



DDP-YD/ETD (2021) 106

15 December 2021, Strasbourg

“SOCI@LISE: SOCIAL RIGHTS IN DIGITAL ERA”

Report of the study session held by
CONNECT International (CI)
Youth Express Network (YEN)

in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Budapest
12– 18 July 2021

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This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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A. EXECUTIVE SUMMARY

This report aims to offer a detailed presentation of the step-by-step process that has been followed in the Study Session “SOCI@LISE: SOCIAL RIGHTS IN DIGITAL ERA” and to share the experience of the team and the participants of the event. To begin with, this Study Session was aiming to help participants follow the journey of the sudden digital transformation occurring in the COVID19 pandemic and the risks/challenges, but also positive aspects and advantages of digitalization in the perspective of human rights, social rights and youth rights. A great part of the discussion was inevitably devoted to the new and upcoming topic of digital rights and rights of internet users.

The participants who were selected in this Study Session were mainly youth workers or volunteers active in the youth field, who already had some experience in the field of human rights and social rights in their organizations and were able to contribute significantly through their knowledge, skills and past experiences. Also, they were geographically spread, as it was important for the organizers to include the voice and perspective from people coming from various national backgrounds and give them the opportunity to learn and explore the existing conditions of other countries as well.

The idea behind the structure of the learning process followed in this Study Session was to approach the topic by combining theoretical content with non-formal education methods. The latter involved a great range of interactive tools and methodologies – role play, simulations, fishbowl debates, educational games, presentations, group work etc., as described in detail in section “D. EDUCATIONAL METHODS”. Given that there have been enormous obstacles during the preparation phase of this Study Session due to the hardships and also unexpected incidents that occurred during the pandemic (travel restrictions, visa denials etc.), this also affected the number of participants that eventually managed to physically join the event. Therefore, in order not to exclude participants that due to force majeure were unable to be physically present, the team has applied a hybrid version of this event, by live-streaming certain sessions and using digital tools and platforms to include online-participants in the process – luckily with satisfying success!

Through the discussions and activities implemented during the event, participants highlighted the following as main points of interest that need to be further explored and analysed:

1. The fact that there are huge differences related to the perception of human/social rights per country – mainly between western and eastern Europe (ex. Germany and Turkey), as the first seemed to already have safeguarded some rights on a good level, while the second is still struggling for the basic fundamental rights.
2. The fact that the digital era is opening a whole new world of opportunities and challenges, where rights seem to be put at risk on the one hand, but there is great space for further promotion of rights and easy outreach to a larger audience on the other.
3. The fact that certain inequalities happening in the real world seem to repeat themselves online as well, and no progress seems to be made at this level.

4. The fact that young people CAN and SHOULD play a significant role in minimizing the negative consequences of digitalization in terms of HR/SR online, as they are the representatives of progress and positive change.
5. The fact that ENTER Recommendation is important to be enriched with the digital perspective as it is an extremely useful and powerful document that could support the digitalization process by safeguarding that HR/SR are equally respected online.

Through fruitful discussions and experiential learning activities participants have come up with tangible results and concrete outputs which incorporate their ideas and thoughts about possible future actions. Examples of these outputs, which include policy recommendation documents, advocacy plan drafts and creative content to be used in awareness campaigns can be found in the section "E. CONCLUSIONS".

B. INTRODUCTION

As mentioned previously, this report is aiming to provide a detailed overview of the conclusions and main results of the Study Session, as well as the educational methods and the learning flow that was followed by the team. In the Appendices section the reader can also find the detailed team-script and the outputs that were developed by the participants during the event, which will be also used in the Follow-Up period.

As shown in the Participants List of the Appendices Section, the participants who attended the Study Session were mainly youth workers, who already had some experience in the topic of social and human rights, with significant geographical variety in terms of origin and residence. This was specifically intended in the selection process, as the team was willing to involve young people from different contexts, in order to explore the differences or similarities in the mindset and priorities.

Here is a more detailed description of the Study Session:

1. Needs analysis

This Study Session contributed to the "ACCESS to Rights" priority of the programme "Youth for Democracy and Human Rights" of the Youth Department of the Council of Europe, with the following programme orientations:

- Implementing the Committee of Ministers' Recommendation CM/Rec(2016)7 on young people's access to rights.
- Continuing the Human Rights Education Youth Programme, including information and media literacy with children and young people, as a contribution to the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.
- Continuing to identify and remedy the effects of shrinking civic space on young people and youth organisations.
- Recommendation of the Committee of Ministers to member States on a Guide to human rights for Internet users.

Young people are a key resource for building a social Europe and providing them with structured support is an important investment Europe has to make for its present and future!

This is the underlying idea of Recommendation CM/Rec(2015)3, which unfortunately is not that well known by youth organisations. The idea of CI and YEN behind this Study Session was to contribute to the work of the Council of Europe by making waves and making “ENTER” Recommendation better known. Furthermore, due to the Covid pandemic and the unexpected need for a rapid digital changeover, the challenges for young people in regard to their rights in the digital era seem to significantly increase, therefore it is important that a new dimension is taken into consideration: digital rights.

Challenges of transition from childhood to adulthood and autonomy, as well as the decline in opportunities for young people as a result of increasing unemployment, poverty, discrimination and social exclusion, have put young people living in Europe into an uneasy situation. The pandemic and related safety and “stay at home” measures have exacerbated the vulnerabilities of young people in accessing their HR: freedom of movement, right to leisure, right to education, right to participate in public affairs and to practice their religion or belief, right to education, right to work, right to affordable housing, access to health services (especially mental health), freedom from violence, right to legal aid, right to information, right to privacy. This context has a negative impact on young people’s quality of life, autonomy and levels of social inclusion. Last but not least, now that formal education and even non-formal education (youth work) have been remote online; there is an even more crucial need to inform young people about their digital rights, and to make a careful and organized effort to safeguard their rights in the new digital era. Human Rights, Social Rights and Digital Rights are interconnected. In the same way, this Study Session was aiming to show that youth work and youth organisations can help ensure that young people from disadvantaged neighbourhoods, in vulnerable situations have access to and remain involved in the market services, and that barriers or gaps are addressed by local and national authorities. As local and European youth workers networks, GM(erh\$] IR \$higmih,\$s\$ skernwi\$dm\$vxh}\$wiwwr\$ss\$ehhviww\$di\$riih\$ss\$tsvq sxi.\$nkne\$nk\$w\$ew\$er\$g\$ tsverx\$ewtigs\$ sj\$syxl\$nk\$w\$erh\$w\$g\$ep\$nk\$w\$j\$}syrk\$istpi\$lexw\$lsyph\$fi\$wejikyevhih\$erh\$uyep}\$tsxigxih\$ erh\$ss\$egxzexi\$}gep\$erh\$exs\$rep\$eyl\$svmiw\$ss\$tsvzmi\$wiw\$ygiw\$erh\$wivzgiw\$lex\$ijjigxzip}\$ viwtsrh\$ss\$di\$riihw\$}j\$}syrk\$istpi2

2. Organizations’ presentation and relevance to the topic

YEN - Youth Express Network / Réseau Express Jeunes (YEN / REJ) is a European network of grass-root youth organisations and social initiatives. Our vision is to reach an inclusive society for young people. Y-E-N / R-E-J considers an inclusive society, a society where young people, their needs and participation is recognized, valued and appreciated. Our 34 member organisations in 23 different countries all work at local, regional or European level on social inclusion of young people.

CI - Connect International: One of the 4 pillars of Connect International (CI) is “DIGITAL RIGHTS”. CI deploys its capacities to work on education and fight for protection of human rights of Internet users and to ensure equal application of the Human Rights in the digital world. Since the online dimension became

an integral part of people's identity, we believe that protection of citizens' rights and ensuring safety of their virtual environment is ~~nyw\$ew\$g tswex\$ew\$rwyrk~~ the same in the real world.

YEN has been involved in the ENTER! Project since its origin, working at local and European levels on social inclusion and access to social rights of young people. Having this in mind plus having already the experience of a joint-study session together with Youth Social Rights Network ("ADV-ENT-ure" in 2017) and strongly believing that together we can make some bigger impact than the one we can do acting individually, YEN joined forces with **CI**, as an international network with significant expertise in the digital agenda, in promoting CM/REC (2015)3 Recommendation as a tool for social inclusion and equip young people with knowledge, skills and meaningful attitude to promote and use them in their communities. With this activity, we made an effort to advocate both for a better recognition and implementation of CM//REC (2015)3 and for the Recommendation of the Committee of Ministers to member States on a Guide to human rights for Internet users.

3. Aim and objectives of the Study Session

The main aim of this Study Session was to open up a discussion on how youth rights, human rights and social rights in general have been affected/transformed in the digital world during the pandemic.

We achieved this aim by reaching the specific objectives of the activity, namely by:

1. exploring whether youth rights, human and social rights are being infringed or enhanced in the digital era during the pandemic;
2. discussing the risks and weaknesses of digitalization in terms of equality, access and inclusion (in the perspective of disadvantaged groups);
3. developing policy recommendations introducing digital rights of young people as an important aspect of the youth rights guarantee;
4. advocating for the introduction of the digital component in recommendations related to social rights of young people.

C. PROGRAM FLOW

In the preparatory phase, the team members examined the needs that led to this Study Session and have therefore developed a concrete learning flow in order to address these needs and produce adequate outcomes. In this framework, the team has focused on the topic of social rights in the digital era as an important aspect of human rights and their promotion towards youth, and included activities in order to raise awareness of the participants and include them in the process of policy recommendations development. The creation of the learning process was based on the idea of first introducing participants to the main topics and thematic areas of interest and in the duration diving deeper into the core of the Study Session's topic through experiential learning activities and non-formal education methods.

Schematically the program flow consisted of 9 different steps, which were interlinked with one another, as presented below:

STEP 1: Introduction to the Study Session/Team

In details:

- Introduction to the program, presentation of the Council of Europe and the EYCB, presentation of the team and participants.
- Group dynamics and team building.
- Short information about CI and YEN.
- Hopes, fears and contributions to the Study Session.

Main objectives:

- To encourage participants to get to know each other.
- To create a relaxed atmosphere and meet each other in a playful way.
- To build a team.
- To get familiar with the details of the program, the venue, the team members and other technical issues related to the Study Session and the participants' stay at the EYCB (including the sanitary protocol and the COVID19 protection measures).
- To learn more about the activities, aims and objectives of YEN and CI
- To share fears, expectations and how participants see their role in the Study Session.
- To get to know each other better

Methods:

- Plenary discussion - presentation of the technical details and other information
- "Name Circle": introduction of team/participants, their countries and why/how they decided to participate
- "Ball game": fun activity to check the memory of participants on the group's names
- "Speed dating: participants have 2 minutes with a different person in each round to discuss the answers on certain questions and get to know each other
- PowerPoint and Video Presentations
- "Laundry Room": listing their fears/expectations/contributions and hanging them in the "laundry room"
- TOP TEN RULES: Participants create rules/ best practices in order to live and work together in a peaceful environment during the implementation of the project
- "2 truths - 1 lie": interactive activity to share information and get to know each other better

STEP 2: Introduction to the topic of HR/SR

In details:

- Human Rights and the Council of Europe
- Human rights and social rights situation from the perspective of different countries
- Social rights and young people – policy and reality
- Deepening the understanding of human rights
- Links between social rights and social policies
- Possibilities of taking action for social rights

Main objectives:

- to have a common understanding and vocabulary around human rights and social rights

- to map/understand the differences on human rights and social rights situation in different countries
- to explore the effects of exclusive grouping on an individual,
- to explore how we react to experiences of rejection and what it feels like to belong to a group,
- to give overall knowledge about the definition of social inclusion
- to increase participants' understanding of social rights and social policies
- to raise awareness of the indivisibility, interdependence and universality of human rights
- to increase understanding of social rights and social policies

Methods:

- Plenary discussion: how do we understand human rights and social rights and why are they important? what happens when they are not ensured/respected?
- “HOT AIR BALLOON”: group decision on which human rights and social rights they would exclude if it was necessary
- “Draw your country”: participants drew their countries and listed which human rights and social rights are strongly protected and which are infringed/endangered there
- “FRUIT SALAD”: funny activity to realize if/how much we pay attention to/respect people with disabilities in normal life circumstances
- “DIGNITYLAND”

STEP 3: Introduction to Digital Rights

In details:

- Digital rights and the Rights of Internet Users
- Human rights and social rights that apply in the digital world
- Ways that human rights and social rights can be violated online
- Ways to safeguard human rights and social rights online

Main objectives:

- to explore existing knowledge on human rights and social rights in the digital world
- to acquire the knowledge on Rights of Internet Users
- to explore practical examples of violations
- to recognise online violations

Methods:

- Group work: brainstorming on human rights and social rights applying online and presentation in plenary
- PowerPoint Presentation: “Human Rights of Internet Users”
- “Call me a lawyer”: case studies analysis with practical examples of everyday life including rights violations online

STEP 4: Introduction to “disadvantaged youth”

In details:

- Disadvantaged youth in Europe

- Respect for oneself and others
- The sense of social justice and responsibility
- Openness and curiosity towards diversity

Main objectives:

- To explore and define the “disadvantaged” groups of young people in Europe
- To understand the difficulties of disadvantaged youth in the digital world
- To raise awareness about everyday cases of social exclusion
- To understand social exclusion of disadvantaged groups online
- To reflect upon the consequences of exclusion online/offline
- To build the skills of solidarity, respect and understanding

Methods:

- Role play: acting out scenarios of social exclusion of disadvantaged youth and asking participants to intervene in the act and change the plot until it “feels” fair and inclusive. Debriefing and reflection.

STEP 5: Digitalization in COVID19 era

In details:

- The negative effects of digitalization
- The positive effects of digitalization
- Human rights and social rights in the digital era
- Ways to safeguard/promote human rights and social rights in the digital era

Main objectives:

- To explore/map the negative aspect of digitalization during the COVID19 era on human rights and social rights
- To explore/map the positive aspect of digitalization during the COVID19 era on human rights and social rights
- To prioritize the most infringed rights that should be protected
- To prioritize the most important rights that should further promoted
- To find solutions on how to safeguard/promote them

Methods:

- “Build your SuperHero!”: participants create their own superheroes and “cut” them vertically in half: one side reflects the negative aspect (dilemmas, challenges, conflicts) and the other side reflects the positive (advantages, benefits).
- “Build some muscles!”: participants are asked to turn the identified issues (as mapped in their Super Heroes) into solutions (negative side) and find ways to promote/enhance the identified positive aspects

STEP 6: ENTER Recommendation

In details:

- Introduction to ENTER Recommendation

- ENTER Rec. through Covid-19 glasses
- Existing legislation/documentation related to the topic

Main objectives:

- To be introduced to ENTER Recommendation
- To understand the work of Council of Europe towards human rights and social rights
- To be informed on existing documents/legislations/best practices related to the topic

Methods:

- PowerPoint Presentation: by Natalia NIKITINA, External Trainer of the Council of Europe
- Group Work and Plenary Discussion on ENTER Recommendation

STEP 7: Policy/Policy Recommendations and Advocacy

In details:

- Policy/Policy Recommendations: definitions and differences
- The process of policy recommendations development
- Creating concrete outputs
- Advocacy

Main objectives:

- to make participants aware of policy work
- to help them understand the difference between policy and policy recommendations
- to understand the importance of policy recommendations
- to create the process for recommendation development
- to define the topics that participants are interested in developing policy recommendations
- to debate within the group, research the topic deeper and from different perspectives
- to develop policy recommendations
- to get familiar with the advocacy process
- to develop concrete advocacy plans to promote the policy recommendations

Methods:

- PowerPoint Presentation: short input about policy development based on Council of Europe examples; examples of policy statements; practical differences between finalized policy statements and recommendations for policy change
- "FISHBOWL DEBATE": contributing to the discussion and listening to other perspectives, while using the outputs of the debate to define the topics they will form policy recommendations for
- Group work: developing policy recommendations with the use of a provided template to advocate on local, national and international level - feedback by facilitators/ihygexsrep\$ ehznsv\$IE2-
- Interactive lecture "ADVOCACY" - by Emil Kirjas, External Expert
- Advocacy workshop: developing a concrete advocacy plan with the use of a provided template - feedback by E. Kirjas

STEP 8: Awareness campaign

In details:

- Elements of raising awareness campaigns
- Create concrete outputs

Main objectives:

- To learn the basic elements of planning/implementing a campaign among youth (target group needs, “product to be communicated”, communication channels, creative methods)
- To define the above elements in the context of the Study Session topic
- To develop a campaign plan
- To create material for the campaign (posts, memes, quotes, hashtags etc.)

STEP 9: Evaluation

In details:

- Comments by participants
- Closing

Main objectives:

- to evaluate the project reflecting on objectives, on experience and learning process
- to reflect on the fears/expectations/contributions mentioned in the beginning of the event
- to acknowledge achievements, big and small and to feel proud of the work done

Methods:

- “Laundry Room” flash back: reading again fears/expectations/contributions and comment if they are met (or not) and to what extent
- “Choose your character”: participants choose one toy/figure which reflected their experience in the Study Session and shared their feelings about it
- Written Evaluation - provided by Council of Europe

Additional methodological elements:

1. In the beginning of the event, participants were divided into reflection groups called “Happy Groups”. Each group was facilitated by one team member (the 2 facilitators and the E.A.). After the completion of each working day, participants attended their focus groups in order to share comments and feedback about their experience of the day, give ideas for further improvement and resolve any issues that might occur. The results of the Happy Groups were later shared with all the team members in the Team Evaluation Meeting that followed.
2. The team had to cope with an unlucky event, when one participant had to leave earlier due to an unexpected serious incident (family member deceased). She asked for permission and was excused due to the importance of the matter.
3. The Educational Advisor who happened to be a Budapest resident, was kind enough to arrange a tour visit for the participants, in cooperation with the organization “UCCU Roma Informalis Oktatasi Kozhasznu Alapitvany”, which was realized on July 16th, 2021, at 18:00. In this 2-hours tour participants had the opportunity to walk around the city and experience a tour in the more “marginalized” areas, while receiving a lot of historical information about the Roma people

in Hungary, as well as information about the current situation of the Roma people regarding their human rights and social rights.

4. The team has dealt with serious obstacles in the preparatory phase of the activity, due to the pandemic and the travel restrictions implemented by countries around Europe. The team started with 6 members from the 2 organizations and ended up with only 2 from CI, as the rest could not travel due to COVID restrictions. Up until the last moment it was not certain whether the activity would take place or not, and finally was transferred from its initial place (Strasbourg) to EYCB. Finally, the external trainer (Natalia Nikitina) was replaced by Vera Juhasz, which also caused inconvenience to a certain level. The number of participants who finally attended was reduced (16 instead of 20), with some of them dropping out at the last minute, due to rejection of visa requests. In order not to exclude participants that have expressed their interest in participating in the Study Session but for the above mentioned unexpected reasons they eventually didn't manage to attend, the team made a huge effort to include them by implementing a hybrid version of the event, where the Sessions structure allowed it. For this reason, some of the daily sessions were also live streamed through the "ZOOM platform", through CI account, offering the opportunity to other participants to join the event in the convenience of their home. The sessions that were live streamed were dealing with the following topics:

- a. Digital rights - presentation
- b. Digital rights - case studies
- c. ENTER Recommendation
- d. Advocacy - Interactive lecture

This opportunity was embraced by the online participants who had the chance to be involved and actively participate in the discussions/activities, as the facilitators have prepared online versions of the activities and jointly facilitated this hybrid process.

D. EDUCATIONAL METHODS

During the study session, different educational methods were used aiming to provide the space and opportunity for the different learners to feel comfortable in their learning process.

- **Interactive powerpoint presentations**
 - A) Human Rights definitions and its history was presented through an interactive presentation, where participants explored the information but also shared their own understanding and knowledge on the matter. The presentation was followed up by the "Hot Air Balloon" activity which is experiential activity and group work, to understand the importance of all of the rights and to see how different people prioritize different rights. This whole session served as an opportunity to understand that human rights are treated and respected differently in different countries, or for different groups of people.
 - B) "Digital Rights and the Rights of the Internet Users" was another interactive presentation, where the participants explored the existing legal framework and also what these rights include. For this specific topic there were follow-up activities, such as

case studies to make participants explore, analyse and understand from examples how human rights, social rights and youth rights are violated online. Case studies serve as a great method to boost group dynamic, sharing of experiences and learning from real life examples.

- C) ENTER Recommendation work was also presented through a powerpoint presentation, which was followed by group work on analyzing the existing documents and instruments which serve on protecting human rights and social rights.
- D) The very important topic for the study session was Policy statements and it was presented through the power point, to clearly present the difference between policy recommendations and a policy. This enabled the participants to better formulate their policy recommendations on the topics identified in relation to human rights and social rights violation in the online world.



- **Working groups**

- A) During the first day the working groups also serve for the team building effect, especially when participants discuss and analyse the situation of Human Rights, Social Rights and Youth rights in their respective communities or countries. While working in a group, sharing experience and knowledge the participants can better understand each other and understand where they are coming from, from what realities.
- B) “Building your superhero”- Was designed for two parts: firstly at the groups to try and identify the positive and negative aspects of digitalization on human rights and social rights, while in the other session the “superheroes” were asked to build their “muscles” by identifying solutions for the identified issues. This was a very attractive activity for the participants especially for the wording used - “superhero” “muscles” “arms” “legs” etc.
- C) The participants have produced documents with recommendations as a result of group work (please see section F. Main results of the Study Session), which offered the space for the knowledge gained to be translated into a product from the participants. This way they have produced policy recommendations, as well as online campaigns targeting youth for the dissemination of the recommendations.



- **Simulation and Working groups** - To explore the concepts of inclusion, exclusion, and integration it was designed to use the methods of experiencing/simulating the situations following up with group work. Specifically, for this it was used the methods called “Fruit Salad” which is an activity to simulate exclusive or inclusive behaviours of the participants. When some of the participants are given the roles of people with disabilities, the rest of the groups will demonstrate how in real life we can unconsciously exclude people. After the fruit salad, they continued with the group work on identifying the examples for inclusion, exclusion, and integration and defying as a group what those words mean.
- The **Enter Dignityland** game of the Council of Europe (<https://www.Council of Europe.int/en/web/enter/enter-dignityland-1>) was used as a great method to explore more in-depth the social rights and to understand how people make decisions in real life relating to social rights. The activity is always attractive for the participants, and it serves as a great opportunity to work as a team.



- **Role play** method was used to understand disadvantaged groups in Europe and also from our own communities. “Don't be a by-stander” activity offered the space for the participants to understand different situations where people, because of their characteristics, are treated differently or are not offered services.
- **Fishbowl activity** - was used as a great example for discussing some of the main dilemmas that the participants had around the topic of digitalization and the protection of all the rights online. 95% of the participants contributed by sharing their opinions on the issues identified.
- **Expert presence on advocacy** -The last but not the least, was the presence of an external expert which presented through a PowerPoint presentation the information and concrete examples of what advocacy means, how to use it for human rights and why it is important for young people. Group work was another part of the day where they designed in groups different advocacy plans for the issues which participants themselves have identified, and after each of the presentations the groups received feedback with tips and tricks from the expert.

E. CONCLUSIONS

During the Study Session participants developed concrete policy recommendations in order to promote the solutions they have come up with related to the topics of enhancing the effort of safeguarding HR/HUMAN RIGHTS online and promoting them on a local, national and international level.

A. Policy recommendation: *Preventing and countering digital violence*

ISSUE
Digital violence
RECOMMENDATION
National governing bodies should recognize that hate speech in the online world is a form of digital violence and should take actions to ensure the safety online, keeping in mind that education can be a preventive measure in this regard.
RATIONALE
So called hate speech, public expressions issued with discriminating and degrading intent, are infringing on the personal safety and well-being of internet users. Freedom of expression in the online world secures the right for everyone to share their opinion freely through digital means but it has to be recognized that this freedom ends where other internet users are becoming victims of hate speech. Being a victim of hate speech can have long term negative effects on mental health, self confidence and further development, negatively impacting individuals and society. At the moment it is up to providers of internet platforms to regulate and block these infringements. Preventive measures have to be taken, in order to educate people about the consequences of their actions. Legal measures could be considered to provide a framework for regulating and enforcing actions against online hate speech.

B. Advocacy Plan: *Combating Sexual Harassment using digital tools and the digital outreach as a measure of pressure towards stakeholders*

Law for the prevention of sexual harassment

- Action plan for advocacy

We would like to implement a law on a national level in order to protect citizens from sexual harassment. This law is supposed to be universally applicable, taking into consideration that sexual harassment, while being a general problem, is disproportionately affecting women at the current point in time.

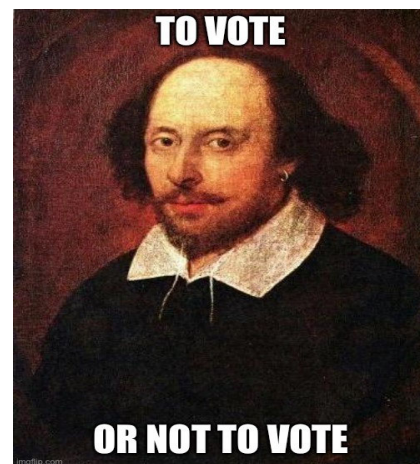
Phase 1: Preparation and Research	Responsibility: Adina, Noa, Selmir, Jannik	Deadline: 31.12.2022
<ul style="list-style-type: none"> ● Compiling information about the topic <ul style="list-style-type: none"> ○ Finding statistics about harassment ○ Doing research in cooperation with other NGOs about the current situation regarding harassment ● Media briefing / press conference about the results of the research 		
Phase 2: Public campaigning	Responsibility: Noa, Milos, Jannik	Deadline: 20.08.2021 - 31.12.2021
<ul style="list-style-type: none"> ● Campaign about harassment and the long time effects of it regarding physical and mental health <ul style="list-style-type: none"> ○ Presenting statistics and hard facts about the topic ○ Emotionalizing the topic in the public perception <ul style="list-style-type: none"> ■ Sharing stories of victims ■ Creating a living library with stories from victims ○ Looking for support from influencers and relevant public figures ○ Going on national television for debates and presentation ○ Creating social media campaigns including effective hashtags, simple and relatable language and a uniform appearance ● Finding partners in campaigning for the topic <ul style="list-style-type: none"> ○ NGOs with a focus on human rights and violence prevention 		
Phase 3: Drafting the policy recommendation	Responsibility: Adina, Selmir	Deadline: 01.01.2022 - 01.06.2022
<ul style="list-style-type: none"> ● Consulting with different stakeholders in order to take in feedback for policy recommendation creation <ul style="list-style-type: none"> ○ Connect with victims of harassment ○ Creating focus groups with NGOs and experts in the field ● Drafting a first policy recommendation based on the previously collected information, statistics and testimonials ● Sharing the policy recommendation with the focus groups and all stakeholders and general media <ul style="list-style-type: none"> ○ Sparking public discussion about the first policy draft ○ Taking in further feedback for improving and adapting the policy recommendation ● Checking with current policy-makers about the steps that need to be taken in order to fully ratify the proposal ● Finalizing the demands and recommendations in accordance 		

Phase 4: Negotiation phase	Responsibility: Selmir, Noa, Adina	Deadline: 01.06.2022 - 31.12.2022
<ul style="list-style-type: none"> Starting dialogue with the policy-makers in the appropriate parliamentary committee in order to facilitate an adaption into national law Lobbying for full support within the legislative body among members of parliament 		

C. Awareness campaign: raising awareness of young people on the risks/weaknesses of digitalization in regard to HR/SR, through social media messages



E. Follow-up activities



CI and YEN are planning to continue working on social inclusion of young people and recognition of digital rights in their Work Plan for 2022. As we are both international networks of a lot of organizations around Europe, some of which were represented by the participants of this Study Session, in the framework of the follow-up phase we are planning to use the support and engagement of these member organizations. More specifically, our member organizations, through the participants of this event, will use the outcomes produced during the Study Session

(advocacy initiatives, policy recommendations, awareness campaign product etc.) in their 2022 activities. Since these concepts and modules were in the first place developed by the participants themselves, they will be the once to perform these activities. This plan offers the Study Session a direct follow-up and it motivates participants to be engaged and active in the process, as it is their own creations that will be promoted and shared further. The materials will be published online on our member organizations' official web-pages, in the social media, as well as on any other communication channel used by our networks and our member organizations, in order to reach a large audience of potential users. In addition, the concepts will be available to use by EYC and other local/grass-roots organisations and stakeholders.

F. Main results of the Study Session

The study session managed to gather 16 participants from 12 different countries of Europe and created a safe Covid-19 and inter-cultural environment which enabled the program to achieve its goals and objectives.

Participants have developed comprehensive skills on understanding and addressing issues related to social and digital rights, under different circumstances including situations produced by pandemic viruses.

Participants have expanded their knowledge on the work of the Council of Europe on topics related to social rights, human rights, digital rights and youth rights. By analyzing and discussing the impact and the need of different legal mechanisms, they have also expanded their ability to recognize their role as human rights defenders.

The cooperation between two international organizations "Connect International" and "Youth-Express-Network" has established a great practice of interlinking different aspects of the rights of young people, by sharing focused expertise and enabling such expertise to be transmitted on a national level as well.

Participants have successfully produced policy recommendations on the priority topics selected by the group, followed up by the advocacy plan and online campaigns targeting young people. These documents will serve as a strong base for the work plan of 2021-2022 for the two organizations "Connect International" and "Youth-Express-Network".

G. APPENDICES

1. Final programme

Study session “**Soci@lise: Social Rights in digital era**”

Study session organised by Youth Express Network and CONNECT International in cooperation with the Youth Department of the Council of Europe

European Youth Centre Budapest,
12.7.2021 – 18.7.2021

Programme

Monday, 12 July 2021

Arrival of participants
19:00 Dinner
21:00 Welcome evening

Tuesday, 13 July 2021

09:30 Welcome to the EYCB, welcome address by Gordana Berjan, Executive Director of the European Youth Centre Budapest - COVID rules
Introduction to programme
Group dynamics and team building
11:00 Break
11:30 Presentation of YEN and CI
Expectations and fears of participants
13:00 Lunch
14:30 Human Rights and the work of the Council of Europe
16:00 Break
16:30 Countries situation overview (human rights and social rights)
State of social rights and youth rights
18:00 Reflection group
19:00 Dinner
21:00 Intercultural evening

Wednesday, 14 July 2021

09:30 Social rights and young people – policy and reality
11:00 Break
11:30 Mapping previous experiences of organizations, individual experiences in topics addressed
13:00 Lunch break
14:30 Digital rights – what is new and what rights we apply from social rights
16:00 Break
16:30 Call me lawyer - Case studies: youth rights violations in the digital environment
18:00 Reflexion groups
19:00 Dinner
21:00 Movie night

Thursday, 15 July 2021

09:30 The rights of disadvantaged groups in COVID era
11:00 Break
11:30 Risks and weaknesses of digitalization in COVID era
13:00 Lunch break
14:30 Field visits
16:00 Free afternoon
19:00 Dinner out in the city

Friday, 16 July 2021

09:30 Mind map: problems and rights guaranteed through the digitalization perspective
11:00 Break
11:30 ENTER to ENTER: Enter recommendations through after-Covid-19 glasses
13:00 Lunch
14:30 What will we advocate for?
16:00 Break
16:30 Finalizing outputs: topics for recommendation development
19:00 NGO fair: "V.I.P. night" (Very Inclusive People)

Saturday, 17 July 2021

09:30 What is policy recommendation?

11:00 Break
11:30 What is advocacy and how does it work? Input and exchange with Emil Kirjas
13:00 Lunch
14:30 Developing our advocacy methods

16:00 Break
16:30 Building our advocacy plan
18:00 Reflexion groups
19:00 Dinner
21:00 Board game night

Sunday, 18 July 2021

09:30 How to raise awareness among youth
How to bring the topic at the table

11:00 Break
11:30 Building our campaign plan (channels, content, target group).
13:00 Lunch
14:30 Follow up and future plans
16:00 Break
16:30 Evaluation and closing
18:00 Reflexion groups
19:00 Dinner
21:00 Farewell party

Monday, 19 July 2021

Departure of participants

2. List of participants

Soci@lise: Social Rights in Digital Era

Study session organised by Connect International and Youth Express Network in cooperation with the European Youth Centre Budapest

12-18th of July 2021

European Youth Centre Budapest, Hungary

Participants in person

Azerbaijan

Leyla JABBARZADE

Bosnia and Herzegovina

Adina HALILOVIC

Selmir SMAJIC

Iva IVANKOVIC

Croatia

Ivan TODOROVIC

Germany

Jannik Manuel LIEBL

Greece

Zafeiris SIDIROPOULOS

Italy

Noa CELESTINI

Online participants

Albania

Marilo META

Kosovo*

Diamant HOTI

Art VULA

Elona ZUKA

Montenegro

Jelena JOVANOVIC

North Macedonia

Aleksandra NAJCHESKA

Slovenia

Nina KOCIJAN

Turkey

Mustafa Andım COBAN

Damla Melisa BALCI

France

Natalia MILITELLO

Armenia

Knyaz SAROYAN

All references to Kosovo, whether the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

Lecturers

Emil KIRJAS

Preparatory team

Milos PAVLOVIC (Participant - administrative support)

Bardha UKA

Alkistis GIOGIOU

Vera Juhasz, external Educational Advisor

Online team members:

Sirarpi MANYAN

Adele ALEKSANDRAVICIENE

Volha KHVASEVICH

Council of Europe Secretariat

Gordana BERJAN, Executive Director, European Youth Centre Budapest

Stefan MANEVSKI, Educational Advisor, Youth Department

Natalia CHARDYMOVA, Educational Advisor, Youth Department

Zsuzsanna MOLNAR, Programme Assistant, Youth Department