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Research and Needs Analysis

CESIE - Italy



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1. Part 1 - General information: Human Rights

Human rights are rights that we have as human beings - they are not granted by any state. As human beings, we have human rights regardless of nationality, gender, national or ethnic origin, colour, religion, language or any other status. Examples of fundamental fundamental rights - are the right to life, the right to food, education, work, health and freedom. ¹

1.1 Definition of the topic

The **Universal Declaration of Human Rights (UDHR)** was adopted by the UN General Assembly in 1948, and it was the first legal document to set out the fundamental human rights to be universally protected.

Human rights are universal, This means that people are all equally entitled to our human rights. This principle, as first emphasized in the UDHR, is repeated in many international human rights conventions, declarations, and resolutions.

Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

All human rights are indivisible and interdependent. This means that one set of rights cannot be enjoyed fully without the other.

An other important Human Rights instrument is the **European Convention on Human Rights (ECHR)**. It protects the human rights of people in countries that belong to the Council of Europe.

All 47 Member States of the Council, including the UK, have signed the Convention. Its full title is the 'Convention for the Protection of Human Rights and Fundamental Freedoms'

The Convention guarantees specific rights and freedoms and prohibits unfair and harmful practices.

¹ United Nation – Human Rights – Office High Commissioner

The Convention secures:

- the right to life (Article 2)
- freedom from torture (Article 3)
- freedom from slavery (Article 4)
- the right to liberty (Article 5)
- the right to a fair trial (Article 6)
- the right not to be punished for something that wasn't against the law at the time (Article 7)
- the right to respect for family and private life (Article 8)
- freedom of thought, conscience and religion (Article 9)
- freedom of expression (Article 10)
- freedom of assembly (Article 11)
- the right to marry and start a family (Article 12)
- the right not to be discriminated against in respect of these rights (Article 14)
- the right to protection of property (Protocol 1, Article 1)
- the right to education (Protocol 1, Article 2)
- the right to participate in free elections (Protocol 1, Article 3)
- the abolition of the death penalty (Protocol 13)

1.2 Basic scientific information

Education is important in promoting human rights and preventing human rights violations. In fact, education is seen as a defense against the increase in violence, racism, extremism, xenophobia, discrimination and intolerance.

On 10 December 2004, the General Assembly of the United Nations proclaimed the World Programme for Human Rights Education (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. The World Programme was established by the General Assembly's resolution 59/113 (10 December 2004). OHCHR provides global coordination of the World Programme.

The World Programme promotes a common understanding of basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots, on the base on the findings of the United Nations Decade for Human Rights Education (1995-2004)

Useful resources/additional Good Practices

With regard to the human rights of young people, it is necessary to ensure that young people fully enjoy their fundamental rights and freedoms.

Participation is one of the human rights of Youth : Youth are under-represented in political institutions, with less than 2% of parliamentarians worldwide aged under 30. Moreover, the age of candidacy for national parliaments, and especially for higher office, is not always aligned with the minimum voting age. ²

In this context, human rights education is an important tool to promote the participation of young people, we must consider as an important tool

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010)² defines *Human Rights Education as education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.*

Human rights education is also a human rights for youth. It is not only a moral right, but also a legal right under international law.

Article 26 of the Universal Declaration of Human Rights states that everyone has a right to education and that "*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 nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace*".

1.3 Links

United Nation - Universal Declaration of Human Rights

² 2018 report on youth and human rights ([A/HRC/39/33](#)).

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

The International Bill of Human Rights
[FactSheet2Rev.1en.pdf \(ohchr.org\)](https://www.ohchr.org/en/resources/educators/human-rights-education-training/world-programme-human-rights-education)

European Convention on Human Rights
https://www.echr.coe.int/documents/convention_eng.pdf

Council of Europe - Human Rights Education Youth Programme
<https://www.coe.int/en/web/human-rights-education-youth/about-the-programme>

World Programme for Human Rights Education (2005-ongoing)
<https://www.ohchr.org/en/resources/educators/human-rights-education-training/world-programme-human-rights-education>

Resolution CM/Res(2020)2 on the Council of Europe youth sector strategy 2030
https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680998935

Human Rights Education
<https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>

1.4 Ideas how to structure the Module

The Module could be organized:

- Introduction on Human Rights
- Human Rights in Practice
- Human Rights in your daily life

2. PART 2: Active Citizenship in your country

2.1 Relevance of topic plus general information

In 1994 in Italy, the Ministry of Education sent to schools the document "Intercultural dialogue and democratic coexistence" that identifies strategies, resources and objectives that the school must set itself to provide an adequate response to the phenomenon of migration. This document states that intercultural education is the highest response to racism, anti-Semitism, violence and intolerance in Italian society; It also emphasizes the importance of civic education in high schools, the pedagogical value of the use of movies and theatre performances, travel and cultural exchanges, and the need for adequate updating of the training of teaching staff on intercultural education.

In 2009, instead, the Ministry drew up "The Document of Direction for the Experimentation of the Teaching of Citizenship and Constitution" which provided teachers with the theoretical and methodological reference framework for the conduct of teaching Citizenship and Constitution. The document stresses that the educational activities promoted in educational institutions of all levels must encourage the acquisition of interpersonal, intercultural, social and civic skills, to enable conscious and responsible participation in social and working life.

It often refers to participatory methodologies, necessary to make young people aware of their rights and personal growth that can not disregard their attitudes.

2.2 Current trends

Since September 2020, Civic Education is a transversal discipline that affects all grades.

It affirms the need for educational institutions to strengthen collaboration with families in order to promote behaviour based on a conscious citizenship, not only of rights, duties and rules of coexistence, but also the challenges of the present and the immediate future.

The objective is to develop "the capacity to act as responsible citizens and to participate fully and consciously in the civic, cultural and social life of the community" (Article 1, paragraph 1 of the Law).

The Ministry of Education has identified three main themes for teaching this new subject:

CONSTITUTION, law (national and international), legality and solidarity.

SUSTAINABLE DEVELOPMENT, environmental education, knowledge and protection of heritage and territory.

DIGITAL CITIZENSHIP.

In recent years, several associations have established a network of human rights educators, which, among other activities, carries out lobbying for the recognition of human rights education in schools.

2.3 Stakeholders on local, national or European level

In Italy these national policies are implemented by public and private schools, often with the support of NGOs and associations which offer know-how and support in teachers' continuous training and intervention.

For Example, [Amnesty International Italy](#) and [COSPE](#) (Italian association) have implemented a course for teacher to carry out human rights education (among the guidelines of civic education), in their schools. Another relevant stakeholder is the National Council for Youth.

At a European and International level, we have to consider the Youth Department of Council of Europe and the European Youth Foundation, but the European Commission and its institutions, the United Nations, the Unesco, too.

3. PART 3: Definition of 3 good practices

3.1 Good practice 1 - [Council of Europe - Human Rights Education Youth Programme](#)

This project of the [Youth Department of the Council of Europe](#) on Human Rights Education is a direct contribution to the core mission of the organisation to promote and protect human rights.

It is anchored in the **Council of Europe youth sector strategy 2030**, by fostering young people's access to rights and increasing the capacity-building and resources for youth organisations, and other relevant stakeholders, to provide human rights education.

3.2 Good practice 2 - [Amnesty International – Human Rights Friendly School](#)

A Human Rights Friendly School places human rights at the heart of the learning experience and makes human rights an integral part of everyday school life. From the way decisions are made in schools, to the way people treat each other, to the curriculum and extra-curricular activities on offer, right down to the very surroundings in which students are taught, the school becomes an exemplary model for human rights education.

Human Rights Friendly School, the project : <https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

Human Rights Friendly School in Italy: <https://www.amnesty.it/scuole/le-scuole-amiche-dei-diritti/#:~:text=In%20Italia%20le%20%E2%80%9CScuole%20amiche,%2C%20'IIS%20E>.

3.3 Good practice 3 – [Festival dei diritti umani – A scuola di diritti umani](#)

Since 2017, the Human Rights Festival offers secondary schools a path of rapprochement and deepening on human rights to learn to take a voice on their fundamental rights. The medium of choice is the podcast as a means of expression young and very popular in recent years both for its effectiveness and for its accessibility: to make a podcast, in fact, can be enough a mobile phone, a computer and an internet connection.

4. PART 4: Focus Groups and Questionnaires

4.1 Focus group's findings

The focus group took place on Monday, the 11th of October 2022 and six people were involved. They are actively engaged in the field of active citizenship and they have mainly worked with young people. The meeting followed the questions that the consortium has developed during the partner meeting in Nicosia.

After an introduction about the project, participants of the focus group discussed a lot on the needs to create engaging material for young people.

In the first part, the discussion was based on which type of resources the project consortium should include to implement all foreseen activities in the project. Then, the discussion focused on how to engage young people in the community.

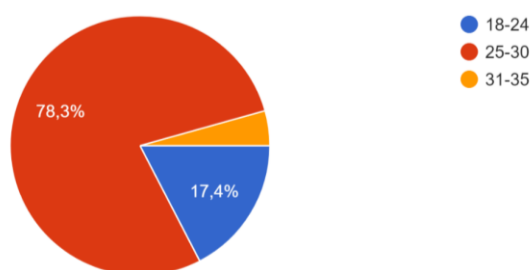
Indeed, the participants said that, actually, there is not a lack of possibilities and activities with which they can be active into the community. But often young people are not aware of these opportunities.

The use of social medias is very important, both as an activation tool and as a dissemination tool. Many people, however, strongly support the importance of offline activities, and not only online, to have a real involvement within active citizenship. It is important a long education path to start raising awareness since children in the early years of school. In this way, young people start to attend high school already convinced of the importance of active citizenship.

In addition, participants expressed the need to have a platform (or app), where each association can be registered and there describes its activities. Young people can use this platform to find activities closer to them.

4.2 Questionnaire's findings

The participants were 23 and 78,3% of them were in the range of 25-30 y.o. and 17,4% of them in the range of 18-24 y.o. Also, 30,4% of the participants were students and 48,7% of them have an employment.



Youths have been mostly involved in:

- Volunteering (17,4%)
- Youth Organisations (4,3%)
- Cultural Sports/ Associations (13%)
- Community Activities (4,3 %)
- Human rights Associations (21,7 %)
- Student Associations (21,7 %)
- Environmental Associations (4,3 %)
- Political Parties (4,3 %)
- None (4,3 %)

A part of the participants revealed that they have never been involved in one of activities in the list above because, in the past, they had no interest in the themes treated in those activities.

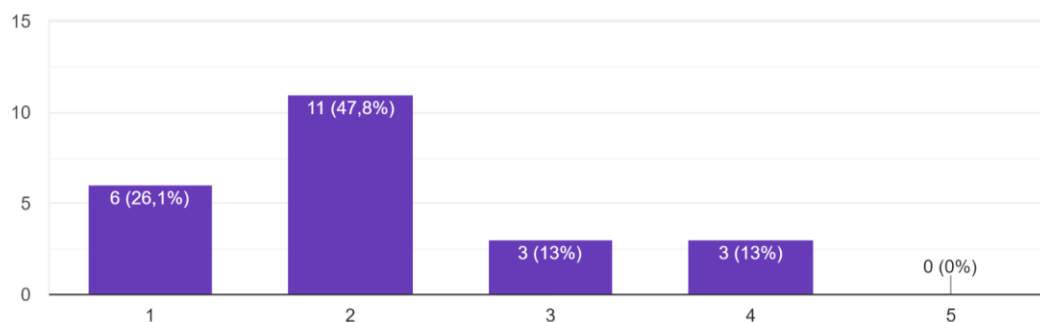
Moreover, the participants highlighted that being an active citizen means that they:

- Have the opportunity to spend themselves for the the socio-cultural and economic growth of their own city community.

- Know that their battle could be the same of those minorities too weak to express themselves and, by that action, encourage other people.
- Try to do something for their community conscious of their rights and duty
- Have consciousness, empathy and awareness.
- Put themselves on the line for the ideals, values and ideas they believe in
- Can be careful of the little things in daily life to make the city more peaceful, cleaner and livable
- Participate in social change, taking responsibility for ongoing social problems
- Participate in activities producing the resolution for the most problematic issues of our country
- Can be informed about the rights recognized by law and exercise them.
- Learn about national and international daily life and try to make themselves useful to the company even with small shares
- Be proactive and curious about the reality around them by keeping updated about the realities of the country and give a contribute to improve those realities
- Can be part of the community and engaging in extra activities other than studying (in case of a student) or working (in case of a worker). It's not just volunteering though, it's also taking part in some city council, attending neighborhood meetings.

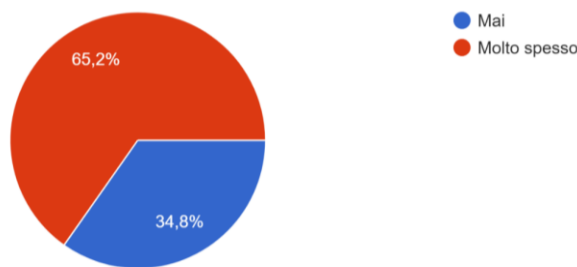
For the 34% of participants the concept of democracy has changed during the last few years, as well as that their voice power, which has been suppressed by COVID-19.

For the 47% of participants, young people do not have so many opportunities to take part of the decision making.



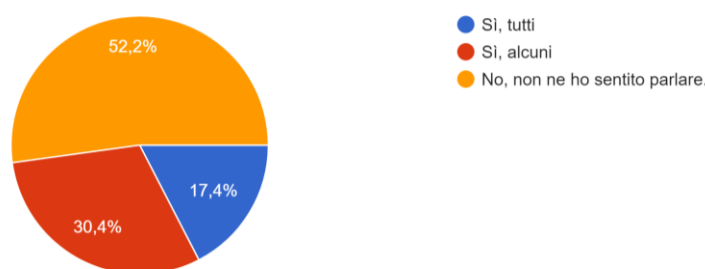
But only the 30% of participants said that young people have interest to take part of the decision making. And the 52% of participants said that the State does not encourages the active involvement and civic participation of young people in the public context.

Furthermore, most of the participants are working to ensure that human rights are respected, and the majority cares about human rights in their country and the world.



However, the answers regarding the promotion of the human rights issues in my school/university/work were varied since some of them were positive and some of them were negative. This is shown by the 47% of them who answered that they don't carry out activities of peer human rights education and 13% are not active in social media on human rights issues.

Regarding the Sustainable Development and the Environment, the participants mentioned that they are highly concerned with both environmental, economic and social sustainability. But the 52,2% of them mentioned that they have not heard of the SDGs.



The participants mentioned that young people can do more regarding environmental, social and economic sustainability in terms of civic engagement, activism or advocacy:

- They can give great ideas for a better society and the future, flexible vision, understand what is best to do for the long term.
- Subverting the capitalist system with the working class and establishing the workers' government on a socialist basis
- Make informed choices, commit to the rights we believe in and continue on this path
- Be more respectful even in little actions
- Have more political engagement, awareness and education
- Get informed, develop a critical spirit, and form associations that act on the territory and on the community
- Creating a new political representation
- Events, social media advocacy campaigns, school outreach activities, proposals and meetings with local administrators
- Much more than a young people might think. Even if you decide not to buy a certain product you do a lot, or decide not to follow a certain person on social networks because it promotes wrong ideas or behaviors.

In addition to inclusion, 30% of the participants mentioned that they do not attend a public meeting or demonstration dealing with political or social issues. Regarding volunteering, the responses varied. Indeed, some of participants are active and some of them not. Also, most of them do not wear a bracelet, sign or other symbol to show support for a social or political cause and they do not participate in political actions that might be considered illegal (e.g. burning a flag, throwing stones, graffiti on walls ...). However, most of them are signing petitions and voting in elections.

Moreover, they mentioned that traditional media (newspaper, TV, radio) do not consider the views of young people in their news and reports (52%) but the 47% said that social media is a good source for getting news and that they are aware of the social media privacy settings on their accounts.

Finally, the 41% of participants said that they are not actively commenting, posting or even writing articles for blogs/websites etc.

5. PART 5: Summary

Human rights are those we have as human beings - they are not granted by any state and **Participation** is one of the human rights of Youth.

<https://www.youthforhumanrights.org/>

United Nation – About the Human Rights of Youth

<https://www.ohchr.org/en/youth/about-human-rights-youth>

Human Rights and Young People

<https://tools.youthforum.org/youth-rights-info-tool/human-rights-and-young-people/>

Council of Europe - Human Rights Education Youth Programme

<https://www.coe.int/en/web/human-rights-education-youth/about-the-programme>

World Programme for Human Rights Education (2005-ongoing)

<https://www.ohchr.org/en/resources/educators/human-rights-education-training/world-programme-human-rights-education>

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

<https://sdgs.un.org/goals/goal4>

Compass: Manual for Human Rights Education with Young People

<https://www.coe.int/en/web/compass>

Resolution CM/Res(2020)2 on the Council of Europe youth sector strategy 2030

https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680998935

Human Rights Education

<https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>

Report on youth and human rights

<https://www.ohchr.org/en/calls-for-input/report-youth-and-human-rights>

Human Rights Friendly School

<https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

Human Rights Friendly School in Italy



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<https://www.amnesty.it/scuole/le-scuole-amiche-dei-diritti/#:~:text=In%20Italia%20le%20%E2%80%9CScuole%20amiche,%2C%20IIS%20E>.

Festival dei Diritti Umani

<https://festivaldirittiumani.it/>



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