

GUIDELINES FOR FUTURE

Guidelines on the Future of
Fundamental Rights in Europe

EU Charter of Fundamental Rights



Dignity.FREEDOM.Equality.SOLIDARITY.Citizens'Rights.JUSTICE

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FUTURE

FOSTERING UNITY TOLERANCE AND HUMAN RIGHTS IN EUROPE

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ABSTRACT

"FUTURE: Fostering Unity, Tolerance and HUMAN Rights in Europe" was a 24 months initiative, designed by 9 partners from 7 EU (MT, IT, RO, CY, PT, SE) and 1 neighbour (BA) Countries, with the aim to create a Network for actively involving citizens in raising awareness on common values and in the debating on the future of Europe and its fundamental rights. The celebration of the 20th anniversary of the proclamation of the EU Charter of Fundamental Rights in 2020 represented a great opportunity to analyze the state of the art and make proposals for the Future. Thanks to a complex workplan (6 International Events, 1 Online Event and 1 Extra Meeting during the Europe Day, 24 Local Debates and 8 Local Dissemination Meetings in 7 Countries), the direct and indirect participants found answers to many questions, such as: *What is the role and potential of the Charter in protecting and promoting democracy? Did, and does, the citizens feel more protected in their EU VALUES, as fundamental rights? What is it there still to do assure protection of fundamental rights?* All the feedbacks and the ideas collected during the 24 Local Debates merged in the present paper, called "Guidelines for FUTURE", detailed recommendations about the Future of Fundamental Rights in Europe, as a result of a long-lasting participatory bottom-up approach. These Recommendations were addressed to the EU Agency for Fundamental Rights, in order to be taken into consideration for the drafting of the next "FRA Programming Document 2022-2024". So as to make the awareness raising activities more effective and the participants (Citizens, experts, CSOs, Local Authorities and other stakeholders) feel more involved in and by the debating process, the events, where the 6 pillars were presented and debated, were organized during some special remembrance/celebration days, such as World Press Freedom Day, World Refugee Day, International Day of Democracy, World Day of Social Justice, "Carta di Leuca" International Youth Meeting for Peace.

<http://www.ec.europa.eu/programmes/europe-for-citizens/projects/efc-project-details-page/?nodeRef=workspace://SpacesStore/eb6a49aa-9a4b-4ac6-90e2-2a474cc697bb>

RATIONALE

The European Union Agency for Fundamental Human Rights (FRA) shows in the “FRA Programming Document” 2019-2021 that the awareness of the Charter of Fundamental Rights in EU is particularly low. 1 out of 10 CSOs have never used the Charter and only 1 out of 4 use it often. The figures are similar for the national human rights institutions.

The most important EU's founding value are the fundamental rights. The European Commission, the EU Parliament and the Council highlighted the need to raise awareness on the fundamental rights as enshrined in the EU Charter of Fundamental Rights. To respond to this request, the FUTURE Network engaged in awareness raising activities that contributed to strengthen a rights culture in the EU and its Member States. All of this was achieved thanks to the effective planned methodology of street debate that brought citizens together, policymakers, media, lawyers, etc. in debating about the Future of Fundamental Rights in Europe. The discussions started from the analyses of the impact the Charter had and has it at all levels: EU, nationally, regionally and locally. To provide support to EU institutions, the FUTURE project by its final result, the “Guidelines for FUTURE”, provided to the FRA, recommendations gathered from citizens, policy makers, and other actors about the Future of Human Rights in Europe.

The FUTURE project fitted with the general objective of the programme since it created a space for challenging citizens' participation into the discussion of the role of EU Charter of Fundamental Rights had and has it and improved the conditions of the democratic participation at local and European level.

The Street Debates among the other methodologies, offered a safe and inclusive space for dialogue on the human rights challenges in the EU. This space became a continuous process shaping critical human rights agendas since 24 Local Debates were organized by the project partners in their community. The opinions collected during the Street Debates but also during the International Event of Cammini di Leuca (Annex 1) were gathered in this as an opinion panel that will be used to deconstruct the Euroscepticism and to facilitate the relationship between civil society and Human Rights Institutions.

Thanks to this initiative, the facilitators gained the skills and the tools to act as multipliers in their communities, by stimulating other professionals and stakeholders in interacting with EU Institutions and policy-makers, therefore contributing in reducing the existing gap between EU Institutions and the citizens.

ABOUT THE EU CHARTER OF FUNDAMENTAL RIGHTS

The Charter of Fundamental Rights is a modern and broad document of the European Union that brings together the most imperative rights and freedoms, protecting its EU Citizens in the light of societal and technological development.

The Article 2 of the Treaty on EU says that “The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail”.

The Charter applies in conjunction with national and international fundamental rights protection systems, including the European Convention on Human Rights.

The Charter covers the following rights and freedoms:



The Charter has become legally binding on the EU since December 2009, with the entry into force of the Treaty of Lisbon.

To reflect modern society, the Charter includes 'third generation' fundamental rights, such as:

- *data protection*
- *guarantees on bioethics*
- *transparent administration*

The Charter strengthens the protection of fundamental rights by making those rights more visible and more explicit for citizens.

In 2010, the European Commission adopted a strategy to monitor and ensure the effective implementation of the rights and freedoms in the Charter.

The provisions of the Charter are addressed to
*the institutions and bodies of the EU in all their actions
national authorities when they are implementing EU law*

SOURCE: https://commission.europa.eu/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en

THE METHODOLOGY

The present paper used a mixed methodology (qualitative and quantitative) for collecting the data and also desk-based research for exploring the 6 main rights mentioned in the Charter. The research aims to collect ideas and suggestions about the Future of Fundamental Rights in Europe.

In total, 286 respondents participated in the local debate activities and answered an online survey according to the national language, and if needed, it was translated from English to the national language. The respondents came from the project's partner countries (Italy, Romania, Portugal, Bosnia and Herzegovina, and Cyprus). The majority of respondents were females and a high presence was pointed by youth aged between 18 y.o. to 34 y.o.

In terms of demographics, the highest majority finished a superior education and are either employed full-time or students.

All the data collected has respected the recommendations for ethical research, respecting anonymity, and with the Data Protection Act of Regulation (EU) No 2016/679 of the European Parliament and the Council of 27 April on the protection of individuals concerning the processing of personal data and the free movement of the data.

THE EU CHARTER TITLES - RESULT

The results showed that over 50% of the respondents coming from all the partner countries mentioned that have heard about the “EU Charter of Fundamental Rights”, but were not very well informed on what it is and wanted to know more about “Where to turn to if your rights, as enshrined in the Charter, are violated, e.g. a competent court or a body which can handle complaints”, “when the Charter applies”, “The content of the Charter, defining your fundamental rights as an EU citizen”. Moreover, the respondents from Cyprus (45,5%) are not sure that the Charter is applied in their country.

DIGNITY AND FREEDOM (LOCAL DEBATE 1)

DIGNITY

In the 1st article of the Universal Declaration of Human Rights” (1948), it is mentioned that 'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”. When being asked what “dignity” means to the respondents, the most frequent answer was “respect”, as a term that describes the conduct of an individual to others of itself.

“Keeping your beliefs and values”

“Means the right of a person to be valued and respected.”

“Respect”

“The quality of being worthy of honor or respect”

“A strong sense of self-worth”

“The right of everyone to have a decent life”

“Dignity is about respect and about requesting it from people around you”

“Being worthy in life”

“To be respected and safe”

“To be seen and treated with respect”

“it is something that comes by respecting our basic rights, it is the love and respect for our lives”

“Being respected”

“To my mind, “human dignity” is my right to be treated with respect, politeness, and kindness by the people I turn to in order to solve administrative issues. Sometimes, instead of that, I am treated with disrespect as if I owed them my life.”

FREEDOM

As seen in the above-mentioned answers, “Freedom” is strongly connected to dignity, as a power to act in all its meaning but being careful not to harm or affects others’ life. Studies have shown that freedom brings happiness “One of the reasons for the political pursuit of freedom is the belief that this will add to greater happiness for a greater number of citizens. The common-sense theory behind this belief is that life will be more satisfying if we can live the way we want.” (Rahman & Veenhoven, 2018).

The respondents noted also that freedom comes with some limits to respecting others’ dignity.

“Being yourself no matter what.”

“The right to do what you want, but according to the social norms and laws.”

“The power to think, speak and act.”

“To not feel pressured to do something, to be in charge of every decision I make regarding my own life.”

“To be able to make your voice heard but to respect others dignity.”

“It means that everyone is free to be, think, and act in whatever way they would like (of course, we should remember that one’s freedom should not overstep someone else’s freedom).”

“The right to speak and act, democracy.”

“Freedom is the power or right to act, speak, or think as one wants, whenever I want.”

“The right to do anything you want to achieve - but without limiting other’s freedom.”

“The state of choosing everything you want.”

“The right to make the best decisions for me at any time, in any situation that concerns me, without negatively affecting others.”

“The possibility of acting, thinking, behaving as you wish, while respecting the obligations and rights of others.”

“Having the opportunity to stay in Gozo and learn with everyone without being discriminated of my belief is a fundamental right.”

In all countries, the majority of respondents were females with superior studies being under 45 y.o. When being asked to mention examples of NATIONAL contemporary problems or emergencies in which the modern concept of “human dignity” is involved, the answers were divided into 5 themes: AGGRESSION: “The situation of abused women and children”, social media bullying, abortion, and abuse in all its forms;

RESPECT & EXPRESSION: “The freedom of expression”;

EDUCATION: “The ignorance of the authorities regarding the difficult situation of some children who are still living”;

HEALTH: “mental health without access to education”;

DISCRIMINATION: “Discrimination at the workplace”, “racism”, “slavery”, “gender discrimination”, “hunger and food insecurity”, “racial injustice”, “In the war, in the gap of wealth”, “homophobia”;

ECONOMY: “The problem of underpaid work with non-existent or part-time contracts for jobs lasting 12-13 hours a day”, “poverty”.

The highest percentage (60%) of individuals who said that their rights have not been violated came from Bosnia and Herzegovina, but still, there are issues regarding *poverty*.

“Poverty that is currently on the rise in my country is one of the biggest challenges and a major national contemporary issue that requires much greater attention from the government and needs to be dealt with as soon as possible. Poverty does not deprive people of basic needs or material resources but it is a violation of human dignity”

The individuals were also asked to mention examples of NATIONAL contemporary problems or emergencies in which the modern concept of “freedoms” is involved.

The following answers emerged:

- Personal data sale, propaganda: *“Protection of personal data is just a dream, before ‘90 we had securist and now we have gadgets...the level of manipulation is very high..”*
- Freedom of expression and information
- The right to education during the pandemic
- Freedom of sexual expression
- The status of refugees
- Right to asylum

- Protection in the event of removal, expulsion or extradition
- Freedom to have a job and to be remunerated according to the level of education
- Social influence through psychological manipulation
- The freedom of thought, conscience, and religion (for example, collected answers from the GoFree Association mentioned the right to an opinion of most of the students was violated, generally by adults -parents or teachers-)
- Respect for private life and family
- Freedom to love whom you want
- Overcrowding jails
- Abuse

In Cyprus, for example, it has to be mentioned that individuals mentioned that during the last 5 years, there have been some changes in the way of approaching these rights: 36,4% in a positive way, 18,2% in a negative way, and 40,9% are not sure. For Italy, in the past 5 years, the respondents mentioned that it was difficult to find information (offline and online) and the public administration services were too expensive.

What was mentioned also by the respondents During the COVID period the control of the population was abusive in some countries which allow also the young people and the population to realize the dimension of the importance of Freedom.

While doing the local debates, students from Portugal found common points that brought them closer. The most important thing that emerged was awareness of the importance of these issues, realizing how many problems and different situations people are experiencing every day, and trying to grow and acquire something every day.

“Moving to a European country was an experience that allowed me to grow a lot and to understand the importance of the issue of freedom and human rights in general, seeing the perception of the same at a local level.”

“Participation in activities and workshops such as these, where various fundamental themes can be addressed through non-formal education, makes us understand how the theme of dignity and personal freedom should never be taken for granted, but always appreciate what that you have and try to contribute to their strengthening.”

“Having the possibility and freedom to choose what to eat, what to study, what sport to play is a wonderful opportunity.”



It was brought down that the sense of human rights and freedom differ according to the nationality of respondents. For example, the countries where opportunities are already available for youth, they ask for better transmission and visibility, whereas in countries where young people are deprived of freedom of thought and religion, they are still eager to fight for it. So it can be assumed that these two concepts “dignity and freedom” of the Human Rights Charter are not universally among the youth of Europe.

It is important to remember that *“Human will is an important part of human dignity. Everyone must be treated the same”* and that *“All people hold a special value. One may have different beliefs but after all, we are all equal”*.

EQUALITY AND SOLIDARITY (LOCAL DEBATE 2)

When thinking about the concept of “equality”, individuals referred to the state of being equal in rights, opportunities, and status, so that no one would experience discrimination - *“Equality means that all people, regardless of ethnicity, gender, sexual orientation or other characteristics, can enjoy the same rights.”* -

EQUALITY

“Being the same no matter the race, sexual orientation, political belief or religion.”

“Equal chances and laws.”

“Equal opportunity for every individual regardless of religion, gender, nationality.”

“Equality means that everyone is treated the same and can benefit of the same things as someone on the same level.”

“To have equity in the available opportunities.”

“It means that everyone receives the same changes (this is why I prefer equity over equality)”

“Same rights for all”

“I think about an ethical-juridical or ethical-political ideal, according to which the members of a community must be considered in the same way in relation to certain rights or values.”

“Having the same rights no matter your gender or your race.”

“When everyone is treated equally.”

“Not feel superior to the others, when everyone has the same amount of opportunities.”

“Equal opportunities for everyone”

“Equality means that all people, regardless of ethnicity, gender, sexual orientation or other characteristics, can enjoy the same rights.”

“Having the same opportunities, rights and obligations despite of race, gender, sexual orientation or other such characteristics.”

“The same opportunities for everyone regardless of their social or economic status”

The respondents at various stages emphasized that equality is very important to them and is a pillar for the Fundamental Rights. In several instances, a parallel was made between equality and equity with those bringing it up maintaining that it should rather be discussed the concept of equity.

Talking about the appliance of this right, the results show that the Charter for Fundamental Rights is not really applied and that there are several gaps in its implementation, being noted in gender, health, religion, origin, and sexual orientation. For example in Cyprus, the rights mentioned in the EU Charter of Fundamental Rights are moderate to an extremely small extent applied, noticed a different approach in these rights during the last 5 years: 31,8% in a positive way, 13,6% in a negative way, 9,1% no change, 40,9% are not sure, and 1 respondent mentioned that it has been a *“positive change with the implementation of GESY, despite its many problems. Regarding the other rights, people have been more vocal about the need for improvement but I am not sure if anything has been substantially”*. In what regards Romania, for example, “gender equality” is still a subject that needs improvements in workplaces (“biased still”, “there is not much gender equality at my workplace, there is always discrimination on this subject”). While in Italy, most of the answers mentioned that workers are valued on their performance and competencies and not on their gender (*“We pay attention to the different needs of our employees besides their gender”, “Here I work we value people based on their performance, not their gender”, “Valuing skills”, “In my workplace works a pair number of women and men”*) and all the Italian respondents agreed on the fact that in their workplace/educational institution equal opportunities are offered (*“Yes, we have some opportunities for women that decide to study STEM”, “Yes. In my workplace and at school every child can grow up together”, “in my university, there are no differences”*).

Other concerns are coming from Bosnia and Herzegovina where a quite high percentage (40,9%) mentioned that in the last 2 years, some of their rights have been violated, such as work obligations, fair and just work conditions, inadequate healthcare, access to services of general economic interest. It was pointed out the discrimination among vulnerable groups, 54,5% of the respondents mentioning that cultural, linguistic, and religious diversity should be respected by the country, 22,7% were being discriminated by religion/ethnicity in the Mostar schools and 45,5% replied that children, elderly and persons with disabilities are not respected in Bosnia and Herzegovina.

The respondents were asked to provide some external and internal actions that may support equality in work/educational institutions:

Awareness raising actions

Internal programmes for reducing bias

Great management activities

Teaching and supporting activities such as language support: “I think that knowing the language of the country you are moving to plays a key role. Today I speak Portuguese and I feel comfortable going out, attending classes and during my free time. I am grateful for having had this opportunity which allows me to get to know the culture even better and learn many things every day.”

- Portuguese respondent

Volunteering and working together

Open minded teachers (“many teachers have very conservative mindsets”)

Festival, events, activities in private and public schools

Equal payments

Even though the right to equality marks some diverse and complex challenges around the partner countries, equality is going on a progressive path. Continuing to promote equality will lead to a more just society where all citizens have equal opportunities for succeeding and reducing the health and economic gaps.

“The concept of equality is very broad, but it is one of the human rights that I consider most important. We are all people, regardless of culture, country of origin and our names. This is the thing that must always be underlined.” - Portuguese respondent

SOLIDARITY

The fundamental principle of the European Union is SOLIDARITY. This is also reflected in the IV Chapter, Art. 27 to 38 of the Charter of Fundamental Rights of the European Union. Over the years, solidarity has been seen and practiced within Europe during times of crisis (pandemic, war, etc.)

In the respondent’s perspective, solidarity is connected strongly with compassion and lending support to those in need. It is the response of a relationship between individuals that relies on mutual care.

"Helping others"

"To help and to support each other"

"Sharing interests and objectives with a group of people."

"To care for others around you"

"To care for each other as individuals and as a community too"

"It is a connection between humans, based on a common ground against or for a cause."

"Help people in need, every kind of need. Social, economic etc."

"Listen and respect the other person."

"It means paying attention to the other."

"Help children and people to create new society."

"Support for those in need, unity."

"Show support for each other or for another group."

"Care about others, respect the difference."

"The unity among individuals"

"For me, solidarity means offering unconditional support to those people who are in a disadvantaged or vulnerable situation."

"Support each other and creating a strong community."

"Giving something that is yours (usually your time) to help someone."

"Giving what we can to help others."

"I think of a feeling of brotherhood."

"Solidarity makes communities stronger since it brings residents closer and they help each other when needed"

A big majority of the respondents were active members of society by practicing solidarity in their lives through different actions such as volunteering, cultural events, educational support to disadvantaged groups, implementing social innovation projects, crowdfunding, etc.

"Every relationship is defined by solidarity."

"Volunteering in solidarity programmes and encouraging CSR activities."

“Volunteering for NGOs on autism and other mental health issues.”

“I stood up for an unknown person that was being bullied and I think that by doing that I gave him a little boost of self-confidence and trust that someone is there for them.”

“I am involved in volunteering work with and for youngsters, and in the 3 years I've been working there we opened 2 new youth centers and many facilities for young people in the rural area.”

“Through events and artistic activities, the impact was important for the community.”

“I'm a volunteer in a solidarity association that helps poor people have lunch and dinner every day, we have an enormous impact on the lives of those people.”

“Yes, every day by supporting disadvantaged young people and their families with many different activities: homework, mental professional support, among all.”

“Yes, thanks to the management of solidarity and social innovation projects, with a big local impact.”

“I often help to collect funds for a leukemia research organization. I think it helps to sensitize the community on an important issue.”

“I deal with solidarity on a daily basis. I facilitate the paperwork for non-EU children who settle in my country. Everything can have repercussions at the international level.”

“Yes I have practiced it in my community, every individual including myself has felt involved helpful, and supported.”

In daily life, individuals could increase solidarity by practicing social and/or tangible tools, as expressed by the respondents:

Social tools: "Just being there for each other with their own initiative, trying to convince our superiors or the people that represent us that solidarity is important. Their heart and open their mind, maybe a psychologist"

Tangible tools: "Participating at the local council's meetings, speaking up petitions, vote, social media posts, to protest, without a protest that is taken seriously no one hears you"

Following the local debates, the answers brought conclusions on common ground regarding the current visions and perceptions on the status of solidarity in the EU.

Overall, solidarity is perceived as a means towards equal rights, by supporting each other in creating a strong community (*“Since our country is so much diverse we learned that we can not prejudice and discriminate because everyone has a right. We all have differences but unity makes us stronger.”*).

The way the respondents practiced solidarity is a way to share interests and objectives, connecting groups of people in giving conditional support to those in need.

Opening youth centers is a need in order to facilitate the path toward solidarity, especially in rural areas. Such spaces are needed in order to build a safe space for individuals working together toward building a stronger and solid community.

“It was important to meet people from my own country as soon as I moved, to continue to have a connection with my country. At the same time, I immediately felt warmly welcomed here and that's why I feel at ease.”



CITIZENS RIGHTS AND JUSTICE (LOCAL DEBATE 3)

JUSTICE

Being asked what justice means, the most common answers focused on the fact that justice is a tool represented by law with no subject to authoritarian regimes, being fairly and impartially, in order to ensure a safe environment for all citizens.

"Respecting others' rights and accepting others opinions."

"The same law for everybody."

"The tool with which order is maintained."

"Justice means to be treated fairly with no interference from other things around."

"To be safe and respected"

"To punish bad acts, reward good deeds"

"Treating people impartiality and fairly."

"The justice is represented by laws."

"To treat everyone fairly in terms of law (the law should not be subjected to any authoritarian regimes though, otherwise it will not be considered as just)."

"Just behavior."

"To be fair to others and to be treated fairly, impartially in any situation."

"Everyone being treated fairly and with impartiality."

All EU Citizens are protected under the Fundamental Rights, mentioned in the sixth title of the EU Charter of Fundamental Rights. However, according to the answers received, it can be noticed that there are some rights that are not quite applied in the partner countries such as diplomatic and consular protection, the presumption of innocence and right of defense, principles of legality, and proportionality of criminal offense and penalties, the right not to be tried or punished twice in criminal proceedings for the same criminal offense, etc. Where, 63,3% of the respondents from Cyprus are not sure that any change has been done during the last 5 years.

Another common point brought up by the respondents stands the fact that citizens are not aware of their rights

"There are many fundamental rights that we are often unaware of having. Instead, it is very important to talk about these issues and discuss them with other young people to underline their importance,"

“More discussions are required on our rights since many of the participants didn’t know what rights they have.”

Information sessions, awareness-raising campaigns, and legal education are some of the initiatives proposed for increasing the knowledge and consciousness of what are YOUR rights.

“It would be nice to devote more time to these issues (analysis of human rights) during school time, allocating some sessions in the weekly schedule, as they are topics that concern all of us every day,”

“The theme of justice is very important and very difficult to frame, especially when you find yourself talking to different young people from different cultures and different points of view. It is nice to see how all agree on affirming the importance of the topic.”



FUTURE RECOMMENDATIONS

As being mentioned in the previous chapters, Solidarity and Equality are one of the core values of the European Union. In a more specific context, and answering the question *“Do you think that the EU does enough in the field of Solidarity and Equality? What does the EU do more or differently for its citizens in the field of Equality and Solidarity?”*, the respondents implied that “the institutions are the memory of peoples” (Jean Monnet) so it is up to the EU to actively contribute in the appliance of these rights.

The spirit of a just, equal, and non-discriminative Europe is a common feeling identified within the present local activities.

It can be wrapped up that the EU acts in accomplishing and upholding these rights, but it should be more receptive to the actual needs of its citizens and have more open communication with them.

"No, it doesn't as some countries face difficulties in fields such as school and others; children and their parents not being able to live well enough, while in other countries, people live like today is the last day of living"

"No, we need more concrete actions"

"No it does not do enough and they should give more support to those People Who embraced the lack of solidarity and equality"

"EU doesn't do enough in the field of solidarity and equality"

"No, I don't think that there is enough in the field of Solidarity and Equality"

And so, some recommendations for the future in strengthening the appliance of the EU Charter of Fundamental Rights were brought up:

Respect and Understanding the Real Needs:

"By respecting and allowing everyone to choose the way they wanna live"

“Inclusion of young people from vulnerable groups should be done for real in the future. For this, it is necessary for those who create the European programs to better understand the reality of young people with inclusion needs.”

Education and training:

"Better “educate” citizens' mindset";

“Form big formal and informal education programmes. We need high qualitative and quantitative measures to change people's mindsets.”

“Parents’ Education”

“Programmes for the healthcare system to avoid discrimination and harassment of staff members.”

“Strengthening Human Rights Education: Develop comprehensive human rights education programs for EU citizens, starting from schools and continuing throughout adult life. This would raise awareness and understanding of human rights, fostering a culture of respect for dignity and freedom.”

“History lessons focused on citizens' rights”

Empathy: *“Stop making them think that they need to be on their own and they should care about other people not just about themselves”*

Power of example:

“To give them certain examples to follow in order to change their way of thinking”

“Raise awareness in media. Offer examples”

Information and dissemination:

“Have more talks and information on these issues since many of the children were unaware.”

“Explain Erasmus projects to all the children so everyone will have the opportunity to go and have all possible resources to do so.”

“Promoting and knowing the rights, changing and respecting some laws”

“Hold meetings every month in each city to summarize and inform”

“Wider dissemination of European programs and strengthen social policies by weakening the power of finance.”

“Access to Legal Representation: Promote universal access to legal representation for all citizens, including measures to ensure affordable legal services and representation in administrative and judicial proceedings.”

Media literacy programmes: *“Media literacy programs so everyone will have factual information and will be less misinformed.”*

Awareness raising campaigns:

“Promote several actions (activities, workshops) at the local level (by NGOs), to raise awareness on these issues and involve young people of all ages.”;

“Raise awareness about EU policies and programmes on Solidarity and Equality and promote activities related to this topic which can help people to be more aware of their rights.”

“Raise awareness among the population with TV commercials”

Creating a Network:

“Creation and strengthening of the network (at the level of associations, institutions, etc), to carry out a large number of projects (Erasmus +, etc) on these topics.”

“Maybe organize round table discussions between politicians and citizens”

Institutions Involvement:

“Emphasize the importance of the issues related to this topic and talk with relevant institutions, advising them to include and allocate specific slots in the weekly schedule (at middle school, at high school, at University, etc) in which to deal with these issues.”;

“Human rights organizations and societies should be empowered”

“I think that Europe has to increase every tool to support institutions, schools, etc. and every way to help citizens, especially young citizens, to know how Europe works”

“School campaigns on the subject”

Safe Environment and Fair Practices:

“Sanctions for those who are not respecting human rights and freedoms”;

“Ensuring that all procedures and policies are non-discriminatory, having recruitment practices that are systematic, fair and objective, work more on establishing and promoting a safe working environment.”

“Adopting new laws by trying and failing is not the best way to handle a situation, especially one with big risks. I think the best way to think of human rights and freedoms is by actually considering them first while making a decision.”

“Emphasise the concrete measures. Check implementation after funding projects stating great ONU objectives.”

“Improve law for defense people with social difficulties, for example, physical and mental disabilities”

Network of Experts:

“A special department with a specialized person to talk with people about this problem”

“Hiring new professors”

“Engage local agents to disseminate the policy”

Local actions: *“Let’s try to do more activities in the community where each person can show their talent, abilities, values, and also their way of thinking because every man has the right to freely express his idea.”*

Citizens' Involvement:

“They should involve the citizens more often in the decision-making process in the field of Solidarity, by using different and innovative tools”

“Improve direct citizen consultation and participation.”

“Such programmes should have a broader target group in order to create a culture of participation that is not limited to youth. In order to mainstream active citizenship and interest in civic life we need to start from early ages and continue past retirement years.”

Fast Access:

“To make financing accessible in a less paperwork way for all the countries”

“To have a programme focused only on rural youth and rural youth workers”

Offer Visibility: *“Although the framework is legit and representative, many times, especially young people are not aware of their existence. The suggestion would be that more programs and campaigns are built around them that enhance the visibility and the addressed points.”*

It can be said that these activities offered some reflection times to the respondents since they do not discuss the present topics so often in daily life. This awareness moment highlighted that there are still vulnerable groups for which the rights mentioned in the EU Chapter of Fundamental Rights are an illusion.

*“What triggered me the most when I was completing the questionnaire was the question regarding the extent to which I believe that fundamental rights are being applied in Cyprus and the local context. **It took me quite some time to reflect upon this matter, realizing how privileged I am, and how although I feel that I have rights, this doesn't always apply to other more vulnerable groups in Cyprus, where fewer opportunities are available and the bureaucratic process that it takes in order to get privileges.**” - Nina Poulouzasvili (CY)*

*“There were many questions in the questionnaire for which I had to think hard whether the content applied in Cyprus or not. **This gave me the opportunity to look further into the subject, something that was long overdue.** It was very useful to question our local reality. One of the reasons was that the set of questions presented by YEU Cyprus was fruitful because **I had to think if things in Cyprus got better in the last 5 years, something that left me unsure and was a question that needed further investigation and critical thinking.** On the web you cannot clearly see the situation in a summary,*

*thus I look forward to the general results of the survey and follow-ups about the specific matters. **Research of this sort is super useful, especially in Cyprus, and during this time, as we have elections coming up, knowing the shortcomings in a local context can contribute to a more wise critical approach and active participation in the political matters of Cyprus.*** “ - Christiana Ioannou (CY)

*“Although I found the questionnaire quite demanding in terms of reflections, I believe this process was very useful on a personal level. **Through questions, we can understand the limitations that we might have about any topic really and I had many questions when reflecting on the general topic.** Lastly, I now wonder how other people replied and what were the results. **One of my biggest concerns is the little progress that is being made in Cyprus about environmental protection, and the local actions that have been initiated to protest about this in the last years.** And although many social movements tackle the subject and try for the government to apply and change policies, the result is still not visible as it should be. **An example is the AKAMAS Local Plan, for which significant financial and human resources have been spent, and it should be finalized as soon as possible by the City Development Authority, based on the final, essential, and legally binding conditions.**”*
- Katerina Chirides (CY)

Annex 1

CARTA DI LEUCA 2022

The right ways of peace

We are committed and not the other, we are young people who came from countries kissed by the Mediterranean Sea who choose to set out again, from Bello's school on the straight way of the peace. We are committed to telling words that they aren't the end but the beginning of a dialogue that builds bridges and breaks down walls. Words that are weighed, thought out, deep, and true like seeds planted in the furrow that flourish in concrete, collective, and community actions. We are committed to healing the wounds of the planet starting from the bottom, from our lifestyles, and creating an attentive and supportive society.

We are committed to thinking thoughts that make work an instrument that gives equal opportunities to men and women, respecting their natural diversity and bringing out the noble and equal dignity between them.

We are committed to designing projects that start from life and lead to the life of many men and women who wish to make inclusion a lifestyle and the earth a kind home through choices of attention and concern so that a dignified life is not the privilege of a few but everyone's right.

We are committed to proposing peace resolutions. War inevitably brings with it evils that often have a destructive scope greater than the war itself. We create positive bonds, we encourage care towards others, and we promote a culture of encounter and solidarity to destroy the indifference and selfishness that surround us, thus building the civilization of Love.

We are committed because the world moves if we move, it changes if we change, it becomes new if someone becomes a new creature. Spring starts with the first flower, night with the first star, river with the first drop of water, and love with the first pledge. We are committed, then, because we believe in love, the only certainty that fears not comparison, the only one that is enough to commit ourselves perpetually.

De Finibus Terrae,

14 August 2022

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