is not an act of charity, but mutual aid between forces fighting for the same objective”

SAMORA MACHEL
Revolutionary and former president of
Mozambique

Right to an annual holiday

We work to live, but we shouldn't live to work. That's why our workweek is limited to a certain number of hours: in Belgium that is 38 hours a week, in Italy and Spain 40 hours. In general people work 5 days a week and 8 hours a day. Monday to Friday. But of course: it all depends on the sector you are working in. Some people have to work in the weekend or do nightshifts.

It's important we can combine work with our private and family life. We need days to rest and periods in which we can take a holiday. Our work is sometimes very demanding, we have deadlines and feel stress. In some sectors people suffer a lot of burnouts. From time to time we have to take some distance from our jobs and charge our batteries again.

But of course, this topic is not just about rest and holidays. It's about fair and just working conditions in general. Actually, a job should give us energy, fulfillment and satisfaction. We shouldn't feel (or: be) exploited.

These articles of the Charter refer to this topic:

Article 30 – Protection in the event of unjustified dismissal

1. Every worker has the right to protection against unjustified dismissal, in accordance with Community law and national laws and practices

Article 31 – Fair and just working conditions

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

Five possible **keywords** on this article can be:

- ▶ Working conditions
- ▶ Rest
- ▶ Holidays
- ▶ Job security
- ▶ Safety

And an inspiring **quote**:

“All the evidence shows very clearly that if you are a member of a trade union you are likely to get better pay, more equal pay, better health and safety, more chance to get training, more chance to have conditions of work that help if you have caring responsibilities... the list goes on!”

FRANCES O'GRADY
General Secretary of British Trade Union TUC



Prohibition of child labour

These kind of images are images of the past in Europe...

Until the end of the 19th century, during the industrial revolution, child labour was very common. In factories and workshops. Sometimes children could do jobs that adults couldn't do: because they are smaller, they could more easily crawl between and underneath machines. Very heavy and dangerous work was done by adults and children, without distinction. But with the rise of socialism and workers' movements, more attention was paid to the rights of children too. People started to realise that childhood is a special phase in life and that children should be protected. While growing, working is not good for their physical and mental development. They should be able to play and learn, and: be able to go to school instead of working.

But the existence of child labour is also strongly related to the economic situation of a country. The industrial revolution and colonialism made the countries in Europe so rich, that they could afford to abolish child labour. This is not the case in the former colonies and developing countries. In many countries in the world, child labour still exists. In factories, in mines, in agriculture... Children are cheaper workers than adults. As long as we – in Europe – want to buy our clothes and other products as cheap as possible, child labour will continue to exist. As have shown incidents with the cloths of H&M, Zara and Primark.

Also because of the lack of formal job opportunities for the parents, whole families – the children included – work in the informal economy. For example by selling food, drinks and other merchandise on the streets. Instead of judging the parents, we'd maybe better look at creating sustainable (and fairly paid) job opportunities for the adults, so the children don't have to work?

This is the complete text of the article:

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

1. The employment of children is prohibited. The minimum age of admission to employment may not be lower than the minimum school-leaving age, without prejudice to such rules as may be more favourable to young people and except for limited derogations.
2. Young people admitted to work must have working conditions appropriate to their age and be protected against economic exploitation and any work likely to harm their safety, health or physical, mental, moral or social development or to interfere with their education

Five possible **keywords** on this article can be:

- ▶ Child labour
- ▶ Cheap workers
- ▶ To grow
- ▶ Poverty
- ▶ Education

And an inspiring **quote**:

“Children should have pens in their hands, not tools”

IQBAL MASIH

Pakistani boy, carpet weaver, activist against child labour, who was murdered when he was 12 years old!



Family and professional life

To combine a family with a professional life is not easy. Especially for single parents. This short digital story is a good illustration of that:

TIC TAC, a film made by Jihad:
<https://vimeo.com/107569682>

Getting your children in school on time, going to work, working fulltime, picking up your children again at the end of the day... it can be a hell of a job in itself. And what to do if one of your children is ill? Or the school calls to say your child has fallen and broken an arm?

Some people have a network of family and friends nearby which they can count on. But that's not the case for everybody. And isn't society responsible to organise a good system of day care for children, with after school activities for the children? Again: out of solidarity!

But if your child is ill, schools and crèches will ask you to keep him or her at home, away from the other children. So that means you should be able to take a day off, without consequences for your job.

This is the complete text of the article. It talks about maternity leave, but nowadays we see that more and more countries are making it possible for fathers too to take a paternal leave and to share responsibilities with the mother:

Article 33 – Family and professional life

1. The family shall enjoy legal, economic and social protection.
2. To reconcile family and professional life, everyone shall have the right to protection from dismissal for a reason connected with maternity and the right to paid maternity leave and to parental leave following the birth of adoption of a child.

Five possible **keywords** on this article can be:

- ▶ Children
- ▶ Organization
- ▶ Network
- ▶ Last minute
- ▶ Balance

And an inspiring **quote**:

“There is an unspoken pact that women are supposed to follow. I am supposed to act like I constantly feel guilty about being away from my kids. (I don't. I love my job.) Mothers who stay at home are supposed to pretend they're bored and wish they were doing more corporate things. (They don't. They love their job.) If we all stick to the plan there will be less blood in the streets.”

AMY POEHLER

American actress, comedian, director, producer and writer



Health care

If you ask someone: “What is most important in life?”, many people will answer: “Health!” Being healthy is essential for our well being. We feel, that if we have health, we can achieve everything.

A person who lives in poverty... who doesn't have a job... who lives in a house with moisture and other defects... who has debts... is more likely to have health problems too, both physical and mental.

Sometimes these people are pointed out with the finger, because they do not have a healthy lifestyle: they smoke, they eat more fats and sugars, they move less and play less sports, watch more TV... but all of these problems are linked. And lots of times, the healthy options are more expensive (like organic food, healthy activities...)

And when we do need health care, is it equally accessible for everyone? Health care is not for free. In most countries people have a health insurance, but still have to pay a part of every doctor's visit... Medicine are not always reimbursed... Dental care is not free for adults... People who don't have documents, will only be helped in case of an emergency...

Since we are all getting older – our society is aging, with more elderly and less youngsters – the costs of health care are rising also. Many governments are searching for ways to cut these costs and keep the budget in balance. Parts of our health care are privatised, and people have to look after their own insurances. Which is of course easier for people who have a higher income. We risk to have a health care with different classes: those who pay more, will get faster care and better treatment.

This is the complete text of that article:

Article 35 – Health care

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

Five possible **keywords** on this article can be:

- ▶ Health
- ▶ Well-being
- ▶ Free?
- ▶ Prevention
- ▶ Accessibility

And an inspiring **quote**:

“It is health that is real wealth and not pieces of gold and silver”

MAHATMA GANDHI

Leader of Indian independence movement



Environmental protection

Pollution ... Global warming... Deforestation... Exhaustion of natural resources... Bio-industry and food scandals... we constantly see that human behaviour is ruining the earth. But this planet is the only planet we have!

On the other hand: there are alternatives. And more and more people embrace them: Sustainable and renewable energy... Organic food production... Eating less meat... Small-scale and urban agriculture... Non-fuel cars...

Sometimes the protection of the earth is a global issue, where global treaties are needed. But we can take a lot of local actions too. By supporting local initiatives and local food producers. We can buy our vegetables directly from our local farmers. Or create a collective garden with our neighbours. We can have a diversity of native plants in our gardens and on our balconies, to increase the biodiversity of plants and insects.

Trees in our streets and parks in our neighborhoods make life more pleasant, and ensure at the same time that there is shade in the city and we temper the rise of the temperature.

All of these actions should be a collaborative effort of (local) governments and citizens. Which needs good communication and public consultation. Governments can support sustainable initiatives, by offering grants and subsidies. And by stimulating research and innovation in these matters. A sustainable economy even creates new job opportunities!

This is the complete text of that article:

Article 37 – Environmental protection

1. A high level of environmental protection and the improvement of the quality of the environment must be integrated into the policies of the Union and ensured in accordance with the principle of sustainable development.

Five possible **keywords** on this article can be:

- ▶ Environment
- ▶ Nature
- ▶ Resources
- ▶ Climate change
- ▶ Sustainable development

And an inspiring **quote**:

“Sooner or later, we will have to recognise that the Earth has rights, too, to live without pollution. What mankind must know is that human beings cannot live without Mother Earth, but the planet can live without humans.”

EVO MORALES
President of Bolivia



Consumer protection

“Customer is King”, as they say. But as customers, are we always served to our needs? Or do big companies impose needs upon us?

One of the big issues within the European Union is the protection of citizens and consumers against multinationals and big companies. But the text in the Charter on this topic is very short:

Article 38 – Consumer protection

1. Union policies shall ensure a high level of consumer protection.

So it all depends on the initiative of individual politicians, in the European Parliament or in the Commission. We have all heard about the huge fines that Margrethe Vestager – the current European Commissioner for Competition – is imposing on companies like Google, Apple, Amazon and others for violating antitrust rules, abuse of monopoly positions, avoiding taxes (via deals with member state governments, as a sort of hidden state aid). Other politicians take initiatives against the concept of ‘planned obsolescence’, which makes products age or break faster, so consumers have to buy new products sooner.

But apart from that, a very important issue here is the quality and safety of the products we buy. And especially: of the food we buy! How can we know which food is healthier? Where can we get the right information? Are fresh products always better than processed foods?

Thanks to local and European laws, more and more information is printed on the packaging of our food: about the ingredients, additives, the nutritional value, the origin of the products ... Today, we also get information about allergies (eg: whether the product contains gluten, lactose or nuts ...). But reading and understanding all of this information is not always easy.

And food manufacturers are clever too: when a product contains a lot of sugars, they emphasize on the front of the package: “Rich in fibers!”. And some products have more promotional information on what is NOT in it: “Without additives! 0% fat! No sugar added!”

Five possible **keywords** on this article can be:

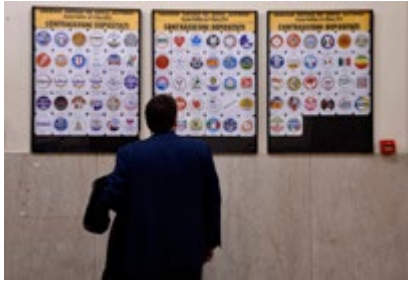
- ▶ Consumer society
- ▶ Variety of products
- ▶ Food safety
- ▶ Recycling
- ▶ Information

And an inspiring **quote**:

“The food you eat can be either the safest and most powerful form of medicine, or the slowest form of poison.”

ANN WIGMORE

Lithuanian–American raw food advocate



Right to vote and stand as a candidate

Democracy is said to be a celebration of the power of the people. Having the right to vote and choose your representatives should be a party! But many people hate politics and especially the established political parties. They stay home on election day or vote blank or invalid. Anti-establishment candidates – often extremists and populists – get many votes. People want ‘change’, although often they would like the things to stay as they are: they worry about the rapidly changing world, the globalisation, the migrations...

One of the reasons why people don't trust the political parties anymore, is because they feel the representatives of these parties don't represent all citizens. Politicians are seen as a class apart, who defends the interests of the white urban higher educated establishment. When people look at their ministers and members of parliament, they don't see a reflection of society. They see less women than men, they see mostly white people, and very few representatives of all kinds of minorities (LGBTQ+, disabled people, cultural or religious minorities...). This should change – at all political levels – so that people can identify again with their political leaders. And get involved themselves. Because that is necessary: it's in politics that we decide how to organize our living together.

These are the articles in the Charter about this topic:

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

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

Article 40 - Right to vote and to stand as a candidate at municipal elections

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

Five possible **keywords** on this article can be:

- ▶ Elections
- ▶ Vote
- ▶ Candidates
- ▶ Democracy
- ▶ Protest vote

And an inspiring **quote**:

“Democracy: the fools have a right to vote.

Dictatorship: the fools have a right to rule”

BERTRAND RUSSELL

British philosopher and political activist



Freedom of movement and residence

It seems like a paradox. Europe promotes the free movement of people and goods. And at the same time, we have created 'Fortress Europe', to keep out people who want to come to our continent.

The difference is in the fact that Europe has internal and external borders. The internal borders are there to disappear, so that all European citizens can freely travel around on the continent, without passport control. And the external borders are to be fortified, to keep all non-European citizens out.

Although reality is a bit more complex: we do let people in, like people with a refugee status according to the Geneva Convention (1951). And migrants who have come here in a legal way, can later on have partners, children or parents come over within the rules of family reunification. And not all European citizens travel around freely. Within the European Union there is the Schengen Zone, in which countries like the UK and Ireland don't participate, and there are also restrictions for citizens of some new member states.

But the basic idea is: every citizen of the Union has the freedom to move and reside in any member state, and to look for a job there. They should be able to work in all member states under the same working conditions and wages as the citizen of the member state itself.

But since these salaries and employment conditions are not the same within the Union, employers have become very creative to contract people who reside in one country as a temporary worker in another country of the Union. For instance: somebody who resides in Poland, can work as a truck driver or construction worker in Belgium, under Polish contract rules. To compare: Poland has a minimum wage of 387 euro, Belgium has a minimum wage 1500 euro. And some member states don't even have an official minimum wage.

This is the complete text of the article:

Article 45 – Freedom of movement and of residence

1. Every citizen of the Union has the right to move and reside freely within the territory of the Member States.
2. Freedom of movement and residence may be granted, in accordance with the Treaty establishing the European Community, to nationals of third countries legally resident in the territory of a Member State.

Five possible **keywords** on this article can be:

- ▶ Borders
- ▶ Schengen
- ▶ Expats
- ▶ Migrants
- ▶ Fortress Europe

And an inspiring **quote**:

“If we were meant to stay in one place, we'd have roots instead of feet”

RACHEL WOLCHIN
American photographer and writer



Equal and fair justice for all

Justice is supposed to be equal for all. But is it? Minor crimes sometimes have big sentence and vice versa. And every day we read or hear in the media how very important people accused of fraud are absolved after paying their fines, while common people sometimes go to prison because they don't have the money to pay the fines. And although crimes are committed in all classes and grades of society, in our prisons we don't see this reflection of society. It's true that some types of criminality (like shoplifting and drug trafficking) are easier to catch and prove than other types of crime (like bribery, tax evasion and laundering of money).

This is the complete text of the articles concerning justice:

Article 47 - Right to an effective remedy and to a fair trial

1. Everyone whose rights and freedoms guaranteed by the law of the Union are violated has the right to an effective remedy before a tribunal in compliance with the conditions laid down in this Article.
2. Everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal previously established by law. Everyone shall have the possibility of being advised,
3. defended and represented.
4. Legal aid shall be made available to those who lack sufficient resources in so far as such aid is necessary to ensure effective access to justice

Article 48 - Presumption of innocence and right of defence

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

Article 49 - Principles of legality and proportionality of criminal offences and penalties

1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence under national law or international law at the time when it was committed. Nor shall a heavier penalty be imposed than that which was applicable at the time the criminal offence was committed. If, subsequent to the commission of a criminal offence, the law provides for a lighter penalty, that penalty shall be applicable.
2. This Article shall not prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles recognised by the community of nations.
3. The severity of penalties must not be disproportionate to the criminal offence

Article 50 - Right not to be tried or punished twice in criminal proceedings for the same criminal offence

1. No one shall be liable to be tried or punished again in criminal proceedings for an offence for which he or she has already been finally acquitted or convicted within the Union in accordance with the law

Five possible **keywords** on this article can be:

- ▶ Justice
- ▶ Prisons
- ▶ Punishment
- ▶ Reintegration
- ▶ Lawyers

And an inspiring **quote**:

“Injustice anywhere is a threat to justice everywhere”

MARTIN LUTHER KING JR.
American civil rights activist

