



# ENTER DIGNITYLAND

Learning About Social Rights with Young People  
within the framework of Human Rights Education

MANUAL FOR FACILITATORS



## Credits

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## I. INTRODUCTION

Welcome to *Enter Dignityland!* This is a game for young people to learn about social rights within the framework of human rights education.

Human rights education – *meaning educational programmes and activities that focus on promoting equality in human dignity* – is one of the core themes addressed by the youth sector of the Council of Europe, notably in the promotion of the Council of Europe’s Charter on Education for Democratic Citizenship and Human Rights Education. Based on a methodology that includes learning *about, for* and *through* human rights, human rights educational activities are a way to ensure young people’s full enjoyment of human rights and human dignity, and to encourage their commitment in this respect. In this context, an essential achievement of the youth sector’s educational programmes is *Compass* – the

Council of Europe’s manual on human rights education with young people.

Current realities in respect of social rights across Europe demonstrate how fragile the foundations of a human rights culture may become, and how dramatically educational programmes are needed in order to address the obstacles young people face for the enjoyment of their social human rights on a daily basis. In this context, *Enter Dignityland!* aims to be an educational resource through which young people can explore social rights and social policies within a human rights framework.

*Enter Dignityland!* is a card game in which players, as Members of Parliament in an imaginary country called Dignityland, are asked to decide on the social policies concerning social rights within a development plan for the next



five years. Through argumentation and decision-making processes, players learn more about social rights and their links to social policies.

*Enter Dignityland!* was produced within the framework of the Enter! project on the access to social rights for young people from disadvantaged neighbourhoods, and within the celebrations of the 50th anniversary of the European Social Charter. The Enter! project was set up by the youth sector of the Council of Europe in response to the growing concern with matters of social cohesion and inclusion of young people. The project, initiated in 2009, strove for the development of youth work and youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.

*Enter Dignityland!* is based on an original game about social rights, created by the Community Volunteers Foundation in Turkey, Toplum Gönüllüleri Vakfı (TOG), called "Life is hard" ("Hayat Zor..."), and has been adapted with their contributions and permission. This version of the game was

developed in 2011 by an editorial team, established by the youth sector of the Council of Europe. The game was tested by young people during the Enter! Youth Meeting, in September 2011. We hope this game will be an important step in exploring social rights!

This game can be played by anyone. No particular skill or advanced knowledge is required, just an interest in and motivation for human rights, and in particular for social rights. It can be played in international, national or local groups.

It is important that the game is facilitated. The facilitator should have a minimum level of experience in running educational activities, and knowledge and understanding of social rights as part of human rights. The facilitator should take the time to prepare the game and research relevant information for the group.

The game can be played in different contexts, in formal and non-formal educational settings, as part of a training course, in schools, in peer groups or within any educational activity.



“Enter Dignityland!” is an action-orientated game; through discussions and drawing parallels with their own realities, participants are encouraged to develop specific actions for social rights.

## Materials and Handouts

### For participants:

- One set of the game cards per group
- Description of Dignityland

### For facilitators:

- Scoreboard
- Scoring of the cards
- Evaluation forms for facilitators

## Preparation for the Facilitator

Read the instructions to familiarise yourself with the cards. Knowing the rights and the policy options beforehand will ease the facilitation process. Take a scoreboard sheet and a piece of paper to write notes on.

Read the instructions below.

## Instructions Step by Step



*Note: The text in italics gives ideas on how the facilitator can present different stages and instructions for re-enforcing the scenario of a parliamentary decision.*

- 1.** Explain that this activity is a card game and show the cards to the players. (Do not distribute them yet.)
- 2.** Start treating the participants as members of the parliament in Dignityland and welcome them. Create an atmosphere so that they can get into their role as Members of Parliament.



*“Welcome to Dignityland! Honourable Members of Parliament (MPs), we are gathered here for Dignityland. I will now present to you the latest country reports prepared by the Social Affairs Committee of the Parliament.”*

3. Hand out the card with the description of Dignityland to participants, and wait until each participant has read through it.



*“As you can see, in order to develop as a country, we need a set of policies for a five-year period. I will give each of you cards with different social rights and policy initiatives. You will receive the same set of cards each. We have seven different social rights in this game. The situation of Dignityland is obvious: its resources may not be enough for achieving every goal. Remember that you have limited resources, and bear in mind that if you exceed the existing resources, you will not be able to develop practices in every policy area. Each policy card has a value decided by the Social Affairs Committee of the Parliament. You have 10 minutes to create, first individually, your own series of policies. The purpose is to create the best policy series. You should then discuss your choices with other MPs and reach a common policy ground.”*

4. Hand out the social rights cards immediately afterwards. The cards are divided into five sets, differentiated by the colour on the back of the cards. Each participant gets a set of cards.
5. Explain what is on the cards. There are seven different social rights in each set of colours. For each social right there are three different policy options. In total, every participant will each have 21 cards with the same colour on the back. Moreover, each card includes the social right (e.g. Right to work), respective policies (e.g. same salary for the work of equal value, irrespective of age and gender) and two arguments which participants can use when making their choice (an argument in favour is marked with the + sign; an argument against is marked with the – sign).





THE AIM OF THE GAME IS FOR THE PLAYERS TO AGREE ON A DEVELOPMENT PLAN, WHICH INCLUDES SEVEN POLICY AREAS, FOR THE NEXT FIVE YEARS. WHILE DECIDING, THEY NEED TO BE AWARE THAT THE COUNTRY'S RESOURCES ARE LIMITED AND NEED TO BE CONSIDERED.

## 6. Explain to the players the steps of the game.

### First Stage

#### Individual choice

In the first step, participants will decide individually on a set of seven cards that they think are the best for the country. They have 10 minutes to decide. After all participants have decided individually, they will present to the others what policies they have chosen and write their choices on the scoreboard.

### Second Stage

#### Group decision

As a group of players, participants will decide on a common set of seven cards that they think are the best for the country. Allow about 30 minutes for this stage.

## 7. Let players make their choices on the policy areas first.

## 8. Move to the second step.



*“Honourable Members of Parliament, you have just 30 minutes to decide about your group choice on each social right and the respective policy.”*

During the first two stages of the game, the facilitator should keep the time and should take notes in order to use them during the debriefing.

Note: Participants are allowed to choose fewer than seven cards in a set but not more than seven. It also means that they

will not implement a certain policy area. However, we advise you not to mention this option unless they ask for it.



*"Honourable Members of Parliament, could we please have your common policy set for putting into force in Dignityland."*

The facilitator should write down the group decision at the bottom of the scoreboard. Each policy option has a score of 1 to 3 in terms of cost to the country. The Social Affairs Committee of the Parliament has decided the scores mainly on the basis of economic criteria. Dignityland has a total resource of 14 points; this means that the policies cannot cost, in total, more than 14 because the country does not have enough resources. (The participants are not told about the scoring system and total country resources before the game finishes.)

**9.** Give players the results of their policy choices.



*"Honourable Members of Parliament, according to the data provided by the Social Affairs Committee of the Parliament with the resources available, at most 14 points of service will be given. Your common policy record is ... and your personal records are..."*

**10.** Move to the next step of the game: debriefing and evaluation.



## Debriefing

Start debriefing immediately after having played the game; it is an inseparable part of the game! Questions and reflections should be based on both the dialogues during the game and the situation emerging at the end.

Participants can recall what happened during the game, describing it again for illustrating the ideas, tensions or findings (What happened? How did you feel?). However, the debriefing should not be used to repeat the discussions that took place during the game. The game is over and the debriefing should serve to build the “learning and action bridge” to reality. Therefore, you may want to de-role in order to help participants to come back to their reality. It is enough to say:



*“The game is over; we are back to the place we are here and now”.*

As a group, we invite you to discuss and prioritise the findings and lessons learnt in line with the objectives of the game. This means deepening the understanding of human rights, the link between social rights and policies, similarities with the reality of participants and possibilities of taking action for social rights.

You can use the questions below to facilitate debriefing. They are prepared for your guidance and in the end you may decide on your own questions depending on what happened during the game. However, it is good to keep debriefing divided into three parts:

**Part 1:**  
Social rights - social policies:

Why did you choose a certain policy for promoting the different social rights? Which policies were the easiest and the most difficult to choose? Why? Did you consider the links and coherence between different rights and policies when choosing cards? How would you describe the link between social rights and social policies?

**Part 3:**  
Taking action:

What should be done for social rights and social policies? What can young people do? Do you see any possibility for influencing the development of social policies in your own context? (in terms of awareness raising, lobbying for legislative measures, participating in their implementation and evaluation, etc.) What steps would be necessary for that?

**Part 2:**  
Link to reality:

Is there any similarity between Dignityland and your own reality (local, national or international)? What is not similar to Dignityland? What challenges in accessing social rights do young people face? How are rights guaranteed – or not – and promoted – or not in your country? Who is responsible for implementing and monitoring such policies in your country? Are there human rights reports or organisations that are consulted for the implementation of these policies? In your context, how are policies defined, implemented and evaluated? Which factors and arguments play a role? (e.g: ethical, social, economic, particular interests, etc.)

**Part 4:**  
On the game:

Are its assumptions – as described – fair, and according to participants' realities and expectations? Was there anything new for you? What did you learn from this game? Is the game realistic?



## Tips for Facilitators

- It is better to play the game with an odd number of participants (3 or 5). This is important in order to limit the group decision time for each policy area. If the number of participants is even, taking a decision might take much longer since there might not be a clear majority. You could solve this problem by choosing one participant as the Head of Parliament and by giving him/her two votes for the group decision. Be careful, however, as this solution could provoke other tensions within the group.
- Some ambiguous remarks on the cards were deliberately written in order to keep the discussions within the context of social policy practices.
- Entering into discussions on the detailed formulations on the cards can be misleading. It is best to discuss the main ideas and choices of policies for social rights.
- As a facilitator, you should be ready to face situations where participants may think that human rights and policy making are incompatible, as there are limited resources, for example, to realising all human rights. It is important that you are aware that in order to achieve full enjoyment and recognition of all human rights in policies, a long-term process is often required. This does not mean that rights are less inalienable because policies cannot implement them all at once. If human rights are to be respected, policies have to take into account the human rights situation in a given context and address human rights violations or shortcomings. Every policy-making process is based on an idea of a better society; thus, throughout the game participants should understand that human rights (in this particular case, social rights) provide a framework for a better society where human dignity can be protected and promoted.

## Suggestions for Follow-up

- As a result of the game, participants might feel motivated to work on social rights. You can propose that they plan small actions, for example, awareness-raising actions, further research on the situation of social rights at local or national level, or meetings and discussions with civil society organisations or political parties.
- With the support of other facilitators you might consider the possibility of playing the game on a larger scale, for example, with several groups of young people, or on the occasion of a youth festival or event.
- Your feedback is important to helping us to continue improving the game. Do not forget to fill in and send the facilitator evaluation form. It should be sent by email to: [youth@coe.int](mailto:youth@coe.int)
- If you want to continue working with young people on human rights education, you can find more than 60 activities in Compass – the Council of Europe’s Manual on Human Rights Education with Young People; you can access the manual here: [www.coe.int/compass](http://www.coe.int/compass)
- If you want to learn more about the European Social Charter and the decisions of the European Committee on Social Rights, you can access more information here: [www.coe.int/socialcharter](http://www.coe.int/socialcharter)



### III. BACKGROUND INFORMATION ON SOCIAL RIGHTS

#### What are Social Human Rights?

A right is a claim that we are justified in making. I have a right to the goods in my shopping basket if I have paid for them. Citizens have a right to elect a president, if the constitution of their country guarantees it, and a child has a right to be taken to the zoo, if her parents have promised that they will take her. These are all things that people can be entitled to expect, given the promises or guarantees that have been undertaken by another party.

Human rights, however, are super claims with a difference. They are not dependent on promises or guarantees by another party. Someone's right to life is not dependent on someone else promising not to kill him or her: their

life may be, but their right to life is not. Their right to life is dependent on only one thing: that they are human.

An acceptance of human rights means accepting that everyone is entitled to make these claims: I have these rights, no matter what you say or do, because I am a human being, just like you. Human rights are inherent to all human beings as a birth right.

A human rights claim is ultimately a moral claim, and rests on moral values. What my right to life really means is that no-one ought to take my life away from me; it would be wrong to do so. Put like that, the claim doesn't need backing up. Every reader is probably in agreement with it because we all recognise, in our own cases, that there are certain aspects of our life, our being, that ought to be inviolable and that no-one else

ought to be able to infringe, because they are essential to our being, who we are and what we are; they are essential to our humanity and our human dignity. Without human rights we cannot achieve our full potential. Human rights simply extend this understanding on an individual level to every human being on the planet. If I can make these claims, then so can everyone else as well.

**Social rights**, together with civil, political, legal, economic, and cultural rights, **are human rights**. This means they belong to every human being regardless of their place of residence, nationality, religion, gender, origin, skin colour, language, sexual orientation or any other characteristics. They are often referred to as part of the second generation of human rights, together with economic and cultural rights. Social rights, like all other human rights, have their source in the Universal Declaration of Human Rights (for example, the right to equality, the right to social security, the right to education, etc.). They are more specifically described in the International Covenant on Economic, Social and Cultural Rights

(ICESCR), which was adopted by the United Nations in 1966 and entered into force in 1976, and has been ratified by 160 parties (information updated as of July 2011). The ICESCR is monitored by the UN Committee on Economic, Social and Cultural Rights.

At European level, social rights have been the subject of two Council of Europe conventions: the European Social Charter and the revised European Social Charter. This adds to the European Convention for the Protection of Human Rights and Fundamental Freedoms that also includes provisions for social human rights.

Social human rights concern how people live and work together and the basic necessities of life. They are based on the ideas of equality and guaranteed access to essential social and economic goods, services, and opportunities.

- Social rights are those that are necessary for full participation in the life of society. They include, at least, the right to education and the right to found and maintain a family but also many of the rights often





regarded as “civil” rights: for example, the rights to leisure time, health care, privacy and freedom from discrimination.

- Economic rights are normally thought to include the right to work, to an adequate standard of living, to housing and the right to a pension if you are old or disabled. The economic rights reflect the fact that a certain minimal level of material security is necessary for human dignity, and also the fact that, for example, a lack of meaningful employment or housing can be psychologically demeaning.
- Cultural Rights refer to a community’s cultural way of life. They include the right to participate freely in the cultural life of the community and, possibly, also the right to education. However, many other rights, not officially classed as “cultural” will be essential for minority communities within a society to preserve their distinctive culture: for example, the right to non-discrimination and equal protection of the laws.

## Are Social Rights Less Important than Other Human Rights?

All human rights are equally important; thus, social rights are to be considered as an integral part of human rights just as all the other human rights. However, in recent history and in specific political contexts, social and economic rights have had a difficult time being accepted on an equal level with civil and political rights. For example, although it seems evident to the ordinary citizen that such things as a minimum standard of living, housing, and reasonable conditions of employment are all essential to human dignity, politicians have not been so ready to acknowledge this. Here are two common justifications for why the second generation rights are of a different order.

The first claim often made is that social and economic rights are neither realistic nor realisable, at least in the short term, and that we should move towards them only gradually. Many independent studies show that there are sufficient resources in the world, and sufficient exper-

tise, to ensure that everyone's basic needs could be met if a concerted effort was made.

A second claim is that there is a fundamental theoretical difference between first and second generation rights: that the first type of rights require governments only to refrain from certain activities (these are so-called "negative rights"); while the second require positive intervention from governments (these are "positive rights"). The argument states that it is not realistic to expect governments to take positive steps, at least in the short term, and that they are therefore not obliged to do so. Without any obligation on anyone's part, there can be no right in any meaningful sense of the word.

However, there are two basic misunderstandings in this line of reasoning.

Firstly, civil and political rights are by no means purely negative. In order, for example, for a government to guarantee freedom from torture, it is not enough just for government officials to refrain from torturing people! Genuine freedom in this area would require a complicated system of

checks and controls to be put in place: legal mechanisms, freedom of information and access to places of detention, and more besides. The same goes for securing the right to vote and for all other civil and political rights. In other words, these rights require positive action by the government in addition to refraining from negative action.

Secondly, social and economic rights, as with civil and political rights, also require that governments refrain from certain activities: for example, from giving large tax breaks to companies, or encouraging development in regions that already possess a relative advantage, or imposing trade tariffs which penalise developing countries, and so on.

Social rights are very much linked with the idea of human dignity and this dignity cannot be broken down into pieces. Therefore, the different types of rights are far more closely connected with each other than their labels suggest. Economic rights merge into political rights; civil rights are often indistinguishable from social rights. How, for example, could a citizen perform his/her freedom without



having a job, the minimum means to live or decent accommodation? The labels of different “rights” can be useful in giving a broad picture but they can also be very misleading. Almost any right can fall into almost any category under different conditions.

## What is the European Social Charter?

The European Social Charter is a Council of Europe treaty<sup>1</sup> which guarantees social and economic human rights. It exists together with other international documents for the protection and promotion of social rights, such as the International Covenant on Economic, Social and Cultural Rights, which was adopted by the United Nations.

While the European Convention on Human Rights guarantees civil and political rights, the European Social Charter guarantees the economic and

social rights of the citizens of its state parties.

The Social Charter was adopted in 1961 by the Council of Europe and three Protocols were added to it in 1988, 1991 and 1995. The Charter and its 1988 Protocol guarantee a series of rights that we can classify into two categories:

- working conditions, which include the prohibition of forced labour, non-discrimination in work environments, trade union rights, prohibition of child labour under the age of 15 and protection of 15- to 18-year-old workers, equal treatment for migrant workers, and so on;
- social cohesion, which includes the right to health, social security, medical assistance, the right of older



<sup>1</sup> A treaty is a solemn international agreement that states promise to honour when they ratify it.

people to be protected, and so on.

The Charter has a mechanism of control based on the presentation of national reports by state parties (1991 Protocol) as well as a system of collective complaint (1995 Protocol), which allows, inter alia, trade unions and non-governmental organisations to present collective claims.

The revised Social Charter was adopted in 1996. It entered into force on 1 July 1999 and will progressively replace the 1961 Charter. The revised Social Charter does not lower in any way the standards set in the first Social Charter. The aim of revising it was to improve the effectiveness of the European Social Charter, and particularly the functioning of its supervisory machinery. Its revision took account both of developments in social and economic rights as reflected in other international instruments and in the legislation of member states of the Council of Europe, and also of social problems not

covered by the other international instruments in force. Furthermore, all amendments were to be made bearing in mind the need to ensure equal treatment of men and women. For example, the Revised European Social Charter takes account of developments in labour law and social policies since the Charter was drawn up in 1961. The Revised Charter is a comprehensive international treaty which brings together in a single instrument all the rights guaranteed in the Charter and the 1988 Additional Protocol, along with the amendments to these rights and the new rights. The instrument has been drafted in such a way as to be autonomous, but with the same supervisory machinery as the Charter. It does not conflict with the Charter but is intended eventually to replace it. If a state accepts the provisions in the Revised Charter, the corresponding provisions of the initial Charter and its Protocol cease to apply to that state<sup>2</sup>.



<sup>2</sup> For a comprehensive explanation of the revision of the European Social Charter, refer to <http://conventions.coe.int/treaty/en/Reports/Html/163.htm>



## What Social Rights are Guaranteed by the European Social Charter?

The Charter guarantees rights and freedoms which concern all individuals in their daily existence.

The basic rights set out in the Charter are as follows:

### 1. Housing

- access to adequate and affordable housing
- reduction of homelessness; housing policy targeted at all disadvantaged categories
- procedures to limit forced eviction
- equal access for non-nationals to social housing and housing benefits
- housing construction and housing benefits related to family needs.

### 2. Health

- accessible, effective health care facilities for the entire population
- policy for preventing illness, including the guarantee of a healthy environment
- elimination of occupation-

al hazards so as to ensure that health and safety at work are provided for by law and guaranteed in practice

- protection of maternity.

### 3. Education

- free primary and secondary education
- free and effective vocational guidance services
- access to initial training (general and vocational secondary education), university and non-university higher education, vocational training, including continuing training
- special measures for foreign residents
- school integration of children with disabilities
- access to education and vocational training for persons with disabilities.

### 4. Employment

- Freedom to work
  - prohibition of forced labour
  - prohibition of the employment of children under the age of 15
  - special working conditions between 15 and 18 years of age
  - the right to earn one's

living in an occupation freely entered upon.

- Fair working conditions
  - an economic and social policy designed to ensure full employment
  - access to work for persons with disabilities
  - fair working conditions as regards pay and working hours
  - protection in case of dismissal
  - protection from sexual and psychological harassment.
- Collective rights
  - freedom to form trade unions and employers' organisations to defend economic and social interests; individual freedom to decide whether or not to join them
  - promotion of joint consultation, collective bargaining, conciliation and voluntary arbitration
  - the right to strike.

## 5. Legal and Social Protection

- legal status of the child
- treatment of young offenders
- protection from ill-treatment and abuse
- prohibition of any form of exploitation (sexual or other)
- legal protection of the family (equality of spouses within the couple and towards children; protection of children in case the family breaks up)
- the right to social security, social welfare and social services
- the right to be protected against poverty and social exclusion
- childcare
- special measures catering for the elderly.

## 6. Movement of Persons

- the right to family reunion
- the right of nationals to leave the country
- procedural safeguards in the event of expulsion
- simplification of immigration formalities.

## 7. Non-Discrimination

- the right of women and men to equal treatment and equal opportunities in employment
- the guarantee to all nationals and foreigners, legally resident and/or working, that all the rights set out in the Charter apply,



regardless of race, sex, age, colour, language, religion, opinions, national origin, social background, state of health or association with a national minority

- prohibition of discrimination on the basis of family responsibilities
- the right of persons with disabilities to social integration and participation in the life of the community.

## Social Rights and Youth Policy Development

Social rights are an essential condition for democratic security and sustainable development. Divided and unequal societies are not only unjust but also cannot guarantee stability in the long term.

It is increasingly recognised that governments need to aim not only at making the economy work but also at making society work; economic development without accompanying social develop-

ment results in serious problems sooner or later.

For the Council of Europe social cohesion is "one of the foremost needs of the wider Europe and ... essential complement to the promotion of human rights and dignity"<sup>3</sup>. It is firmly based on human rights (as codified in the European Convention on Human Rights and the Revised European Social Charter) as well as an acceptance of shared responsibility for the welfare of all members of society, especially those who are at risk of poverty or exclusion.

At present, many young people are excluded in practice from the benefits of the social and economic progress.

For this reason the Council of Europe promotes the drawing up of policy guidelines on access to social rights, covering in particular access to employment, access to social protection and access to housing, all



<sup>3</sup> Council of Europe, Second Summit of Heads of States and Government, Strasbourg, 10 – 11 October 1997, Final Declaration and Action Plan

of which affect, in particular, young people.

In line with this, the youth policy of the Council of Europe aims at "... providing young people, i.e. girls and boys, young women and men, with equal opportunities and experience which enable them to develop knowledge, skills and competencies to play a full part in all aspects of society"<sup>4</sup>.

The Council of Europe gives particular attention to the specific situations and challenges affecting especially young people with fewer opportunities, facing greater obstacles to participation and the enjoyment of their social rights.

The mechanisms to support policies for the social inclusion and integration of young

people put into place by the Council of Europe include training programmes for youth workers, youth policy recommendations and guidelines for social inclusion, educational resources for participation, and the support by the European Youth Foundation<sup>5</sup> to pilot projects carried out by young people. The recognition and promotion of youth work and non-formal learning in Europe are also part of this effort. Non-formal education has proved to be an efficient approach when working with young people, through its learner-centred dimension and the fact that it also addresses young people outside the formal school curricula. Although its recognition remains problematic, non-formal education enables youth workers to address young people's daily realities and to develop their skills,



<sup>4</sup> Committee of Ministers Resolution CM/Res(2008)23 on the youth policy of the Council of Europe

<sup>5</sup> [www.eyf.coe.int/fej/](http://www.eyf.coe.int/fej/)





attitudes and knowledge on the basis of their own experiences. Non-formal education is close to what in some countries is referred to as “éducation populaire”, aiming at giving everyone an access to learning and education and taking into account the individual needs of a person.

A special focus in the youth policy programmes of the Council of Europe has been given to human rights education, seen as a process in which the role of young people, youth organisations and youth policy is crucial to achieving a culture of human rights, with an emphasis on:

- ensuring young people’s full enjoyment of human rights and human dignity, and encouraging their commitment in this respect
- promoting young people’s active participation in democratic processes and structures
- promoting equal opportunities for the participation of all young people in all aspects of their everyday lives
- effectively implementing gender equality and preventing all forms of gender-based violence

- promoting awareness education and action among young people on the environment and sustainable development
- facilitating access for all young people to information and counselling services.

Human rights education should focus on:

- “learning about human rights, knowledge about human rights, what they are and how they are safeguarded or protected;
- learning through human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with the human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the learning in itself and is actually part of learning;
- learning for human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promot-

ing and defending human rights”<sup>6</sup>.

The work of the youth sector in relation to human rights education has included the manuals *Compass* and *Compassito* on human rights education with young people and, respectively, children, training courses for multipliers and educators, and support to youth projects on this topic.

In 2010, the Council of Europe’s Charter on Education for Democratic Citizenship and Human Rights Education was adopted by the Committee of Ministers within the framework of Recommendation CM/Rec(2010)7. The Charter calls for member states to develop human rights education and democratic citizenship education as part of the curricula for formal education and for vocational education and training. Moreover, the Charter recognises the essential role of youth organisations in promoting human rights education. The Charter sets out objectives and princi-

ples for human rights education and recommends actions in the fields of monitoring, evaluation and research.

An important step in bringing the question of social human rights in the Council of Europe’s youth policy has been the Enter! project on access to social rights for young people from disadvantaged neighbourhoods (2009 – 2011). The Enter! project aimed at developing youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods. The project took into account:

- the role of non-formal learning and youth work in supporting the autonomy of young people
- social inclusion and social cohesion as important dimensions of sustainable democratic societies
- citizenship, participation and the agency of young people in matters concerning them



<sup>6</sup> Compass – Manual on Human Rights Education with Young People, Council of Europe, 2011



- an intercultural learning dimension to diversity based on the understanding of universal human rights (All Different - All Equal).

The methodology and the approaches of the Enter! project sought alternative ways of thinking and practising youth work, starting from the involvement of young people themselves, relying on the competent action of youth workers and youth organisations and seeking medium and long-term impact through youth policies at local and national level. By focusing on social human rights, and access of young people to them, Enter! adopted a human rights-based approach to social exclusion, discrimination and violence. The Enter! project included, amongst other activities, a long-term training course that prepared and supported youth workers and youth leaders working in disadvantaged neighbourhoods with young people who face difficulties in exercising their social human rights. During the course, participants developed specific projects with young people, based on active participation, intercultural learning and human rights education, and

addressing specific challenges in their access to social rights. These projects provided the practical basis for learning about how to promote the social rights of young people and how best to use youth research for youth policy action.

## Selected Examples of Progress Achieved in the Implementation of Social Rights Under the European Social Charter

### In Albania:

The Decision of the Council of Ministers no. 762 of November 2003 obliges all enterprises employing more than 15 people to have an occupational doctor.

### In Austria:

Children of Turkish residents legally employed in the labour market are now entitled to the exemption certificate allowing them to work anywhere in Austria once they have lived in the country for five years (according to the terms of the Association Agreement between Turkey and the EU and the decision

taken by the Association Council in 1998).

### In Belgium:

Introduction of the right for children to be heard in adoption proceedings, in principle from the age of 12 onwards (Article 931 of the Judicial Code, as amended in 2003).

### In Bulgaria:

Criminalisation of domestic violence and possibility to adopt restraining orders against their perpetrators (Act of 29 March 2005 on protection against domestic violence, SG n° 27/2005).

### In Croatia:

Government decision to withdraw from the national curriculum a biology textbook, which had been found to contain discriminatory statements relating to sexual and reproductive health education, (Interights v. Croatia, collective complaint no. 45/2007M also Committee of Ministers Resolution Res(2009)7).

### In Cyprus:

Law No. 127(I)/2002 guarantees that persons with dis-

abilities are equally treated with other employees by their employer as regards the procedure for application for employment, recruitment, promotion, dismissal, compensation, training and other terms and conditions of employment. A 2004 amendment of the law also provides for the prohibition of any direct and indirect discrimination.

### In Denmark:

The Children Act No. 460/2001 introduced new paternity rules and abolished the distinction between children born out of wedlock and legitimate children.

### In Finland:

The time for which children of 14 years and over who are subject to compulsory education may work has been set at half the school holidays. Employment of children of over 15 years of age for emergency work is possible only if no adult is available to carry it out. If the rest period of a young worker has been reduced on account of emergency work, a comparable rest period must be given to him as soon as possible within a period of no more than



three weeks (Act No. 998/1993 as amended in 1999).

### In Greece:

The National Social Cohesion Fund was established in 2008 (Law 3631/2008) with the aim of supporting the most vulnerable groups at risk of poverty through targeted income support.

### In Ireland:

The power of the Minister of the Interior to issue expulsion orders has been restricted in that he must take account of the age, family status, employment prospects and length of stay of the person concerned (1999 Immigration Act).

### In Latvia:

The law on the Support of the Unemployed and Jobseekers, which entered into force on 1 July 2002, stipulates a range of active measures from which unemployed persons may benefit.

### In Luxembourg:

It is now forbidden to give a woman notice of dismissal during maternity leave and a woman unlawfully dismissed may now request that her

dismissal be annulled and that she be maintained in her job (Act of 7 July 1998).

### In the Netherlands:

Adoption in 2000 of a new Student Finance Act guaranteeing to all nationals, of non-EU states party to the Charter and the revised Charter, the equality of treatment with respect to financial assistance.

### In Norway:

Various practical measures to assist foreigners in finding accommodation, such as reserving quotas of existing housing stock for refugees and immigrants, promoting research into multicultural living environments and disseminating information on the legislation providing for equal treatment in access to housing. Article 19§4 – right to equal treatment with regard to access to housing.

### In Poland:

The 2004 legislation on employment promotion and labour market institutions makes everyone eligible for vocational guidance, irrespective of nationality. Nationals of other states party to the

European Social Charter are therefore entitled to equal treatment.

**In Portugal:**

Under Act No. 32/2002, specific emergency assistance (housing, food and benefits in kind to cover basic needs) is available to all persons who are in a situation of exceptional need.

**In Turkey:**

Since the repeal of Article 3/II A of Act No. 506 on Social Insurance, non-nationals who have a work permit in Turkey are automatically insured for long-term risks, including un-

employment. Application is no longer conditioned by the existence of bilateral or multi-lateral agreements.

**In the United Kingdom:**

A comprehensive review of the Gypsy and Traveller accommodation policy has been undertaken. An informed and strategic approach is taken to accommodation needs, and the planning system identifies land to meet these needs. Government funding for socially rented sites is available, and the security of tenure of those residing on such sites has been strengthened.





