

# Policy Analysis in the Field of Youth and in Complementary Segments on Health, Learning, Agency and Enabling Environment

## Policies and Study Cases

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## LEAP policy analysis - introduction

*When looking at policies addressing the needs of young people regarding their learning, health, agency and the supporting environment, one needs to have a double approach.*

*First, there is a wide range of general policies in the domains addressed by this research. They however do not always address youth and their specific needs and conditions. There are however also some which go into these details. Second, there is a growing layer of dedicated youth-related policies on global, European, national and local level (with a notable missing layer of regional youth-related policies because of a weak regional institutional background within the Romanian law). There is a smaller range of policies which have both approached, too. Just as an example, the creation and implementation of policies and resources in the field of digital youth work picked up significantly in the past years with the COVID-19 pandemic being an additional fuel for speeding up this process. Also, the Europe Goes Local network's European Charter on Youth Work symbolizes the growing importance youth work is getting all around Europe.*

*However, this duality poses a threat, too. As it is also considered a special domain within various global, European, national and local frameworks, youth tends to be considered less as an overarching horizontal priority as a generation exactly because the argument goes towards the fact that the dedicated policies shall solve the special issues of young people, while in practice they not necessarily do. The biggest effect of this situation can be measured in the financial allocation associated with these policies. In Romania, youth-related measures and actions are massively underfinanced.*

*For a city aiming to develop and implement youth-related policy frameworks in the future, there is also a wide array of sources for inspiration in practical models and solutions developed by peers, notably cities with similar size or profile around Europe. We believe the focus on European practical models in a correlation with existing policies at European level provide a good recipe for further transfer of knowledge towards the city of Cluj-Napoca and its metropolitan area.*

*A final aspect of the current situation can be captured in the lack of incorporation of youth-related policies established within a broader geographical area into national and local strategies where their impact could become enhanced. Another aspect of these policies lies in the fact that with some notable exceptions, they were not created in a participatory way, having young people involved in the development process.*

*The most specific and relevant existing policies in the youth field are the United Nations' Youth Strategy (Youth 2030), the EU's European Youth Goals (which, as an annex to the current European Youth Strategy is the most participative youth-related policy document created ever for Europe) and the Council of Europe's Revised Charter on the Participation of Young People in Local and Regional Life.*

*Regarding the timeframe of existing policies, one can identify a huge opportunity for the Cluj Metro Area. The year of 2020 tends to be a milestone for transition between two periods of strategic framework implementation. This is partially influenced by the 7-year financial framework of the EU to which Cluj-Napoca and the metro area are aligning their development processes while the existing youth strategy is embedded*

*in the local strategy, but also by the fact that the current Romanian national youth strategy's implementation period finished at the end of 2020.*

*Finally, as with every policy, aspects of implementation need to be considered, too. In this case, the ownership of implementing policies at various levels is highly diversified depending on the level of authority of the institutions which enabled any policy or strategy. However, there are significant efforts in supporting local actors in de-facto enforcing a policy at local level via a range of tools and mentorship, or via networks of actors who provide a horizontal-type support for these policies. There are four European networks which focus on cities and youth in a specific way (which is a key asset of youth-related urban efforts in the future.*

*Europe Goes Local strategic partnership became the widest network of cities (over 250) with a special focus on youth work in just 3 years. InterCity Youth (The European Network of Local Departments of Youth Work) aims to inspire each other through peer learning and exchange of best practices. The DYPALL Network (Developing Youth Participation at Local Level) focuses on enabling municipal and regional authorities to address the needs and interests of youth, engage young people as active actors of problem-solving and increase the level of ownership, commitment and involvement of an important part of our communities.*

*Finally, with the European Youth Capital title for 2015, Cluj-Napoca earned to be part of the Network of European Youth Capitals together with other cities who were nominated to hold this title until this moment. Work in this network currently focuses on developing strategic and action planning tools for cities and the consolidation of urban youth ecosystems. Additionally, there is also a perspective of cooperation with other Romanian cities who took part in the Romanian Youth Capital programme up to this moment as urban investment in the field of youth but also strategic planning increased significantly in the past years.*

*As highlighted among the policy proposals, there is a wide range of arguments for the creation of an independent youth strategic framework at local and metropolitan level, focusing on the metropolitan as the target group's mobility addressed by this research doesn't stop at the city's boundaries while the current administrative prerogatives of municipalities do. The creation of this strategic framework in line with existing policies on national, European and global level would open a perspective for Cluj-Napoca to provide a best practice on how a local community can enforce higher level policies on grassroots level while adding to the actual achievement of the objective of these policies, too.*

*While developing and consolidating its youth policy framework, it is highly recommended for Cluj-Napoca to take part in these networks which provides a constant access in the future to professional expertise but practical experience of other cities, too.*

# Youth Rights

## Core human rights instruments - general overview

### United Nations

The United Nations has a set of **9 core international human rights instruments**, with the fundamental documents forming the so-called "International Bill of Rights". These instruments are:

#### International Bill of Rights

- Universal Declaration of Human Rights
- International Covenant on Economic, Social and Cultural Rights and Optional Protocol
- International Covenant on Civil and Political Rights and Optional Protocols

#### Other Core International Human Rights Instruments

- Convention on the Elimination of All Forms of Discrimination against Women and Optional Protocol
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment and Optional Protocol
- Convention on the Rights of the Child and Optional Protocols
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- International Convention for the Protection of All Persons from Enforced Disappearance
- Convention on the Rights of Persons with Disabilities and Optional Protocol

**Full list of treaties deposited at the UN Secretary General - [Link](#)**

**Universal Human Rights Instruments (by topic), other than International Bill of Rights and Core International Human Rights Instruments - [Link](#)**

### Council of Europe

The Council of Europe is the second major international human rights organisation relevant to Romania. Given the fact that part of its treaties are subject to European Court of Human Rights rulings, it gives the Organisation a unique influence over how the rights provided for in its treaties, most notably the **European**

**Convention for the Protection of Human Rights and Fundamental Freedoms** and the **European Social Charter**, are included in national legislation and upheld by competent authorities, including the judicial.

The Full list of treaties can be found here: <https://www.coe.int/en/web/conventions/full-list>

A **selection of Treaties to which Romania is a party**, considered of potential relevance to at least one pillar of the LEAP policy analysis, has been included in a separate section below.

## European Union

The European Union has a special influence over policies because of its capacity to issue regulations in some fields, most notably economic cooperation. Even in fields where it does not have direct competence and cannot issue legally-binding legislation, such as education and youth, or fields where it has limited regulatory competence, such as health, the Union is still highly influential by providing (strategic) frameworks for cooperation between states and using the Open Method of Coordination for the harmonisation of policies among states, and by using European Union funding for supporting objectives established under these frameworks, complementing national resources with major impact (see the National Plan of Investment and Economic Resurgence for an overview on potential upcoming EU funding for investment in education, health and social services).

The most important documents regulating the functioning of the European Union and the rights of its citizens are:

- Treaty on European Union and the Treaty on the Functioning of the European Union: art. 165 & 166 (Education, Culture, Youth and Sports), Art. 168 (Health) – <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12012E%2FTXT>
- Charter of Fundamental Rights of the European Union <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:12012P/TXT>

It is worth noting that the Charter of Fundamental Rights of the European Union is legally binding for EU institutions' activity and functioning and for member states conducting Union Action (i.e. legislation transposing EU law, EU funded programmes), and not with regard to all domestic policy.

## Romanian Constitution

Other than international treaties, Romanian law and policy is also directed by **provisions of the Romanian Constitution**. Fundamental rights are provided thereof through articles 15 - 60 (including the functioning of the Ombudsman).

The Romanian Constitution specifically gives **priority to international law over its provisions and over Romanian law**, unless the latter provide for superior (protection of) rights, through art. 20, while also stating that interpretation of Constitutional rights shall be made in accordance with international law, especially the Universal Declaration of Human Rights.

## Other international treaties potentially relevant for LEAP

### United Nations

*click on titles for links to treaties*

#### Child Rights

- Minimum Age Convention, 1973 (No. 138)
- Worst Forms Of Child Labour Convention, 1999 (No. 182)

#### Freedom Of Association And Political Rights

- Freedom Of Association And Protection Of The Right To Organise Convention, 1948 (No. 87)
- Right To Organise And Collective Bargaining Convention, 1949 (No. 98)

#### Rights Of Persons With Disabilities

- Declaration On The Rights Of Mentally Retarded Persons
- Declaration On The Rights Of Disabled Persons
- Principles For The Protection Of Persons With Mental Illness And The Improvement Of Mental Health Care
- Standard Rules On The Equalization Of Opportunities For Persons With Disabilities

#### Prevention Of Discrimination

- Equal Remuneration Convention, 1951 (No. 100)
- Discrimination (Employment And Occupation) Convention, 1958 (No. 111)
- Declaration On Race And Racial Prejudice
- Convention Against Discrimination In Education
- Declaration On The Elimination Of All Forms Of Intolerance And Of Discrimination Based On Religion Or Belief

### Health

- Declaration Of Commitment On Hiv/Aids

### Minorities

- Declaration On The Rights Of Persons Belonging To National Or Ethnic, Religious And Linguistic Minorities

### Promotion And Protection Of Human Rights (Including Edc/Hre)

- Principles Relating To The Status Of National Institutions (The Paris Principles)
- Declaration On The Right And Responsibility Of Individuals, Groups And Organs Of Society To Promote And Protect Universally Recognized Human Rights And Fundamental Freedoms
- United Nations Declaration On Human Rights Education And Training

### Social Welfare, Progress And Development

- Declaration On Social Progress And Development
- Universal Declaration On The Eradication Of Hunger And Malnutrition
- Declaration On The Use Of Scientific And Technological Progress In The Interests Of Peace And For The Benefit Of Mankind
- Declaration On The Right Of Peoples To Peace
- Declaration On The Right To Development
- Universal Declaration On The Human Genome And Human Rights
- Universal Declaration On Cultural Diversity

### Women's Rights

- Declaration On The Elimination Of Violence Against Women

### Right To Work And To Fair Conditions Of Employment

- Employment Policy Convention, 1964 (No. 122)

## **Council of Europe - treaties (to which Romania is a Party) overview**

The date mentioned corresponds to the entry into force in Romania

### Core Human Rights Instrument

- **Convention for the Protection of Human Rights and Fundamental Freedoms** (ETS No. 5) - 1994+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/0900001680063765>

## Social Rights

- European Social Charter (revised) (ETS No. 163) - 1999+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/163>
- European Code of Social Security (ETS No. 048) - 2010+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/048>

## Protection Against Serious Abuse

- Council of Europe Convention on preventing and combating violence against women and domestic violence (CETS No. 210) –  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168008482e>
- Council of Europe Convention on Action against Trafficking in Human Beings (CETS nr. 197) - 2008+  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168008371d>
- Convention on Cybercrime (ETS. No. 185) - 2004+  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/185>
- European Convention on Nationality (ETS no. 166) - 2005+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/166>
- European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (ETS No. 126) - 1995+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/126>
- European Convention on the Compensation of Victims of Violent Crimes (ETS No. 116) - 2006+  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/116>
- European Convention on the Non-Applicability of Statutory Limitation to Crimes against Humanity and War Crimes (ETS No. 082) - 2003+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/082>

## Child Rights

- European Convention on the Adoption of Children (Revised) (CETS no. 202) - 2012+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/0900001680084823>
- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (CETS no. 201) - 2011+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/0900001680084822>
- Convention on Contact concerning Children (CETS no. 192) - 2007+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168008370f>
- European Convention on Recognition and Enforcement of Decisions concerning Custody of Children and on Restoration of Custody of Children (ETS No. 2015) - 2004+ /  
<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/105>
- European Convention on the Legal Status of Children born out of Wedlock (ETS No. 85) - 1993+ /

<https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/085>

- European Convention on the Adoption of Children (ETS No. 058) - 1993+ / \ <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/058>

### Environment and Landscape

- European Landscape Convention (ETS no. 176) - 2004+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/0900001680080621>
- Convention on the Conservation of European Wildlife and Natural Habitats (ETS No. 104) - 1993+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/104>

### Cultural Heritage and Co-operation

- Convention for the Protection of the Architectural Heritage of Europe (ETS No. 121) - 1998+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/121>
- European Cultural Convention (ETS No. 018) - 1991+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/018>

### Education

- Convention on the Recognition of Qualifications concerning Higher Education in the European Region (ETS no. 165) - 1999+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/165>
  - European Convention on the Equivalence of Diplomas leading to Admission to Universities (ETS No. 015).
  - European Convention on the Equivalence of Periods of University Study (ETS No. 021).
  - European Convention on the Academic Recognition of University Qualifications (ETS No. 032)
  - Protocol to the European Convention on the Equivalence of Diplomas leading to Admission to Universities (ETS No. 049)
  - European Convention on the General Equivalence of Periods of University Study (ETS No. 138)
- European Convention on the General Equivalence of Periods of University Study (ETS No. 138) - 1998+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/138/>

### Non-discrimination and Protection Of Minorities

- Framework Convention for the Protection of National Minorities (ETS No. 157) - 1998+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/157> + <https://www.coe.int/en/web/minorities/text-of-the-convention>
- European Charter for Regional or Minority Languages (ETS No. 148) - 2008+ /
- <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/148/> + <https://www.coe.int/en/web/european-charter-regional-or-minority-languages/home>

## Medicine and Human Rights

- Council of Europe Convention on Human Rights and Biomedicine (Oviedo Convention) (ETS No. 164), 2001+ [https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/164/signatures?p\\_auth=whnKtvvet](https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/164/signatures?p_auth=whnKtvvet)

## Animal Rights

- European Convention for the Protection of Pet Animals (ETS No. 125) - 2005+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/125>

## Local Democracy / Self-government. Including International/Transfrontier Cooperation

- European Charter of Local Self-Government (ETS No. 122) - 1998+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/122>
- European Outline Convention on Transfrontier Co-operation between Territorial Communities or Authorities (ETS No. 106) - 2003+ / <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/106>

# Core human rights instruments - content and provisions most likely to be relevant

## Universal Declaration of Human Rights

Link: <https://www.un.org/en/universal-declaration-human-rights/>

Into force: 1948

- Article 2. **Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind**, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

***Relevant for rights to which access is hindered, even if indirectly, by factors mentioned in the article.***

■ Article 3.

Everyone has the right to **life**, liberty and **security** of person.

***Relevant to access to medical assistance and environment (i.e. urban living / interference).***

■ Article 8.

Everyone has the right to an **effective remedy by the competent national tribunals for acts violating the fundamental rights** granted him by the constitution or by law.

***Should shortcomings identified in the LEAP analysis imply violations of rights, victims are entitled to remedy by a competent tribunal.***

■ Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

***Basis for youth participation in public debate, including regarding political evolutions and experience related to one's educational and social experience.***

■ Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

***Basis for youth (self)organising.***

■ Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

■ Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article requires states to ensure a minimum level of economic, social and cultural rights for citizens [implies obligations related to education, social protection, health access and living conditions]**

■ Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Implies a positive obligation for states to ensure fair remuneration for work - at minimum, income should cover „an existence worthy of human dignity”, through income or income and other social protection means.**

■ Article 25.

(1) Everyone has the right to a **standard of living adequate for the health and well-being of himself and of his family**, including **food, clothing, housing and medical care and necessary social services**, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Requires states to ensure adequate living standards for the health and well-being of its citizens, including food, clothing, housing and medical care and necessary social services. Requires states to ensure special support in case of unemployment, sickness, disability, widowhood, old age or other lack of livelihood not in the person's control, as well as for motherhood and childhood.**

■ Article 26.

(1) **Everyone has the right to education.** Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Free of education in lower levels and accessibility of higher education based on merit constitutes a fundamental human right and must be ensured by states.**

***General purpose of education and fundamental values it shall provide are regulated as part of the right to education.***

***Parents' role in decisions regarding the education of the child is enshrined.***

■ Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

***Implies that all policies must support implementation and realisation of rights in the Declaration.***

■ Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

■ Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

***Limitations to exercise of rights in the Declaration may only be introduced by states with certain purposes and without leading to the destruction of any of the rights and freedoms.***

## International Covenant on Economic, Social and Cultural Rights and optional protocol

Link: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

Into force: 1976+

The main Covenant Provisions of relevance to the policy analysis include:

- Art. 2 - requires states to adopt **legislative measures** and other measures to ensure realisation of rights provided in the Covenant, without discrimination of any kind
- Art. 6 - recognises the **right to work**, choosing or accepting work freely, and requires States Party to the Covenant to support the realisation of the right through measures including **”technical and vocational guidance and training programmes, policies and techniques to achieve steady**

**economic, social and cultural development and full and productive employment** under conditions safeguarding fundamental political and economic freedoms to the individual.”

- Art. 7 recognises the “right of everyone to the enjoyment of **just and favourable conditions** of work” which ensure “remuneration which provides all workers with (...) fair wages and equal remuneration for work of equal value (...); **a decent living for themselves and their families (...); safe and healthy working conditions;**”
- Art. 8 - recognises the **right to organise in unions and the right to strike**
- Art. 9 “The States Parties to the present Covenant recognize the **right of everyone to social security, including social insurance.**”
- Art. 10 - recognises that “1. The **widest possible protection and assistance should be accorded to the family (...)** particularly for its **establishment and while it is responsible for the care and education of dependent children (...)**;  
2. Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such period working **mothers should be accorded paid leave or leave with adequate social security benefit;**  
3. **Special measures of protection and assistance should be taken on behalf of all children and young persons** without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. (...)
- Art. 11 “The States Parties to the present Covenant recognize the **right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions.** (...) 2. The States Parties to the present Covenant, recognizing the **fundamental right of everyone to be free from hunger**, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed (..)”
- Art. 12
- “1. The States Parties to the present Covenant recognize the **right of everyone to the enjoyment of the highest attainable standard of physical and mental health.**  
2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:  
(a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the **healthy development of the child;**  
(b) The improvement of all aspects of **environmental and industrial hygiene;**  
(c) The **prevention, treatment and control of epidemic, endemic, occupational and other diseases;**  
(d) The creation of **conditions which would assure to all medical service and medical attention in the event of sickness.**”
- **Article 13**  
“1. The States Parties to the present Covenant recognize the **right of everyone to education.** They agree that education shall be **directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms.** They further agree that education shall enable all persons to participate effectively in a free society,

promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

(a) **Primary education** shall be compulsory and available free to all;

(b) **Secondary education** in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the **progressive introduction of free education**;

(c) **Higher education** shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the **progressive introduction of free education**;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

(...)

- 3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State (...)"

- **Art. 15**

"1. The States Parties to the present Covenant recognize the right of everyone:

(a) To take part in cultural life;

(b) To enjoy the benefits of scientific progress and its applications;

(c) To benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author. (...)"

**Optional Protocol to the International Covenant on Economic, Social and Cultural Rights** - the Protocol concerns procedural aspects supporting the implementation of the Covenant.

## International Covenant on Civil and Political Rights and 2 optional protocols

Link: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>

Into force: 1976+

The Covenant enshrines fundamental civil and political rights referring to recognition as a person, participation in political life (including to participate and stand for free and fair elections, freedom of assembly), right to fair trial and non-discrimination (including on grounds of political opinion).

### **Optional protocol to the International Covenant on Civil and Political Rights**

Link: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCCPR1.aspx>

Into force: 1976+

The optional protocol details the functioning of the Human Rights Committee upon receiving and considering communications from individuals claiming to be victims of violations of rights set forth in the Covenant.

### **Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty**

Link: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/2ndOPCCPR.aspx>

Into force: 1991+

## **International Convention on the Elimination of All Forms of Racial Discrimination**

Link: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>

Into force: 1969

For the purpose of our policy analysis, the most important provisions are:

#### ■ **Art. 1**

"1. In this Convention, the term "**racial discrimination**" shall mean any distinction, exclusion, restriction or preference based on **race, colour, descent, or national or ethnic origin** which has the purpose or effect of **nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights** and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

(...)

4. **Special measures** taken for the sole purpose of securing adequate advancement of certain racial or ethnic groups or individuals requiring **such protection as may be necessary in order to ensure such groups or individuals equal enjoyment or exercise of human rights** and fundamental freedoms **shall not be deemed racial discrimination**, provided, however, that such measures do not, as a consequence, lead to the maintenance of separate rights for different racial groups and that they shall not be continued after the objectives for which they were taken have been achieved."

#### ■ **Art. 2**

"1. States Parties condemn racial discrimination and **undertake to pursue by all appropriate means and without delay a policy of eliminating racial discrimination in all its forms and promoting understanding among all races**, and, to this end:

(a) Each State Party undertakes to engage in no act or practice of racial discrimination against persons, groups of persons or institutions and to ensure that all public authorities and public institutions, national and local, shall act in conformity with this obligation;

(b) Each State Party undertakes not to sponsor, defend or support racial discrimination by any persons or organizations;

(c) Each State Party shall take effective measures to review governmental, national and **local policies**, and to amend, rescind or nullify any laws and regulations which have the **effect of creating or perpetuating racial discrimination** wherever it exists;

(d) Each State Party shall **prohibit and bring to an end**, by all appropriate means, including legislation as required by circumstances, **racial discrimination by any persons, group or organization**;

(e) Each State Party undertakes to **encourage, where appropriate, integrationist multiracial organizations and movements and other means of eliminating barriers between races**, and to discourage anything which tends to strengthen racial division.

2. States Parties shall, when the circumstances so warrant, take, in the **social, economic, cultural and other fields**, special and concrete measures to ensure the **adequate development and protection of certain racial groups or individuals belonging to them, for the purpose of guaranteeing them the full and equal enjoyment of human rights and fundamental freedoms**. These measures shall in no case entail as a consequence the maintenance of unequal or separate rights for different racial groups after the objectives for which they were taken have been achieved."

#### ■ Article 4

"States Parties condemn all propaganda and all organizations which are based on ideas or theories of superiority of one race or group of persons of one colour or ethnic origin, or which attempt to justify or promote racial hatred and discrimination in any form, and undertake to adopt immediate and positive measures designed to eradicate all incitement to, or acts of, such discrimination and, to this end, with due regard to the principles embodied in the Universal Declaration of Human Rights and the rights expressly set forth in article 5 of this Convention, inter alia:

(a) **Shall declare an offence punishable by law all dissemination of ideas based on racial superiority or hatred, incitement to racial discrimination, as well as all acts of violence or incitement to such acts** against any race or group of persons of another colour or ethnic origin, and also the provision of any assistance to racist activities, including the financing thereof;

(b) **Shall declare illegal and prohibit organizations, and also organized and all other propaganda activities, which promote and incite racial discrimination**, and shall recognize **participation in such organizations or activities as an offence punishable by law**;

(c) **Shall not permit public authorities or public institutions, national or local, to promote or incite racial discrimination**.

#### ■ Art. 5

"In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to **prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights**:

(...)

(b) The right to **security of person and protection by the State against violence or bodily harm**, whether inflicted by government officials or by any individual group or institution;

(c) **Political rights**, in particular the right to participate in elections-to vote and to stand for election-on the basis of universal and equal suffrage, to take part in the Government as well as in the conduct of public affairs at any level and to have equal access to public service;

(d) Other civil rights, in particular:

(...)

(iv) The right to marriage and choice of spouse;

(...)

(vii) The right to freedom of thought, conscience and religion;

(viii) The right to freedom of opinion and expression;

(ix) The right to freedom of peaceful assembly and association;

(e) **Economic, social and cultural rights**, in particular:

(i) The **rights to work**, to free choice of employment, to just and favourable conditions of work, to **protection against unemployment**, to **equal pay for equal work**, to just and favourable remuneration;

(ii) The right to form and join trade unions;

(iii) The right to **housing**;

(iv) The right to **public health, medical care, social security and social services**;

(v) The right to **education and training**;

(vi) The right to **equal participation in cultural activities**;

(f) The right of **access to any place or service intended for use by the general public**, such as transport hotels, restaurants, cafes, theatres and parks.

■ **Art. 6**

"States Parties shall assure to everyone within their jurisdiction **effective protection and remedies, through the competent national tribunals and other State institutions, against any acts of racial discrimination which violate his human rights and fundamental freedoms** contrary to this Convention, as well as the right to seek from such tribunals just and adequate reparation or satisfaction for any damage suffered as a result of such discrimination."

■ **Art. 7**

"States Parties undertake to adopt immediate and effective measures, particularly in the **fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups**, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention."

- Art. 8 - Art. 25 concern procedural aspects regarding the mechanisms supporting the implementation of the Convention.

## Convention on the Elimination of All Forms of Discrimination against Women and Optional Protocol

Link: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>

Into force: 1981+

The Convention is one of the nine core Human Rights Instruments established by the United Nations. It enshrines the principle of equality between men and women, defines discrimination against women and requires states to take all appropriate measures (including Constitutional, legislative or related to regulations, customs and practices) to end discrimination against women. It also requires states to oppose such discrimination by any institution, organisation, group or person. Equality between men and women shall be sought in various domains including education, work and political life.

Some of the provisions most relevant to our policy analysis include:

- Art. 1 "For the purposes of the present Convention, the term "discrimination against women" shall mean **any distinction, exclusion or restriction made on the basis of sex** which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of **human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.**"  
Art. 2 "States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:  
(...)  
(f) To take all appropriate measures, including legislation, to modify or abolish existing **laws, regulations, customs and practices which constitute discrimination against women;**  
(...)"
- Art. 5 "States Parties shall take all appropriate measures:  
(a) To modify the **social and cultural patterns** of conduct of men and women, with a view to achieving the **elimination of prejudices and customary and all other practices which are based on** the idea of the inferiority or the superiority of either of the sexes or on **stereotyped roles for men and women;**  
(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the **common responsibility of men and women in the upbringing and development of their children**, it being understood that the interest of the children is the primordial consideration in all cases.
- **Art. 10** "States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:  
(a) **The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments** of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;  
(...)  
(c) The **elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education** by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the **revision of textbooks and school programmes and the adaptation of teaching methods;**

(...)

(e) The same opportunities for access to programmes of **continuing education**, including adult and functional literacy programmes, particularly those aimed at **reducing, at the earliest possible time, any gap in education existing between men and women**;

(f) The **reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely**;

(...)

(h) Access to specific **educational information to help to ensure the health and well-being of families**, including **information and advice on family planning**.

■ **Art. 11**

"1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(...)

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(...)

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

(a) To **prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave** and discrimination in dismissals on the basis of marital status;

(b) To introduce **maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances**;

(c) To encourage the provision of the **necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life**, in particular through promoting the establishment and development of a network of **child-care facilities**;

(d) To provide **special protection to women during pregnancy** in types of work proved to be harmful to them.

(...)"

■ **Article 12**

"1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, **access to health care services, including those related to family planning**.

2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women **appropriate services in connection with pregnancy**, confinement and the post-natal period, **granting free services where necessary, as well as adequate nutrition during pregnancy and lactation**.

(...)"

■ **Art. 14**

”1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall **take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.**

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

- (a) To participate in the **elaboration and implementation of development planning at all levels;**
- (b) To have **access to adequate health care facilities**, including information, counselling and services in family planning;
- (c) To benefit directly from social security programmes;
- (d) To obtain all types of **training and education, formal and non-formal**, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;
- (e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;
- (f) To participate in all community activities;
- (g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;
- (h) To enjoy **adequate living conditions**, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.”

■ Art. 16

”States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

(...)

(d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have **access to the information, education and means to enable them to exercise these rights;**

(...)

2. **The betrothal and the marriage of a child shall have no legal effect**, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

From Art. 17 onwards the Convention describes the mechanisms supporting its implementation.

**The Optional Protocol** describes mechanisms governing individual applications.

## Convention on the Rights of the Child and Optional Protocols

Link: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Into force: 1991

The Convention on the Rights of the Child protects their rights specifically, recognising their need for special care and assistance, as well as legal protection. The Convention also covers the rights of parents / legal guardians in relation to the child.

Freedom of expression (Art. 13), freedom of association and freedom to peaceful assembly (Art. 15), and privacy (Art. 16) are protected in a similar way as in general human rights instruments. The right of the child to freedom of thought, conscience and religion (Art. 14) has provisions regarding the rights and duties of parents/legal guardians quoted below.

Most relevant provisions related to health, learning, environment and agency as related to the systemic gaps to which this analysis is linked are:

- **Art. 1** "For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier."
- **Art. 2** "(...) 1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.  
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members"
- **Art. 3** "1. **In all actions concerning children**, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, **the best interests of the child shall be a primary consideration.**  
2. States Parties undertake to **ensure the child such protection and care as is necessary for his or her well-being**, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.  
3. States Parties shall ensure that the **institutions, services and facilities responsible for the care or protection of children** shall conform with the standards established by competent authorities, particularly in the areas of **safety, health, in the number and suitability of their staff, as well as competent supervision.**"
- **Art. 4** "States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to **economic, social and cultural rights**, States Parties shall undertake such measures to the **maximum extent of their available resources** and, where needed, within the framework of international co-operation.
- **Article 5**

"States Parties shall respect the **responsibilities, rights and duties of parents** or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians **or other persons legally responsible for the child**, to provide, in a manner consistent with the evolving capacities of the child, **appropriate direction and guidance in the exercise by the child of the rights** recognized in the present Convention."

■ **Article 6**

"1. States Parties recognize that **every child has the inherent right to life**.

2. States Parties shall ensure to the maximum extent possible the **survival and development** of the child."

■ **Art. 12**

"1. States Parties shall assure to **the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child**, the views of the child **being given due weight** in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any **judicial and administrative proceedings affecting the child**, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law."

■ **Art. 14**

"1. States Parties shall respect the **right of the child to freedom of thought, conscience and religion**.

2. States Parties shall respect the rights and duties of the **parents and, when applicable, legal guardians**, to **provide direction** to the child in the exercise of his or her right in a manner **consistent with the evolving capacities of the child**.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others."

■ **Art. 17** "States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. (...)"

■ **Art. 18**

■ "1. States Parties shall use their best efforts to **ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child**. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall **render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities** and shall ensure the **development of institutions, facilities and services** for the care of children.

3. States Parties shall take all appropriate measures to **ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible**."

- **Art. 19**

"1. States Parties shall take all **appropriate legislative, administrative, social and educational measures to protect the child** from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such **protective measures** should, as appropriate, include effective procedures for the establishment of **social programmes to provide necessary support for the child and for those who have the care of the child**, as well as for other forms of **prevention** and for **identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment** described heretofore, and, as appropriate, for judicial involvement."

■ **Art. 20, Art. 21 and Art. 25** regulate child rights connected to deprivation of family environment and adoption;

■ **Art. 23**

"1. States Parties recognize that **a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.**

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of **assistance** for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided **free of charge**, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to **ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.**

(...)"

■ **Art. 24**

"1. States Parties recognize the **right of the child to the enjoyment of the highest attainable standard of health** and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To **combat disease and malnutrition** (...), taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular **parents and children**, are informed, have access to **education** and are supported in the use of **basic knowledge of child health and nutrition**, the advantages of breastfeeding, **hygiene** and environmental sanitation and the prevention of accidents;

(f) To develop **preventive health care, guidance for parents and family planning education and services**. (...)”

■ **Art. 26**

”1. States Parties shall recognize for every child the **right to benefit from social security, including social insurance**, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.”

■ **Art. 27**

”1. States Parties recognize the **right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development**.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide **material assistance and support programmes**, particularly with regard to **nutrition, clothing and housing**.

(...)”

■ **Art. 28**

”1. States Parties recognize the **right of the child to education**, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of **secondary education**, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of **free education and offering financial assistance in case of need**;

(c) Make **higher education accessible to all** on the basis of capacity by every appropriate means;

(d) Make **educational and vocational information and guidance available and accessible to all children**;

(e) Take measures to **encourage regular attendance at schools and the reduction of drop-out rates**.

2. States Parties shall take all appropriate measures to ensure that **school discipline** is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.  
(...)”

■ **Art. 29**

”1. States Parties agree that the **education of the child shall be directed to:**

- (a) The **development of the child's personality, talents and mental and physical abilities to their fullest potential**;
  - (b) The development of **respect for human rights and fundamental freedoms**, and for the **principles enshrined in the Charter of the United Nations**;
  - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
  - (d) The preparation of the child for **responsible life in a free society**, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
  - (e) The development of **respect for the natural environment**.
- (...)"

- **Art. 30** "In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a **child belonging to such a minority** or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own **culture**, to profess and practise his or her own **religion**, or to use his or her own **language**."

- **Art. 31**

"1. States Parties recognize the **right of the child to rest and leisure, to engage in play and recreational activities** appropriate to the age of the child and to **participate freely in cultural life and the arts**.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity."

- **Art. 32**

"1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- (a) Provide for a minimum age or minimum ages for admission to employment;
- (b) Provide for appropriate regulation of the hours and conditions of employment;
- (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article."

- **Art. 33** "States Parties shall take all appropriate measures, including legislative, administrative, social and **educational** measures, to **protect children from the illicit use of narcotic drugs and psychotropic substances** as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances."

- **Art. 34** "States Parties undertake to **protect the child from all forms of sexual exploitation and sexual abuse**. (...)"

- **Art. 36** “States Parties shall **protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.**”
- **Art. 39** “States Parties shall take all appropriate measures to promote **physical and psychological recovery and social reintegration of a child victim** of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.”
- **Art. 40 - 41** consist of provisions related to juvenile delinquency and children standing trial for offences, including limitations referring to responsibility, punishment, and provisions regarding the social reintegration.
- **Art. 42** “States Parties **undertake to make the principles and provisions of the Convention widely known**, by appropriate and active means, **to adults and children alike.**”

Following articles describe procedural aspects supporting the Convention’s implementation.

The Convention has the following **optional protocols**:

- Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict (in force 2002+) –  
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx>
- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (in force 2002+) –  
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx>
- Optional Protocol to the Convention on the Rights of the Child on a communications procedure - concerns procedural aspects (in force 2014+)  
[Optional Protocol to the Convention on a communications procedure](#)

## Convention on the Rights of Persons with Disabilities and Optional Protocol

Link: <https://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>  
Into force: 2008+

Optional protocol:

<https://www.ohchr.org/EN/HRBodies/CRPD/Pages/OptionalProtocolRightsPersonsWithDisabilities.aspx>

The Convention is the international instrument addressing the rights of persons with disability.

**Purpose, definitions and general principles of the Convention:**

- **Art. 1 - Purpose**

"The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

- **Art. 2 - Definitions:** *defines terms such as communication (which includes tactile communication, large print, accessible multimedia and other), language (which includes signed language) and the following (quoted):*

- **"Discrimination on the basis of disability"** means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation;
- **"Reasonable accommodation"** means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;
- **"Universal design"** means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed."

- **Art. 3 - General Principles**

"The principles of the present Convention shall be:

- (a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- (b) Non-discrimination;
- (c) Full and effective participation and inclusion in society;
- (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- (e) Equality of opportunity;
- (f) Accessibility;
- (g) Equality between men and women;
- (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities."

- **Art. 4 - General obligations**

- "1. States Parties undertake to **ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability**. To this end, States Parties undertake:

- (a) To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;

- (b) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;
- (c) To take into account the **protection and promotion of the human rights of persons with disabilities in all policies and programmes**;
- (d) To refrain from engaging in any act or practice that is inconsistent with the present Convention and to ensure that public authorities and institutions act in conformity with the present Convention;
- (e) To take all **appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise**;
- (f) To undertake or promote **research and development of universally designed goods, services, equipment and facilities**, as defined in article 2 of the present Convention, which should require the **minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities**, to promote their availability and use, and to **promote universal design in the development of standards and guidelines**;
- (g) To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost;
- (h) To **provide accessible information** to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities;
- (i) To **promote the training of professionals and staff working with persons with disabilities** in the rights recognized in this Convention so as to better provide the assistance and services guaranteed by those rights.
2. With regard to **economic, social and cultural rights**, each State Party undertakes to take measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to **achieving progressively the full realization of these rights**, without prejudice to those obligations contained in the present Convention that are immediately applicable according to international law.
3. In the **development and implementation of legislation and policies** to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely **consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations**.
4. Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of persons with disabilities and which may be contained in the law of a State Party or international law in force for that State. There shall be no restriction upon or derogation from any of the human rights and fundamental freedoms recognized or existing in any State Party to the present Convention pursuant to law, conventions, regulation or custom on the pretext that the present Convention does not recognize such rights or freedoms or that it recognizes them to a lesser extent.
5. The provisions of the present Convention shall extend to all parts of federal states without any limitations or exceptions.”

The following articles stipulate various **specific rights** - we will, for the purpose of this analysis, list the rights and elaborate only where it is relevant:

- **Art. 5 - Equality and non-discrimination:** *before the law, legal protection against discrimination, provision of "appropriate steps to ensure that reasonable accommodation is provided", **positive measures** to ensure **de facto equality** of persons with disabilities **shall not be considered discrimination** under this convention.*
- **Art. 6 - Women with disabilities:** *recognizes multiple discrimination in the case of women and girls with disabilities and requires measures to ensure their full and equal enjoyment of all human rights and fundamental freedoms.*
- **Art. 7 Children with disabilities**

"1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an **equal basis with other children**.

2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

3. States Parties shall ensure that children with disabilities have the right to **express their views freely on all matters affecting them, their views being given due weight** in accordance with their age and maturity, **on an equal basis with other children**, and to be provided with **disability and age-appropriate assistance** to realize that right."
- **Art. 8 - Awareness raising**

"1. States Parties undertake to adopt immediate, effective and appropriate measures:

(a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to **foster respect for the rights and dignity of persons with disabilities**;

(b) To **combat stereotypes, prejudices and harmful practices** relating to persons with disabilities, **including those based on sex and age, in all areas of life**;

(c) To promote **awareness of the capabilities and contributions** of persons with disabilities.

2. Measures to this end include:

(...)

(iii) To promote **recognition of the skills, merits and abilities** of persons with disabilities, and of their contributions to the workplace and the labour market;

(b) Fostering at all levels of the **education system**, including in all children from an early age, an attitude of **respect for the rights of persons with disabilities**;

(...)"
- **Art. 9 - Accessibility**

"1. To enable persons with disabilities to **live independently** and **participate fully in all aspects of life**, States Parties shall take appropriate measures to ensure to persons with disabilities **access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas**. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

(a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;

(b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:

(a) Develop, promulgate and monitor the implementation of **minimum standards and guidelines for the accessibility of facilities and services** open or provided to the public;

(b) Ensure that **private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility** for persons with disabilities;

(c) Provide training for stakeholders on accessibility issues facing persons with disabilities;

(d) Provide in buildings and other facilities open to the public **signage in Braille and in easy to read and understand forms**;

(e) Provide forms of **live assistance and intermediaries, including guides, readers and professional sign language interpreters**, to facilitate accessibility to **buildings and other facilities open to the public**;

(f) Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;

(g) Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;

(h) Promote the design, **development, production and distribution of accessible information and communications technologies and systems at an early stage**, so that these technologies and systems become accessible at minimum cost.”

■ **Art. 10 - Right to life**

■ **Art 11 - Situations of risk and humanitarian emergencies**

■ **Art. 12 - Equal recognition before the law**

■ **Art. 13 - Access to justice:**

■ **Article 14 - Liberty and security of the person**

■ **Article 15 - Freedom from torture or cruel, inhuman or degrading treatment or punishment**

■ **Article 16 - Freedom from exploitation, violence and abuse**

(...) 1. States Parties shall take all appropriate legislative, administrative, social, **educational** and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects.

2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the **provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse**. States Parties shall ensure that protection services are age-, gender- and disability-sensitive.

(...)”

■ **Article 17 - Protecting the integrity of the person**

■ **Article 18 - Liberty of movement and nationality**

■ **Article 19 - Living independently and being included in the community**

"States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

(...)

(b) Persons with disabilities have **access to a range of in-home, residential and other community support services, including personal assistance** necessary to support living and inclusion in the community, and to **prevent isolation or segregation** from the community;

(c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs."

■ **Art. 20 Personal mobility**

"States Parties shall take effective measures to **ensure personal mobility** with the greatest possible independence for persons with disabilities, including by:

(a) Facilitating the personal mobility of persons with disabilities in the manner and at the time of their choice, and at affordable cost;

(b) Facilitating **access by persons with disabilities to quality mobility aids, devices**, assistive technologies and **forms of live assistance and intermediaries**, including by making them available at **affordable cost**;

(c) Providing **training in mobility skills to persons with disabilities** and to specialist staff working with persons with disabilities;

(d) Encouraging entities that produce mobility aids, devices and assistive technologies to take into account all aspects of mobility for persons with disabilities."

■ **Article 21 - Freedom of expression and opinion, and access to information**

"States Parties shall take all appropriate measures to **ensure that persons with disabilities can exercise the right to freedom of expression and opinion**, including the freedom to seek, receive and impart information and ideas **on an equal basis with others** and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:

(a) Providing **information intended for the general public to persons with disabilities in accessible formats** and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost;

(b) Accepting and facilitating the **use of sign languages, Braille, augmentative and alternative communication**, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in **official interactions**;

(c) Urging **private entities** that provide **services to the general public**, including through the Internet, to **provide information and services in accessible and usable** formats for persons with disabilities;

(d) Encouraging the **mass media**, including providers of information through the Internet, to **make their services accessible** to persons with disabilities;

(e) **Recognizing and promoting the use of sign languages."**

■ **Article 22 - Respect for privacy**

- **Article 23 - Respect for home and the family:** *general respect for the right of family (for parents and children) and provisions regarding special assistance offered to ensure support for children with disabilities and their families and parents with disabilities, maintain fertility on equal basis with others and provide support for keeping the child in his family or, where this is not possible, ensure adequate alternative care in a family setting.*

- **Article 24 - Education**

"1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an **inclusive education system at all levels and life long learning** directed to:

- (a) The **full development of human potential and sense of dignity and self-worth**, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- (b) The **development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;**
- (c) **Enabling persons with disabilities to participate effectively in a free society.**

2. In realizing this right, States Parties shall ensure that:

- (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- (b) Persons with disabilities can **access an inclusive, quality and free primary education and secondary education on an equal basis with others** in the communities in which they live;
- (c) Reasonable **accommodation of the individual's requirements is provided;**
- (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- (e) Effective **individualized support measures are provided in environments that maximize academic and social development**, consistent with the goal of full inclusion.

3. States Parties shall **enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education** and as members of the community. To this end, States Parties shall take appropriate measures, including:

- (a) Facilitating the **learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills**, and facilitating peer support and mentoring;
- (b) Facilitating the **learning of sign language** and the promotion of the **linguistic identity of the deaf community;**
- (c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is **delivered in the most appropriate languages and modes** and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures **to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education.** Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes,

means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to **access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others**. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.”

#### ■ **Article 25 - Health**

”States Parties recognize that persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability. States Parties shall take all appropriate measures to ensure **access for persons with disabilities to health services that are gender-sensitive, including health-related rehabilitation**. In particular, States Parties shall:

(a) Provide persons with disabilities with the **same range, quality and standard of free or affordable health care** and programmes as provided to other persons, **including in the area of sexual and reproductive health** and population-based public health programmes;

(b) Provide those **health services needed by persons with disabilities specifically because of their disabilities**, including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons;

(c) Provide these health services **as close as possible** to people's own communities, including in **rural areas**;

(d) Require health professionals to provide care of the same quality to persons with disabilities as to others, including on the basis of free and informed consent by, inter alia, raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities through training and the promulgation of **ethical standards for public and private health care**;

(e) Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance where such insurance is permitted by national law, which shall be provided in a fair and reasonable manner;

(f) Prevent discriminatory denial of health care or health services or food and fluids on the basis of disability.”

#### ■ **Article 26 - Habilitation and rehabilitation**

”1. States Parties shall take effective and appropriate measures, including through peer support, to **enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life**. To that end, States Parties shall organize, strengthen and extend comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of **health, employment, education and social services**, in such a way that these services and programmes:

(a) Begin at the earliest possible stage, and are based on the multidisciplinary assessment of individual needs and strengths;

(b) Support participation and inclusion in the community and all aspects of society, are voluntary, and are available to persons with disabilities as close as possible to their own communities, including in rural areas.

2. States Parties shall promote the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services.

3. States Parties shall promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to habilitation and rehabilitation.”

- **Article 27 - Work and employment:** *supports right to employment on equal footing with others and without discrimination, as well as services supporting finding, obtaining, maintaining and returning to employment or entrepreneurship, **employment in the public sector**, and other measures.*

- **Article 28 - Adequate standard of living and social protection**

”1. States Parties recognize the right of persons with disabilities to an **adequate standard of living** for themselves and their families, including adequate **food, clothing and housing**, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability.

2. States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures:

(...)

(c) To ensure **access by persons with disabilities and their families living in situations of poverty to assistance from the State with disability-related expenses**, including adequate training, counselling, financial assistance and respite care;

(d) To ensure access by persons with disabilities to **public housing programmes**;

(e) To ensure equal access by persons with disabilities to **retirement benefits and programmes.**”

- **Article 29 - Participation in political and public life:** *includes provisions regarding the exercise of vote, standing for elections and effectively holding office, participating in the conduct of public affairs in general, organising in representative organisations and representing people with disabilities at all relevant levels.*

- **Article 30 - Participation in cultural life, recreation, leisure and sport**

”1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:

(a) Enjoy access to cultural materials in accessible formats;

(b) Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats;

(c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.

2. States Parties shall take appropriate measures to enable persons with disabilities to have the opportunity to develop and utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of society.

3. States Parties shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.

4. Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.
5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:
  - (a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
  - (b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
  - (c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;
  - (d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
  - (e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.”

The articles that follow concern mechanisms/procedures supporting the implementation of the Convention.

The **Optional Protocol** concerns mechanisms and procedures supporting the implementation of the Convention.

## Treaty on the Functioning of the European Union

The treaty specifies Union competences and decision-making processes with regard to policies in education, youth, culture, sports and, respectively, health.

*Art. 165 & 166 Identifies Union objectives in the areas of education, vocational training, youth and sports - these most notably encourage mutual cooperation and learning, recognition and mobility. On youth, the EU action shall be aimed at “**encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe**”.*

*In these fields, TFUE states that „the EP and the Council, after consulting ECOSOC and the Committee of Regions, shall adopt incentive measures, excluding any harmonisation of the laws and regulations of Member States, and that the Council, on a proposal from the Commission, shall adopt recommendations.”*

### **Art. 168**

“Union action, which shall complement national policies, shall be directed towards improving public health, preventing physical and mental illness and diseases, and obviating sources of danger to physical and mental health. Such action shall cover the fight against the major health scourges, by promoting research into their causes, their transmission and their prevention, as well as health information and education, and monitoring,

early warning of and combating serious cross-border threats to health. The Union shall complement the Member States' action in reducing drugs-related health damage, including **information and prevention.**"

*The Union may adopt (through the ordinary legislative procedure) measures setting standards of quality and safety related to organs and substances of human origin, measures in veterinary and phytosanitary fields that have as a direct objective the protection of public health, and measures setting standards of quality and safety for medicinal products and devices for medical use. The EP and Council may adopt other incentive measures and the Council, on a proposal from the Commission, may adopt Recommendations.*

## General and thematic strategic frameworks and policies

### Overview of policies

#### General strategic framework

The most important and influential general strategic framework directing the evolution of policies in the world, including in the European Union and Council of Europe, at national and local levels, is the **United Nations' "Transforming our world - the 2030 Agenda for sustainable development"**, adopted in 2015 and setting **17 Sustainable Development Goals** to be pursued by the international community at all levels of government. At European Union level, the **European Pillar of Social Rights**, which is not legally-binding per se, also has a major impact on the development of policies and can be considered a key general strategic cross-sectoral (general) international policy document. The **EU 2020 Strategy** and the **sectoral strategic plans 2016 - 2020** while highly relevant for measures taken up until now, is being replaced by the new EU priorities for 2021+.

At **national level**, the most important reference document regarding political priorities is the **Governing Programme**, proposed by the Government when seeking investment and adopted by Parliament together with the composition of the Government. The document comprises both general political guidance and the main priorities related to the various policy fields. In the current context impacted by the COVID-19 crisis and considering the evolution of discussions at European Union regarding measures to address the crisis both in the context of the 2014 - 2020 and the 2021 - 2027 Multiannual Financial Frameworks, the **National Plan of Investment and Economic Resurgence** is of particular relevance, especially with regard to funding opportunities that will be directed to local / community measures or accessible by local authorities, including for funding relevant to the LEAP thematic pillars. Under the EU 2020 Strategy, the **National Reform**

**Programme** [Programul Național de Reformă] was also a key guidance process for development of national policies.

**Youth strategies and sectoral strategies** as well as a wealth of **sectoral policies** are in place at all levels of governance. For our analysis, we grouped these documents based on their policy field and the institutions issuing them, with special focus on sectoral strategic frameworks.

## Youth strategic framework and policies

### Sectoral strategies/strategic frameworks

- **Youth 2030: The United Nations Strategy on Youth**  
[https://www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080\\_UN-Youth-Strategy\\_Web.pdf](https://www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080_UN-Youth-Strategy_Web.pdf)
- **European Union Youth Strategy 2019 - 2027** - [Link](#)
- **Council of Europe Youth Sector Strategy 2030** - [Link](#)
- **Romania**
  - **National Youth Strategy 2015 - 2020** [Ro] - [Link](#)
  - **Youth Guarantee - National Implementation Plan 2017 - 2020** [Planul de Implementare a Garanției pentru Tineret 2017 - 2020] - [Link](#)

### National legal framework

- Law on Youth no. 350/2006 [Ro] - [Link](#)
  - Includes **provisions relevant for all 4 thematic pillars** of LEAP
- Law on County Youth Foundations and the National Youth Foundation [Ro]:
- Law on Youth [proposal, in parliamentary procedure - Ro] - [Link](#)
  - Includes provisions relevant for all 4 thematic pillars of LEAP

### European Union policies (click on titles for links if they are not specified separately)

**General (cross-sectoral)** - *click on titles for links to documents*

- Council conclusions on enhancing cross-sectorial policy cooperation to effectively address socio-economic challenges facing young people (2015)
- Council conclusions on promoting young people's access to rights in order to foster their autonomy and participation in civil society (2014)
- Council Conclusions on maximising the potential of youth policy in addressing the goals of the Europe 2020 Strategy (2013)

- **Youth employment and entrepreneurship, including social protection and fighting unemployment**
- Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions **Youth Employment Support: a Bridge to Jobs for the Next Generation** (COM/2020/276 final)  
<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0276>
- Council Conclusions on Young People and the Future of Work (2019/C 189/05)  
[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG0605\(02\)&rid=10](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG0605(02)&rid=10)
- Council Conclusions on promoting youth entrepreneurship to foster social inclusion of young people (2014)
- Council Conclusions on enhancing the social inclusion of young people, with particular emphasis on young people not in employment, education or training (NEET's) (2013)
- Council Conclusions on fostering the creative and innovative potential of young people (2012)
- Council Conclusions on the participation and social inclusion of young people with emphasis on those with a migrant background (2012)
- Resolution on the active inclusion of young people: combating unemployment and poverty (2010)

#### **Youth participation in civic and political life**

- Resolution of the Council and of the representatives of the Member States meeting within the Council establishing guidelines on the **governance of the EU Youth Dialogue** European Union Youth Strategy 2019-2027 (2019/C 189/01)  
<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A42019Y0605%2801%29>
- Council resolution on encouraging political participation of young people in democratic life in Europe (2015/C 417/02)
- Resolution on encouraging new and effective forms of participation of all young people in democratic life in Europe (2011)

#### **Youth work**

- Council Conclusions on the role of youth work in supporting young people's development of essential life skills that facilitate their successful transition to adulthood, active citizenship and working life (2017)
- Conclusions of the Council and of the representatives of the Governments of the Member States, meeting within the Council, on promoting new approaches in youth work to uncover and develop the potential of young people (2016)
- Council conclusions on reinforcing youth work to ensure cohesive societies (2015)
- Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people (2013)
- Resolution on youth work (2010)

#### **Non-discrimination, tolerance and combating radicalisation**

- Council conclusions on the role of the youth sector in an integrated and cross-sectoral approach to preventing and combating violent radicalisation of young people (2016)

## **Mobility**

- Council Conclusions on the Eastern dimension of youth participation and mobility (2011)

## **Culture**

- Council Conclusions on access of young people to culture (2010)

## **Council of Europe Policies**

### **General (including access to rights)**

- Recommendation CM/Rec (2016)7 of the Committee of Ministers to member States on young people's access to rights: <https://rm.coe.int/1680702b6e>
- Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights <https://rm.coe.int/168066671e>
- Recommendation Rec(2006)1 of the Committee of Ministers to member states on the role of national youth councils in youth policy development:  
[https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805d8caa](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805d8caa)
- Recommendation No. R (92) 7 of the Committee of Ministers to member states concerning communication and co-operation in the field of youth research in Europe  
[https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016804f6ae0](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016804f6ae0)

### **Youth participation in public life**

- Recommendation Rec(2006)14 of the Committee of Ministers to member states on citizenship and participation of young people in public life -  
[https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805b251a](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805b251a)
- Recommendation Rec(2004)13 of the Committee of Ministers to member states on the participation of young people in local and regional life -  
[https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805dbd33](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805dbd33)
- Recommendation No. R (97) 3 of the Committee of Ministers to member states on youth participation and the future of civil society -  
[https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016804d4953](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016804d4953)

### **Education for Democratic Citizenship and Human Rights Education**

- Recommendation on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education CM/Rec(2010)7 -  
[https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805cf01f](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cf01f)

### **Youth mobility**

- Recommendation No. R (95) 18 of the Committee of Ministers to member states on youth mobility [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016804d6172](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016804d6172)
- Convention on the Promotion of a Transnational Long-term Voluntary Service for Young People - <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/175>
- Recommendation No. R (94) 4 of the Committee of Ministers to member states on the promotion of a voluntary service - [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016804cbd4e](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016804cbd4e)

### **Youth information**

- Recommendation No. R (90) 7 of the Committee of Ministers to member states concerning information and counselling for young people in Europe - [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805041d0](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805041d0)
- Recommendation CM/Rec(2010)8 of the Committee of Ministers to member states on youth information - [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805cccd8](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805cccd8)

### **Youth work**

- Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work: <https://rm.coe.int/cmrec-2017-4-and-explanatory-memorandum-youth-work-web/16808ff0d1>

### **Non formal education**

- Recommendation Rec(2003)8 of the Committee of Ministers to member states on the promotion and recognition of non-formal education/learning of young people - [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805e00a9](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805e00a9)

### **Non-discrimination and inclusion (including refugees)**

- Recommendation CM/Rec(2019)4 of the Committee of Ministers to member States on supporting young refugees in transition to adulthood - <https://rm.coe.int/recommendation-cm-2019-4-supporting-young-refugees-transition-adulthoo/168098e814>

## **Child rights strategic frameworks and policies**

### **Sectoral strategies/strategic frameworks**

#### **European Union**

- Consultations on a European Child Guarantee - <https://ec.europa.eu/social/main.jsp?langId=en&catId=89&furtherNews=yes&newsId=9759>

## Romania

- **National Strategy for the Protection and Promotion of Children's Rights 2014 - 2020** [Strategia națională pentru protecția și promovarea drepturilor copilului] - <https://www.unicef.org/romania/sites/unicef.org.romania/files/2019-09/STRATEGIA%20NA%C5%A2IONAL%C4%82%20PENTRU%20PROTEC%C8%9AIA%20%C8%98I%20PROMOVAREA%20DREPTURILOR%20COPILULUI.pdf>
- **Law on the protection and promotion of Children's Rights** [Legea privind protecția și promovarea drepturilor copilului] - <http://www.mmuncii.ro/j33/images/Documente/Legislatie/L272-2004-R.pdf>

## Council of Europe

- Council of Europe Strategy for the Rights of the Child 2016-2021 - <https://www.coe.int/en/web/children/children-s-strategy>

## Council of Europe policies

- [Recommendation CM/Rec\(2012\)2](#) of the Committee of Ministers to member States on the participation of children and young people under the age of 18 + [Child participation assessment tool](#)
- [Recommendation CM/Rec\(2008\)4](#) of the Committee of Ministers to member states on strengthening the integration of children of migrants and of immigrant background

# Education strategic frameworks and policies

## Sectoral strategies/strategic frameworks

- **European Union Education and Training Strategy 2020 (ET 2020)**: Council conclusions of 12 May 2009 on a **strategic framework for European cooperation in education and training** - 2009/C 119/02 [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52009XG0528\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52009XG0528(01)) & [https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en)
- **Romania**
  - Educated Romania - Project of Romanian President Klaus Iohannis [România Educată - Proiect al Președintelui României] - <http://www.romaniaeducata.eu/rezultatele-proiectului/>
  - Strategy for reducing early school leave in Romania [Strategia privind reducerea părăsirii timpurii a școlii în România - exp. 2020] -

- [https://www.edu.ro/sites/default/files/\\_fi%C8%99iere/Invatamant-Preuniversitar/2015/Strategie-PTS/Strategia-PTS-2015.pdf](https://www.edu.ro/sites/default/files/_fi%C8%99iere/Invatamant-Preuniversitar/2015/Strategie-PTS/Strategia-PTS-2015.pdf)
- National Strategy for Lifelong Learning 2015 - 2020 [STRATEGIA NAȚIONALĂ DE ÎNVĂȚARE PE TOT PARCURSUL VIEȚII 2015 -2020 - [https://www.edu.ro/sites/default/files/\\_fi%C8%99iere/Minister/2016/strategii/Strategie%20LLL%20\(1\).pdf](https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2016/strategii/Strategie%20LLL%20(1).pdf)
  - National Tertiary Education Strategy 2015 - 2020 [Strategia Națională pentru Învățământ Terțiar 2015 - 2020] - [https://www.edu.ro/sites/default/files/fisiere%20articole/Strategie\\_inv\\_tertiar\\_2015\\_2020.pdf](https://www.edu.ro/sites/default/files/fisiere%20articole/Strategie_inv_tertiar_2015_2020.pdf)
  - Vocational Education and Training Strategy of Romania for the period 2016 - 2020 [Strategia educației și formării profesionale din România pentru perioada 2016 - 2020] - [https://www.edu.ro/sites/default/files/\\_fi%C8%99iere/Minister/2016/strategii/Strategia\\_VET%2027%2004%202016.pdf](https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2016/strategii/Strategia_VET%2027%2004%202016.pdf)
  - Strategy for modernising educational infrastructure 2018 - 2023 [Strategia pentru modernizarea infrastructurii educaționale] <https://www.edu.ro/sites/default/files/Strategie%20SMIE%2023.04.2018.pdf>

## European Union Policies

### General orientation - European Education Area:

- Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions **Strengthening European Identity through Education and Culture** The European Commission's contribution to the Leaders' meeting in Gothenburg, 17 November 2017 [https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture_en.pdf)
- European Council meeting (14 December 2017) – Conclusions <https://www.consilium.europa.eu/media/32204/14-final-conclusions-rev1-en.pdf>
- Communication From The Commission To The European Parliament, The European Council, The Council, The European Economic And Social Committee And The Committee Of The Regions:

**Building a stronger Europe: the role of youth, education and culture policies** - COM(2018)268 final <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52018DC0268>

### Teaching and leadership in education

- Council conclusions of 20 May 2014 on **effective teacher education** (2014/C183/05) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52014XG0614%2805%29>
- Council conclusions on **effective leadership in education** (2014/C30/02) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52014XG0201%2801%29>

### Key competences / skills (including digital skills) and tracking employment

- Council Recommendation of 22 May 2018 on **key competences for lifelong learning** (2018/C189/01)  
[https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C\\_.2018.189.01.0001.01.ENG&toc=OJ%3AC%3A2018%3A189%3ATOC](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.189.01.0001.01.ENG&toc=OJ%3AC%3A2018%3A189%3ATOC)
- Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions on **the Digital Education Action Plan** COM/2018/022 final  
<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A22%3AFIN> and [https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan\\_en](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)
- Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions **A New Skills Agenda For Europe: Working together to strengthen human capital, employability and competitiveness** COM/2016/0381 final  
<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016DC0381>
- COUNCIL RECOMMENDATION of 20 November 2017 on **tracking graduates** (2017/C 423/01)  
<https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX%3A32017H1209%2801%29&from=EN>

### Adult learning

[https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning\\_en](https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en)

- Council Resolution on a **renewed European agenda for adult learning** (2011/C 372/01) - [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32011G1220\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32011G1220(01))
- COUNCIL RECOMMENDATION of 19 December 2016 on **Upskilling Pathways: New Opportunities for Adults** (2016/C 484/01) - [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AJOC\\_2016\\_484\\_R\\_0001](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AJOC_2016_484_R_0001)

### Higher education

- Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions On A **Renewed Eu Agenda For Higher education** COM/2017/0247 final - <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496304694958&uri=COM:2017:247:FIN>

### Early childhood education

- Council Recommendation of 22 May 2019 on **High-Quality Early Childhood Education and Care Systems** (2019/C189/02) - [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C\\_.2019.189.01.0004.01.ENG&toc=OJ%3AC%3A2019%3A189%3ATOC](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2019.189.01.0004.01.ENG&toc=OJ%3AC%3A2019%3A189%3ATOC)
- Council Conclusions of 21 June 2018 on **Integrated early childhood development policies** as a tool for reducing poverty and promoting social inclusion

- <https://data.consilium.europa.eu/doc/document/ST-10306-2018-INIT/en/pdf>
- Council conclusions on the **role of early childhood education and primary education** in fostering creativity, innovation and digital competence (2015/C 172/05) - <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52015XG0527%2804%29>

#### Early school leaving

- Council conclusions on **reducing early school leaving and promoting success in school** (2015/C417/05) - <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52015XG1215%2803%29>
- COUNCIL RECOMMENDATION of 28 June 2011 on **policies to reduce early school leaving** (2011/C191/01) - [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32011H0701\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32011H0701(01))
- **Languages and multilingualism**
- Council Recommendation of 22 May 2019 on a **comprehensive approach to the teaching and learning of languages** (2019/C189/03) - [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C\\_.2019.189.01.0015.01.ENG&toc=OJ%3AC%3A2019%3A189%3ATOC](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2019.189.01.0015.01.ENG&toc=OJ%3AC%3A2019%3A189%3ATOC)
- Conclusions on **multilingualism and the development of language competences** (2014) - [https://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/142692.pdf](https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142692.pdf)

#### Apprenticeships and traineeships

- COUNCIL RECOMMENDATION on a **European Framework for Quality and Effective Apprenticeships (2017)** - <https://data.consilium.europa.eu/doc/document/ST-6779-2018-INIT/en/pdf>
- Council Recommendation of 10 March 2014 on a **Quality Framework for Traineeships** (2014/C88/01)

#### Quality education

- Council Conclusions on **school development and excellent teaching** (2017/C 421/03) <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX%3A52017XG1208%2801%29&from=EN>

#### Values

- Council Recommendation of 22 May 2018 on **promoting common values, inclusive education, and the European dimension of teaching** (2018/C195/01) - <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0607%2801%29>

#### Mobility and recognition

- **Directive 2005/36/CE** regarding the recognition of professional qualifications;
- Council Recommendation of 26 November 2018 on promoting **automatic mutual recognition of higher education and upper secondary education and training qualifications** and the outcomes of learning periods abroad (2018/C444/01) - <https://ec.europa.eu/education/education-in-the-eu/proposal-for-a-council-recommendation-on-the-automatic-mutual-recognition-of-diplomas->

and-learning-periods-abroad\_en and <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX%3A32018H1210%2801%29>

## **Council of Europe education policies**

### **COMMITTEE OF MINISTERS**

- Committee of Ministers Recommendation on ensuring quality education. CM/Rec(2012)13
- Recommendation CM/Rec(2019)9 of the Committee of Ministers to member States on fostering a culture of ethics in the teaching profession
- Recommendation CM/Rec(2014)5 of the Committee of Ministers to member States on the importance of competences in the language(s) of schooling for equity and quality in education and for educational success
- Recommendation CM/Rec(2011)6 of the Committee of Ministers to member states on intercultural dialogue and the image of the other in history teaching
- Recommendation CM/Rec(2011)4 of the Committee of Ministers to member states on education for global interdependence and solidarity
- Recommendation CM/Rec(2011)2 of the Committee of Ministers to member states on validating migrants' skills
- Recommendation CM/Rec(2009)9 of the Committee of Ministers to member states on the education and social inclusion of children and young people with autism spectrum disorders
- Recommendation CM/Rec(2009)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe
- Recommendation CM/Rec(2008)10 of the Committee of Ministers to member states on improving access of migrants and persons of immigrant background to employment
- Recommendation CM/Rec(2008)7 of the Committee of Ministers to member states on the use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism
- Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education
- Recommendation Rec(2001)15 of the Committee of Ministers to member states on history teaching in twenty-first-century Europe

### **Higher Education and research**

- Recommendation CM/Rec(2012)7 of the Committee of Ministers to member States on the responsibility of public authorities for academic freedom and institutional autonomy
- Recommendation CM/Rec(2007)6 of the Committee of Ministers to member states on the public responsibility for higher education and research
- Recommendation Rec(2005)13 of the Committee of Ministers to member states on the governance and management of university heritage
- Recommendation Rec(2004)4[1] of the Committee of Ministers to member states on the European Convention on Human Rights in university education and professional training

- Recommendation Rec(2002)6 of the Committee of Ministers to member states on higher education policies in lifelong learning
- Recommendation Rec(2000)24 of the Committee of Ministers to member states on the Development of European Studies for Democratic Citizenship
- Recommendation No. R (2000) 12 of the Committee of Ministers to member states on the social sciences and the challenge of transition
- Recommendation No. R (2000) 8 of the Committee of Ministers to member states on the research mission of universities
- Recommendation No. R (98)3 of the Committee of Ministers to member states on access to higher education
- Recommendation No. R (97)1 of the Committee of Ministers to member states on the recognition and quality assessment of private institutions of higher education
- Recommendation No. R (96)7 of the Committee of Ministers to member states on regional academic mobility
- Recommendation No. R (95)8 of the Committee of Ministers to member states on academic mobility
- Recommendation No. R (95)7 of the Committee of Ministers to member states on the brain drain in the sectors of higher education and research
- Recommendation No. R (90)15 of the Committee of Ministers to member states with a view to fostering the mobility of researchers

**Non-formal education, lifelong learning recognition of prior learning (other than formal educational settings)**

- Recommendation Rec(2003)8 of the Committee of Ministers to member states on the promotion and recognition of non-formal education/learning of young people

**Education for Democratic Citizenship and Human Rights Education**

- United Nations: United Nations Declaration on Human Rights Education and Training (2011)
- Council of Europe:
  - ECRI General Policy Recommendation N°10 on combating racism and racial discrimination in and through school education
  - Committee of Ministers Recommendation on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. CM/Rec(2010)7
  - Committee of Ministers Recommendation on Education for Democratic Citizenship. CM/Rec(2002)12
  - Committee of Ministers Recommendation on teaching and learning about human rights in schools CM/Rec(85)7
  - Committee of Ministers Resolution (78)41 on the Teaching of Human Rights
  - Parliamentary Assembly Recommendation for the promotion of a culture of democracy and human rights through teacher education. PACE Rec 1849 (2008)

- Parliamentary Assembly Recommendation on Education in the responsibilities of the individual. PACE Rec 1401 (1999)
- Parliamentary Assembly Recommendation on human rights education. PACE Rec 1346 (1997)
- Congress of Local and Regional Authorities Resolution 332 (2011)<sup>1</sup> on Education for democratic citizenship – tools for cities

#### **PARLIAMENTARY ASSEMBLY** *(click on titles for links)*

- The contribution of the Council of Europe in the development of the European Higher Education Area (2009)
- Cultural education: the promotion of cultural knowledge, creativity and intercultural understanding through education (2009)
- Promoting the teaching of European literature (2008)
- The dangers of creationism in education (2007)
- Academic freedom and university autonomy (2006)
- Education and religion (2005)
- Education for Europe (2004)
- Council of Europe contribution to the higher education area (2003)
- Higher Education in South-eastern Europe (2001)
- Access of minorities to higher education (1998)

## **Health strategic frameworks and policies (including sports)**

### **Romania**

- National Health Strategy 2014 - 2020 and Action Plan [Strategia Națională de Sănătate 2014-2020 și Plan de Acțiuni]  
<http://www.ms.ro/strategia-nationala-de-sanatate-2014-2020/>
- National strategy for the mental health of the child and adolescent 2016 - 2020 [Strategia națională pentru sănătatea mintală a copilului și adolescentului 2016 - 2020] -  
<https://sgg.gov.ro/new/wp-content/uploads/2016/11/Anexa-Strategie.pdf>  
<https://lege5.ro/Gratuit/geztomzgwqzq/hotararea-nr-889-2016-privind-aprobarea-strategiei-nationale-pentru-sanatatea-mintala-a-copilului-si-adolescentului-2016-2020>

### **Council of Europe sports policies**

- **HEALTH**
  - Rec(2016)8 on the processing of personal health-related data for insurance purposes, including data resulting from genetic tests and its Explanatory Memorandum
  - Rec(2016)6 on Research on Biological Materials of Human Origin

- [Rec\(2004\)10 concerning the Protection of the Human Rights and Dignity of Persons with Mental Disorder](#)
- [Rec\(2003\)10 on Xenotransplantation and its Explanatory Memorandum](#)
- **SPORTS**
  - [International Declaration on Human Rights and Sport \(Tbilisi Declaration\) – <https://www.coe.int/en/web/sport/tbilisi-declaration>](#)
  - [Recommendation CM/Rec\(2010\)9 of the Committee of Ministers to member states on the revised Code of Sports Ethics \(Appendix - Code of Sports Ethics\) - <https://www.coe.int/en/web/sport/european-sports-charter>](#)
- **DRUG PREVENTION**
  - [Reference framework for the prevention of alcohol and drug use in the workplace – <https://rm.coe.int/reference-framework-for-the-prevention-of-alcohol-and-drug-use-in-the-/168076538b>](#)
  - [European Drug Prevention Prize 2021 / Youth Innovation in Drug Prevention – <https://www.coe.int/en/web/pompidou/activities/prevention-prize>](#)
  - [Criminal Justice and Drug Policy <https://www.coe.int/en/web/pompidou/activities/prisons>](#)

## Social and employment strategic frameworks and policies, including for minorities and people with disabilities

### European Union

- [Interinstitutional Proclamation on the \*\*European Pillar of Social Rights \(2017/C 428/09\)\*\* <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A12012P/TXT>](#)
- [Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions \*\*Entrepreneurship 2020 Action Plan Reigniting the entrepreneurial spirit in Europe\*\* /\\* COM/2012/0795 final \\*/ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52012DC0795> and \[https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan\\\_en\]\(https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan\_en\)](#)

### Council of Europe

- [Council of Europe Disability Strategy 2017-2023 <https://www.coe.int/en/web/disability/strategy-2017-2023>](#)
- [Council of Europe Gender Equality Strategy 2018 – 2023 <https://www.coe.int/en/web/genderequality/gender-equality-strategy>](#)

### Romania

- National employment strategy 2014 - 2020 [Strategia Națională pentru Ocuparea Forței de Muncă]  
[http://www.mmuncii.ro/j33/images/Documente/Munca/2014-DOES/2014-01-31\\_Anexa1\\_Strategia\\_de\\_Ocupare.pdf](http://www.mmuncii.ro/j33/images/Documente/Munca/2014-DOES/2014-01-31_Anexa1_Strategia_de_Ocupare.pdf)
- Law no. 53/2003 on the **Labour Code** [Ro];  
[http://mmuncii.ro/j33/images/Documente/Munca/LEGE\\_nr\\_53-2003\\_20122019.pdf](http://mmuncii.ro/j33/images/Documente/Munca/LEGE_nr_53-2003_20122019.pdf)
- National strategy for a society without barriers or people with disabilities and implementation plan [”Strategiei naționale „O societate fără bariere pentru persoanele cu dizabilități” 2016— 2020 și a Planului operațional privind implementarea Strategiei naționale „O societate fără bariere pentru persoanele cu dizabilități” 2016—2020] -  
<http://anpd.gov.ro/web/wp-content/uploads/2016/09/MO-nr-737Bis-din-22-septembrie-2016.pdf>
- Romanian Government strategy on the inclusion of citizens belonging to the Roma minority for 2015 - 2020 [Strategia Guvernului României De Incluziune A Cetățenilor Români Aparținând Minorității Rome Pentru Perioada 2015 - 2020]  
[http://www.anr.gov.ro/docs/Site2014/Strategie/Strategie\\_final\\_18-11-2014.pdf](http://www.anr.gov.ro/docs/Site2014/Strategie/Strategie_final_18-11-2014.pdf) /  
<https://lege5.ro/Gratuit/guytsnzwgm/strategia-guvernului-romaniei-de-incluziune-a-cetatenilor-romani-apartinand-minoritatii-rome-pentru-perioada-2015-2020-din-14012015/5>
- Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities
- Law no. 292/2011 on social support
- Law no. 197/2012 on quality assurance in social services
- Government Ordinance no. 68/2003 on social services
- Government Ordinance no. 137/2000 on combating and punishing all forms of discrimination
- Government Emergency Ordinance no. 30/2020 [amended and consolidated] on social protection in the context of the SARS-CoV-2 pandemic
- National Strategy on social inclusion and reduction of poverty 2015 - 2020 and Action Plan 2015 - 2020
- Law no. 116/2002 on preventing and fighting social exclusion

### Council of Europe policies

#### **Culture, multiculturality, multilingualism, minorities**

- Culture and heritage standards - <https://www.coe.int/en/web/culture-and-heritage/standards>
  - Recommendation on the internet of citizens (Strasbourg, 2016)
  - Recommendation on intercultural integration (Strasbourg, 2001)
- Recommendation CM/Rec(2015)1 of the Committee of Ministers to member States on intercultural integration

## Disability

### ■ Committee of Ministers

- [Recommendation CM/Rec\(2010\)2](#) of the Committee of Ministers to member states on deinstitutionalisation and community living of children with disabilities
- [Recommendation CM/Rec\(2009\)9](#) of the Committee of Ministers to member states on the education and social inclusion of children and young people with autism spectrum disorders (version russe / version ukrainienne)
- [Recommendation CM/Rec\(2009\)8](#) of the Committee of Ministers to member states on achieving full participation through Universal Design (version russe / version ukrainienne)
- [Recommendation CM/Rec\(2009\)6](#) of the Committee of Ministers to member states on ageing and disability in the 21st century: sustainable frameworks to enable greater quality of life in an inclusive society (version russe / version ukrainienne)
- [Resolution ResAP\(2007\)4](#) on the education and social inclusion of children and young people with autism spectrum disorders
- [Resolution ResAP\(2007\)3](#) “Achieving full participation through Universal Design”
- [Recommendation Rec\(2006\)5](#) of the Committee of Ministers to member states on the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: improving the quality of life of people with disabilities in Europe 2006-2015
- [Resolution ResAP\(2005\) 1](#) on safeguarding adults and children with disabilities against abuse.
- [Resolution ResAP\(2001\)3](#) Towards full citizenship of persons with disabilities through inclusive new technologies
- [Resolution ResAP\(2001\)1](#) on the introduction of the principles of universal design into the curricula of all occupations working on the built environment (“Tomar Resolution”)
- [Resolution AP \(95\) 3](#) on a Charter on the vocational assessment of people with disabilities.
- [Recommendation N° R \(92\) 6](#) of the Committee of Ministers to member states on a coherent policy for the rehabilitation of people with disabilities.

## Roma and travellers

- Final Declaration of the Summit of Mayors (22 September 2011) - <http://romani.humanities.manchester.ac.uk/virtuallibrary/librarydb/web/files/pdfs/179/VL-094.pdf>
- The Strasbourg Declaration on Roma, High Level Summit (20 October 2010) - [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805ce1de](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805ce1de)
- Council of Europe Strategic Action Plan for Roma and Traveller Inclusion (2020-2025) - [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=0900001680998933](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680998933)

## Texts adopted by the Committee of Ministers *(click on title for links)*

- [Recommendation CM/Rec\(2020\)2](#) of the Committee of Ministers to member States on the inclusion of the history of Roma and/or Travellers in school curricula and teaching materials

- Recommendation CM/Rec(2017)10 of the Committee of Ministers to member States on improving access to justice for Roma and Travellers in Europe
- Recommendation CM/Rec(2012)9 of the Committee of Ministers to member States on mediation as an effective tool for promoting respect for human rights and social inclusion of Roma
- Declaration of the Committee of Ministers on the Rise of Anti-Gypsyism and Racist Violence against Roma in Europe
- Recommendation CM/Rec(2009)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe
- Recommendation CM/Rec(2008)5 of the Committee of Ministers on policies for Roma and/or Travellers in Europe
- Recommendation Rec(2006)10 of the Committee of Ministers on better access to health care for Roma and Travellers in Europe
- Recommendation Rec(2005)4 of the Committee of Ministers on improving the housing conditions of Roma and Travellers in Europe
- Recommendation Rec(2004)14 of the Committee of Ministers on the movement and encampment of Travellers in Europe
- Recommendation Rec(2001)17 of the Committee of Ministers on improving the economic and employment situation of Roma/Gypsies and Travellers
- Recommendation Rec(2000)4 of the Committee of Ministers on the education of Roma/Gypsy children in Europe
- Recommendation Rec(83)1 of the Committee of Ministers on stateless nomads and nomads of undetermined nationality
- Resolution Res(75)13 of the Committee of Ministers containing recommendations on the social situation of nomads in Europe

#### **Texts adopted by the Parliamentary Assembly of the Council of Europe**

- Resolution 2153 (2017) Promoting the inclusion of Roma and Travellers
- Resolution 1927 (2013) Ending discrimination against Roma children
- Recommendation 2003 (2012) of the Parliamentary Assembly on Roma migrants in Europe
- Recommendation 1941 (2010) of the Parliamentary Assembly on Roma asylum seekers in Europe
- Recommendation 1924(2010) of the Parliamentary Assembly on the situation of Roma in Europe and relevant activities of the Council of Europe
- Resolution 1768 (2010) of the Parliamentary Assembly on Roma asylum seekers in Europe
- Resolution 1760 (2010) of the Parliamentary Assembly on the recent rise in national security discourse in Europe: the case of Roma
- Resolution 1740(2010) of the Parliamentary Assembly on the situation of Roma in Europe and relevant activities of the Council of Europe
- Recommendation 1633 (2003) of the Parliamentary Assembly on Forced Returns of Roma from the former Federal Republic of Yugoslavia, including Kosovo, to Serbia and Montenegro from Council of Europe member States

- Recommendation 1557 (2002) of the Parliamentary Assembly on the legal situation of Roma in Europe
- Recommendation 1203 (1993) of the Parliamentary Assembly on Gypsies en Europe
- Recommendation 563 (1969) of the Consultative Assembly on the situation of Gypsies and other travellers in Europe

#### **Texts adopted by the Congress of Local and Regional Authorities**

- Resolution 403(2016) The situation of Roma and Travellers in the context of rising extremism, xenophobia and the refugee crisis in Europe
- Recommendation 388(2016) The situation of Roma and Travellers in the context of rising extremism, xenophobia and the refugee crisis in Europe
- Resolution 366 (2014) and Recommendation 354 (2014): Empowering Roma youth through participation: effective policy design at local and regional levels
- Recommendation 315 (2011) on the situation of Roma in Europe: a challenge for local and regional authorities
- Resolution 333 (2011) on the situation of Roma in Europe: a challenge for local and regional authorities
- Resolution 44 (1997) on "Towards a Tolerant Europe: the contribution of Roma"
- Recommendation 11 (1995) on "Towards a Tolerant Europe: the contribution of the Roma (Gypsies)"
- Resolution 249 (1993) on Gypsies in Europe: the role and responsibility of local and regional authorities
- Resolution 125 (1981) on the role and responsibility of local and regional authorities in regard to the cultural and social problems of populations of nomadic origin

#### **Texts adopted by the ECRI**

- ECRI General Policy Recommendation N°13 on combating anti-Gypsyism and discrimination against Roma
- ECRI General Policy Recommendation N°3 on combating racism and intolerance against Roma/Gypsies

#### **Fighting racism and intolerance – ECRI policies**

<https://www.coe.int/en/web/european-commission-against-racism-and-intolerance/ecri-standards> + compilation <https://rm.coe.int/compilation-of-ecri-s-general-policy-recommendations-march-2018/16808b7945>

- Combating racism, xenophobia, antisemitism and intolerance ECRI General Policy Recommendation No.1 - adopted on 4 October 1996
- Equality bodies to combat racism and intolerance at national level ECRI revised General Policy Recommendation No.2 - adopted on 13 June 1997 and revised on 7 December 2017 + Key Topics
- Combating racism and intolerance against Roma/Gypsies ECRI General Policy Recommendation No.3 - adopted on 6 March 1998 + Key Topics

- National surveys on the experience and perception of discrimination and racism from the point of view of potential victims ECRI General Policy Recommendation No.4 - adopted on 6 March 1998
- Combating intolerance and discrimination against Muslims ECRI General Policy Recommendation No.5 - adopted on 16 March 2000 + Key Topics
- Combating the dissemination of racist, xenophobic and antisemitic material via the Internet ECRI General Policy Recommendation No.6 - adopted on 15 December 2000
- National legislation to combat racism and racial discrimination ECRI revised General Policy Recommendation No.7 - adopted on 13 December 2002 and revised on 7 December 2017
- Combating racism while fighting terrorism ECRI General Policy Recommendation No.8 - adopted on 17 March 2004 + Key Topics
- The fight against antisemitism ECRI General Policy Recommendation No.9 - adopted on 25 June 2004 + Key Topics
- Combating racism and racial discrimination in and through school education ECRI General Policy Recommendation No.10 - adopted on 15 December 2006 + Key Topics
- Combating racism and racial discrimination in policing ECRI General Policy Recommendation No.11 - 1
- Combating racism and racial discrimination in the field of sport ECRI General Policy Recommendation No.12 - adopted on 19 December 2008 + Key Topics
- Combating anti-Gypsyism and discrimination against Roma ECRI General Policy Recommendation No.13 - adopted on 24 June 2011 + Key Topics
- Combating racism and racial discrimination in employment ECRI General Policy Recommendation No.14 - adopted on 22 June 2012 + Key Topics
- Combating Hate Speech ECRI General Policy Recommendation No.15 - adopted on 8 December 2015 + Key Topics
- Safeguarding irregularly present migrants from discrimination ECRI General Policy Recommendation No.16 - adopted on 16 March 2016 + Key Topics

## **SEXUAL ORIENTATION AND GENDER IDENTITY**

- Gender equality and women's rights - key standards <https://rm.coe.int/key-coe-standards/16809f22fb>

### **Committee of ministers**

- 2019. Recommendation CM/Rec (2019)1 of the Committee of Ministers to member States to prevent and combat sexism
- 2017. Recommendation CM/Rec(2017)9 of the Committee of Ministers to member States on gender equality in the audiovisual sector
- 2015.Recommendation CM/Rec(2015)2 of the Committee of Ministers to member States on gender mainstreaming in sport (Adopted by the Committee of Ministers on 21 January 2015 at the 1217th meeting of the Ministers' Deputies) Spanish
- 2013.Recommendation CM/Rec(2013)1 of the Committee of Ministers to member States on gender equality and media : English French Portuguese Spanish Croatian Greek

- [2012.CM/Rec\(2012\)6](#) : Recommendation CM/Rec(2012)6 of the Committee of Ministers on the protection and promotion of the rights of women and girls with disabilities
- [2010. Recommendation CM/Rec\(2010\)10](#) of the Committee of Ministers to member states on the role of women and men in conflict prevention and resolution and in peace building
- [2008. CM/Rec\(2008\)1](#) Recommendation of the Committee of Ministers to member states on the inclusion of gender differences in health policy
- [2007. CM/Rec\(2007\)17](#) : Recommendation Rec(2007)17 of the Committee of Ministers to member states on gender equality standards and mechanisms adopted on 21 November 2007 and explanatory memorandum
- [2007. CM/Rec\(2007\)13](#) Recommendation of the Committee of Ministers to member states on gender mainstreaming in education adopted by the Committee of Ministers on 10 October 2007 and its explanatory memorandum Croatian Spanish
- [1998. Recommendation No. R \(98\) 14](#) of the Committee of Ministers to Member States on Gender Mainstreaming
- [1985. CM/Rec\(1985\)2](#) : Recommendation R (85) 2 of the Committee of Ministers on legal protection against sex discrimination

#### **Parliamentary Assembly of the Council of Europe**

- [Resolution 2239 \(2018\)](#): Private and family life: achieving equality regardless of sexual orientation
- [Resolution 2191 \(2017\)](#): Promoting the human rights of and eliminating discrimination against intersex people
- [Resolution 2048 \(2015\)](#): Discrimination against transgender people in Europe
- **Congress**
- [Resolution 380 \(2015\)](#): Guaranteeing lesbian, gay, bisexual and transgender (LGBT) people’s rights: a responsibility for Europe’s towns and regions
- [Resolution 230 \(2007\)](#): Freedom of assembly and expression for lesbians, gays, bisexuals and transgendered persons

#### **National policies**

- **Unemployment benefits and employment support**
- [Law no. 76/2002](#) on unemployment benefits and employment support
- **Social economy**
- [Law no. 219/2015 on social economy](#) [Ro]
  - [Norms of implementation](#)
- **Employment of school students, students and graduates**
- [Law no. 72/2007](#) on stimulating employment of school students and students and [Norms](#);
- [Law no. 335/2013](#) on internships for higher education graduates and [Norms](#);

# Contents of main strategic frameworks and policy documents relevant to the LEAP policy analysis

## EU Youth Strategy 2021 - 2027

### Objectives and message: Engage / Connect / Empower

#### Overall objectives:

- Enable young people to be architects of their own lives, support their personal development and growth to autonomy, build their resilience and equip them with life skills to cope with a changing world,
- Encourage and equip young people with the necessary resources to become active citizens, agents of solidarity and positive change inspired by EU values and a European identity,
- Improve policy decisions with regard to their impact on young people across all sectors, notably employment, education, health and social inclusion,
- Contribute to the eradication of youth poverty and all forms of discrimination and promote social inclusion of young people.

#### Member states further agree on:

1. Working on effective, focused and joined-up implementation within and across sectors "Cross-sectoral cooperation should be reinforced at all levels of decision-making striving for synergies, complementarity between actions, and including greater youth involvement."
  - 2.
2. Tackling core areas of the youth sector: Engage. Connect. Empower
    - a. Engage - "The EU Youth Strategy aims towards a meaningful civic, economic, social, cultural and political participation of young people." / "(...) young people must have a say in the development, implementation and evaluation of policies that concern them, such as the EU Youth Strategy as well as national youth strategies. To be as inclusive as possible and adapt to existing and upcoming challenges, exploring new and alternative forms of participation is essential."
    - b. Connect - "Young people in Europe are getting more and more connected. Connections, relations and exchange of experience are a pivotal asset for solidarity and the future development of the European Union. This connection is best fostered through different forms of mobility."
    - c. Empower - "Empowerment of young people means encouraging them to take charge of their own lives. This requires the necessary resources, tools and an environment that is willing to pay proper attention to the voice of young people."

The following measures will be used to achieve the **objectives of the EU Youth Strategy** where appropriate on a **local, regional, national, European and global level**:

- a. Evidence-based youth policy-making and knowledge building
- b. Mutual learning and dissemination
- c. Participatory governance
- d. Mobilising EU programmes and funds "such as Erasmus+, the European Solidarity Corps, European Structural and Investment Funds, Horizon 2020, including the Marie Skłodowska-Curie Actions, Creative Europe, and their successors. Member States are invited to explore synergies between funding sources at EU, national, regional and local levels"
- e. Monitoring of EU funding / f. Communicating the EU Youth Strategy
- f. Future National Activities Planner
- g. EU Youth Dialogue
- h. The EU Youth Coordinator
- i. Youth information and Support "(...) quality youth information services and platforms at all levels, including the European Youth Portal, and with the support of European-wide organisations"
- j. EU Work Plans for Youth "triennial working periods which spans two Presidency Trios"
- k. Monitoring, reporting, evaluation "the Commission will report on the implementation of the EU Youth Strategy every three years, based, inter alia, on information provided by Member States and the Youth Wiki" / "Quantitative and qualitative indicators and benchmarks could be established, tailored to the needs of Member States and sectors involved, as a means for comparing best practices and monitoring the implementation of the strategy"

Mid-term Review (mid-term review by 31 December 2023, review of the EUYS by end 2023)

**Guiding principles:**

- A. Equality and non-discrimination (see inter alia art. 21 and 23 of the Charter on Fundamental Rights of the EU)
- B. Inclusion
- C. Participation - "all policies and activities concerning young people should uphold young people's right to participate in the development, implementation and follow-up of policies affecting them by means of meaningful participation of young people and youth organisations. In this context, policies should be built in recognition of the changes brought about by digital communication affecting democratic and civic participation"
- D. Global, European, national and local dimension "in order to ensure sustainable impact on young people, it is important that EU youth policy be implemented with the interlinkages with regional and local levels in mind and that activities are conducted to support youth policies at grass-roots level"
- E. Dual approach - "Policies that strive to improve the lives of young people can never be limited to the field of youth itself. Therefore the dual approach (...) is still indispensable as it aims to tackle youth-

relevant issues on the one hand by mainstreaming initiatives across policy areas and on the other hand by specific initiatives in the youth sector.”

## 11 Youth Goals (Annex to the EU Youth Strategy)

### #1 CONNECTING EU WITH Youth

Background: An increasing number of young people lack trust in the EU, encounter difficulties in understanding its principles, values, and functioning. Democratic deficits in EU processes have also been identified as one of the reasons for rising Euroscepticism among young people.

Goal: Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.

#### Targets

- Guarantee meaningful youth involvement and dialogue in all stages of EU decision making by improving existing participatory mechanisms and creating new ones.
- Ensure equal access to quality impartial and youth-friendly information about how the EU works, how to engage in it and what opportunities it offers.
- Introduce and increase education about Europe and the EU in formal and non-formal settings.
- Guarantee fair representation of all Member States in political and administrative EU bodies, in line with the principle of equal citizenship.
- Increase the budget and the impact of the EU youth programmes.
- Build young people’s trust in the EU project by addressing the democratic deficit, lack of transparency and visibility.
- Institutionalise the assessment of youth-friendliness, impact and effect of EU policies.

### #2 EQUALITY OF ALL GENDERS

Background: Gender-based discrimination still affects many young people, especially young women. Equal opportunities and access to rights need to be ensured for young people of all genders including non-binary and LGBTQI+ (3) young people.

Goal: Ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person.

#### Targets

- Tackle discrimination and ensure equal rights for all genders in cultural, political and socioeconomical life.
- Achieve universal awareness of gender-based inequality and discrimination, particularly in the media.

- End gender-based violence by addressing and tackling it effectively in all its forms.
- Eliminate stereotypical gender roles and embrace diverse gender identities in education systems, family life, the workplace, and other areas of life.
- End gender-based structural discrimination in the labour market and ensure equal rights, access and opportunities.
- Ensure equal pay for equal work and the equal sharing of the responsibilities of care work.
- Ensure equal access to formal and non-formal education, and that the design of education systems follows gender-sensitive approaches.

### **#3 INCLUSIVE SOCIETIES**

Background: One third of young people in Europe are at risk of poverty and social exclusion. Many do not have access to their social rights. Many continue to face multiple discrimination, experience prejudice and hate crimes. New migratory phenomena brought several social and inclusion challenges. Therefore, it is crucial to work towards the fulfilment of the rights of all young people in Europe, including the most marginalised and excluded.

Goal: Enable and ensure the inclusion of all young people in society.

Targets

- Provide legal protection and enforce international legal instruments to fight against all kinds of discrimination and hate speech, recognising that young people are subjected to multiple forms of discrimination.
- Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities and experiences available to them.
- Ensure that all marginalised young people have equal access to formal and non-formal learning environments, addressing all the dimensions of inclusion.
- Strengthen the capacities of educators to work with marginalised young people.
- Provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.
- Strengthen social support by implementing the right to a living wage, fair work condition, universal access to quality health care, and ensure specific measures for marginalised young people.
- Ensure that marginalised young people are participating in all decision-making processes and are key players, particularly in processes concerning their own rights, wellbeing and interests.

### **#4 INFORMATION AND CONSTRUCTIVE DIALOGUE**

Background: Young people experience difficulties to verify the accuracy and reliability of information. They need to be more adequately equipped to navigate the media landscape and to participate in constructive dialogue.

Goal: Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.

#### Targets

- Empower young people to be critical and responsible users and producers of information.
- Ensure young people have the ability to recognise and report repeatedly misleading news and verify the accuracy of news sources used.
- Ensure young people have the ability to recognise and report hate speech and discrimination online and offline.
- Ensure young people can engage in respectful, tolerant and non-violent dialogue, online and offline.
- Ensure easy access to understandable youth-friendly information that follows codes of ethics and quality standards
- Ensure parents and carers, and all those involved with educating and training young people are equipped with media and digital literacy skills and that they are reliable information sources for young people.

## **#5 MENTAL HEALTH AND WELLBEING**

Background: A significant and increasing number of young people across Europe are expressing their concern at the prevalence of mental health issues such as high stress, anxiety, depression and other mental illnesses amongst their peers. Young people cite the immense societal pressures they face today, and express a need for better youth mental health provision.

Goal: Achieve better mental wellbeing and end stigmatisation of mental health issues, thus promoting social inclusion of all young people.

#### Targets

- Encourage the development of self-awareness and less competitive mindsets by fostering appreciation for individual skills and strengths.
- Safeguard the rights to work and to study of people with mental health issues both during and after illness to ensure their ability to pursue their own ambitions.
- Develop an inclusive intersectional approach to mental health provision for all, especially marginalised groups.
- Provide all professionals working with young people as well as family and friends with quality mental health first aid training.
- Provide inclusive, respectful and well-funded treatment by incorporating high quality mental health provision across all medical institutions.
- Focus on prevention measures that ensure young people are equipped with the knowledge and the skills required for better mental wellbeing.
- Fight stigma about mental health issues by developing awareness programmes.

## **#6 MOVING RURAL YOUTH FORWARD**

Background: Despite the EU-wide commitment to rural development and given the fact that by 2015 almost one third of the EU population were living in rural areas, prevailing differences exist between living in urban and in rural areas (4). Therefore, it is important to ensure equality for young people in urban and rural settings.

Goal: Create conditions which enable young people to fulfil their potential in rural areas.

### Targets

- Ensure appropriate infrastructure in rural areas in order to provide equitable delivery of public services, data connectivity and housing opportunities for young people.
- Ensure that sustainable, high quality jobs, accessible to young people are created in rural areas.
- Ensure the decentralisation of different activities by, for and with young people in order to support their inclusion and to benefit local communities.
- Ensure that young people in rural areas are actively participating in decision-making processes.
- Ensure equal access to high quality education for young people in rural areas.
- Establish a positive image of rural areas.
- Ensure the protection of rural traditions.

## **#7 QUALITY EMPLOYMENT FOR ALL**

Background: Young people are suffering from high youth unemployment, precarious and exploitative working conditions as well as discrimination in the labour market and the workplace. The lack of information and suitable skills for future employment are preventing young people to be fully integrated in the labour market. Thus, measures need to be taken in order to ensure quality employment for all.

Goal: Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people.

### Targets

- Create quality jobs which guarantee fair working conditions, working rights and the right of living wage for all young people.
- Safeguard social protection and healthcare for all young workers.
- Guarantee fair treatment and equal opportunities for all young people in order to end discrimination in the labour market.
- Ensure equal opportunities for all young people to develop the necessary skills and gain practical experience in order to smoothen the transition from education to the labour market.
- Guarantee the recognition and validation of competencies acquired through internships, apprenticeships and other forms of work-based learning, as well as volunteering and non-formal education.

- Ensure involvement of young people and youth organisations as equal partners in the development, implementation, monitoring and evaluation of employment policies at all levels.
- Ensure equal access to quality information and adequate support mechanisms to prepare young people for the changing labour market and future of work.

## **#8 QUALITY LEARNING**

Background: Education remains a key for active citizenship, inclusive society and employability. That is why we need to enlarge our vision about education for the 21st century, focusing more on transferable skills, student-centred learning and non-formal education to achieve a truly equal and universal access to quality learning.

Goal: Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

### Targets

- Guarantee universal and equal access to quality education and life-long learning.
- Ensure that all young people have access to adequately funded non-formal education at all levels, that is recognised and validated.
- Promote open-mindedness and support the development of interpersonal and intercultural skills.
- Create and implement more personalised, participative, and cooperative learner-centred methods in every step of the education process.
- Guarantee that education equips all young people with life skills such as money management and health education including sexual and reproductive health
- Incorporate methods within formal and non-formal education settings that enable the learner to develop personal skills including critical and analytical thinking, creativity and learning.
- Ensure that young people have access to citizenship education to provide them with solid knowledge on political systems, democracy and human rights, attained also through community-based experiences in order to promote active civil participation.

## **#9 SPACE AND PARTICIPATION FOR ALL**

Background: Young people are underrepresented in decision-making processes which affect them although their engagement is crucial to democracy. They need access to physical spaces in their communities to support their personal, cultural and political development.

Goal: Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

### Targets

- Ensure young people can adequately influence all areas of society and all parts of the decision-making processes, from agenda setting to implementation, monitoring and evaluation through youth-friendly and accessible mechanisms and structures, ensuring that policies respond to the needs of young people.
- Ensure equal access to everyday decision making for all young people from different backgrounds.
- Increase youth participation and thus equal representation in the electoral process as well as in elected bodies and other decision-making organs at all levels of society.
- Provide youth-led physical facilities and infrastructures called youth spaces defined by being autonomous, open and safe, accessible to all, offering professional support for development and ensuring opportunities for youth participation.
- Ensure safe virtual youth spaces are accessible to every young person which provide access to information and services as well as ensure opportunities for youth participation.
- Ensure sustainable funding, common recognition and development of quality youth work in order to strengthen youth organisations and their role in inclusion, participation and non-formal education.
- Provide youth-friendly, relevant, comprehensive information, also developed by and with young people, in order to enable youth participation.

## **#10 SUSTAINABLE GREEN EUROPE**

Background: Nowadays we consume in a way that our environment can't handle. Society needs to act against climate change and the growing environmental threats. But our society cannot solve a problem that it is not willing to acknowledge. That is why everyone including young people has to start taking responsibility for their actions, and impact on the life of future generations. Becoming sustainable is not a choice, it is an obligation.

Goal: Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

### Targets

- Ensure everyone including young people knows the effect of their actions on the environment.
- Empower the entire society especially young people to act as agents of change for environmental and sustainable development.
- Take into account the environmental impact of every policy and life decision while ensuring that young people are included in sustainable development policy-making on all levels.
- Increase international cooperation to eliminate environmentally harmful production and consumption.
- Support and strengthen opportunities for young people to volunteer in the environmental sector.
- Ensure everyone especially young people has access to eco-friendly infrastructure for living a more sustainable lifestyle.
- Expand research and innovation into eco-friendly solutions and technologies.

## #11 YOUTH ORGANISATIONS AND EUROPEAN PROGRAMMES

Background: Youth organisations and European youth programmes involve millions of young people to support their active citizenship and to develop their life skills. However, youth organisations and European youth programmes remain underfunded and lack recognition and accessibility.

Goal: Ensure equal access for all young people to youth organisations and European youth programmes, building a society based on European values and identity.

### Targets

- Ensure visibility and provide quality information on youth organisations and European youth programmes for all young people.
- Ensure sufficient resources from EU programmes for youth organisations to develop projects and access structural support to carry out their missions and to support their work.
- Ensure youth organisations and European youth programmes are better bridged with the educational systems and acknowledging them as actors fostering life skills and active citizenship.
- Increase the accessibility of European youth programmes, ensure a youth friendly administration process and provide support and quality information for all participants and applicants.
- Reach out to and support marginalised young people to be active in youth organisations, youth groups and EU youth programmes.
- Increase resources, and widen the variety of grants and diversity of initiatives available for youth organisations and youth groups.
- Ensure participation of young people in governance processes of European youth programmes.

**Annexes:** Annex 1 on EU Youth Dialogue / Annex 2 on Future National Activities Planner / Annex 3 on European Youth Goals / Annex 4 on the Work Plan for the EU Youth Strategy 2019 - 2021

## The strategic framework for European cooperation in education and training (ET 2020)

ET 2020 pursues the following **four common EU objectives**:

- Make lifelong learning and mobility a reality
- Improve the quality and efficiency of education and training
- Promote equity, social cohesion, and active citizenship
- Enhance creativity and innovation, including entrepreneurship, at all levels of education and training

It also supports the achievement of the following **benchmarks at European level by 2020**:

- At least 95% of children should participate in early childhood education
- fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science
- the rate of early leavers from education and training aged 18-24 should be below 10%
- at least 40% of people aged 30-34 should have completed some form of higher education
- at least 15% of adults should participate in learning
- at least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad
- the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%

**Tools and instruments:** Working Groups / Peer Learning Activities (PLAs) / Peer reviews / Peer Counselling / Annual Education and Training Monitor (feeding into the evaluation within the European Semester) / Consultation and Cooperation activities including the European Education Summit and the Education, Training and Youth Forum / Funding for policy support activities and innovative projects through the Erasmus+ programme

## Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 289/01)

Link:

[https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C\\_.2018.189.01.0001.01.ENG&toc=OJ%3AC%3A2018%3A189%3ATOC](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.189.01.0001.01.ENG&toc=OJ%3AC%3A2018%3A189%3ATOC)

### ANNEX - KEY COMPETENCES FOR LIFELONG LEARNING A EUROPEAN REFERENCE FRAMEWORK

The main **aims of the Reference Framework** are to:

- a. identify and define the key competences necessary for employability, personal fulfilment and health, active and responsible citizenship and social inclusion;
- b. provide a European reference tool for policy makers, education and training providers, educational staff, guidance practitioners, employers, public employment services and learners themselves;
- c. support efforts at European, national, regional and local level to foster competence development in a lifelong learning perspective.

The Reference Framework sets out **eight key competences**:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence

5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence.

## Council Recommendation of 28 June 2011 on policies to reduce early school leaving (2011/C 191/01)

[https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32011H0701\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32011H0701(01))

Invites Member States to use the framework (Annex to the Recommendation) in order to reduce early school leaving. Invites the Commission to contribute to efforts for reducing early school leaving within the ET 2020 framework

### Annex - A framework for Comprehensive policies to reduce early school leaving

The framework provides guidance on developing an understanding and policy responses to reduce early school leaving, structured as related below:

#### 1. Identification of main factors and monitoring

#### 2. Policy framework

##### 2.1. prevention policies

**2.2. intervention policies** "aim to avoid early school leaving by improving the quality of education and training at the level of the educational institutions, by reacting to early warning signs and by providing targeted support to pupils or groups of pupils at risk of early school leaving. They address all educational levels, starting from early childhood education and care to upper secondary education. At the level of the school or training institution strategies against early school leaving are embedded in an overall school development policy. They aim at creating a positive learning environment, reinforcing pedagogical quality and innovation, enhancing teaching staff competences to deal with social and cultural diversity, and developing anti-violence and anti-bullying approaches"

**2.3. compensation policies** "aim to help those who left school prematurely to re-engage in education, offering routes to re-enter education and training and gain the qualifications they missed"

The document details **specific measures that can be taken** to reach the aim of reducing early school leave for each element of the framework.

## Governing Programme 2019+

The Government Programme is the general guiding document for government action and it sets objectives related to all policy areas.

**EU funds** - the Programme supports:

- decentralisation of all programmes implementing projects with local beneficiaries.
- developing a strategy for professionalisation and capacity building in absorption of funds, for local authorities
- facilitation of exchanges between public authorities
- reshaping the National programme for local development (PNDL) and connecting it to EU funds
- debirocratisation, digitisation and simplification for EU funds related processes

**Labour / Social protection** - the Programmes supports more NGO involvement in implementation of social programmes funded with EU funding for the post 2020 financial framework.

### **Education**

General objectives:

General objectives identify **3 crises** to be addressed through specific policy:

1. **early school leave**
2. **bad results in national and international testing**
3. **high functional illiteracy** at the age of 15.

The government aims to develop **co-operation with economic agents in order to develop the dual professional education system and the university system**, in order to ensure better correlation of study programmes with labour market requirements.

**Specific objectives:**

- **Pretertiary education:** curricular reform; promoting quality through student-centred education; extension of the "warm meal" programme and quality improvement of after-school public and private programmes - including by legislative measures; professionalising education careers through launching the master's programme for educators; extending professional dual education and associated partnerships with the private sector; unblocking reimbursement for school students and teachers commute and financing intra-county school transport; promoting digitalisation of education through use of ITC in learning and educational management
- **Higher education:** excluding expenses from university private funds from the calculation of the public deficit; creating mechanisms for tracking graduate employment through harmonisation of national tracking efforts; fighting plagiarism; adopting a framework strategy for internationalisation of higher education and incentivising university internationalisation, including through the European Universities mechanism

**Youth:** implementing the national youth strategy in 2020 and initiating the drafting process for the 2021 - 2026 national youth strategy; supporting the adoption of the law on youth which is to lead to the

development of local youth strategies and youth centres that support development of transversal skills, social integration, access to educational and volunteering opportunity, career guidance and other services as required by the communities they serve; deciding on decentralisation of competences and property in the field of youth in consultation with organisations active in the sector

**Sport:** Promoting sports for the masses and the development of sports infrastructure accessible by all citizens; Developing school and university competitions and a constructive competitive attitude among students in schools and universities.

#### **Health:**

General priority - ensuring health services of high quality and accessibility for all citizens;

**Specific objectives:** funds from vice taxes will be used for curative programmes [N.B. explicitly mentioned, rather than prevention programmes]; government will facilitate EU funds absorption by the Ministry of Health and local authorities for investments in infrastructure and equipment, e-medicine services and programmes for health promotion; legislative changes for EU and national funds to be accessible for individual, collective and associated medical offices and medical civil societies (firms) for investment in infrastructure and equipment; the Ministry of Health and local authorities shall offer financial support for continuous medical education programmes for public medical staff.

**Prevention:** support for amending the Law on prevention to ensure adequate public information about negative consequences of various products and behaviours; support for the adoption of the Law on vaccination, leading to compulsory vaccination and the obligation for public authorities to ensure quality standards and inform the public; initiation of EU funded screening national screening programmes for the most common chronic diseases - diabetes, colo-rectal cancer, breast cancer, cervix cancer, prostate cancer.

**Primary medicine:** compulsory introduction of digital solutions for scheduling medical consultations and interventions in public hospitals

## **National Plan of Investment and Economic Resurgence [Planul Național de Investiții și Relansare Economică]**

The Government response to the COVID-19 related crisis and its aftermath - includes support measures relevant in various fields and investment priorities.

#### **Short-term support objectives:**

- **Financial instruments to keep companies running**
- **Employment and social protection**, including grants for technical unemployment and other support for employers, especially for young or vulnerable people and those returned from abroad
- **Digital transformation - within institutions, in public services and the economy**

#### **Public investment priorities (medium and long term):**

- Transport (all types - motorways, railways, air and water)
- Energy
- **Health - 17,5 bn lei (regional, county and town hospitals - construction or modernisation)**
- **Education - 14 bn lei:** rehabilitation and modernisation of schools (2488), construction of kindergartens (346), school campuses (40), university dorms (30) and university centres (8)
- **Local communities development - 102 bn lei:** county and local roads, utilities, school, medical and sports facilities
- Agriculture

## 2021 - 2027 Multiannual Financial Framework - financing priorities

**Cohesion policy** (except REACT-EU): *Smarter Europe (research, innovation, digitalisation, competitiveness, smart city) / Greener Europe (energy efficiency, biodiversity, air quality and decontamination of polluted areas, urban mobility and regeneration) / Connected Europe (road, railway and naval transport, and mobility - metro and metropolitan trains) / Social Europe (health infrastructure and services, education and employment, social inclusion, support for vulnerable groups - including financial support for disadvantaged people) / Europe closer to citizens (tourism, culture and heritage)*

**Common agricultural policy:** *decoupled direct payments (basic income support for sustainability, redistributive complementary support for sustainability, complementary income support for young farmers, eco-schemes for climate and the environment) / coupled direct payments / investments and support schemes (various, including for family farms, settlement of young farmers, low scale infrastructure in rural areas, innovation, compensation for environment commitments, establishment and development of activities in support of non-agricultural economic development).*

**Recovery and Resilience Facility:** *access to grants and loans from the supplementary EU budget for financing investment and structural reforms in domains including employment, social, education, research and innovation, health, economic environment, including public administration and the financial sector*

**REACT-EU:** *refers to operational programmes from the Cohesion policy 2014 - 2020 as supplementary support for measures intended to reduce the crisis impact through interventions for the 2020 - 2022 period. **FEDR financing** will be available for investments also in health services, working capital and SMEs (operational and personnel costs and health safety measures) / **ESF (FSE)** will be available for financing: maintaining jobs, short-term employment schemes and support for entrepreneurs; job creation (specially for vulnerable persons); youth employment measures; competence development and facilitating access to social services of general interest.*

**Fund for a Just Transition:** funding for a wide array of measures, including for economic development, environment, employment and mobility, aimed at regions with fossil fuel based industry in order to support transition towards renewable energy sources in order for the EU to reach its climate goals.

**SURE:** financing cost of unworked hours for employers who decide to reduce the working program (and similar measures); financing costs for a substitute for income during this crisis for independent workers and employees; financing costs for measures related to health safety/security at the workplace.

**Other instruments:** **investEU** (financing for sustainable infrastructure, research and innovations, SMEs, strategic investment) / **solvency support instrument** (emergency support for affected european companies from most affected regions) / **European inter-connectedness mechanism** (financing for projects of common interest in transport, energy and the digital field) / **EU4Health** (financing for investment in **prevention**, crisis preparation and vital drugs and equipment procurement)

# Study cases

## Varna, Bulgaria

### Talyana (creation and reconversion of urban space for youth)

#### Short description of the issue today

Talyana is an idea that first emerged in 2016, during the preparation period of Varna for the title European Youth Capital. It was inspired by the experience of another Bulgarian city - Plovdiv and its art neighbourhood - Kapan. (In Bulgarian *капан* (*капан*) means trap while *талян* (*талян/далян*) is used for a net used by fishermen or in other words - a trap for fish)

The Kapan district came as a solution to a huge problem in Plovdiv - the Old City Center, near the modern one, was once empty before the development of the new creative space. Similarly, Varna had faced the same issue. That's the main reason why the Chief Architect of the city - Victor Buzev, came up with the idea to transform the Old City Centre of Varna to a district full of art and youth activities. It's important to note that Talyana is the area with the highest concentration of buildings, classified as "Architectural heritage".

"Varna - European Youth Capital" Association liked the suggested idea and decided to develop it further. More than 40 youth projects were funded under one condition - to hold the events and activities in Talyana. After the implementation of those 40 youth projects in Talyana in 2017<sup>th</sup>, in 2018<sup>th</sup> young entrepreneurs, architects, urbanists and interested citizens established an NGO Talayna with one main aim - to "revive" the Old City Center, and to make it more accessible for pedestrians, youth-oriented and filled with art.

#### What needs of young people does this serve?

Talyana helps young people in various aspects. First of all – it is a great *stage* for young architects and urbanist who want to develop the area and to promote the main idea.

Since 2016 in the area 62 new enterprises were established, most of them founded by young entrepreneurs. This makes it organically attractive to young people. There are places oriented to the youth (like The Social Tea House, Innovator, Hashtag, 43:12, etc.) which organise social, cultural or other activities for the personal development of young people.

With all this happening in Talyana, it is becoming the area in the city with the highest concentration of youth spaces.

## **Progress made to achieve the current situation**

Timeline:

- More than 40 youth projects, funded by the European Youth Capital Program (2017)
- Establishment of NGO Talyana (2018)
- The NGO developed a detailed plan for potential pedestrian areas in the Old City Center, regarding a big project of the Municipality of Varna, named City Walk, funded by the Dunabee cross-border cooperation programme (end of 2018/ beginning of 2019)
- Signing a memorandum of understanding and cooperation between Talyana and Kapana – the art neighbourhood of Plovdiv - the city then held the title European Capital of Culture (2019)
- Forum Talyana – a huge event, that connected people from Plovdiv, Sofia, Veliko Turnovo, and other Bulgarian and European cities that have interest in developing such kind of areas and who have expertise in the fields of urbanism, walkable cities, architecture, etc. (2019)
- Sociological research – this step was fundamental. We conducted research amongL 1) people living in Talyana, 2) owners of buildings, 3) employees & local businesses, 4) tourists and local people visiting the area (2019)
- Based on the results, driven from Forum Talyana and the sociological research, young architects, urbanists, designers and layers developed a detailed strategy consisting of 160 pages devoted to the development of the area (2019)
- One of the biggest streets, that is also a border of Talyana (Tsar Simeon I) had to be reconstructed urgently. The first revision of the project aimed to connect the street with the main boulevards near the Railway station. After several open meetings with the Chief Architect of the Municipality and representatives of NGO Talyana, a decision was taken to pave the street and make it mixed, combining pedestrian areas with such with mixed purpose – for vehicles and pedestrians (2019)
- Plein air and competition devoted to the Architectural Heritage in Talyana - a project funded by the Culture Fund of Varna Municipality. The activity was focused on students with an interest in visual art. The architectural heritage was in the centre of the Plein air. During the project, students painted buildings located in Talyana. After that an exhibition with all artworks was held.
- Stage 1 of the project aDOORble, funded by the consortium Desingscapes (Horizont 2020) the first stage of research of the needs of the owners of buildings that are classified as “Architectural heritage” was conducted (2019)
- Stage 2 of the project aDOORable - development of practical tools, oriented for owners, local authorities and other stakeholders, to support the process of saving buildings, classifies as Architectural heritage (2020)

## **When did this transformation take place?**

The transformation of the area started in 2016 and it is still going. As there are a lot of stakeholders involved in the process, probably this transformation will continue in the next 5 years.

Talyana is inspired by Kapana, but the concept is different. In Plovdiv's case, there was a public fund, that was covering expenses for organisations for their rents and other activities. After the fund was stopped, the area continued to work as a pub area more than cultural or youth-oriented one.

That's why Varna is trying to develop the area organically, which will hopefully bring sustainability and more long-term opportunities for the youth.

What were the key decisions taken to make these changes possible and who did take these decisions?

1. To implement all the projects in one of the key directions of "European Youth Capital" in the area of Talayana; the decision was taken by European Youth Capital Association – a consortium of youth NGOs and the Municipality of Varna
2. To invite all the youth experts involved in the 2017<sup>th</sup> projects and to propose the establishment of separate NGO with clear aim and purpose, with the name Talayana; the decision was taken by European youth Capital Association
3. To develop a strategy for pedestrian routes in the area, as a part of an international project of Varna Municipality; the decision was taken by Varna Municipality
4. To build a collaborative partnership with Plovdiv, European Capital of Culture for 2019, and to apply with a project proposal funded by Plovdiv; the decision was taken by Varna – European youth capital association, and NGO Talyana.
5. To participate in a discussion, and to change the vision and the purpose of Tsar Simeon I Str.; the decision was taken by the Chief Architect of Varna Municipality
6. To develop and to apply for funding successfully in two stages with project proposals. Designsapes (Horizont 2020) – the decision was taken by Talyana NGO

#### **Additional references**

Website: <https://talyana.bg/>

Strategy for the development of Talyana (incl. the sociological research):

[https://issuu.com/plovdiv2019/docs/talyana-book\\_](https://issuu.com/plovdiv2019/docs/talyana-book_)

Adorable platform: <https://adorable-academy.thinkific.com/>

Adorable facebook page: <https://www.facebook.com/aDOORable.Talyana/>

Talyana facebook page: <https://www.facebook.com/talyana.bg/>

Photos from events:

<https://drive.google.com/drive/folders/171ujqQnizBbMeWrJGVSA1YDpIX657ek8?usp=sharing>

A small part of media coverage of Talyana: <https://docs.google.com/document/d/1qTVpEV71Mwmut-uZUbVYmmWoec8CG-O8iLMEYhmzvmU/edit?usp=sharing>

# Maribor, Slovenia

## Urban youth information systems - Mladi Maribor

### Short description of the issue today

Mladi Maribor is a joint brand of the local youth sector in Maribor, established by the Municipality of Maribor at the end of the European Youth Capital 2013. The Mladi Maribor brand is presented through the Mladi Maribor online platform, accessible at [www.mladimaribor.si](http://www.mladimaribor.si) and through the Mladi Maribor festival, where all local youth organizations are introduced to young people at the beginning of each school and academic year.

The Mladi Maribor web portal is an information system that offers local youth all informations in one place; about the activities organised for them, as well as all information about youth centers, youth organizations, employment and employability issues, housing tenders, opportunities for mobility and volunteering and opportunities for active political participation.

### What needs of young people does this serve?

In a research conducted by the Municipality of Maribor together with young people and other relevant stakeholders for the preparation of the Local Youth Programme in the Municipality of Maribor for the 2016 – 2021 period, it was found that young people are poorly informed about activities and topics intended for them or better that the biggest problem is the dispersion of this information in the local environment.

### Progress made to achieve the current situation

Since the establishment of the temporary portal [www.mladimaribor.si](http://www.mladimaribor.si) in 2014, we have managed to establish a portal that offers all relevant information for young people and is managed by one employee (editor), who manually enters events and activities, updates statical informations such as descriptions and contacts of youth centers, or current local, national and European tenders for young people and youth workers, opportunities to apply for tenders for non-profit housing, etc. Today, the portal operates exclusively on a simple online platform Squarespace, which is also mobile-friendly, and in the near future it will appear in the form of multifunctional mobile application.

### When did this transformation take place?

The transformation is still happening in several stages. In 2014, the Municipality decided to establish the Mladi Maribor brand and a temporary web portal at [www.mladimaribor.si](http://www.mladimaribor.si), in 2015 the Municipality of Maribor transferred the brand and portal to the management of its public institution – Youth Cultural Centre Maribor and provided it with funding. In the same year, a permanent version of the portal was created, which

is still relevant at the moment, although the development of the updated platform Mladi Maribor 2.0 has been underway since mid 2020, which will not only be available as a mobile application but also offer new utilities such as automated transmission of news from the websites of youth organizations, the possibility of voting for a participatory budget for youth, later also the collection of points and prizes for volunteering, integration with public transport and final integration into the Maribor citizens card.

#### **What were the key decisions taken to make these changes possible and who did take these decisions?**

The key decision was taken when the Municipality of Maribor, based on the research, decided to place Mladi Maribor - digital information system as a measure in the local strategy for young people (Local Youth Programme in the Municipality of Maribor for the 2016 – 2021 period), provide it with some financial resources and an employed editor, which was in a package with all other strategic measures adopted by the City Council of the Municipality of Maribor.

#### **Additional references**

[www.mladimaribor.si](http://www.mladimaribor.si)

## **Novi Sad, Serbia**

### **Youth Forum of Novi Sad**

#### **Short description of the issue today**

Due to the non-existent structure of participation of youth and youth organizations, informal groups of young people in decision-making and policy making, the Novi Sad Youth Forum was established on the initiative of the Novi Sad youth and OPENS as part of the application process.

#### **What needs of young people does this serve?**

Young people were given the opportunity to advocate for their needs and priorities through participation in the political and public life of the city of Novi Sad, which the Youth Forum of Novi Sad provided them.

Therefore, the participation of young people after the formation of the Youth Forum of Novi Sad , increased by 80%

#### **Progress made to achieve the current situation**

Now, as in the last few years, the Novi Sad Youth Forum, the largest independent representative body of young people in Novi Sad, encourages the active participation of young people in decision-making, concerning their daily lives.

In addition to preparations for OPENS 2019, this network has led to significant and unexpected results.

Therefore, it was decided to strengthen the role of the Novi Sad Youth Forum regarding the all relevant issues of youth policy, which made it the official youth structure of youth participation in the city.

Open call for projects implementing LAP where the commission for deciding which project will be financed is made up of 5 people, 3 from administration and 2 from Novi Sad Youth Forum.

### **When did this transformation take place?**

The Novi Sad Youth Forum has formed working groups to provide effective preparations for winning the title of European Youth Capital for 2019 (Working groups dealt with the topics of the program, youth policy, youth participation and information and PR applications for the Title).

In May 2016 the Novi Sad Youth Forum decided to register the Association of youth civil society organizations and thus the Novi Sad Youth Forum became recognized as an administrative legal body which formalized the partnership with the Municipality of Novi Sad, all in connection with OPENS 2019.

### **What were the key decisions taken to make these changes possible and who did take these decisions?**

The Local Board and the Municipality conducted an evaluation of the OPENS2018 candidacy process, which indicated that wider youth participation and a broader youth leadership role need to be improved. This resulted in the formation of the Novi Sad Youth Forum, which brings together 105 youth organizations and informal youth groups. Novi Sad Youth Forum increased youth participation by approximately 80% compared to OPENS2018. Another result is a 75% increase in the city's youth budget, including the city's Creative Youth Polis project. The initiative to establish the Novi Sad Youth Forum came from OPENS and the reason to all civil society actors gather and network in one place and increase their participation in decision-making.

The key moment is that the City has left all the competence to the Novi Sad Youth Forum, believing that young people know the best what their needs and priorities are.

In parallel, in the consultations with the local municipality, the Novi Sad Youth Forum formed the above-mentioned working groups.

### **Additional references**

<https://www.facebook.com/NovosadskiomladinskiForum/>

[https://rtv.rs/sr\\_lat/vojvodina/novi-sad/sastanak-novosadskog-omladinskog-foruma-povodom-dana-mladih\\_745621.html](https://rtv.rs/sr_lat/vojvodina/novi-sad/sastanak-novosadskog-omladinskog-foruma-povodom-dana-mladih_745621.html)

## Mayor's Youth Council

### Short description of the issue today

In order to understand the need to establish the Mayor's Youth Council, it is necessary to understand the historical and cultural context of youth policy in Serbia today.

Youth structures enable Novi Sad youth to participate in the average decision-making process while at the same time significantly influencing strategies, laws and other political processes. At the national level, in addition to the Ministry of Youth and Sports (MOS), Serbia has three national associations KOMS (provides youth participation), NAPOR (provides quality services for young people) and the National Association of Youth Offices (provides implementation of youth policy by local authorities). This is a unique and coherent youth structure that enables young people to participate at local, national, regional and European level.

Also, the MOS has established a Youth Council at the Ministry, in which Novi Sad youth are enabled to participate through NAPOR, KOMS or as a representative of any independent civil society organization. This council has an advisory role in the ministry's strategic planning. A similar model has been applied at the local level, but with a larger youth participation structure. The city of Novi Sad also has a Mayor's Youth Council, as an advisory body in the city assembly, which consists of representatives of local political youth and civil society organizations. Moreover, Novi Sad has a City Council for Sports and Youth, as well as a local Youth Office, which connects youth and the city government.

5 of 13 member of the council are chosen by NOF

### What needs of young people does this serve?

Through the programs: MAYOR OPENING DOORS and PRIME MINISTER OPENING DOORS that are organized in cooperation with the "Mayor's Youth Council" and "National Youth Council of Serbia" we gave the opportunity for young people to create the city and the environment they want.

### Progress made to achieve the current situation

Through the program PRIME MINISTER OPENING DOORS, twice a year, the Prime Minister of Serbia hosted a session with 30 young people to discuss the problems and needs young people are facing in Serbia, with the cooperation with the Cabinet of Prime Minister and KOMS.

Through the program "MAYOR OPENING DOORS", we opened the Mayors door for 20 young people on a monthly basis, in order to mutually discuss the problems and needs of young people of Novi Sad and Vojvodina, in cooperation with the youth council and other youth actors.

### When did this transformation take place?

In cooperation with the Mayor's Youth Council and other youth actors, the young people were given space to discuss the problems and needs faced by young people in Novi Sad and Vojvodina.

**What were the key decisions taken to make these changes possible and who did take these decisions?**

The existence of the Youth Council at the national level at the Ministry of Youth and Sports was crucial for the establishment of the Mayor's Youth Council in Novi Sad.

The Mayor's Youth Council was founded on the initiative of the City Hall.

**Additional references**

<https://skupstina.novisad.rs/savet-za-mlade/>

## YOUTH Participatory Budget

**Short description of the issue today**

In 2015, youth organizations and the city government agreed to establish another innovative practice - "Youth Participatory Budget", which will work as follows: young people will propose their ideas on how to use the funds, after which voting will be organized in local communities of Novi Sad. The program was realized twice, in the previous two years, a total of 25 high schools participated and 25 student ideas were realized, with the goal of young people learning as early as possible how important it is to be included in society and their community.

**What needs of young people does this serve?**

Through this program, young people get the opportunity to influence changes in their schools, and create functional micro-communities in which they live. Young people receive support throughout the process, in creating and developing ideas, selecting and voting, implementing ideas and funding them. In this way, students gain the opportunity to get acquainted with the writing and implementation of the project and gain relevant knowledge and experience for active participation in the community.

**Progress made to achieve the current situation**

Providing young people the opportunity to realize their ideas with the support of the city budget and improve a part of their everyday environment.

### **When did this transformation take place?**

Through participatory budgeting, we provide young people with the opportunity to realize their ideas with the support of the city budget and thus improve a part of their everyday environment. Young people get the opportunity to gain experience in different phases of project implementation: designing an idea, lobbying and advocating and implementing it.

Also, young people use the opportunities created for them by actors in society, in this case, OPENS with the support of the City of Novi Sad.

### **What were the key decisions taken to make these changes possible and who did take these decisions?**

The participatory budgeting program was implemented by the Youth Capital of Europe Novi Sad with the financial support of the Municipality of Novi Sad, following the example of the participatory budgeting program implemented in Cluj. The funds were provided by the Financial Operations Plan for the implementation of project activities during 2019 OPENS.

The City of Novi Sad, supported the OPENS project, which was declared a project of national importance for the Republic of Serbia. In this way, funding is provided for projects to support informal groups - high school student ideas within the participatory budgeting program.

### **Additional references**

<https://opens2019.rs/en/news/we-have-ideas-we-have-solutions/>

<https://opens2019.rs/en/news/join-find-the-solution-how-is-the-process-of-the-participatory-budgeting-created-step-by-step/>

<https://opens2019.rs/en/news/join-find-the-solution-announcement-of-the-best-ideas/>

## **Local Youth Office**

### **Short description of the issue today**

Novi Sad has a City Council for Sports and Youth, as well as a local Youth Office, which connects youth and the city government. The Youth Office ensures that the Local Action Plan (LAP) is implemented, takes care of youth participation and coordinates youth policy actors. According to the Law on Youth, strategies and action plans must be developed with the participation of young people. Local youth offices have made their resources available to young people who want to participate in the decision-making process.

### **What needs of young people does this serve?**

Through the program "Local youth office opening doors" we support Local youth offices to organize a workshop dedicated to one of the projects within the program # OPENS2019.

### **Progress made to achieve the current situation**

The program targets 1,300 young people aged from 12 to 18 in a period of two years (2018-2019).

### **When did this transformation take place?**

Young people in Novi Sad were given the opportunity to participate in decision-making at the local level through the work of the Local youth office.

What were the key decisions taken to make these changes possible and who did take these decisions?

The program "LOCAL YOUTH OFFICE OPENING DOORS" is part of the program of the European youth capital Novi Sad 2019, created with the aim that young people use the resources of the Local Youth Office, which guarantee and enable active participation in local life.

Programme and open call in 2016 for 4 million for equipment for youth organizations and later for 10 million for pilot project for application.

### **Complementary pictures, documents, and links**

<https://opens2019.rs/en/programe/>

## **Cascais, Portugal**

### **Youth Department and youth approach in local policies**

#### **Short description of the issue today**

Cascais is a reference at national and international level, for the public investment and priority given to the youth sector. The intervention combines policies specifically focused on youth with a cross sectorial approach, placing youth issues as a priority in relevant broader policies.

With the specific focus on youth, the municipality has the following structures:

- A **Municipal Council for Youth Policy**- advisory body on matters related to youth. Gathers local youth representatives and meets at least 4 times/year. Collaborates in definition and implementation of policies, represents youth stakeholders, promotes networking and disseminates information.
- A specific **youth department** in the administrative structure with a staff of 20 members implementing local youth policies.

- 2 **youth centers** specifically aimed at young people covering different territories in the municipality. They work as information centers, one more central with multifunctional spaces, offices and access to the staff of the youth department, and the other offers a modern stage and room for cultural events, as well as space for youth associations.
- A website **www.jovem.cascais.pt**, with daily updated information relevant for young people, supported by dedicated channels on social media (Facebook, Instagram, Twitter)
- Dealing also with youth issues but in a cross-sectorial approach, the municipality has other relevant departments, namely:
  - The **Municipal Department of Education** promotes conditions for sustainable development of the educational community, acting in the local schools.
  - The **Municipal Department for Employability and Talent Promotion** has the mission to promote employability and employment, empowering citizens, promoting the involvement of local working organizations in the field of employment and training, and promote mechanisms that facilitate economic investment and entrepreneurship. In cooperation with the Youth Department it has specific projects focused on youth.
  - You can also find in Cascais a **Municipal Department working in the field of Social Inclusion** that acts in socio-territorial development in an integrated, systemic and sustainable manner through network intervention. With a considerable network of local and national partners this department has been implementing projects in the youth field with youngsters that come from socially disadvantaged background.
  - The **Municipal Department working in the area of Participation and Citizenship's** mission is to increase the participation and civic co-responsibilization of the citizens. An example is the Youth Participatory Budget implemented in partnership with the Education and the Youth Department.
  - **DNA Cascais** is a municipal agency that aims to contribute to the promotion and development of entrepreneurship, acting mainly on developing skills and knowledge, by promoting and stimulating creativity and innovation, in an entrepreneurial environment. This Municipal Agency promotes projects and initiatives specifically for young people.
  - The mission of the Municipal Department of Sports is to promote sustainable development of the practice of physical and sports activity, acting at the level of sports infrastructure in partnership with voluntary organizations and other sports entities. Many of the sports activities reach a youth target.

### What needs of young people does this serve?

The municipality's mission in the **Youth Department** is a clear statement of the **local youth policy**:

*“to contribute to young people's emancipation through the implementation of strategies oriented to the development of their personal, social and professional competences, aiming at empowering them with the necessary skills and conditions for the practice of a complete Citizenship.”*

The goals:

- To foster a culture of participation, empowering young people to an active intervention in the private and public spheres, being agents of change and development;

- To facilitate the access to specific information for young people, through the availability of mass instruments, privileging new information and communication technologies, thus contributing to the acquirement of the necessary competences to the practice of active participation and citizenship; Promote the development of young people's competences that contribute to their personal and social development in a process of self-development, promoting their emancipation.

### **Progress made to achieve the current situation**

Since 1987, there has been a technical department in the municipality dealing with youth issues, while throughout the country this sector was/is often managed by political cabinets, more subject to change and therefore with a more volatile intervention. In the beginning youth was paired with education in the same office and in 1998 a restructuration created an independent strictly focused on youth department, which was a recognition of the priority of youth issues in terms of local policy.

Cascais was one of the first municipalities in Portugal to create a local youth council. It started in 1989 with a lot of dynamism, had a couple of years of inactivity during the early 90's and regained action until the present. This was innovative at national level, if we consider that the national legislation on municipal youth councils is only dated of 2009.

Along time, the work towards youth has been transforming and maturing. In 2006 the above stated mission was formulated, answering the need to organize the work that was being done, giving it more consistency and a clearer vision. This was a participated process involving all the staff working with youth in the municipality, as well as politicians and external experts. It represented a step forward in the local youth policies, since it was a moment to assess what was being done through a technical diagnosis, identify what was working well and what young people valued and cross it both with the overall European policies and with the expectations of the local politicians.

The European Youth Capital title in 2018 was a moment for reassessment of the local youth policies, updating them to the priorities and the needs of a constantly changing youth, more and more open to a global world. This generated more activities with an international dimension. Changes also occurred in the information structures, with the change in the number and dynamics of physical information centers and a reinforcement of on-line digital communication channels. A greater effort to reach un-organized youth and foster their talent has also generated a new line of projects implemented by the municipality.

### **When did this transformation take place?**

Milestones were:

1987 – creation of a technical department focused on Education and Youth

1998 – creation of an independent Youth department and youth information centers

2006 – structured formulation of the mission and objectives guiding the work of the Youth Department. Creation of a “brand” dedicated to communicate with youth, with a specific image, communication channels, more information youth centers.

2015 – First application to the title of Cascais European Youth Capital (awarded for 2018).

2018 – implementation of Cascais EYC2018. Redefining priorities (more online digital communication and youth work, reaching out for non organised youth, more activities with international dimension).

**What were the key decisions taken to make these changes possible and who did take these decisions?**

- Decision to create the structure of the Youth Department taken by elected politicians (Mayor and Councilors).
- Decision to elaborate the mission, objectives and long term strategy of the Youth Department – initiated by the Head of the Department, validated by the ruling politicians and carried out in a participatory way with contribution of the youth department’s staff and other stakeholders.
- Decision to dedicate a significant budget to youth activities in the municipality, taken by elected politicians.
- Decision to apply for EYC, initiated by a young person, proposed to the Youth Department, validated by elected politicians.

**Additional references**

<https://jovem.cascais.pt/en>

<https://www.facebook.com/JovemCascais>

[https://www.instagram.com/jovem\\_cascais/](https://www.instagram.com/jovem_cascais/)