

Refugee Week 08 - Free workshop and networking event to support preparation

Refugee Week is a UK-wide programme of arts, cultural and educational events that celebrate the contribution of refugees to the UK, and encourages a better understanding between communities. **Refugee Week 2008** will take place from **16th to 22nd June**. A free workshop and networking session aimed at local organisations interested in creating projects during Refugee Week is being organised.

Date: 25th of January

Time: 1- 4.30pm

Venue: Norfolk and Norwich Millennium Library Training Room

If you would like to register your interest in the workshops please contact: shenaz@norfolkcvys.org.

International visits - Free training and networking session to support international youth project development

Training Session on Youth in Action

The Youth in Action Programme is a programme for all. It encourages the involvement of young people with fewer opportunities and addresses young people **aged between 13 and 30**. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future, by encouraging mobility within and beyond EU borders, non formal learning and intercultural dialogue, and encourages inclusion of all young people. The training event organised will introduce Youth in Action Programme.

Date: 26th of January

Time: 1 - 3pm

Venue: Youth Work Development Unit

If you would like to register your interest in the workshops please contact: shenaz@norfolkcvys.org.uk

The event is being organised as part of the Norfolk Council for Voluntary Youth Services international project develop strategy and will be delivered by the British Council.

Youth in Action is the new EU Programme in the field of youth, which will be implemented from 1 January 2007 until 31 December 2013 with a total budget of 885 million euros. It is the successor of the [YOUTH Programme \(2000-2006\)](http://ec.europa.eu/youth/yia/index_en.html). For more information see http://ec.europa.eu/youth/yia/index_en.html

Holocaust Memorial Day – Free Resources available from Norfolk CVYS

On the **27th of January** every year, the UK commemorates Holocaust Memorial Day. The day seeks to change the future by learning from and remembering the past. We encourage organisations to participate in Holocaust Memorial Day by introducing some of the facts in activities that they have with young people in order to remember the victims of the Holocaust and more recent genocides.

Norfolk CVYS is able to support member organizations interested in covering the subject with resource materials compiled by the Holocaust Memorial Day Trust – we are able to distribute these to you for free. Please contact us for a **free resource pack**.

We also have short film on DVD available on loan for use on raising awareness on the holocaust, genocide, discrimination or diversity – you may find that you want to view each episode, which last one minute on the themes above, at different points throughout your commemoration. **However please do watch the film beforehand and use as you find most fitting for your own commemoration and audience you will be showing it to.** The Holocaust Memorial Day trust has authorised copying of the DVD.

For more information on Holocaust Memorial Day see: <http://www.hmd.org.uk/>

8th March, International Women's Day

Activities that you can use with young people you work on Gender are attached. This has been compiled from a wide range of sources by Norfolk CVYS. Please let us know how you get on with these resources.

Shenaz Kedar

Norfolk Council for Voluntary Youth Services
Youth Work Development Unit
School Lane Sprowston
Norwich, Norfolk, NR7 8TR

Tel: 01603 423995
Fax: 01603 416079
e.mail: shenaz@norfolkcvys.org.uk
website: www.norfolkcvys.org.uk



Women



8th March, International Women's Day

Every year, 8th March is celebrated around the world as International Women's Day.

The United Nations General Assembly, composed of delegates from every Member State, celebrates International Women's Day to recognize that peace and social progress require the active participation and equality of women, and to acknowledge the contribution of women to international peace and security.

For the women of the world, the Day is an occasion to review how far they have come in their struggle for equality, peace and development.



Some might think that women's equality benefits mostly women, but every one-percentile growth in female secondary schooling results in a 0.3 percent growth in the economy. Yet girls are often kept from receiving education in the poorest countries that would best benefit from the economic growth.

Until the men and women work together to secure the rights and full potential of women, lasting solutions to the world's most serious social, economic and political problems are unlikely to be found.

In recent decades, much progress has been made. On a worldwide level, women's access to education and proper health care has increased; their participation in the paid labour force has grown; and legislation that promises equal opportunities for women and respect for their human rights has been adopted in many countries. The world now has an ever-growing number of women participating in society as policy-makers.

Over the past 50 years, the most progress has been achieved in securing political rights for women -- the right to vote and to be elected. Today, there are only a few countries where women cannot vote or run for public office.

The majority of the world's 1.3 billion absolute poor are women. On average, women receive between 30 and 40 percent less pay than men earn for the same work.

And everywhere, women continue to be victims of violence, with rape and domestic violence listed as significant causes of disability and death among women of reproductive age worldwide.

In Norfolk International Women's Day is usually celebrated by the Norfolk Ethnic Minority Support Forum and the Great Yarmouth City Council.

There are many things that you can do in your area – these include holding a film session in your youth group on issues women face.

Here follow some activities on the issue.

Activity 1 - Gender Focus Different Perspectives

Aim To begin to explore gender roles

Duration 30 minutes

Materials: Cut up small slips of paper or card to give to each group member. On each write an occupation such as a police officer, nurse, secretary soldier, truck driver, model etc.

Notes for leaders:

Gender and sex are terms that are often confused. Sex is used to refer to the physical differences between males and females (men and women, boys and girls). Gender, describes the different patterns of behaviour associated with males and females. In all countries there are differences not only in ways in which males and females are expected to behave but also in the way in which they are treated. These differences vary not only from country to country but within different societies, including the UK.

1. Share the following with the young people

A father and a son are in a car accident, when they get to the ER the operating doctor said '*cannot operate it is my son*'.

2. Ask them who the operating doctor is. It is of course the mother however it is unusual for the guess to be accurate in the first instance as idea of gender roles commonly show that many will be puzzled and think of all sorts of other possibilities first.

3. Once they have guessed or been told the answer if nobody knows, split the group into smaller groups. Give everyone an occupation card and ask them to take turns to mime their occupation for the rest of the group to guess.

4. Discuss whether each occupation is traditionally male or female.

Activity adapted from ***Crossing Frontiers***

Activity 2 - Gender Focus Gender Influences

Duration 15 minutes

Aim: To develop an understanding of the influence of gender roles

Preparation : Prepare plenty of slips of paper.
You will also need Flip chart and Pen
Pens

Notes for leaders:

Gender and sex are terms that are often confused. Sex is used to refer to the physical differences between males and females (men and women, boys and girls). Gender, describes the different patterns of behaviour associated with males and females. In all countries there are differences not only in ways in which males and females are expected to behave but also in the way in which they are treated. These differences vary not only from country to country but within different societies, including the UK.

What to do

1. Ask the group what they understand by the word gender. Use notes for leaders to clarify what it means and how the way men and women are expected to behave varies in societies.
2. Brainstorm the kinds of things which influence someone's patterns of behaviour from birth. For instance parents and family, toys, games, clothes, school, friends, media, advertisements, music, culture, role models etc. Add to the list if necessary.
3. Write each word from the brainstorm onto slips of paper. Divide the group into smaller groups and divide the slips of paper between them. Ask each team to consider in more detail how they have been influenced in terms of gender by what is written on their slips.
4. Ask the group to report back their findings. Stress again that there are variations in societies.
5. If going on an exchange and you have identified a partner country - ask the group to think of patterns of behaviour which may be associated with being male or female in the partner country

Activity adapted from ***Crossing Frontiers***

Activity 3 - Gender Focus Different Perspectives

1. Share the following with young people

Over the past 50 years, the most progress has been achieved in securing political rights for women -- the right to vote and to be elected. Today, there are only a few countries where women cannot vote or run for public office.

It is widely believed that increasing the number of women in decision-making positions will lead to positive changes for women and society. However, even though women can run for office in most countries, their presence in government is still very low.

2. Ask them to consider the following:

- Only 24 women have been elected heads of state or government in this century. In 1995 there were 10 women heads of state. Although women's representation at the highest level of government is generally weakest in Asia, 10 held office in this region.
- Only 14.1 percent of representatives elected to Parliaments around the world are women, up from 11.7 in 1997. The percentage of female cabinet ministers worldwide has risen from 3 in 1987 to 6.2 percent in 1996. In early 1995, Sweden formed the world's first cabinet to have equal numbers of men and women.
- Of the 189 highest ranking diplomats to the United Nations, only eleven are women.
- Almost no women served on the military staff of UN peace keeping between 1957 and 1979. In 1993, 2 percent of the military contingent of peace-keeping were women. Throughout the history of UN peace-keeping, there have been only 2 women in top decision-making positions.

3. Tell young people to imagine that another United Nations Conference on the Status of Women will be held. All the countries of the UN will discuss ways of improving the lives of women all over the world, they are on a committee advising their government about what they should say at that conference.

4. Split them into smaller groups and ask them to make a list of 10 rights that they feel all women should have.

5. Share lists that groups have come up with in the wider forum.

Activity adapted from *United Nations Cyber School Bus*

Activity 4 - Gender and Politics

1. Ask young people to read the case studies

2. Discuss the following with them:

Could the situation of women improve if there were increased representation by women, and if there were more women administrators?

3. Many cultures or groups are typified by a world view. A world view relates to how a culture sees itself and its members within the world. Art, philosophy, science, and government are all influenced by its members world view. Do you think your world view would change if women represented half the members of your governing body?

4. Ask the young people

- Is the head of state/government in your country a man or a woman?
- Has a woman ever been the head of state/government in your country?
- What is the highest office held by a woman in your country?
- Can you name a woman head of state currently in office?
- Why do you think there are and there have been so few women in positions of power?
- As heads of state, would women make different decisions than men?
- Would it make a difference in the world -- in the poverty, violence and inequality that afflict the world -- if there were more women in parliaments and other national and international bodies?

5. Before they leave the group ask them to ask an older female in their family or community about the types of work she has performed in her life. What were her dreams at your age? How she has seen the role of women change during her lifetime? Share the results with your youth group.

Activity adapted from ***United Nations Cyber School Bus***

Factor in faith

Working towards a faith and culturally sensitive sector



Acknowledgements

This paper has been developed with the support of NCVYS staff, members and allied organisations. NCVYS would like to thank all of its partners who have taken the time to read and make comments on this document. NCVYS would particularly like to thank the members of the working group involved in developing this paper:

James Edleston,
Development Education Association
Raza Khan,
Raithbone
Alex Fox,
Princess Royal Trust for Carers
Chris Pyke,
Woodcraft Folk
Shareefa Fulat,
Muslim Youth Helpline
Sonia Walker,
Marine Society and Sea Cadets Association

Endorsement

Young people of faith bring certain values and principles - altruism, respect for others, ethical behaviour and community solidarity - which shape and motivate their endeavours. By working with others with different beliefs who share these values, they play a pivotal role in achieving common goals.

Factor in faith makes an important contribution to this by outlining the steps that youth organisations can take to become more aware of cultural and faith sensitivities. Barriers are broken down - and the feelings of isolation and alienation which detrimentally affect vulnerable young people can be tackled.

Parmjit Dhandra MP
*Parliamentary Under Secretary of State
Communities and Local Government*

Contacts

BBC Religion and Ethics website
www.bbc.co.uk/religion

Equality and Human Rights Commission
Tel: 020 73117 0235
www.equalityhumanrights.com

Diversity and Dialogue project
Tel: 020 7566 4138
www.diversityanddialogue.org.uk

GERI (gender equality and race inclusion) Project
www.geriproject.org

Institute of Race Relations
Tel: 020 7837 0041
email: info@irr.org.uk
www.irr.org.uk

Interfaith Network for the UK
Tel: 020 7931 7766
email: ifnet@interfaith.org.uk
www.interfaith.org.uk

Multifaith Centre
Tel: 01332 591285
email: mfc@derby.ac.uk
www.multifaithnet.org

Runnymede Trust
Tel: 020 7377 9222
email: info@runnymedetrust.org
www.runnymedetrust.org

You will also find the details of your local racial equality council in the telephone directory.

Legislation

Race Relations Act 1976

This Act makes it illegal to discriminate on the grounds of colour, race, nationality and ethnic or national origin in the fields of:

- employment;
- training or related matters;
- education;
- the provision of goods, facilities and services; and
- accommodation.

Race Relations Amendment Act 2000

This places a 'general duty' on all public bodies, including local authorities, schools, the police to:

- to eliminate unlawful racial discrimination
- promote equality of opportunity; and
- promote good race relations between persons of different groups.

Racial and Religious Hatred Act 2006

This Act creates an offence of stirring up hatred against persons on religious grounds. This aimed to fill gaps in the Public Order Act 1986 which made it illegal to threaten people on the basis of race or ethnic background.

NCVYS

The National Council for Voluntary Youth Services is the independent voice of the voluntary youth sector in England. A diverse network of voluntary and community organisations and local and regional networks, NCVYS works to inform and influence public policy, support members to improve the quality of their work, and raise the profile of the voluntary and community sector's work with young people.

A note on language

Throughout this document, the term 'workforce' has been used as a shorthand to include paid staff, volunteers and trustees.

For more information about Factor in Faith visit www.ncvys.org.uk If you would like a copy of Factor in Faith in another format please contact NCVYS at the details below.



**Third Floor
Lancaster House
33 Islington High Street
London
N1 9LH**

T: 020 7278 1041
F: 020 7833 2491
E: mail@ncvys.org.uk
W: www.ncvys.org.uk

Registered charity no. 1093386
Registered company no. 4385383

Factor in faith principles

Faith, beliefs and culture can contribute a great deal to an individual's identity. A wide group of national charities and youth organisations got together with NCVYS and agreed to support the following principles. These have informed the document that follows. We hope these can form the basis of a discussion within your organisations and with the young people you work with.

- Our organisation will build bridges between young people who have different faiths and cultures, including those who have no religious faith.

- Our organisation will make links with other organisations which are based on different faiths or cultures.

- Our organisation will create spaces where young people can talk freely about their faith, culture and beliefs.

- Our organisation will help young people to oppose prejudice and oppression based on a person's faith or culture.

- Our organisation will do all it can to be sensitive to young people's faiths and cultures.

Why factor in faith

In autumn 2005, the National Council for Voluntary Youth Services (NCVYS), in partnership with the Muslim Youth Helpline, conducted focus groups and an online survey to assess young people's opinions of the proposals for 'places to go and things to do' in the *Youth Matters Green Paper*¹. This research highlighted significant issues in the way Muslim young people perceived mainstream services and activities.

At the same time reports published following the attacks in London on 7 July 2005, highlighted some Muslim young people's disengagement with English society². These reports threw the spotlight on the role of the voluntary and community youth sector and other organisations can play in tackling extremism. The voluntary and community youth sector has a key role not just to tackle extremism but also to challenge prejudicial attitudes and bringing down barriers between young people they work with.

In January 2006, NCVYS convened a working group of interested organisations to work together to tackle these issues. This document represents one of the outcomes, and is accompanied by ongoing work and debate within the voluntary and community youth sector.

This document aims to assist organisations in responding to the needs of young people of all faiths and cultures, and also those of no faith. This was seen as important as there are overarching issues and isolating those within one group could be counterproductive. So while this document does not attempt to tackle the bigger issues of diversity, it will, in the context of current UK issues attempt to make organisations that work with young people more faith and culturally sensitive.

young people cannot be considered in silos according to their faith or culture...

Introduction

Aims and audiences

No organisation can assume issues of faith and cultural sensitivity are irrelevant to them. It is important for any organisation to consider their whole community, not just those young people who are already engaged. And be aware that your organisation can play a part in encouraging young people to be outward-looking and going beyond where they start³.

However, some organisations may decide the recommendations are not all achievable or relevant to them. For example, organisations may have the advancement of a particular faith or religion as their mission or charitable objective. To this end faith-based organisations may actively encourage members of that faith to apply for jobs within that organisation.

It is hoped that such organisations will still be able to take something from this paper. But the intention of the authors is that, if fully implemented, the recommendations will provide a comprehensive checklist for organisations that are striving to work with young people from every faith and culture in the communities they operate in.

Holistic approach

The recommendations that follow should be seen in the context of developing a young people-centred service for your community, with the awareness that diversity exists within and across all communities. In other words, while diversity policies and checklists may be useful, a better approach is to begin with diversity in mind. So your diversity policy is not just an add-on, but you have a faith and culturally sensitive organisation, and the principles of equality and diversity are integrated throughout the organisation.

Identity and diversity

A further point to remember is that young people cannot be considered in silos according to their faith or culture. Some of the recommendations below do reflect particular faiths or cultures, but young people's identities, in common with all others, consist of many complicated layers. The importance of intra-culture factors, such as generation, musical taste and so on, cannot be overlooked. The issues will vary depending on the community you are working with – there is no one size fits all approach. It will be important to get out into the community to find out what the particular faith and cultural issues are.

Resource implications

This document is intended to be used and useful for even the smallest organisations that may be just starting to think about diversity. Such organisations are likely to have very stretched resources, if they have any at all. Hence many of the recommendations below are intended to demonstrate how simple and inexpensive reforms can be. Some small changes may make a big difference to the way you are perceived by young people and the local community.

But, as your organisations grows, diversity will need investment if it is to be done properly. Some of the references at the end of this paper will provide a starting point for this.

It is important to get out into the community to find out what the particular faith and cultural issues are.

Learning organisations

Finally, this document is only one tool and culture is a dynamic force, so you should strive to create a learning organisation. This may be defined as:

An organisation where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.⁴

This will mean creating learning situations throughout your organisation: promoting exchange of information, and not being afraid to talk about difficult issues.

Recommendations

1. Governance and planning

- With young people, agree on a proactive anti-discrimination stance that runs throughout the organisation: aim for a holistic approach.
- Develop an equality and diversity policy in consultation with young people, community groups and your workforce. This should cover every area of your organisation's activities, from your mission statement to volunteer recruitment policy.
- Widely distribute this policy, both internally and externally. As with all policies, review it regularly – ideally once a year.
- From this set an action plan with targets, so that you and your workforce have a clear idea of what can be achieved and by when. An evaluation of this action plan should form part of your annual report.
- All the documents in this area: policies, action plan, annual report and so on, should be young people-friendly. If necessary, work with young people to also produce a young person-friendly version. This should then be promoted in an appropriate way, for example, taking it out to where young people are.

2. Recruitment and workforce development

- Strive for a diverse workforce and one that is reflective of the community you operate in. Assess the present position to establish your starting point, and monitor progress towards this objective.
- Consider the volunteer benefits that you offer (for example, expenses, training or accreditation opportunities and gaining transferable skills to employment) and actively promote them.
- Offer pre-employment training, where appropriate, to help those from minority groups to apply for positions in areas where they are underrepresented.
- Review recruitment, selection, promotion and training procedures regularly to ensure that you are delivering on your policy.
- Consider your organisation's image: do you encourage applications from underrepresented groups and feature a diverse workforce in recruitment literature?
- Develop links with local community groups, organisations and schools, in order to reach a wider pool of potential applicants.
- Provide training for all people throughout your organisation, to ensure they are faith and culturally aware. Provide additional training for members of the workforce who recruit, select and train your employees.
- Build equality objectives and performance indicators into all job descriptions and ensure these are subject to appraisal.

3. Setting the scene

- Begin by working with your young people to agree standards of behaviour. These may include not discriminating on the basis of faith, as well as class, sex etc; not imposing religious views on others; recognising the value and sacredness of all individuals' cultures; and so on. These can then be displayed in your club or meeting place. Do this exercise alongside activities that explore issues around faith and culture.
- Make sure information on different faiths and cultures is freely available. See www.bbc.co.uk/religion or www.multifaithnet.org or the other references below for materials.
- Ensure support and advice is available for young people who experience discrimination or harassment.
- Aim to create an open and unthreatening environment where questions can be asked and issues addressed.

4. Practicalities

- Offer certain activities in a single-sex environment, for example sports, arts, drama and dance.
- Provide a quiet space, that can be used for reflection, prayer and so on.
- Provide environments where there is no alcohol.
- Be aware of special dietary requirements. If in doubt, do not be afraid to ask.
- Be aware of religious and faith days and what these mean, see www.interfaithcalendar.org Talk to young people and community groups about planning an interfaith event around these days.
- Be sensitive when planning the time of meetings – for example, it may be helpful to avoid prayer times or evening sessions.
- If using uniforms or costumes, be aware of faith-based dress practices.
- Include diverse images of young people in all publicity materials (observing legal requirements to seek permission first).

5. Activities

- Work with young people and local communities to develop an appropriate curriculum. Aim to build in elements that enable young people to explore issues relevant to faith and cultural equality.

- Use or work with young people to develop information, games and activities which can be used to eradicate cultural and religious myths, and which reflect the history and culture of different ethnic and religious backgrounds, see www.interfaith.org.uk for ideas.
- Encourage and support young people to develop and lead their own projects, for example to explore issues of faith and culture from their own point of view, or to respond to their communities' particular needs.
- Through political education and activities, empower young people with the skills and tools to be politically active if they wish, and to express appropriate action within the democratic process.

**www.bbc.co.uk/religion
www.multifaithnet.org
www.interfaith.org.uk**

6. Families and community

- Build and maintain links with local faith and community organisations; work together to deliver programmes that aim to foster community relations.
- Be aware of issues with language. Although not always necessary you may need to provide information for parents or carers in a number of languages appropriate to the community/ies you work in.
- Be aware that a whole-family or whole-community approach may be needed. This will build understanding and trust in your organisation, and thus encourage young people from certain communities to be involved.
- Involve positive role models from the community in your activities who reflect young people's identity.
- Work with community groups and young people to build awareness of the issues specific to the communities you want to work with.

¹ Suleyman, M (2005) *Youth Matters: A report from Muslim Youth Helpline and the National Council for Voluntary Youth Services*
² *Working together to prevent extremism* report Home Office 2006
³ Davies, B (2006) *Youth work: a manifesto for our times*, Leicester: National Youth Agency
⁴ Senge, P. M. (1990) *The Fifth Discipline*. The art and practice of the learning organization, London: Random House.

Factor in faith principles

Faith, beliefs and culture can contribute a great deal to an individual's identity. A wide group of national charities and youth organisations got together with NCVYS and agreed to support the following principles. These have informed the document that follows. We hope these can form the basis of a discussion within your organisations and with the young people you work with. Our organisation will build bridges between young people who have different faiths and cultures, including those who have no religious faith.

• Our organisation will make links with other organisations which are based on different faiths or cultures.

• Our organisation will create spaces where young people can talk freely about their faith, culture and beliefs.

• Our organisation will help young people to oppose prejudice and oppression based on a person's faith or culture.

• Our organisation will do all it can to be sensitive to young people's faiths and cultures.

Interfaith Calendar 2007-08

November 2007

1 All Saints' Day – Christian
Samhain* – Wicca/Neo Pagan (Northern Hemisphere)
Beltane* – Wicca/Neo Pagan (Southern Hemisphere)

2 All Souls' Day – Christian

9 Diwali (Deepavali)** – Hindu, Sikh, Jain

12 Birth of Baha'u'llah* – Baha'i

15 Nativity Fast begins – Orthodox Christian

22 Thanksgiving – Interfaith

24 Guru Tegh Bahadur martyrdom – Sikh
Birthday of Guru Nanak Dev Sahib – Sikh

25 Christ the King – Christian

26 Day of Covenant* – Baha'i

28 Ascension of 'Abdu'l-Baha* – Baha'i

30 St. Andrew's Day – Christian

December 2007

2,9,16,23 Sundays of Advent – Christian

5-12 Hanukkah* – Jewish

8 Bodhi Day (Rohatsu)** – Buddhist
Immaculate Conception – Catholic Christian

12 Feast day – Our Lady of Guadalupe – Catholic Christian

16 Posadas Navidenas begins – Christian

18 Hajj begins* – Islam

20 Eid al Adha* – Islam

21 Yule – Christian
Yule* – Wicca/Neo Pagan (Northern Hemisphere)
Litha* – Wicca/Neo Pagan

(Southern Hemisphere)
St. Thomas Day – Christian

25 Christmas* – Christian

Feast of the Nativity** – Orthodox Christian

26 Zarathosht Diso (Death of Prophet Zarathushtra) – Zoroastrian
St Stephen's Day – Christian

28 Holy Innocents – Christian

30 Feast of the Holy Family – Catholic Christian

31 Watch Night – Christian

January 2008

1 Mary, Mother of God – Catholic Christian
Feast Day of St. Basil – Orthodox Christian
Gantan-sai (New Years) – Shinto

5 Twelfth Night – Christian
Gukru Gobindh Singh birthday – Sikh

6 Epiphany – Christian
Feast of the Theophany – Orthodox Christian
Dia de los Reyes (Three Kings Day) – Hispanic Christian

7 Feast of the Nativity – Orthodox Christian

10 Muharram - (New Year)* – Islam

13 Baptism of the Lord Jesus – Christian
Maghi – Sikh

14 Maghi – Sikh

17 Blessing of the Animals – Hispanic Christian

18-25 Week of Prayer for Christian Unity - Christian

19 Ashura* – Islam

20 World Religion Day – Baha'i

22 Tu B'shvat* – Jewish

22-25 Mahayana New Year** – Buddhist

25 Conversion of Saint Paul – Christian

February 2008

1 Lammass - Christian (Southern Hemisphere)

2 Candlemas - Presentation of Christ in the Temple – Christian
Imbolc* – Wicca (Northern Hemisphere)
Lughanssad* – Wicca (Southern Hemisphere)

3 Four Chaplains Sunday – Interfaith
Transfiguration Sunday – Christian

5 Shrove Tuesday – Christian

6 Ash Wednesday (Lent begins) – Christian

7 Chinese New Year – Confucian / Daoist / Buddhist

11 Vasant Panchami** – Hindu

14 St. Valentine's Day – Christian

15 Nirvana Day** – Buddhist
Baisakhi – Sikh

17 Tridion – Orthodox Christian

26 Intercalary Days* – Baha'i

March 2008

1 Saturday of Souls – Orthodox Christian
St. David of Wales – Christian

2 Meatfare Sunday – Orthodox Christian

6 Maha Shivaratri** – Hindu

9 Cheesehare Sunday – Orthodox Christian
Passion Sunday** – Christian

10 Lent begins (Clean Monday) – Orthodox Christian

16 Palm/Passion Sunday – Christian
Orthodox Sunday – Orthodox Christian

17 St Patrick's Day – Christian

20 Mawlid an Nabi* – Islam
Ostara Vernal Equinox* – Wicca (Northern Hemisphere)

Mabon* – Wicca (Southern Hemisphere)

Maunday Thursday – Christian

21 Good Friday – Christian
Purim* – Jewish
Norouz (New Year) – Persian/Zoroastrian

8 Naw Ruz (New Year)* – Baha'i
Magha Puja** – Buddhist

22 Holi** – Hindu
Hola Mohalla – Sikh

23 Easter – Christian

25 Annunciation of the Virgin Mary – Christian

26 Khordad Sal (Birth of Prophet Zaranhushtra) – Zoroastrian

April 2008

6 New Year** – Hindu

6-14 Ramayana** – Hindu

13 Baisakhi – Sikh

14 Ramanavami** – Hindu
Baisakhi – Sikh

19 Lazarus Saturday – Orthodox Christian

20 Hanuman Jayanti** – Hindu
Palm Sunday – Orthodox Christian

20-23 Theravadin New Year** – Buddhist

21 Ridvan begins* – Baha'i

23 St. George's Day – Christian

24-26 Pesach (Passover) final two days* – Jewish

25 Holy Friday – Orthodox Christian

27 Easter/Pascha – Orthodox Christian

30 St. James the Great Day – Orthodox Christian

May 2008

1 Ascension of Christ – Christian

Beltane* – Wicca (Northern Hemisphere)

Samhain* – Wicca (Southern Hemisphere)

2 Yom HaSho'ah* – Jewish

8 Yom Ha'Atzmaut* – Jewish

11 Pentecost – Christian

18 Trinity Sunday – Christian

20 Buddha Day – Visakha Puja** – Buddhist

22 Corpus Christi – Catholic Christian

23 Declaration of the Bab* – Baha'i

29 Ascension of Baha'u'llah* – Baha'i

30 Sacred Heart of Jesus – Orthodox Christian

31 Lag B'Omer* – Jewish

June 2008

4 Pentecost – Christian

5 Ascension of Jesus – Orthodox Christian

9 St. Columba of Iona – Christian

9-10 Shavuot* – Jewish

11 Trinity – Christian

15 Corpus Christi – Catholic Christian

Pentecost – Orthodox Christian

16 Guru Arjan Dev martyrdom – Sikh

19 New Church Day – Swedenborgian Christian

21 First Nations Day – Canadian Native People

Litha* – Wicca (Northern Hemisphere)
Yule* – Wicca (Southern Hemisphere)

22 All Saints – Orthodox Christian

23 Sacred Heart of Jesus – Catholic Christian

29 Feast Day, Saints Peter and Paul – Christian

July 2008

9 Martyrdom of the Bab* – Baha'i

11 St. Benedict Day – Catholic Christian

13-16 Ulambana - Obon** – Buddhist

18 Asalha Puja Day - Dharma Day** – Buddhist

24 Pioneer Day – Mormon Christian

25 St. James the Great Day – Christian

31 Lailat al Miraj* – Islam

August 2008

1 Lammass – Christian
Fast in honor of Holy Mother of Lord Jesus – Orthodox Christian

2 Lughnassad* - Wicca
Northern Hemisphere Imbolc* – Wicca (Southern Hemisphere)

6 Transfiguration of Our Lord – Orthodox Christian

10 Tisha B'Av* – Jewish

15 Assumption of Blessed Virgin Mary – Catholic Christian
Dormition of the Theotokos – Orthodox Christian

16 Raksha Bandhan** – Hindu

18 Lailat al Bara'ah* – Islam

25 Assumption of the Virgin Mary – Catholic Christian

28 Krishna Janmashtami** – Hindu

29 Beheading of John the Baptist – Christian

31 Lailat al Miraj* – Islam
Definitions

September 2008

1 Church year begins – Orthodox Christian

2 Ramadan begins* – Islam

3 Ganesa Chaturthi** – Hindu

8 Nativity of Mary – Christian

14 Holy Cross Day – Christian

22 Mabon* – Wicca (Northern Hemisphere)
Ostara* – Wicca (Southern Hemisphere)

28 Laylat al Kadar – Islam

29 Michael and All Angels – Christian

30 - Oct 1 Rosh Hashanah* – Jewish

30 - Oct 8 Navaratri** – Hindu
Definitions

October 2008

2 Eid al Fitr – Ramadan ends** – Islam

4 St Francis Day – Catholic Christian

9 Yom Kippur* – Jewish

9 Dasera** – Hind

14-20 Sukkot* – Jewish

20 Birth of the B'ab* – Baha'i
Installation of Scriptures as Guru Granth – Sikh

21 Semini Atzeret* – Jewish

22 Simhat Torah* – Jewish

27 Reformation Day – Protestant Christian

28 Milvian Bridge Day – Christian
Diwali - Deepavali** – Hindu – Sikh – Jain

31 All Hallows Eve – Christian
Reformation Day – Protestant Christian
Definitions

* Means that Holy days begin at sundown the day before this date.

** Regional customs, group preference or moon sightings may cause a variation of this date.