

REPORT

Study Session

6-12 July 2008, Strasbourg, France

“Improving the Health of Young People in Europe:
Towards a Sexual Health Strategy”

*Study Session on Volunteering for Sexual and Reproductive Health and Rights in
the Council of Europe*



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

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“Improving the Health of Young People in Europe:
Towards a Sexual Health Strategy”

*Study Session on Volunteering for Sexual and Reproductive Health and Rights
in the Council of Europe*

6-12 July 2008, Strasbourg, France

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Executive Summary

The idea to host a Study Session, originated from a very successful previous YouACT Study Session held in Budapest in 2006 on “Young People’s Intercultural Dialogue on Sexuality, Politics and Human Rights”. One of the conclusions of this previous Study Session was that the linkage between sexual rights and human rights needed to be addressed, discussed and highlighted, and finally written down in a youth friendly manner and language. Hence, the idea of a Charter for young people’s Sexual and Reproductive Health and Rights (SRHR) was born. The Study Session, entitled “Improving the Health of Young People in Europe: Towards a Sexual Health Strategy” was prepared by a team of YouAct members and the YouAct coordinator, in co-operation with the Directorate of Youth and Sport of the Council of Europe, and took place from 6-12 July 2008, in Strasbourg/France.

The main goal of this Study Session was to gather young Europeans active in the SRHR field, or in Human Rights, and compose a Charter that depicts young Europeans’ experiences, needs, ideas and visions concerning SRHR. The objectives of the study session were:

- To explore the current instruments available on SRHR and Human Rights and discuss their usefulness for current support for SRHR
- To learn the concept of human rights and familiarise oneself with the United Nations and Council of Europe Human rights systems and the most important Human Rights instruments
- To discuss Sexual and Reproductive Health and Rights issues from a Human Rights perspective
- To share SRHR related knowledge and experience with other participants
- To discuss and set future strategies to implement the Charter based on the communications and advocacy experience of participants

27 young people, YouACT members and friends, from 15 countries of the Council of Europe took part in this study session and achieved the objectives outlined above, and hence laid the foundation stone for a charter.

The Charter will serve as an advocacy and awareness raising tool on SRHR of young people for the European community, at National, and at International levels. It is to be used by young people and NGOs working with SRHR in Europe.

1. INTRODUCTION

1.1. YouAct

YouAct is a network of young people throughout Europe who are active in the field of Sexual and Reproductive Health and Rights (SRHR). The network was officially established in 2004, and today has 22 members from 16 different countries. All members are under the age of 29 and are volunteers.

What does YouAct do?

YouAct promotes the Sexual and Reproductive Rights of young people. This is done through advocacy, awareness-raising and information sharing activities. We work for the acknowledgement of young people's rights on a political level, write articles and conduct workshops to raise awareness about the needs and rights of young people and we actively work together with other youth and adults. Not only do we advocate for young people's rights, but, through trainings and collaboration, we also empower young people to stand up for their own rights. Young people have the right to participate meaningfully in decision-making processes and their voices need to be listened to.

Amongst other activities, YouAct has attended several high level meetings in the EU and UN conferences on SRHR. YouAct has conducted trainings on SRHR and HIV/AIDS advocacy for young people in the Central and Eastern European region and in Sri Lanka. We work with key players in the field on different levels, such as directly with youth, other NGOs, as well as with decision makers.. And of course we work together with youth organisations for example the Global Youth Coalition HIV/AIDS, African network Lenswe La Rona, Youth Coalition and the Dutch youth organisation CHOICE for youth & sexuality, to maximise the effectiveness of our advocacy efforts. In February 2008, YouAct, in cooperation with EuroNGOs, World Population Foundation (WPF), The Netherlands and the Swedish Association for Sexuality Education (RFSU), organized a hearing for Members of the European Government to promote the commitment of Official Development Assistance (ODA) toward the Global South for programmes that include Comprehensive Sexuality Education. Another recently concluded project, ZoomIn!, consisted of collections of photographs and stories taken and written by youth themselves from all over the world, including the Global South as well as Europe. The project is being followed up through publications of the pictures and stories, exhibitions for school students, the general public, and decision makers, and the use of education packs (CD-rom) for workshops with students and other youth groups.

In sum, YouAct is a very active, dynamic organization, which works in close cooperation with other stakeholders in the field of Sexual and Reproductive Rights, and engages in advocacy and publicity through diverse and innovative means, with the primary commitment always being the engagement of young people themselves.

1.2. GOALS AND OBJECTIVES OF THE STUDY SESSION

The idea to host the Study Session described in this report originated from a very successful previous YouAct Study Session held in Budapest in 2006 on “Young People’s Intercultural Dialogue on Sexuality, Politics and Human Rights”. One of the conclusions of this previous Study Session was that the linkage between sexual rights and human rights needed to be addressed, discussed and highlighted, and finally written down in a youth friendly manner and language. Hence, the idea of a Charter for young people’s SRHR was born. The Study Session was prepared by a team consisting of five YouAct members and the YouAct coordinator. A preparatory meeting was held in Budapest in April 2008.

The main goal of this Study Session was to gather young Europeans active in the SRHR field, or in Human Rights, and compose a Charter that depicts young Europeans’ experiences, needs, ideas and visions concerning SRHR. There are numerous reasons for which this is needed. Firstly, there is a general lack of coherent SRHR documentation in International legal documents, and a particular lack of texts that focus on young people’s SRHR. Any references made to SRHR in International documents often lack a progressive language or stance in relation to the more controversial SRHR issues. Furthermore, there is no consensus on what is SRHR within the International Human Rights (HR) community. YouAct has moreover identified a tendency towards viewing sexuality and young people as a problem, rather than areas of potential, and there are few documents where the emphasis is on sexuality as being a positive, pleasurable aspect of our lives, that is to be enjoyed.

The Charter will serve as an advocacy and awareness raising tool on SRHR of young people for the European community, at National, and at International levels. It is to be used by young people and NGOs working with SRHR in Europe.

Other objectives of the Study Session were as follows:

- To explore the current instruments available on SRHR and Human Rights and discuss their usefulness for current support for SRHR
- To learn the concept of human rights and familiarise oneself with the United Nations and Council of Europe Human rights systems and the most important Human Rights instruments
- To discuss Sexual and Reproductive Health and Rights issues from a Human Rights perspective
- To share SRHR related knowledge and experience with other participants
- To discuss and set future strategies to implement the Charter based on the communications and advocacy experience of participants

In the following sections, the programme, themes and outcomes of the Study Session will be discussed and evaluated. Ongoing and planned follow up activities and the remarkable added value that this project appears to offer will also be addressed in the final sections.

1.3. PROGRAMME

The participants spent seven days of intensive study, training, and authoring sessions in Strasbourg. They initially underwent a program that introduced the legal framework of human rights. This was followed by sessions on the linkage between human and sexual and reproductive rights as well as the discussion around the rights based approach. The state of affairs of SRHR in the participants' countries and particular SRHR dilemmas and controversial issues were discussed. Following both the HR and SRHR sessions, the most important points discussed during the training days were abstracted and documented by the participants. This was used as a foundation when creating the Charter. Other themes discussed included youth participation, and policy making and advocacy. During the last days of the Study Session the structure of the Charter (Chapters, format, and content) was agreed upon through discussion in plenary, groups were formed to work on different Chapters and a process on feedback and discussion for the different sections of the Charter took place. Specific activities, including individual silent editing and plenary discussions were employed in an effort to get the group to reach a consensus on the content of the Charter. Finally, an editing group consisting of representatives from both YouAct and the participants organised the different groups' texts into a first draft of a Charter. This was given to the participants at the closing ceremony of the Study Session. Participants were still able to send feedback on this draft following the completion of the Study Session, which the editing committee subsequently incorporated into the final version of the Charter.

The program described above entailed the following themes and discussion points:

Introduction

Games: Getting to know each other

Introduction to the objectives of the study session

Creation of ground rules

Discussion of expectations and fears of the study session

Presentation of the idea of the charter

Presentation of YouAct and the Council of Europe (CoE)

Human Rights

The concept and three generations of Human Rights

The United Nations (UN) and CoE systems

Key human rights instruments

The basics of the monitoring system

SRHR

What is SRHR?

What are the controversial terms and agreements in terms of SRHR?

International agreements and SRHR Language

Guest speaker: *Ulrika Sundberg, Council of Europe, special advisor to the Commissioner*

What is a rights-based approach?

SRHR State of Affairs – recent developments on SRHR in different European countries

Guest Speaker: *Irene Donadio, Advocacy Officer, IPPF European Network*

Research and Discussion of SRHR dilemmas

Guest speaker: *Peter Roach, the Durex network*

Policy Making and Advocacy

Insights on Policy Making and Advocacy

Guest speaker: *Nadine Krystostan, European Parliamentary Forum in Brussels*

YouAct Case study: SRHR of Young People: The Need for Comprehensive Sexuality Education in the South", Hearing in the European Parliament, Brussels, Belgium, 12 February 2008

Youth Participation

Introducing the topic and sharing experiences

Drafting of Charter

The main topics for the Charter are abstracted from the HR, SRHR and Particular Topics on SRHR sessions

Structure of the Charter is presented and agreed on

Groups are formed that work on different sections of the Charter

The groups present their work and get feedback in plenary

The groups do a second presentation of their work and get feedback through a silent floor procedure. The groups do necessary changes

The Editing Group compiles the groups' work into one document and presents a first draft to the participants

Follow up strategies

Presentation of YouAct and CoE's suggestions of follow up strategies

Discussion of participant suggestions of follow up strategies

Formulation of personal follow up strategies

2. THEMATIC DISCUSSIONS

SESSION#1: INTRODUCTION

The introductory activities aimed to familiarise the participants with the working programme, provide information around practicalities and create a good working climate where everyone felt relax and motivated.

The expectations and fears of the participants and the organisers were discussed. The reported *expectations* and *fears* were among others:

Expectations	Fears
<ul style="list-style-type: none"> • Have a great time in Strasbourg. • Learn a lot about SRHR. • Have interesting discussion about HR and SRHR in the different countries. • Create a good charter that will be used by people in Europe. • Get to know nice people. • Deep discussion what is important for us. • Self-reflection on own practices in SRHR. • Concrete follow up plans to continue what we started. • Find out useful tools for advocacy. • Inspiration • Meet new people 	<ul style="list-style-type: none"> • Getting lost in Strasbourg • That everyone will know more than I do • Not enough time for all broad themes/issues and deep discussion • To be really tired and not be able to think clearly • To end up discussing and not put things in the charter • To end up with just another unusable document • Not meeting deadlines • Too much debates and arguments • I might need on-line dictionary for • That the voices of boys won't be represented. • To not reach consensus on the draft

SESSION #2: INTRODUCTION TO HUMAN RIGHTS

This session aimed to introduce the concept of Human Rights and the three generations of Human Rights. We familiarized ourselves with the United Nations and the Council of Europe Human Rights system, identified links between HR principles and our daily life and had a brief overview on the key instruments to safeguard HR and the monitoring system.

As a warm up we also discussed how HR are related to our everyday life. Participants mentioned different rights and how these are important to them. These rights are:

- *freedom from assault*
- *granted right to education*
- *right to access health care*
- *freedom of speech*

The key values of Human Rights are dignity and equality. Human Rights define all the basic standards that are necessary for a life of dignity. The universality of HR is derived from the fact that they apply to everybody; everybody is equal in having HR, no person has any more or any less rights than others. Other values can be derived from the key values, such as freedom, respect for others, non-discrimination, tolerance, justice and responsibility. For example if you are discriminated, people do not accept that you are equal. Or if there is no justice, people are not treated equally and with dignity etc.

These principles on human rights are mostly accepted by all governments. They are written down based on the idea that governments should guarantee this basic set of rights and put instruments in place to make this happen. The Universal Declaration of Human Right was endorsed by the General Assembly on 10 December 1948.

The following Human Rights principles are in place:

1. Human rights are **inalienable**: This means that you can never lose your Human Rights. You have them, because you are human.
2. They are **indivisible, interdependent** and **interrelated**: No right is more important than another right, they are all connected and you cannot have one without the other.
3. They are **universal**: They apply equally to all persons and they are the rights of every individual.

Three generations of rights can be identified:

First generation	Second generation	Third generation
<i>Political and civil rights</i>	<i>Economic, social and cultural rights</i>	<i>Collective rights</i>
the right to citizenship; right to vote; right to participation; free assembly; freedom of speech; freedom of religion; fair trial; freedom from torture, abuse; protection of the law; freedom from discrimination; right to be treated with dignity	the right to adequate food and clothing, education, health care (highest attainable standard of health), housing, employment, adequate income, social security, reasonable recreation and leisure time	the right to (economic) development, the right to benefit from economic growth, the right to clean water, the right to safe and clean environment, the right to experience "nature"

Participants were divided into groups and discussed the key historical Human Rights treaties and Documents, from the Universal Declaration of Human Rights (1948), to the Millennium Development Goals. The participants identified the most relevant right(s) and reported in the plenary answering the following questions:

- what was their treaty about?
- what articles they found very important?
- what articles they found very relevant to SRHR? and why?

Below follows a summary of the discussions around some of the documents.

Universal Declaration of HR (1948): It emphasizes that all human beings are born free and equal and that all humans are entitled to all rights without distinctions made between for example people of different races. It also guarantees certain standards of living, the right to form a family and the right to access medical care and social services. Concerning SRHR, it states that no distinction shall be made between men and women, that we all are entitled to safety of the person and should be protected from slavery.

Convention on the Rights of the Child (1989): This Convention guarantees the right to life to all human beings under 18, but it also mentions the right to work, to get an education. It is also important that it guarantees the right to be protected from armed conflict. These rights are very important today. Concerning SRHR the participants discussed that it is difficult to define when life starts and that there are different definitions of the word family. Important rights that are talked about in the convention are the right to information and the right to be protected from sexual abuse.

International Covenant on Economic, Social and Cultural Rights (1966): *The participants discussed the right to self determination and that the covenant mentions equal enjoyment of men and women of the rights in the charter. It also brings up the right to adequate standard of clothes, food and protection from hunger. In relation to SRHR participants discussed the right to self-determination of sexual orientation, the rights of men and women, protection and assistance of the family and the right to non-discrimination. The right to enjoy the benefits of scientific progress, for example abortion was also mentioned.*

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979): *The most important aspect of this convention is the emphasis on equality between men and women. That means that both sexes have the right to vote in elections, to participate in government and enjoy a fruitful political life. It also talks about SRHR in regards to women's right to special protection during pregnancy, maternity leave with pay, access to family planning services and the right to choose partner in marriage*

Some of the other ideas that emerged from the discussion were that different people have different experiences, come from different cultures and experience different realities. Therefore each person may have a different opinion of which rights are regarded as the most relevant or most important within their particular context. The conception of the most important rights is somewhat dependent upon the individual's perceptions of which of one's rights are under potential threat in one's society.

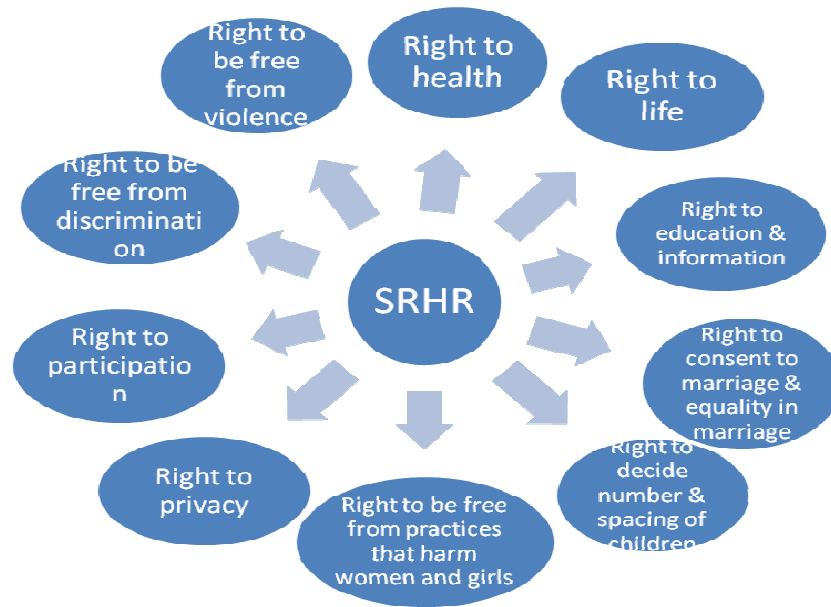
Furthermore, rights are clearly dependent upon each other. All of the articles in the documents can be connected to Sexual Rights. From the discussion it was strongly concluded that there is no possibility to differentiate between the rights, every right is just as important and our reality might make one right seem more important, but we all require all the rights equally.

It is also important to distinguish between a Declaration and a Convention/Covenant. Usually, a declaration is not legally binding. The States signing the declaration agree to strive for the goals stated within, but there is no overseeing body to enforce that they actually adhere to this. However, the Universal Declaration of Human Rights (1948) can be considered as a soft law. The Declaration is the primary international articulation of the fundamental and inalienable rights of all members of the human family, representing the first comprehensive agreement among nations as to the specific rights and freedoms of all human beings. It has become a cornerstone of customary International Law, binding all governments to its principles.

Specific Conventions that States have ratified can have more powerful binding power. The European Convention on Human Rights is legally binding for all the states who have signed it. Individuals or other states can bring a state before The European Court of Human Rights with complaint of a human rights abuse.

It is important to understand that human rights are constructed and discursive, not static, but can change over time. Notions of human rights are embedded in all the major religious traditions and can be found in many different cultural forms (at least the ideas of human dignity and worth). However, in the course of time and in different cultures, there has been variation on who counts as human, but as we know them now, human rights apply to everyone without any distinction.

The following figure illustrates the rights that are directly linked to SRHR?



SESSION#3: INTRODUCTION TO SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)

The aim of the session was to introduce and elaborate on the concept and definition of SRHR and to get an overview of the key international SRHR documents, as well as to reflect upon the specific language that is used in the international SRHR documents.

Setting the stage:

- There are a billion people aged 15 to 24, and there are close to two billion under 15
- More than 40 million people have been infected with HIV
- An estimated 6,000 youth each day become infected with HIV — the majority are young women
- Other STIs – 340 million new infections every year

Factors affecting SRHR

- socio-cultural factors: sex and sexuality are taboos in many cultures
- gender norms and roles
- religious conservatism and fundamentalism
- political and economic factors

We furthermore discussed Sexual and Reproductive Health and Rights as part of different International documents and agreements. There is not one document available that accepts all aspects of Sexual and Reproductive Health and Rights, as SRHR always tend to be controversial and part of political trade offs. Advocates therefore have to use smaller bits and pieces of other documents to include SRHR in the International Rights framework.

The following documents were identified as relevant for an SRHR advocate:

- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- International Conference on Population and Development +5 (1994, 1999)
- Fourth World Conference on Women and +5 (1995 and 2000)
- Millennium Declaration (2000) and the Millennium Development Goals
- United Nations General Assembly Special Session on HIV/AIDS and +5 (2001, 2006)

The participants were split up into small groups, each group discussed one of the five international agreements and presented each document's key points through a brief, innovative poster/drama presentation. These key points were subsequently discussed in plenary.

Discussion concerning choice of language

We also had a group exercise on a language used in the ICPD Programme of Action, the paragraph on youth, and discussed the strengths and weaknesses in terms of the language of the document. We also discussed the difference between the terms mentioned below. The words may have very different meanings depending on the context in which they are used and it is important to recognise the difference between them.

Care – Services

Conscientious objection

Couples – individuals

Family – families

Parental rights – children's rights

SESSION#4: GUEST SPEAKER FROM CoE

COUNCIL OF EUROPE, Guest Speaker Ulrika Sundberg, Special Advisor to the Human Rights Commissioner

Ulrika Sunberg

Council of Europe

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Below is a summary of the points discussed by Ulrika Sundberg:

- SRHR are key aspects at the core of HR. It has to do with the right to life and health and the right to healthcare. It covers the right to go to a doctor, to be informed, to obtain counselling and to decide over the spacing of one's children. It is important to focus on the services that flow from these rights.
- A practical example of the HR Commissioner is the case of Poland (case of Alicia Tysiac). For a woman to be allowed to have an abortion she needs two to physicians to give their consent. It might be difficult for a woman to find physicians who will give their consent, which hinders accessibility to abortion. This law is, therefore, not non-discriminatory. The Council of Europe wrote a recommendation that this should not be so.
- Activities that we need to promote are raising awareness, promote sexuality education in schools so that youngsters can anticipate the consequences of their actions, access to contraceptives, being realistic about abstinence, affordability of contraceptives and services around delivery, prenatal care, delivery and postnatal care. None of these activities can be done in isolation but they all interact. Men also have to be informed, have access to services and be educated to the same extent as women.
- Ulrika Sundberg also mentioned that sexual education in schools is very tainted in some countries; it is not very objective and does not really allow for informed decision. This should be addressed and all the options need to be put on the table. Tradition is very often perpetuated through school books. Information has never been counter productive in terms of SRHR.

Responding to a participant's question about whether LGBT rights, and specifically the right to marry, should be included in the Charter, Ulrika Sundberg stated that LGBT IQ people have the right to be treated in the same way as everyone else. She also said that legalizing gay marriage is probably a question of time for most countries.

One participant asked what could be a possible follow-up of the Charter and how it can be used by the Commissioner? Mrs. Sundber replied that it can be used in country level discussions and as a tool for inspiration. There is a lack of young people's voices on SRHR.

SESSION# 5: SRHR - STATE OF AFFAIRS

This Session consisted of exercises aimed at raising awareness on the SRHR situation in the different countries, and at the same time to enable the participants to share their own experiences in small groups. Since the group was notably diverse, with participants coming from different regions of the Council of Europe, this exercise was an effective way to get to know more about the SRHR situation in the different countries. As a result of this exercise, the participants and the facilitators realized how remarkably broad the perspective of SRHR within the group was, and how important and challenging it was to really understand each situation and perspective in itself and within its own context. Many participants expressed their surprise over how different the situation can be from State to State.

SESSION#6: GUEST SPEAKER FROM IPPF

IPPF, Guest speaker Irene Donadio, from the International Planned Parenthood Federation (IPPF), gave a talk on the IPPF work and especially on their new project The Public Health Program 2008-2013.

The material presented below is taken from Irene Donadio's presentation.

Irene Donadio, Advocacy Officer, IPPFEN, idonadio@ippfen.org

IPPF

- *The IPPF European Network (IPPF EN) is one of 6 regions of the IPPF*
- *One of the leading global agencies working on sexual and reproductive health and rights (SRHR) in the world*
- *IPPF has 41 members throughout Europe and Central Asia, (Regional Office is in Brussels)*

Current situation

- *Most EU Member States have national strategies and plans to promote sexual health among youth.*
- *However the policies, programmes, and practices in place are mostly dispersed under a variety of Acts, programmes, headings and ministries.*
- *This prevents coherent and concerted action to improve young people's SRHR indicators, exacerbated by social, cultural and economic inequalities.*

THE IPPF EN goal:

- *Increasing social and political engagement would facilitate the implementation of the EU strategy on sexual health of young people.*

The Public Health Program 2008 – 2013

- *The HP aims to improve public health by preventing diseases and promoting healthy life styles and wellbeing.*
- *It also aims to contribute to the EC efforts to fight communicable diseases and mental health problems, decreasing health inequalities, and promoting healthy lifestyles.*
- *Support EC efforts to reinforce national strategies, focuses on young people because it is important to establish positive and healthy behaviour patterns at an early age.*

SESSION#7: PARTICULAR TOPICS AND SRHR DILEMMAS**Standpoint Exercise**

In this Session we discussed SRHR-topics that are considered by many to be controversial, as there are many diverse opinions, clashes, and ongoing debates. This session started with a Standpoint Exercise. In this exercise, participants were asked to indicate whether they agree or disagree with 6 statements, by stepping on the appropriate continuum of an Agree/Disagree Line on the floor. Then participants who stood at different points in the agree/disagree line were given the opportunity to explain their position. The statements were:

1. Condoms should be freely distributed in schools for adolescents
2. HIV positive people should NOT be allowed to have children
3. Female Genital Mutilation in ANY FORM should be illegal everywhere
4. LGBTIQ people should have equal opportunities as heterosexual people to adopt children
5. A thirteen year old girl should be able to have an abortion without the parents knowing
6. Abstinence based sexuality education is a GOOD method for preventing STIs

For yet another time, this exercise indicated that participants had diverse opinions, and pointed out how challenging the task of reaching a common consensus in the Charter would be. Some examples of the discussions that came about are given by the following summary of the discussion of two of the issues:

Issue #2: Should HIV infected people be allowed to have children?

Here there were conflicting views among the participants and the discussion was marked by strong emotions. Some people agreed to HIV positive people's rights having children, but disagree on adopting whilst others have the opposite view. A participant pointed out that there are other diseases that can be transmitted from mother to child but these people are still allowed to have children. For example diabetes is much more likely to be transmitted through birth than HIV. Irene Donadio from IPPF-EN pointed out that if you are having the right treatment it is a minimum chance to have the virus transmitted.

Issue #4: LGBT families

The point that children should have the right to be raised in safe environment was also raised in the discussion, but this raised the rather notorious question of having to define what is safe and natural. One participant argued that LGBTIQ families are abnormal or unnatural. Many people disagreed with this premise and questioned the belief that only heterosexual people can have normal and healthy relationships. The argument that there are heterosexual couples that haven't got healthy relationships and may abuse their children, was raised, along with the question of whether such couples should be stopped from having children. Irene Donadio also raised the question of whether sexual orientation affects one's ability to love children. Some of the participants emphasized

that a child should be raised in a “normal” family. But what about a society where there are no stigmata and children of LGBTIQ families are not at risk of harassment or bullying? Should LGBTIQ people still not be allowed to have kids? And is the possibility of children being susceptible to bullying and stigma a sufficient reason to deprive LGBTIQ people’s right to have children, because of something that is essentially a result of cultural ignorance and discrimination? It should be mentioned that no complete consensus was reached over this issue, and it remained one of the most challenging and controversial topics throughout the session.

Should a 13 year old girl be allowed to have an abortion without her parents knowing?

Once again there strong and diverging opinions were expressed within the group. Some people agreed with the statement and argued that maybe the girl was raped and if the parents know they might forbid the girl to do the abortion. The participants who disagreed thought that the parents should be informed and they should be allowed to act. Other participants thought that it is the girl’s choice but ideally the parents should also be involved. The parents might be able to support the girl.

Work in Groups on Particular Topics

The participants were subsequently divided in groups to work on the specific topics addressed in the previous exercise. They were given relevant material (position papers, declarations, key documents), and time to research on the topics they were given, and they were asked to analyze and evaluate the arguments for each standpoint. The outcomes were then presented in the plenary through innovative presentations (simulated panel discussions, interviews, role plays).

The topics were

1. Access to contraception & Youth Friendly services
2. Rights of people living with HIV/AIDS
3. Clashes between Culture, Religion, and SRHR
4. LGBTIQ rights (Gay marriage/Civil partnerships , adopting children & access to reproductive Technology, Rainbow families)
5. Abortion
6. Comprehensive sexuality education (CSE)

Below follows a summary on the discussions that were held.

Topic 1. Access to contraception to youth friendly services

One participant argued that emergency contraception does affect the body, but is less intrusive than having an abortion. Another participant suggested that this form of contraception can cause a person to have more sexual partners and unsafe sex, but it was also pointed out that this claim has not been supported by empirical research. Another person claimed that Emergency Contraception appears to be a safe and efficient form of contraception after unprotected intercourse.

One participant argued that youth friendly services should be free/affordable, accessible, and confidential. When it comes to confidentiality, the final choice should be with the person who is in the situation. But if the operation is very harmful and serious the signature of parent or husband might be considered appropriate. This is a controversial issue though.

Topic 4. LGBTIQ (Lesbian, Gay, Bisexual, Intersex and Questioning).

Most of the points in the discussion were not targeted against LGBTIQ people as such, but against their right to adoption. One participant talked about “abnormal families”, a statement based on the premise that the children might become gay themselves if their parents are gay. Some participants also argued that LGBTIQ people are more likely to suffer from poor mental health because of the attitude of the society and that the children may suffer discrimination because of their families. However research has consistently shown no differences between homosexual and heterosexual couples’ ability to raise children (e.g. American Psychological Association, 2002). The skills are the same for raising a child no matter what one’s sexual orientation.

Topic 6. Contraception

The following questions were discussed by the participants. Should one promote abstinence as the desired option for family planning or alternative methods and technologies of family planning? What is better: abortion or adoption? Does the availability of legal abortion give the opportunity to have sex for fun? Another issue is the father’s right to his unborn child. Does the fact that it is the woman who is having the baby, make it her decision?

SESSION#8: GUEST SPEAKER, DUREX

THE DUREX NETWORK . Guest speaker Peter Roach

The material presented below is taken from Peter Roach's presentation.

**Peter Roach, Vice President Durex Network, peter.roach@ssl-interanational.com,
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What is Durex Network?

- *Founded in 2005 to formalize Durex action on raising awareness of the safer sex message, communicating a 'prevention not cure' ethos and encouraging consistent condom use at a global level.*
- *Collaboration on key initiatives with international organizations, health care professionals, educators and politicians*
- *Core visions: to inspire people to take responsibility for their sexual health, based on the principle that information leads to knowledge which, in turn, leads to action.*

The Durex Network

- *has several Global partnerships and is funding partner of Dance 4 Life.*
- *publishes the research series Face of Global Sex Series which presents statistical analysis of data from the Durex global surveys on specific sexual health topics and scientific papers and presentations.*
- *The Durex Network runs several Social Marketing programs, for example*
- *Program H and Hora H in Brazil.*

Program H

- *Program H is a social marketing strategy aiming to increase consistent condom use, promote gender-equitable behaviour, reduce levels of machismo and homophobia, and to curb the spread of HIV/AIDS and STIs among young men in Brazil.*
- *The project is run in collaboration with Instituto Promundon and Johns Snow Brasil.*
- *Activities: Group workshops to promote attitude change (manuals and video), lifestyle social marketing, engaging health services and other community allies to reach young men and evaluate attitude change.*

- *Another program, Hora H, developed in parallel with Program H aims to*
 - *Design a new condom brand in partnership with groups of young men*
 - *combine condom use with a more 'gender-equitable' lifestyle*
 - *increase condom accessibility*

After the presentation the participants discussed the Durex Network's activities with Peter Roach and posed the following questions:

1. How did you measure the behaviour change in the Program H project?

The Gender Equity for men scale has been developed. It means tracking down the same 200 individuals who answered in the three phases of the period of 6 months before and after the actual program. A total of 750 individuals took part in this research.

2. Which method or activity is most effective?

We cannot rank them – they are all relevant and they have different impacts in different situations and places. To work with the community is very important. Our facilitators were for example all local.

3. How do you bring the same group back when you do workshops?

A meal is provided for the workshops and people would initially show up because of this. The peer promoters gain some income from participating.

4. Did you have a lot of dropouts?

No! After 18 months some people dropped out, but not too high numbers.

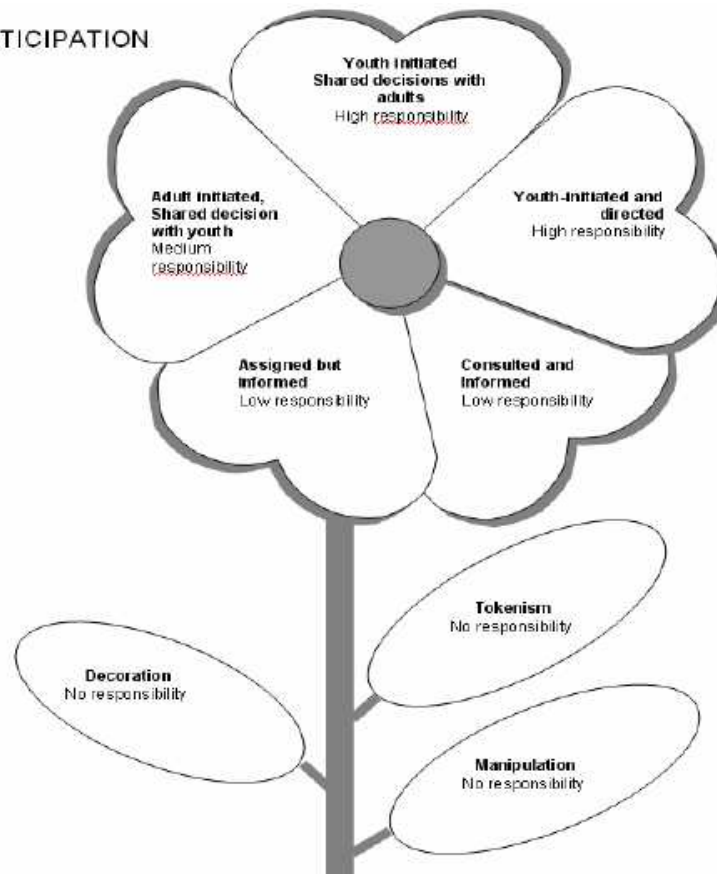
SESSION#9: YOUTH PARTICIPATION

Youth Participation is an important part of improving SRHR for young people. We discussed the following reasons why young people should be involved in decision making processes.

- We are the future
- Many issues relate to us
- Young people understand young people's problems
- bring change
- Part of the process and solutions
- Learning how to be involved, do policy making
- Youth's behaviour is different
- participate in all the issues, all different levels

The following picture, inspired by Roger Hart's Ladder of participation, describes the different levels of participation where young people can be involved.

FLOWER OF PARTICIPATION



The participants were asked to discuss and present the following issues.

Challenges for youth:

Young people have less access to money and decision making processes than adults, and are made more vulnerable by lack of self-esteem and knowledge. Youth are furthermore used as volunteers and are often not paid, they may be legally and financially dependent on others, and may have to work harder than other groups to get to the same position.

Challenges for adults

Adults have to take young people seriously, trust young people and share their power, and be available and approachable to share their views and listen to others. They moreover need to avoid taking decisions in the name of young people, they need to challenge their conservative attitudes and prioritize the needs of young people.

Challenges for policy makers

Policy makers need to involve and encourage young people to take decision and inform young people in the decision-making process.

Solutions and good examples

Young people should be involved in high level conferences and meetings, and they should themselves define the topics in which they want to be involved. A good example is the youth house in a suburb to Stockholm, where youth from different parties and groups were invited to design the house. Money was raised through organizing a party and the house was finally set up. All young people involved in the project saw that they could contribute. Another example from Finland involves having a young decision makers' group which work with different groups in parliament.

SESSION#10: POLICY MAKING AND ADVOCACY

A presentation on policy making and advocacy was held to give an insight into how YouAct is working with the issues and how to advocate on these questions.

The presentation covered the following:

- Definition of advocacy
- What advocacy means for YouAct
- Different steps in advocacy making and processes
- YouAct example – Hearing in the European Parliament
- Challenges and Lessons learned

This presentation also aimed to start off the discussions about follow up activities for the Charter by giving some practical and constructive examples of policy making and advocacy strategies.

SESSION #11: GUEST SPEAKER, EPF.

PRESENTATION NADINE KRYSOŠTAN – EUROPEAN PARLIAMENTARY FORUM

The material presented below is taken from Nadine Krysoštans's presentation.

Nadine Krysoštan, www.iepfpd.org, nadine@iepfpd.org

The European Parliamentary Forum (EPF) and what we do

The European Parliamentary Forum on Population and Development (EPF) is a Brussels-based Parliamentary network that serves as a platform for cooperation and coordination for the 25 all-party groups in Parliaments throughout Europe that focus on improving Sexual and Reproductive Health and Rights at home and abroad through national and regional health and foreign aid budgets.

EPF has an exclusive focus on Parliamentarians. Its core activities include conducting field visits to developing countries, supporting Parliamentary activities, organising conferences on key topics, and providing training to develop understanding and expertise in SRHR issues.

Pushing for change – but how?

Decision-making mechanisms/institutions

- ✓ *Working with Parliamentarians*
- ✓ *Working through legislative processes*
- ✓ *Working within Institutions (Council of Europe, EU-Commission, Council of the European Union)*

Why work with parliamentarians?

<i>MP Role</i>	<i>Impact on SRHR</i>
<i>Legislator</i>	<i>Establish legal/policy base, sustainability</i>
<i>Oversight role</i>	<i>Hold governments accountable on implementation of commitments</i>
<i>Express political will</i>	<i>Create beneficial political environment</i>

How to work with parliamentarians?

Understanding MP needs and motivations

MP Characteristic	SRHR advocacy Opportunity
<i>1. MPs are forced generalists</i>	<i>→ Reliance on external expertise</i>
<i>2. MPs have an open, stated commitment to a vision of improving society</i>	<i>→ Needs 'actionable' solutions</i>
<i>3. MPs are ambitious</i>	<i>→ Need to cultivate visibility</i>

Getting involved – knowing all the preconditions

- ✓ *Know the rules*
- ✓ *Know what you are talking about*
- ✓ *Know what is on the agenda and when*
- ✓ *Identify who is in power*
- ✓ *Identify the political majority*
- ✓ *Identify access points*
- ✓ *Build, extend and use your networks*
- ✓ *Feel the pulse, personal contact with decision-makers is decisive*
- ✓ *Be present when important decisions are taken*

Conclusions /Recommendations

- 1. The legitimacy of young people is a powerful tool of engagement*
- 2. Many decision-makers, especially MPs favour more engagement of young people in SRHR issues*
- 3. Engaging with youth wings of political parties fosters contacts and networks*
- 4. Make better use of your generation's potential*
- 5. Build alliances and develop coherent messages.*

SESSION#12: DRAFTING OF CHARTER

Introduction to the Charter and the structure of drafting the Charter

This was an ongoing Session, throughout the seven days of training. A small summary of the main points to be extracted for the Charter at the end of each day was made by the participants, and around the middle of the Study Session (days 3-4), after agreeing on the Structure and Content of the Charter, the participants started putting the thoughts together into coherent texts.

The structure of the Charter and the process of drafting it was discussed in plenary. The participants expressed that they hoped that it would not end up being just another technical instrument. We furthermore decided for it to have fairly formal language, but make it accessible to young people through using examples and trying to simplify the text.

We also discussed how we would define “young people” in the Charter, since the Charter depicts young Europeans SRHR. A working definition for a target group of young people which is 12-30-year old was agreed.

After day 1 and day 2 the participants were asked to priorities which of the topics from the day’s discussion that they would like to be included in Charter. Below are the topics listed:

Topics from day 1

- Focus on wellbeing and health
- Equality between men and women
- Access to contraception
- Freedom of choice
- Right to Health
- Highlight the need of comprehensive sexuality education

Topics from day 2

- Common issue on European level on SRHR, including positive aspects of sexuality
- Strong progressive language with clear definition
- Youth Participation in planning, implementing, evaluation and decision making processes
- New issues: honour based violence, Feminine genital mutilation (FGM), forced marriage, rural – urban areas
- Free safe and confidential Sexually Transmitted Infections (STI) prevention and treatment; and youth friendly services

- Lesbian, Gay, Bisexual, Transsexual, intersex, Queer (LGBTIQ) issues
- Children's rights and marginalized majorities
- Non gendered language
- Sex education – responsibility of state or parents?
- Age (definitions of childhood, youth, maturity etc.)
- Adoption to be made available to LGBTIQ people
- Include discussions on controversial perspectives
- Confidentiality
- Legal, free and safe abortion with a minimum of 12 weeks time frame available for all women without need for parental consent.

We finally had a plenary discussion on what topics to include and how to divide these topics into different groups. We also decided on the different sections of the Charter and which participants would work on which section.

The sections that were decided were:

- Introduction
- Main principles and definitions
- Particular topics:
 - Services and supplies: access to various kinds of contraception, access to RHT, confidentiality, funding
 - Abortion
 - HIV/AIDS, STIs: HIV and adoption
 - LGBTIQ: adoption, marginalized/vulnerable groups
 - Gender equality: trafficking, gender-based violence, sexual harassment
 - Cultural practices: honour killings, FGM
 - Sexuality education and peer education
 - Youth Participation
- Conclusion

Presentation from the groups

Bellow follows some of the discussion that took place when the groups presented their work. After a short discussion in plenary the participants put post-it notes with their comment on the flap sheets that the groups had presented.

The group working on the Introduction presented their ideas for the Introduction of the Charter. The other participants commented that they preferred to mention some examples of the state of affairs of SRHR in Europe as reasons for why a Charter is needed. Other comments were that the concept of universality (that the rights belong to all people) should be included together with potential donors and funding agencies in the list of stakeholders.

Concerning **gender equality** the participants commented on keeping the language gender neutral and to remember that “parental leave” (as opposed to “maternity” or “paternity leave”) could include males or gay couples. The editing committee was provided with some guidelines on gender neutral language, including some guidelines by the American Psychological Association and the UNESCO Guidelines on Gender Neutral Language (1999).

When the **LGBTIQ** groups presented their work the group discussed whether homosexuality as a sexual orientation was a matter of choice. One participant argued that it is seen as a choice in his part of the world whilst other participants suggested that it is a myth that it is a choice or an illness like some people believe. They argued that this kind of perspective is a result of *heteronormativity*, that heterosexual people and their behaviour is seen as the norm in society. Additionally it was suggested that we should not limit what we write in the Charter because of the state of affairs in Europe, but write about the visions we have, and a state of affairs as we, young people, *aspire* it to be, rather than how we construe present reality.

SESSION#13: FOLLOW UP STRATEGIES

The whole group discussed in plenary the importance of continuing the work with the Charter and what the organisers and the participants of the study session can do together as follow up strategies. The following activities were mentioned:

To be done by CoE:

- Send the Charter to all governmental representatives responsible for youth policies within the CoE countries.
- Agenda 2020 – as SRHR and the situation of young people are not prioritized issues on the agenda, the Charter could be used as a powerful awareness raising and advocacy tool on Youth SRHR.
- Parliamentary Assembly target the relevant committees for Youth SRHR
- Send the Charter to the external speakers of the study session, and in particular to Ulrika Sundberg, the advisor to the HR Commissioner.

To be done by YouAct:

→ Develop a press release as well as a letter to be used and sent by YouAct and the participants to various people, official bodies and stakeholders as well as media, e.g. National parliaments, National Youth Councils, Educational institutions and Youth policy groups. The ultimate goal would be to get the Charter signed by different organizations, stakeholders, governmental officials etc. The participants expressed a wish to fundraise together for follow up activities. A “follow up- team” of 5 people was created.

Other ideas for follow up activities that were mentioned in the plenary discussion:

- Inform about and discuss the Charter with people in our organisations.
- Facebook promotion of the Charter – create a group.
- Find funding from our local NGOs for printing a folder for the Charter and the Charter itself.
- Keep the Charter up to date – discussion on national and international level.
- Ask our organisations to print their logos on the folders with the Charter
- Translate the letter

3. EDUCATIONAL METHODS

Introductory Activities

In the first day several warm up games and activities took place in order to enable the participants to get to know each other and create a good working climate where people are comfortable with the milieu and the group. The games mentioned below invited the participants to interact and cooperate in a creative way, become familiar with each others name, and have fun!

Chronological line up: participants tried to stand in a line in order, according to their age – without speaking to each other.

Balloon game: Participants drew each other's facial features on a balloon and wrote their name. After they have drawn the first feature, the eyes, the balloons are tossed about in the room and when the game leader says stop the participant pick up another balloon and have to find the person who's name is on the balloon and draw the next feature.

Activities in relation to Human Rights and SRHR

As an introduction to the theme, the participants were divided into groups, and each group was asked to act out a Human Right in silent. As a result, the participants were forced to think about the meaning of the right and how it could be symbolized in non-verbal way. Furthermore the activity requires the participants to cooperate and agree on performance under a quite short period of time.

The participants were also asked to study official documents in relation to HR and SRHR and summarize and abstract the main points from the document they find the most important. This was intended to familiarize the participants with the HR documentation and for them to identify what they find interesting and important about the documents.

A language exercise in small buzz groups was also carried out where the participants were asked to identify the controversial terms in the official documents. This was done to familiarize the participants with the official and sometimes difficult language in the legal documents and make the documents more accessible to the participants.

In order for the participants to discuss different SRHR topics, the **standpoint game** was used. After a pre-prepared question has been read out the participants are asked to stand along an imaginable line across the room where one end of the line represent agreeing to the question and the other line represents disagreeing to the statement. A ball was thrown around and the participant holding the ball was allowed to state their opinion. In this way uncontrolled discussions where participants interrupt each other were avoided. This exercise enables people to consider difficult questions without necessarily have to explain themselves verbally. Participants are also allowed to switch places during the discussion. Hence this exercise allows for flexibility since there are no fixed positions.

Drafting of the Charter

After both the HR and the SRHR session, the most important points discussed during the days were abstracted and documented. This was used as a foundation when creating the Charter and a way to focus the discussions during the first couple of days on the final aim – the Charter. Firstly the facilitator summarized the day's activities and discussions and the participants are asked to complement with their own points. All the points were written down on flap sheets. The participants were then asked to discuss the most important points in small groups. Finally the participants individually put 5 dots next to the points they wanted to be included in the Charter. Consequently, the participants had already started prioritizing the content of the Charter.

A similar process took place at the end of the second day. After having heard a summary of the day the participants were asked to discuss the important points from the day in groups, and then finally agree on 3 points that were documented. On the third day, the participants were asked to individually prioritize from the days 'activities by reflecting under 10 minutes and then writing down their 5 points on post-its.

The main points identified in these three activities were written down on coloured sheets and put on the wall. Then, in plenary, the points were divided into groups that represented different themes for the Charter. These themes were then written on a large flip chart and the participants were asked to write their name next to the theme on which they wanted to work. Use of coloured sheets enabled a visual understanding of the different themes and gave the group a good overview of what had been discussed during the sessions. It also made it clear which points potentially could go together into a theme.

After the group had researched their theme they presented their ideas to the group in the plenary. A quick feedback-discussion was held after each topic. Participants were also asked to put post-its with their comments on the flap-sheet were the group had presented their points. This made it possible for everyone to express their views and saved time for the plenary discussion.

The groups then revised their topics with regards to the feedback they had got from the discussion in plenary. The final feedback session was done using the **Silent Floor method**, where we put all the draft chapters of the Charter on the wall and the participants were allowed to walk around in silent and comment on the text. This was done to avoid last-minute clashes of opinion, and to allow participants to air views they might have hesitated to raise in front of the whole group. Indeed, the participants were immersed deeply into this procedure, and expressed to the facilitators that they found it to be a very helpful, albeit painstaking procedure. This procedure also ensured that the Charter was the outcome of a process where the whole group had had an opportunity to be heard and everyone felt that their contribution was mirrored in the final product. Regarding the LGBTIQ Chapter, where there had been strong and divergent opinions (the issue of abortion was another such example), one of the participants presented a compromise suggestion to the whole group which everyone agreed to.

Evaluation activities

In order for the facilitators to gain an understanding on how the participants experienced the Study Session, a number of different evaluation activities were held. In the morning of each day two individuals were asked to be the “**Eyes and Ears of the Day**”. This meant that they were asked to listen to the groups’ comments and feelings throughout the day and then report back to the whole group in the following morning.

An evaluation of the day’s programme took place at the end of each day. These activities were often short and worked as a nice round-up of the day, and an opportunity for the participants to air their views. These comments were then taken into consideration when the facilitators planned the next day. An example of these end-of-the-day exercises were the “cake-game”, where the different activities of the day were written in different segments in a circle and the participants were asked to put dots close to the centre of the circle if they enjoyed the activity and conversely at the very end of the circle if they did not enjoy the activity.

Other evaluation methods were questionnaires that were carried out in day 4 and at the end of the Study Session. In the last day the participants were also asked to evaluate the whole Study Session through various mimics (singing, dancing etc) which turned out to be a quite memorable and fun way to end the Study Session.

For the follow-up strategies the participants were asked to draw a follow-up tree where they would include all the activities they were planning to carry out after the charter. This was presented to the whole group and then taken back home by the participants, hopefully helping to remind them of their follow-up commitments.

4. ANALYSIS OF THE SESSIONS

Evaluation of the sessions was consistently obtained by the participants, though multiple modes of evaluation employed at the end of each day, as well as a formal midterm evaluation completed on the fourth day, and a final evaluation upon the conclusion of the study session. The full results from the mid-term and final evaluations completed by the participants appear in the Appendix. Strengths and weaknesses of the session as perceived by the facilitators' team will also be presented in this section.

Opportunities and Challenges: The Facilitator Team's perspective

Cooperation between YouAct and the Council of Europe

YouAct and the Council of Europe have an excellent history of cooperation, as evidenced not only by their mutual commitment to issues of Human Rights and Education, but also from successful project implementation in the past, as evidenced from the Study Session held in Budapest in 2006. During the present Study Session, a good working cooperation between YouAct and the CoE was, once more, pivotal to the successful implementation and conclusion of this very ambitious project, and resulted in a very encouraging message for the opportunities that are available to plan and execute even more ambitious projects in the future.

In the context of this difficult process, there were some challenges that needed to be addressed. The preparation team had to work with three different Educational Advisors from the CoE. The cooperation with all of them was excellent, but it was inevitable that the transition process between the different advisors was time-consuming and difficult. On YouAct's part, there was a change in the organisation's Executive Coordinator, which added to the complications in the structure of the preparation team. Resulting difficulties in coordination made, in several cases, the preparation procedure painstaking and hard, and required extra work during the preparation meetings of the team, particularly in the final preparation meeting, which took place a few days before the Study Session. Moreover, some miscommunications regarding financial issues and reimbursement, that are probably to be attributed to the repetitive changes of staff, turned out to be rather frustrating for the team and some participants. The existence of strict bureaucratic procedures might have reduced flexibility of potential solutions and ways of dealing with these difficulties, and was also mentioned by some of the participants in the Study Session to have been a frustrating experience.

Change in venue

In addition to the repetitive changes in staff, the preparation team also had to adapt to several other changes before and during the Study Session. One such change was the change in venue. The Study Session was originally planned to take place in CoE's Youth Centre in Strasbourg, but due to delays in the Centre's renovation, eventually had to take place in a hotel in Strasbourg. Although the venue was appropriate, and resulted in a good atmosphere for the participant team, there was definitely less flexibility than in a Youth Centre particularly designed for purposes of such Sessions, particularly for the facilitators' team. Being in a hotel meant that, in addition to all other coordination tasks, the facilitator's team also had to coordinate with hotel staff. Lack of some facilities, such

as printing and copying facilities, required much more planning of the material, and resulted in some trips back and forth between the CoE premises and the hotel for CoE staff. The facilitator team feels, in this case, the need to acknowledge the help and input of CoE educational advisors, as well as administrative staff (particularly Nina Kapoor) for ensuring that all necessary equipment and printed material was provided on time for the Sessions.

Composition and diversity in the participant's team.

Participants were selected from over 60 applications received from several countries around the Council of Europe, on the basis of experience in the Human Rights, or SRHR field, and demonstrated commitment to the human-rights approach as indicated in their application forms. Some logistic difficulties presented additional difficulties in achieving the desired structure for the team of participants, as difficulties in obtaining visas resulted in at least two participants not attending the Study Session. Interestingly, even with these restrictions, the resulting team of participants was far from homogeneous. Participants came from 15 different countries, from diverse geographical and cultural regions of the Council of Europe (Northern Europe, Southern Europe, Eastern Europe, the Balkans, the Caucasus region). This heterogeneity in background and, in some cases, values, led to some challenges in the process that will be discussed more thoroughly in the next section.

The gender imbalance, in favour of women, in the composition of the group was of course expected and probably could not be avoided, yet is a fact that facilitators think should not be eschewed. Of the team of 27 individuals, including the facilitators, only 4 participants were men. This was the case even though, during the selection process, the preparation team tried to achieve, to the best possible extent, a gender balance, in cases where male applicants presented with adequate qualifications and applications that demonstrated they were qualified for participation in the Study Session. The low male participation is of course reflective of several cases of involvement in voluntary work, and is perhaps even more pronounced in the area of SRHR, as issues of reproduction and sexual freedom affect and concern women to a great extent. However, it is inevitable that this low level of male participation may result in challenges in achieving comprehensive representation of all youth, and may produce some bias against the incorporation, in some documents or projects, of issues primarily affecting or concerning men. Even though restoring this imbalance in the field was not within the scope of the present Study Session, it did, once more, appear as an issue that should be addressed, and may, once more, highlight the need for programmes specifically targeting specifically male issues, or, alternatively, the issue of gender mainstreaming in SRHR issues, as well as finding ways and motives to increase male involvement in the area.

Divergent opinions among participants

The present report reflects, to a large extent, the facilitator team's evaluation of the group and sessions. The spectrum of opinions and attitudes concerning some of the issues that appeared to be controversial and provoked discussions among the participants -like LGBTIQ people's rights and the degree to which parents should have a say in their children's sexual life - was broader than expected. In order to ensure that the participants' values concerning SRHR would not represent any extremes the participants were asked to respond to questions regarding their stance on these issues in the application form. In order for participants to secure a place in the Study Session,

their responses to these questions had to be consistent with the Rights-Based Approach to Human Rights and Sexuality. The reasoning behind this was that it would have been very difficult for the group to reach a consensus on specific issues and produce a written document together if they disagreed on key issues. The preparation team agreed that the aim of this Study Session was to express a clear, rights-based approach by young people, rather than engage in lengthy discussions for the purposes of clarifying these positions.

Despite this fundamental agreement on the Rights-based perspective, during the discussions on specific SRHR issues, it became evident that a subgroup of participants, to some extent, held somewhat different beliefs on certain issues (particularly LGBTIQ rights and parental/partner consent issues) than the rest of the group and the facilitators. This led to some lengthy discussions around these issues, both within as well as out of the context of the formal training programme (i.e. in sessions as well as during breaks). Some people expressed that they experienced opposition when they aired their opinions. These gaps in opinion presented a challenge for the facilitator team, who strived to handle the discussions as objectively as possible, by trying to restrict their input to facilitation and presentation of facts and research findings rather than demonstrating in a personal involvement in these debates. There was some concern among the facilitators that individuals who held different opinions from the majority might have felt isolated and might have been hesitant to raise their opinions in subsequent discussions, since they had already been met with some resistance. Some feedback was also given to the facilitators concerning rather intensive discussions that were taking place during the breaks, which often centred on controversial issues. In these rather challenging situations, the facilitators were called upon to adopt a neutral outlook as much as possible, rather than to take a stance in these discussions, something that turned out to be very difficult at some points. It was indeed, very difficult to prevent opinions from being judged as “right or wrong “and that no opinion was treated disrespectfully, and perhaps even more so to reach a compromise that would be commonly accepted.

During the second part of the Study Session the facilitators adopted a different strategy that turned out to be quite helpful for ensuring respect for divergent, and even clashing opinions, and for ensuring that everyone would have a say, and be as well as feel included in the process of drafting the Charter. An example of this was the Silent Floor Feedback procedure where the different Chapters of the Charter were posted in posters around the Study Session area, and participants could read the posters individually, and add, in writing (using post-its) any comments or suggestions they wished on the posters, without engaging in any discussions on the subject. This procedure allowed participants to comment on the different parts of the Charter without risking direct conflict with other participants. The Chapter on the rights of LGBTIQ people, which turned out to be among the most controversial, was edited to ensure that milder language was used in order to accommodate to consensus of the group, and an introductory paragraph was included to acknowledge the controversial, even taboo status of this particular topic in some CoE countries. All participants welcomed this concession. Consequently, the group could agree on the Charter and feel that their efforts and beliefs were represented in the document, within the context of the Human-Rights based perspective.

Time Management and the Editing Process

The process of writing the different Chapters for the Charter through group work turned out to be a long and painstaking one. This was a major learning point for the facilitators' team. Some texts produced were quite long, and even though the different style and quality of the various sections was deemed as an inevitable, and to some extent desirable feature of this Charter, as a compilation of different voices of young Europeans, it did render the work of the editing group, who had to eventually produce a coherent document, quite challenging. The initial plan was for the editing group to present a draft of the Charter that the participants could comment on, and a final version of the Charter could then be realised before the end of the Study Session. It was clear from quite early on, that producing the final version at the end of the Study Session, was not a feasible task. The Study Session programme was changed to include more time for writing and some participants and the editing team spent some of their free evenings working. At this point, it is important to acknowledge that several of the participants demonstrated admirable zeal and commitment to this project, and devoted, without hesitation, much more of their time than the planned programme's Sessions to work on the Charter. Several members of the editing committee continued the intensive work for weeks, some even for months, following the Study Session, to ensure the quality and comprehensiveness of the final Charter. This extremely valuable commitment and input demonstrated by some individuals is yet another indication of how imperative the need for this document has been for young people.

Before the closing of the Study Session the editing team managed to produce a first draft that the participants were allowed to take home with them; all participants had the opportunity to email any comments or suggestions to the Chair of the editing team. On a more critical note, one may say that it might be that it is unrealistic that 27 people from very different countries and very different backgrounds could research, discuss, reach a consensus and write a rather extensive document like this Charter in only 7 days. This observation could raise several possible approaches for similar endeavours in the future. Suggestions include that it might be preferable in future Study Sessions aiming at producing written documents to limit the scope and length of the document from the beginning and perhaps allow for the possibility of holding an additional Session, or of committing some of the participants to follow up work over virtual means (e.g. email and web conferencing). This remark is also apparent in the participants' final evaluation of the Study Session (for the whole final evaluation, see Appendix). Some participants suggested that more time should have been allocated for the writing of the charter, that the process became rushed at the end that the structure of the process could have been more effective.

Participant's Evaluations

Midterm Evaluation

Most of participants regarded the content of the Study Sessions as very satisfactory. Similar results were obtained regarding the usefulness and relevance of the methods of the Study Session. Most participants rated the group atmosphere, the work the Preparation Team had put in, and personal learning, as Excellent. Points for improvement included, among others that the legal issues were still a bit vague as well as the follow-up strategies and that there was too much focus on a few topics. Examples of main learning points reported by the participants included the different situations on

SRHR in Europe, cultural differences and that the practices in the countries are so different, tolerating judgmental comments being passed around and agreeing on specific issues taking cultural specifics into consideration.

Final Evaluation

However, the overall final evaluation shows that the participants enjoyed the Study Session, and found it meaningful and interesting to a great extent. The participants' commitment and enthusiasm towards the issues and the Charter was striking and the groups worked very hard during the week. The final evaluation shows that most participants give ratings between 7-10 out of 10 points for group atmosphere, facilitator performance and personal learning. Similar results appear for the content of the Study Session and the methods used. To indicate the spirit, it might be helpful to quote the following comments that participants wrote regarding the drafting of the Charter:

"The process was very hard, but important, useful, and I'd say successful",

whilst another thought was that the main learning points were

" To work together on one issue with people from different countries and backgrounds and accepting the fact that you are different"

Another participant said that a main challenge during the week was to:

"Speak up from my point of view on certain issues, trying to find compromise so that eventually I feel comfortable with the product as well as others"

It appears then, from the facilitator's experiences, as well as the participant's feedback, that this Study Session was an intense experience, very dynamic and at some points challenging, that culminated in a very productive result, and, most importantly, a lot of learning for everyone present.

Follow-up Activities

This Study Session was a project of remarkable added value in virtue of its sustainable output in the form of a key Human Rights Document, the European Youth Charter on Sexual and Reproductive Health and Rights, rather than merely being a very successful Educational Process. Therefore, the long-term utility and application of this resulting document for the purposes of advocacy in the field of human rights is considered an essential component for the evaluation of this Study Session. Since this is expected to be a long-term process, that may last years, even decades, any attempt to evaluate the significance and implementation of the Charter in the context of this report would be premature. Nevertheless, we consider it essential to make a few references to some steps that have already been taken or that have been planned, for the purposes of dissemination, use, and education of the public, the academic/scientific community, and decisions makers, about this Charter, and ultimately, about youth's perspective on SRHR in Europe.

Dissemination and Publicity Activities so far, have included, but have not been limited to, the following:

- Online publication of the Charter. The Charter has been uploaded, in PDF format, on YouAct's website (www.youact.org).
- National and local level presentations of the Charter. For example, a workshop presenting the Charter for Cyprus Family Planning Association Volunteers took place in Nicosia, Cyprus, on October 15th 2008.
- Articles and Press releases. A press release, as well a sample letter for use for advocacy purposes, was sent to all Study Session participants, as well as NGOs and other agents working in the field of SRHR, along with the finalised version of the Charter. Short articles and reports for the Study Session have also appeared in local level publications.
- Poster and Paper presentations in Scientific and Professional Conferences. This is considered a crucial step in achieving the support and cooperation of the academic community, since one of the main themes in the Charter is to promote Sexual Health from an empirical, evidence-based perspective, that is based on sound evidence from findings of research studies on the effectiveness of various methods forms of contraception and family planning, and approaches to education regarding sexuality, in a scientifically rigorous manner, free from any ideology or dogma. Abstracts presenting, or making references to the Charter in the context of human rights and sexual health, have already been submitted to the following Conferences, while more work is in progress:
 - Health and Society, organised by the Cyprus Sociological Association and the Hellenic Sociological Association in collaboration with the University of Nicosia, the University of Cyprus and the Research Unit RUBSI, to take place in Nicosia Cyprus , April 3-5, 2009 (accepted as paper presentation).

- The 7th International Association for the Study of Sexuality, Culture, and Society International Conference, to take place in Hanoi, Viet Nam, April 15-18, 2009 (pending verification of acceptance).
- The 19th World Association for Sexuality World Congress for Sexual Health, to take place in Göteborg, Sweden, June 21-25, 2009 (pending verification of acceptance).
- The 11th European Congress of Psychology, to take place in Oslo, Norway, July 7-10, 2009, (pending verification of acceptance).

Planned activities and imminent needs to be met in order to maximise the utility of the Charter, include, but are not limited to, the following:

- The Charter is planned to be incorporated and used in the context of advocacy projects run by YouAct. An important, ambitious project currently under way is the Youth in Action Project, conducted with financial backing from the Summit Foundation. This project targets candidate MEPs, aiming to ensure their commitment to promoting the direction of Official Development Assistance (ODA) funds toward countries in the Global South to programs addressing SRHR issues. The Charter will be used as a background document in the process, will be handed to candidate MEPs as a reference policy document, and will, in several cases, be presented in the context of Press Conferences and Launch events that will take place as part of the Youth in Action project in several countries.
- It is imperative to produce a printed booklet format of the Charter, as it is presently only available in electronic form. This is necessary for enabling its dissemination and use during meetings with decision makers, and will enable the organising of an official launch. Unfortunately, a proposal submitted by YouAct to the European Youth Foundation regarding this possibility has been rejected. Therefore, YouAct is now required to look for alternative sources of funding, a fact which causes some delays in the process of its use as an advocacy tool with key decision makers.
- The Charter has been authored by young people from 15 different countries, and is intended to be used throughout the 47 Council of Europe Countries, as well as a reference document for other parts of the world as well. Translating this document in the languages of the countries where it is intended to be used is a huge task, but in some cases may be necessary, since, to a great extent, the Charter is intended to be used for local or national level advocacy. Although individual NGOs that choose to use the Charter in the context of their home countries are the ones primarily to be faced with the task of retrieving funding and producing translations, or executive summaries of the Charter in their national languages, it may be deemed desirable and worthwhile to produce some key translations of the Charter in languages that are widely spoken around Europe, to make it more accessible. YouAct would be hopeful that the CoE will continue its commitment and endeavour to promote SRHR once more, by providing financial and professional support for the translation process as well as the production of a printed publication of the Charter.

5. CONCLUSIONS

Sexual and Reproductive Rights are important issues that really concern and affect people! This may be considered as the main conclusion of this Study Session on SRHR. Sexual Rights are not isolated issues only affecting the realm of sexuality, but encompass people's understanding of themselves, their identities, their views of their families and their culture. This Study Session has made it evident that viewing SRHR from a rights-based perspective can be a challenging task. If we believe that rights are universal and indivisible, should Sexual and Reproductive Rights be secured for all people - irrespective of gender, sexual orientation or sexual identity -no matter the cultural milieu? It also raises the question concerning the extent to which we can combine equal sexual rights and simultaneously respect cultural values and beliefs of the sanctity of the family and the right for parents to be involved in their children's lives.

The **Charter of Sexual and Reproductive Health and Rights of Young People** shows that young Europeans have strong visions and ideas for how to improve the SRHR of young people; it also shows that they are ready to take action to implement them. Young people from countries with very different political and social structures have many common interests concerning the right to decide over your own body, the right to sexual health services, information and education about sexuality. Young people do not want to stand aside and watch other people take decisions for them, or hold back information that they are entitled to. This Charter shows the potential of young people to contribute in shaping visions and policy, and the importance of having a say for young people in shaping their futures.

This Charter is also a symbol of the merged hopes and ideas of 27 young representatives from 15 different European countries. It stands to prove that young people from different backgrounds and with different experiences can exchange views and ideas and listen to each other. Too often we are more interested in getting our own viewpoint across than actually trying to understand what other people communicate to us. Reaching consensus on controversial and difficult issues like abortion and LGBTIQ people's rights was not an easy task. Many participants expressed that their most valuable experience from the Study Session was that they were confronted with people passionate about the same issues, but with very different perspectives and solutions to the problems. They were pushed to gaze over their habitual horizon and realise that some perspectives are not shared by everyone, and that it takes courage and effort to listen to other people. Producing a text of over 80 pages in 7 days, involving 27 different individuals, was an impressive and demanding accomplishment. Perhaps even more than the actual result, the main achievement was the journey to get to that result.

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APPENDIX

1. Midterm evaluation

1. Was the CONTENT of the study session satisfactory so far?

Not at all			Somewhat				Very much			
1	2	3	4	5	6	7	8	9	10	
					X	XXXX	XXXXXXXXXX	XXXXX	XX	

Is there anything you have been missing or would you like to see ADDED to the content of the study session?

- LAYOUT OF CHARTERS, EXAMPLES, AS A WORKSHOP OF ITS OWN, NOT JUST LEAVING SOME AROUND FOR PEOPLE TO LOOK AT.
- LEGAL ISSUES ARE STILL A BIT VAGUE AND SO IS THE FOLLOW UP OF THE CHARTER
- MORE GAMES, NOT EXACTLY RELATED TO THE SUBJECT, JUST TO GET "RELAXED"
- MAYBE SOME MORE RECENT FACTS AND STATS FROM ALL OVER THE WORLD ABOUT SRHR WHICH ARE USEFUL FOR ADVOCACY WORK.

2. Did you find the METHODS useful and relevant for the purposes of the study session?

Not at all			Somewhat				Very much			
1	2	3	4	5	6	7	8	9	10	
							XXXXX→	XXXXXXXXXX	XXX	XXXX

Is there anything you have been missing or would you like to see CHANGED regarding the methods of the study session?

- THAT I DON'T KNOW ALL THE LEGAL DOCUMENTS AND I WOULD LIKE SOME TIME TO READ THEM, BUT I COULD HAVE DONE THAT IN THE EVENING
- THE PRESENTATIONS OF HR DOCS WERE FUN BUT NOT HUGELY INFORMATIVE, SIMILARLY THE DILEMMAS. MAYBE ENCOURAGE PRESENTATIONS TO BE NON-FORMAL (ROLE PLAY, SONGS, ETC.), FOLLOWED BY A BRIEF PRESENTATION BY A FACILITATOR TO MAKE SURE THE IMPORTANT POINTS ARE COVERED.
- METHODS USED WERE V GOOD, MAYBE A BIT MORE SPECIFIC WILL MAKE IT MORE EFFICIENT
- TOO MUCH CONCENTRATION ON THE SAME TOPICS
- MORE TIME TO WRITE DOWN THE NOTES, I FOUND A BIT DIFFICULT FOLLOWING AND ALSO WRITING EVERYTHING DOWN
- MORE MATERIAL INFO AS A BASIC FOR CHARTER
- MORE IN DEPTH DISCUSSIONS WHICH WOULD BETTER PREPARE FOR CHARTER AND FOLLOW UP ACTIVITIES
- NO I THINK THE STRUCTURE IS GREAT

3. How would you rate the following?

	Inadequate				Acceptable			Excellent			
	1	2	3	4	5	6	7	8	9	10	
Group atmosphere											
							XXX XXX X	XXX XXX XX	XXX X	X	
Preparation Team	1	2	3	4	5	6	7	8	9	10	
							XXX X	XXX XX	XXX XXX XXX	XX X	
Personal learning	1	2	3	4	5	6	7	8	9	10	
						X	XXX X	XXX XXX	XXX XX	XX X	

4. What have been some of your main learning points so far?

- INFO ON HOW RH ISSUES ARE ADDRESSED IN DIFFERENT COUNTRIES
- THE DIFFERENT SITUATION IN OTHER PARTS OF EUROPE, PROBLEMS OF YOUTH
- CULTURAL DIFFERENCES & THAT PRACTICES ARE SO DIFFERENT. RIGHTS BASED APPROACH
- ON HR INSTRUMENTS, WORK ON DUREX NETWORK
- HOW TO CREATE A CHARTER WITH A BIG GROUP
- NEW ENERGIZERS, SRHR SITUATIONS IN DIFFERENT COE COUNTRIES, EXAMPLES OF HOW TO FACILITATE GROUP DISCUSSIONS
- TEAM WORK

- SRHR ISSUES
- HR AND DIFFERENT DECLARATIONS. MARKETING STRATEGIES. POLICIES IN DIFFERENT COUNTRIES. GROUP CO-FACILITATION.
- HIV/AIDS; ISSUE OF CONFIDENTIALITY
- MORE ABOUT REP HEALTH AND HUMAN RIGHTS AND ALSO USEFUL INFO FROM THE GUEST SPEAKERS
- MANY OF THEM BUT MOSTLY LGBT'S
- MAIN IDEAS FOR FURTHER WORK
- HR WITH BETTER PERSPECTIVE OF CHILDREN'S RIGHTS
- THE REALIZATION OF DIFFERENCES BETWEEN COUNTRIES IN EUROPE ALL THE EXAMPLES ARE V INTERESTING AND REVEALING
- VARIETY OF PERSPECTIVES ON SOME OF THE MOST CONTESTED ISSUES SO FAR
- DISCOVERING VALUES AND THE DIFFERENCES IN THE GROUP. EXTERNAL SPEAKERS
- THE DUREX NETWORK, SRHR
- SITUATIONS IN DIFFERENT COUNTRIES. WORKING WITH PEOPLE WITH COMMON AND V DIFFERENT OPINIONS TOGETHER
- THE DIFFERENT SITUATIONS IN THE COUNTRIES

5. What have been your main challenges so far?

- AGREEING ON CERTAIN ISSUES WITH TAKING INTO CONSIDERATION CULTURAL SPECIFICS (SUBJECTIVE VIEWPOINTS)
- MAIN CHALLENGE IS THE DIFFERENT OPINIONS
- CULTURAL DIFFERENCES, DISAGREEMENTS IN THE FIELD, HOW TO ARGUMENT MOST EFFECTIVE FROM MY POINT OF VIEW 😊
- TO PRIORITIZE HR ISSUES AND FIND THE IMPORTANT TOPICS FOR THE CHARTER
- MORE TIME ON SOME SPECIFIC ISSUES TO DISCUSS, MORE EXERCISE
- LACK OF SLEEP DUE TO SNORING ROOMATE

- TEAM-WORK
- TOLERATING JUDGMENTAL COMMENTS BEING PASSED AROUND. DEMOTIVATION AS A RESULT OF JUDGMENTAL ATTITUDES WITHIN THE GROUP.
- TO FINALIZE AND HAVE COMMON IDEAS AMONG GROUP MEMBERS ON DRAFTING THE CHARTER
- SS IS USEFUL SO FAR FULLY SATISFIES MY INTERESTS
- I FIND THE WHOLE SS USEFUL, I WILL SEND THIS EXPERIENCE BACK TO MY ORGANIZATION, AND TO HAVE SOME RELEVANT FEEDBACK.
- NOT TO GET ANGRY WITH BASICALLY DIFFERENT POSITIONS AND PEOPLE NOT LISTENING TO MY POINT OF VIEW
- TIREDNESS AT THE VERY BEGINNING
- NO REAL OBSTACLES JUST FRUSTRATED WHEN WE RUN OUT OF TIME FOR DISCUSSION. A LOT OF TOPICS ARE SO VAGUE AND IT FORMS AND PEOPLE HAVE REALLY DIFFERENT OPINIONS
- COPE WITH THE INHERENT CONFRONTATION ON SOME OF THE MOST CONTROVERSIAL TOPICS ON SRHR `
- NO CHALLENGES, I HOPE THE CHARTER WILL BE ☺
- PREPARATIONS OF A CHARTER
- TRYING TO KEEP THE OVERVIEW BECAUSE OF ALL DIFFERENT ASPECTS SRHR INCLUDE
- TO THINK ABOUT THE CONTENT OF THE CHARTER

6. Other Comments/Suggestions

- WOULD BE GOOD IF THE DOC WOULD BE READY BY SATURDAY
- VEGETARIAN MEALS COULD BE BETTER COMPOSED – MORE NUTRITIOUS
- SS IS ORGANIZED, PROGRAM VERY GOOD, EXCITING TO BE PART OF DRAFTING THIS CHARTER
- CHEESE ☺

- FACILITATORS SHOULD TRY NOT TO EXPRESS THEIR OWN VIEWS WHILE FACILITATING A DISCUSSION – IT MAKES PEOPLE WHO DISAGREE FEEL MARGINALIZED
- I FEEL PRIVILEGED TO BE INCLUDED
- THE GROUP FACILITATION IS EXCELLENT
- NO
- MORE REST PLEASE
- SOME PEOPLE WERE ACTING LIKE THEIR OPINION IS THE MOST IMPORTANT!
- YOU ARE DOING AND AMAZING, INSPIRING AND IMPORTANT JOB 😊
- THANK YOU
- EVERYBODY SHOULD BE ON TIME FOR DINNER
- THE STRUCTURE IS REALLY GOOD BECAUSE EVERY TIME I TEND TO GET LOST THE TEAM HAS SOMETHING PREPARED WHICH MAKES IT RIGHT ON THE GOOD TRACK BACK AGAIN
- THERE ARE A LOT OF POSSIBILITIES FOR FUTURE DEVELOPMENT SO THE PAX SHOULD BE GIVEN INFO ABOUT THE FUTURE OF THEIR WORK (THE CHARTER).

2. Final Evaluation

7. Was the CONTENT of the study session satisfactory?

Not at all			Somewhat				Very much			
1	2	3	4	5	6	7	8	9	10	
						XX	XXXXX	XXXXXXXXXXXX	XXX	

Is there anything you have been missing or you would have liked to see ADDED to the content of the study session?

- MORE ABOUT IMPLEMENTATION, OTHER METHODS THAN EUROPEAN.. MORE IDEAS FOR REGIONAL METHODS
- I ALLREADY GAVE MY COMMENTS, HOPEFULLY THIS WHOLE STUDY SESSION WILL BE USEFUL AND THE CHARTER WILL BE ACCEPTED WIDELY
- NO. EVERYTHING WENT WELL. ALL THEMES WERE COVERED
- CERTAIN TOPICS EX HUMAN TRAFFICKING, SEX WORKERS. MORE TIME!
- MORE PLAYS, LIKE A ROLE PLAYS, SO ITS NOT THAT MUCH INFORMATION
- NO, IT WAS REALLY GOOD AND IT COVERED PRETTY MUCH ALL
- NOTHING. IT WAS GREAT, HARD WORKING BUT GREAT

8. Did you find the METHODS useful and relevant for the purposes of the study session?

Not at all			Somewhat				Very much			
1	2	3	4	5	6	7	8	9	10	
						XXXX	XXXXXXXX	XXXXXXXX	XXX	

Is there anything that has been missing or you would have liked to see CHANGED regarding the methods of the study session?

- MORE DAYS TO DRAFT THE CHARTER PROPERLY
- THE METHODS FOR WRITING THE CHARTER. DRAFT COULD HAVE BEEN A BIT MORE STRUCTURED FROM THE BEGINNING

- NO. FACILITATORS DID GREAT JOB IN TERMS OF SATISFYING DIFFERENT OPINIONS / EXPECTATIONS OF THE PARTICIPANTS
- GIVEN THE FACT THAT CERTAIN TOPICS (AOPPED) UP WHILE DOING THE CHARTER, MAYBE WE COULD HAVE STARTED WITH THAT (CARLIEN)
- AS I MARKED BEFORE, MORE ENTERTAINMENT WOULD BE APPRECIATED.
- MAYBE THE METHOD ON HOW WE REALLY WRITTEN THE CHARTER, TIME WISE.
- RETROSPECTIVE – TOO MUCH GROUP WORK AT THE BEGINNING - SINCE WE GOT SO SHORT ON TIME AT THE END.

3. How would you rate the following?

	Inadequate			Acceptable			Excellent			
Group atmosphere	1	2	3	4	5	6	7	8	9	10
							XXX XXX →X	XXX XXX	XXX X	XXX
Team performance (facilitators)	1	2	3	4	5	6	7	8	9	10
							XXX X	XXX XX	XX →X X	XXX XXX XX
Personal learning	1	2	3	4	5	6	7	8	9	10
						X	XXX	XXX XXX XXX	XXX	XXX

Day 1	Inadequate			Acceptable				Excellent		
Introduction to the Study Session	1	2	3	4	5	6	7	8	9	10
							XXXXXXXX→	XXXXXXXX	XXXX	XX
Introduction to Human Rights	1	2	3	4	5	6	7	8	9	10
					XX		XXXX	XXXXXXXX	XXXX	XXX

Day 2	Inadequate				Acceptable				Excellent		
	1	2	3	4	5	6	7	8	9	10	
Intro to SRHR and Group work on international SRHR documents					X		XXXX	XXXXXXXX XXX	XX	XXX	
Controversial terms and language exercise						X	XXXXX→ XX	XXX	XXXXX	XXX	
SRHR in different countries exercise						X	XXXX	XXXXX	XXXXXX	XXX	
Guest speaker: Irene Donadio IPPF					5	XX	XXXXX	XXXX	XXXX	XXXX	

Day 3	Inadequate				Acceptable			Excellent			
Durex network presentation	1	2	3	4	5	6	7	8	9	10	
					X	XX X	XX XX XX	XX XX	XX	XX XX	
The standpoint game	1	2	3	4	5	6	7	8	9	10	
					X		X	XX XX XX X	XX XX XX	XX X	
Particular SRHR dilemmas	1	2	3	4	5	6	7	8	9	10	
							XX XX	XX XX X	XX XX XX	XX X	
Day 4	Inadequate				Acceptable			Excellent			
Discussion on charter process and structure	1	2	3	4	5	6	7	8	9	10	
			X		X	XX	XX XX XX	XX XX	XX XX X		
Brainstorming in groups on charter	1	2	3	4	5	6	7	8	9	10	
				X			XX XX	XX XX XX XX	XX XX X	X	
Free Afternoon	1	2	3	4	5	6	7	8	9	10	
								X	X	XXXXX1 1XX	

Day 5	Inadequate				Acceptable				Excellent		
	1	2	3	4	5	6	7	8	9	10	
Youth participation				XX	X		XXX	XXX	XXXX	X	
							XXX	X	XX		
Group work on charter	1	2	3	4	5	6	7	8	9	10	
						X	XXXX	XXXX	XXX	XXXX	
							X	XX	X		
Plenary presentation/Discussion on charter	1	2	3	4	5	6	7	8	9	10	
						XXX	XXX	XXXX	XXX	X	
								XX	XX		
Guest speaker: Nadine Krystostan, policy making	1	2	3	4	5	6	7	8	9	10	
					X	X	XXX	XXXX	XXX	XXX	
									XXX	XX	

Day 6	Inadequate				Acceptable				Excellent		
	1	2	3	4	5	6	7	8	9	10	
Drafting and finalizing the Charter											
							XXXXXX	XXX	XXXX	XXX	
							XX		X		

Day 7	Inadequate				Acceptable				Excellent		
	1	2	3	4	5	6	7	8	9	10	
Editing and Follow up											
					X	XX(short on time)	XXXXX	XX	XXX	XXXX	
										X	

4. What have been some of your main learning points during the study session?

- MAINLY GETTING TO KNOW CLOSES CULTURAL INFLUENCES ON CONTROVERSIAL ISSUES. ALSO SOME OF THE HOTE TOPICS IN THE FIELD OF SRHR IN OUR MODERN REALITY.
- EVERYTHING – I FEEL VERY MOTIVATED TO CONTINUE WORKING ON SRHR.
- THE WHOLE STUDY SESSION HELP ME EXPAND MY KNOWLEDGE AROUND THIS ISSUES
- TO WORK TOGETHER ON ONE ISSUE WITH PEOPLE FROM DIFFERENT COUNTRIES AND BACKGROUNDS AND ACCEPTING THE FACT THAT YOU ARE DIFFERENT (including some views).
- MAKING A CHARTER, HUMAN RIGHTS
- TO BE A BETTER CO-TEAMPLAYER, TO BE MORE LIBERAL
- HARD TO WORK WITH INTERCULTURAL DIALOGUE, BUT IT IS POSSIBLE TO FIND COMMON GROUND AND CONSENSUS
- WHAT DOES IT MEAN AND HOW TO WRITE THE CHARTER. ABOUT ADVOCACY IN EU LEVEL (BY NADINE FROM EPF)
- LGBTIQ ISSUES
- I'VE LEARNED A LOT ON HUMAN RIGHTS, GENDER ISSUES, LGBTIQ ISSUES
- HR IN GENERAL. SITUATION IN DIFFERENT COUNTRIES, MARKETING STRATEGIES AND LOBBYING METHODS.
- MORE ADVANCED AND COMPREHENSIVE UNDERSTANDING ON GENDER & LGBTIQ
- MOSTLY ABOUT THE LGBTIQ, INTRODUCTION TO HUMAN RIGHTS. CAUSE THERE WERE SOME THINGS I'VE KNOWN BUT I HAVE FORGOTEN THEM
- MORE ABOUT SPECIFIC SRHR ISSUES SO AS ABORTION AND CONTRACEPTIONS
- SRHR AS A CONCEPT, RIGHT-BASED APPROACH, DIFFERENCES & SIMILARITIES IN EUROPE
- MORE IN DEPTH TO SRHR
- METHODS; CHARTER PREPARATION
- SRHR CONCERNS IN NORDIC COUNTRIES & CENTRAL EUROPE
- YOUTH PARTICIPATION IN CHARTER/POLICY WORK. NADINE KRSTOSTAN TALK

5. What have been your main challenges during the study session?

- TIREDNESS. GETTING CONSENSUS ON KEY ISSUES
- FEEL AS (YOUNG – or some other word that I don't understand) AS MOST OF THE PARTICIPANTS
- NOT TO GET REALLY DEEPLY ON SOME VERY IMPORTANT SUBJECTS
- TO WORK ON THIS CHARTER
- TO MEET THE DEADLINE, TO BE CONFRONTED WITH PREJUDICE OPINIONS – BUT IT WORKED OUT FINE
- TO HAVE TO AGREE WITH EVERYONE – OR AT LEAST COME TO CONSENSUS. TO PRODUCE SOMETHING GOOD IN A SHORT TIME.
- TO ACCOMPLISH COMPROMISE ON SOME DIFFICULT / CONTROVERSIAL DILEMAS
- SOMETIMES GETTING TIRED BUT ENERGIZERS REALLY WORKED ☺
- DEALING WITH CERTAIN JUDGEMENTAL COMMENTS W/O KILLING ANYONE
- HEARING, LISTENING, PARTICIPATING
- DEFINE THE TOPICS OF SEXUALITY EDUCATION; BE ON TIME IN THE CONFERENCE ROOM ☺
- TO WRITE THE CHARTER, TO EDIT IT
- BE CALM WITH DIFFERENT LEVEL OF ACTIVITY AND INTERESTS FROM SOME PARTICIPANTS
- FOLLOW-UP
- TO BECOME MORE OPEN-MINDED
- WORKING IN GROUPS FOR THE CHARTER
- TO COMPROMISE WITH OTHERS. AND TO REALLY WRITE THE DOCUMENT, LANGUAGE WISE. I REALLY LEARNED A LOT!!
- TO CATCH UP THE OTHER GUYS IN KNOWLEDGE AROUND THIS TOPICS
- TO WRITE THE CHARTER; TO START THE PROCESS
- SPEAKING UP FOR MY POINT OF VIEW ON CERTAIN ISSUES; TRYING TO FIND WHAT TO COMPROMISE AND HOW, SO THAT EVENTUALLY I FEEL COMFORTABLE WITH THE PRODUCT AS WELL AS OTHER OF COURSE

6. What did you think about the whole process of discussing and drafting the charter?

- WENT FAR EASIER THEN I THOUGHT! THOUGH STILL PAINFUL. TIME GIVEN WAS ABOUT RIGHT
- EFFICIENT
- MAYBE SOME DOCUMENTS (such as conventions) COULD BE SENT BEFORE THE MEETING. BUT AGAIN THE WAY OF CONSIDERATION OF ALL GROUPS AND PUTTING THE SESSIONS IN RIGHT ORDER WERE APPRECIATED
- I LIKED ALL THE STEPS WE FOLLOWED ABOUT THE CHARTER. THE PROCESS HELPED US TO EXPRESS OUR VIEWS WHICH WERE THEN INCLUDED IN THE CHARTER. THOUGH I FEEL WE WOULD NEED MORE DIALOGUE TO DISCUSS SUBJECTS
- REALLY IINTERESTING, GOOD DIVERSE METHODS AND DISCUSSIONS WITH MANY PERSPECTIVES
- GOOD. BUT MORE TIME FOR THIS WOULD'VE BEEN PREFERABLE
- I THINK THAT THE DISCUSSION WERE PRODUCTIVE
- WELL ORGANIZED, STRUCTURED. HIGH LEVEL OF MOTIVATION TO COME UP WITH NEW IDEAS FOR THE CHARTER
- I THINK IT COULD HAVE BEEN A BIT MORE STRUCTURED AND STANDARDIZED FROM BEFORE. THE DIFFERENCE IN LEVEL OF ENGLISH IS AN OBVIOUS (can't catch the last word)
- TOO MUCH DISCUSSION, SOMETIMES VERY TIRING, INTERESTING MOST OF THE TIME
- THE PROCESS WAS VERY HARD, BUT IMPORTANT, USEFUL AND I'D SAY SUCCESSFUL
- THE FORST DISCUSSION (WHEN PEOPLE WERE PRESENTING THE FIRST DRAFT) WAS TOO LONG. I ENJOYED THE SILENT FLOOR
- HARD, BUT NICE
- EXCELLENT
- GOOD, EVERYTHING WAS EXPLAINED NICE
- IT WAS REALLY, REALLY GOOD, EVRY TIME THAT I TENDED TO GET LOST THERE WAS SOMETHING SET UP TO ORGANIZE THE PROCESS!
- I THINK THAT THAT WHOLE THIS NEEDED A LOT OF WORK AND WE COULDN'T MANAGE NONE OF THIS IF THE COORDINATION COMMITTEE WEREN'T SO GOOD AND PROFESIONALS

- I LEARNED A LOT! IT'S EASY TO THINK NOW THAT WE GOT TOO LITTLE TIME TO WRITE IT, BUT WE (I) LEARNED SO MANY THINGS THE FIRST DAYS AND WITHOUT THAT KNOWLEDGE THE WORK WOULD'VE BEEN EVEN MORE DIFFICULT
- WAS QUITE INTERESTING; ESPECIALLY ALTHOUGH THE WHOLE SESSION WAS QUITE TENSE IN IT'S SCHEDULE, IT WAS WELL STRUCTURED AND DID NOT ALLOW US TO RELAX (MENTALLY OF COURSE). WAS INTERESTING TO HEAR DIFFERENT ARGUMENTS ON DIFFERENT ISSUES, REALLY

7. Do you intend to co-operate with some of the other participants represented at this study session and how?

- DON'T KNOW HOW, REALLY, AT THE MOMENT; BUT I WOULD LOVE TO. WILL HAVE TO THINK ABOUT IT PROBABLY... ACTUALLY NOW I REALLY GOT GOOD CONTACTS EUROPE WIDE
- FACEBOOK!
- YES, I WOULD REALLY LOVE THIS. I DON'T KNOW PERHAPS. IF THIS IS POSSIBLE, IT'S OK
- BY GETTING TO KNOW THEM AND DISCUSSING, DURING THE SESSION, COFFEE BREAKS, LUNCH, DINNER, FREE TIME AND DURING THE NIGHT
- MAINLY VIA INTERNET
- YES, GROUP EFFORTS TO PROMOTE IT IN MY COUNTRY
- YES, I INTEND. BY ALL MEANS
- WOULD BE NICE, BUT HAVE NOT DISCUSS CONCRETES
- YES. DURING THE FOLLOW-UP OF THE CHARTER. VIA E-MAILS
- WE WILL KEEP IN TOUCH FOR SURE! INTERNET! MAYBE DO SOME PROJECT TOGETHER!
- I WOULD LIKE TO REC IFMSA WORK MORE CLOSELY THROUGH PROJECTS AND STUDY SESSIONS WITH SOME PRESENT ORGANIZATIONS
- TO FACILITATE & PARTICIPATE IN DIFFERENT E-GROUPS (FACEBOOK, ETC)
- I / MY ORGANIZATION WILL CO-OPERATE WITH MOST OF THE PARTICIPANTS, MOSTLY WITH THOES WHO HAVE EXPERIENCE WITH WOMAN RIGHTS
- I HOPE TO GO TOGETHER TO PROMOTE THE CHARTER
- PERHAPS WITH PEOPLE FROM MY COUNTRY – NATIONALLY, CERTAINLY TO KEEP A EUROPEAN NETWORK WITH THE REST
- THROUGH ACTIVITIES IN MY COUNTRY IN REGARDS TO THE CHARTER

-
- YES. INVITING SOME PEOPLE TO OUR TRAINING AND YOUTH GATHERINGS
- VIA E-MAIL, INFO & KNOWLEDGE STORY
- HAVEN'T REALLY IDENTIFIED KEY PARTNERS FOR ADVOCACY – WAS QUITE ZONED OUT DURING NGO MARKET

8. How do you evaluate your own contribution to this study session?

- GOOD. ADEQUATE LEVEL OF PARTICIPATION IN DAY 1-3 WORKSHOPS. HAPPY WITH MY CONTRIBUTION TO CHARTER AND HANDLING OF CONSENSUS ISSUES
- ADEQUATE
- TRIED TO PUT MY AND MY ORGANIZATION VIEW IN EACH RELATED TOPIC
- I AM SATISFIED WITH MY OVERALL CONTRIBUTION THROUGH ALL DAYS
- I FEEL HAPPY WITH IT, I TRIED TO BE OPEN TO DIFFERENT WORKING METHODS
- I HAVE BEEN ACTIVE AND TRYING TO CONTRIBUTE TO WHOLE TIME
- I WAS EXPRESSING MY IDEAS, PERSONAL VIEWS, ALL WENT WELL! 😊
- I BELIEVE I'VE DONE MY BEST TO CONTRIBUTE WELL
- I BELIEVE I CONTRIBUTED TO THE BEST OF MY KNOWLEDGE. HOWEVER I'M A BIT (HANKY – can't get the word correctly) AND BAD TEMPERED
- I THINK I DID MY BEST
- GOOD
- ACCEPTABLE. I WAS NOT VERY ACTIVE, TRIED TO CONTRIBUTE TO WRITING THE CHARTER
- VERY GOOD
- THE BEST
- I COULD HAVE CONTRIBUTED EVEN MORE
- EXAMPLES FOR THE CHARTER
- I HAVE LEARNED A LOT. I AM REALLY MOTIVATED ALSO AND HAPPY THAT I WAS ABLE TO BE A PART OF THIS!!
- I REALLY TRIED A LOT TO DO MY BEST. I HOPE I DIDN'T DISAPPOINT YOU... 😊 😊

- I HOPE THAT I'VE BEEN ACTIVE AND POSITIVE, AT BEST CONSTRUCTIVE. I'VE PARTICIPATED AND DONE MY BEST TO MY UNDERSTANDING. GROUP WORK CAN BE A CHALLENGE – BUT WE SORTED THINGS OUT AND WORKED TOGETHER
- I WAS NOT SUPER ACTIVE MAYBE, BUT I AM GLAD MY OPINION ON CERTAIN ISSUES WAS CONSIDERED, MEANING IT INFLUENCED THE STRUCTURE OF CHARTER. I WAS ACTUALLY BETTER WITH IDEAS AND CREATIVITY MAYBE, THEN WITH HARDER PART – EDITING, ETC.

9. What will you share with the other members of your organization back home?

- EVERYTHING 😊 JUST THE REALITY IN THE FIELD OF SRHR. I THINK IT WILL BE INTERESTING
- THE CHARTER – EVERYTHING – MY NEW KNOWLEDGE AND MY MOTIVATION TO KEEP WORKING
- I WILL TRY TO FORWARD WHAT I'VE LEARNED AND WHAT WE DID TO THE YOUTH IN MY NGO
- THE PROCESS, CHARTER, FOLLOW-UP POINTS
- THE CHARTER OF COURSE
- MY KNOWLEDGE AND PRESENT THE YOUTH CHARTER
- GREAT EXPERIENCE AND THE EXCITEMENT FROM THE GREAT PROGRESS ON GENDER ISSUES, HUMAN RIGHTS ISSUES
- ABOUT THE SPECIAL GUESTS AND CHARTER
- OF COURSE THE CHARTER
- EVERYTHING. THE WHOLE PROCESS, OUR CHARTER
- THE WORKING AND FINALIZED DRAFT OF THE CHARTER. ENTRY POINTS INTO POLICY CHANGING. MARKETING STRATEGIES
- THE COMMON IDEA, GOOD ATMOSPHERE, SHARED COMMITMENTS, AND... A CHARTER!
- ALL THIS EXPERIENCE AND ALL OF THE NEW STUFF THAT I'VE HEARD/LEARNED
- THE SRHR DILEMMAS THAT HAVE NOT BEEN THAT DISCUSSED IN MY ORGANIZATION
- THE RIGHT-BASED APPROACH AND DIFFERENCES WITHIN EUROPE, IMPORTANCE OF YOUTH PARTICIPATION
- THE EXPERIENCE AND THE VISION THROUGH THIS CHARTER

- ALL INFO
- CONTENT OF CHARTER; REFLECTION ON SOME OF THE WORK DYNAMICS
- SOME NEW ENERGIZERS/TRAINING POINTS FOR OUR FACILITATION SKILLS. CHARTER WILL BE USEFUL IF WE DECIDE TO EXPAND OUR (CONTACTS OR WORK – can't get the word) TO EASTERN EUROPE. KNOWLEDGE OF YOUACT FUTURE ACTIVITIES / POSSIBILITIES FOR WORKING TOGETHER

10. How do you evaluate the cooperation within the group?

- GOOD
- EXCELLENT
- OPEN, HARD, JOYFUL
- WELL, SOME PEOPLE WERE REALLY COOPERATIVE AND SOME OTHERS SHOULDN'T BE HERE IN FIRST PLACE AS IT WAS ABVIOUS THEY WEREN'T HERE TO WORK..
- IN GENERAL VERY GOOD BUT SOME PEOPLE DID NOT SEEM AS ENGAGED AS OTHERS
- VERY GOOD IN THE BEGINNING. IN THE END SOME WERE A BIT LAZY
- THE CO-OPERATION WITHIN THE GROUP WAS OK, BUT SABINE HELPED A LOT!
- BESIDES THE MAJOR DIFFERENCES FROM ONE COUNTRY TO ANOTHER, I THINK THE CO-OPERATION WENT PRETTY WELL
- IT WAS OK! COULD BE BETTER
- EXCELLENT
- IN THE MIDDLE – ACCEPTABLE. HALF OF THE GROUP CO-OPERATED VERY WELL, OTHERS - NOT SO GOOD
- GOOD ALMOST
- IT WAS GOOD
- GREAT. 10 OUT OF 10
- GOOD, BECAUSE EVERYONE GOT A CHANCE TO SHARE HIS OPINION
- WAS REALLY GOOD, BUT THERE WAS SOME DIVIDINGS WITHIN THE GROUP AS WELL, BUT THAT IS SOMETHING YOU CAN'T PREVENT
- IT WAS GOOD, WE ALL TRIED TO RESPECT EACH OTHER'S OPINION TO DIFFERENT ISSUES

- SAD THAT PEOPLE DIDN'T HAVE THE COURAGE TO STATE THEIR OPINIONS ON ADOPTION AND LGBTIQ PEOPLE BEFORE THE SILENT HOUR. SAD THAT SOME WENT 4 SHOPPING SATURDAY & NOT DISCUSSED FOLLOW-UP STRATEGIES
- GREAT – NO COMMENTS. ALL PEOPLE WERE VERY POLITE AND WITH DIGNITY RESPECTED EACH OTHER – THAT'S THE MAIN THING I THINK

11. The Hotel Forum (services, food, accommodation), any comments?

- NORMAL. DON'T WANT TO SOUND TOO "CAPRICIOUS" ☺
- I LOVE MR. NORMAL! LEARNED A LOT OF FRENCH FROM HIM ☺ FOOD IMPROVED – I HAD VERY NICE ROOMMATES. MISSED SWIMMING POOL
- NO COMMENTS, I LIKED IT
- SERVICES: GOOD; ACCOMMODATION: FINE ☺; FOOD: NOT THAT GOOD, BUT I GOT USED TO IT ;)
- I DIDN'T HAVE THAT MUCH SPACE ☺
- ACCEPTABLE
- NOT THE BEST
- IT IS GOOD, BUT IT IS HOTEL
- NOT GOOD, NOT BAD ☺ ACCOMMODATION GOOD
- PREFER BETTER QUALITY FOOD
- ACCOMMODATION – GOOD; SERVICES: GOOD; FOOD: NOT TASTY AT ALL, SORRY ☺ (EXCEPT DESSERTS)
- NO COMMENT! ☺
- ALL THE BEST! :)
- OK. NOT THE BEST FOOD BUT EVERYTHING HAS WORKED OUT FINE
- POISSON! NORMAL!☺ THE FOOD COULD BE BETTER. BUT COFFEE WAS NICE, GREAT CLEANING, NICE STAFF!
- DIDN'T LIKE THE FOOD ESP. BREAKFAST, BUT OVERALL WAS OK!
- JUST BREAKFAST COULD BE BETTER ☺
- ACCEPTABLE
- VEGETARIAN FOOD (the word is not readable) LACK OF FRITS /VEGETABLES. ACCOMMODATION OK

12. Have you got any proposals or suggestions for a future activity organized by YouAct?

- ADVOCACY / DRAFTING OF DOCUMENTS FOR GLOBAL SOUTH; ADVOCACY, INCLUDING YP FOR GLOBAL SOUTH
- BRING IN CORE OF THE CURRENT. PREPARE GROUPS FOR FOLLOW-UP
- A FUTURE MEETING ON THE CHARTER IN ORDER TO REVISE IT AND DISCUSS SITUATION ON SRHR. ADVOCACY WORK TO PROMOTE A CHARTER. A YOUTH CONFERENCE GATHERING (INTERNATIONAL), PEOPLE ON SRHR TO STRATEGIZE ON: ICPD+15; CHARTER AS TOOL FOR ADVOCACY. *CONSERVATIVE VIEWS ON SRHR WHICH MAKES ME WONDER WHY THEY APPLIED AT FIRST
- PERHAPS AND EXCHANGE PROGRAMME, INTERNSHIP IN ORGANIZATION IN ANOTHER COUNTRY THAN ONE'S OWN
- I HOPE TO BECOME A MEMBER NEXT YEAR AND DO MORE ACTIVITIES WITHIN YOUACT
- I PROBABLY WILL GIVE THEM WHILE CONTACTING THE PARTICIPANTS ☺
- I THINK THE FACILITATORS WERE BRILLIANT AND COMMUNICATED EXTREMELY WELL WITH THE GROUP. A BIT MORE STRUCTURE IN FORMULATING DOCUMENTS.
- NOT YET ☺
- DO NOT LOOSE THE ENERGY AND ENTHUSIASM YOU HAVE NOW
- ANOTHER SS ☺
- LITTLE MORE RELAXING & FUN GAMES & ACTIVITIES
- MORE COMMUNICATION BY THE ORGANIZERS WITH THE PARTICIPANTS
- I AM CERTAIN WHATEVER THEY PROPOSE WILL BE EXCELLENT & PLEASE INCLUDE ME!!
- KEEP UP THE REALLY GOOD WORK!!!
- DEFINITELY TO INVITE ME ☺ BECAUSE I REALLY ENJOY WORKING WITH ALL OF YOU
- FOLLOW-UP! OR SIMPLY SHARING EXPERIENCES, DISCUSSING THE DIFFERENT/CONTROVERSIAL TOPICS MORE TO THE DEPTH

13. Other Comments/Suggestions

- GOT ATTACHED TO THE PEOPLE, ATMOSPHERE, FORGOT "A BIT" ABOUT MY LIFE BACK HOME, JUST GENERAL SENSITIVE STUFFS. P.S. THANKS TO PEOPLE FROM CoE, WERE VERY SUPPORTIVE IN GENERAL AND TO MY SPECIFIC "MISUNDERSTANDING" SITUATION AS WELL ☺

- I'M THANKFUL FOR THIS OPPRTUNITY TO BE HERE, I'M GLAD I GOT TO KNOW ALL OF YOU NICE & CLEVER GUYS!
- I AM REALLY, REALLY HAPPY THAT I HAD THE CHANCE TO PARTICIPATE IN THIS AND BE ONE OF THE EDITORS OF THE CHARTER
- I AM REALY HAPPY I WAS PART OF THIS WEEK!! I LEARNED A LOT ABOUT THE TOPICS, PROCESSES AND ALSO A LOT ABOUT MYSELF. I ALSO REALLY LIKED THE GROUP, WE WERE SERIOUS WHEN NEEDED SO AND WE WERE HAVING A LOT OF FUN DURING SPARE TIME. THANK YOU SO MUCH!!! SORRY FOR MY HAND WRITING BUT I AM MISSING A PART OF THE PARTY... AND I DON'T LIKE THAT CAUSE I'M REALLY GONNA MISS YOU © XXX SARA
- THANK YOU VERY MUCH FOR HAVING ME, I FEEL PRIVILEGED
- THANK YOU A LOT!!!
- THANKS FOR ALL! AND GOOD LUCK! IT WAS AN INTERESTING WEEK!
- HOPE TO SEE YOU AGAIN!
- GREAT WEEK IN TOTAL! REALLY IMPRESSING. I FEEL FULFILLED AND PROUD! YOU GUYS DO A GREAT JOB!
- THANKS FOR ALL FANTASTIC HARD WORK AND FOR GIVING ME THE OPPRTUNITY IN CREATING THIS CHARTER FOR YOUNG PEOPLE'S SRHR
- THANKS ONCE MORE
- FREE EVENINGS WERE GOOD – MORE THAN USED!

PROGRAMME

All sessions 6-12 July start at 9:30 am (except for the July 6 when we start at 9:00) and finish at 18:00 pm. The time table includes lunch and coffee breaks.

Saturday 5 July

Participants arrive during the day

Welcome and Dinner

Introduction activities

Sunday 6 July

Introduction and getting to know each other

LUNCH

Introduction to Human Rights

Monday 7 July

Introduction to SRHR and SRHR in the context of Human Rights

Guest speaker: Ulrika Sundberg, Council of Europe, special advisor to the Commissioner

LUNCH

SRHR State of Affairs – recent developments on SRHR in different European countries

Guest Speaker: Irene Donadio, Advocacy Officer, IPPF European Network

Tuesday 8 July

Youth participation – introducing the topic and sharing experiences

Discussion on particular SRHR topics

LUNCH

Guest speaker: Peter Roach, the Durex network

Discussion particular SRHR topics continued

Wednesday 9 July

Introduction and discussion on the drafting of the Charter

Initializing work on Charter

LUNCH

Free Afternoon

Thursday 10 July

Drafting of Charter

LUNCH

Insights on Policy Making and Advocacy

Guest speaker: Nadine Krystostan, European Parliamentary Forum in Brussels

Friday 11 July

Drafting of Charter

LUNCH

Follow up strategies

Finalizing the charter – presentation and discussion

Saturday 12 July

Finalizing follow-up strategies

LUNCH

Evaluation

Farewell party!

