

**A consultancy study on the contribution of development to the enjoyment of human rights  
(A/HRC/RES/41/19, para. 13)**

**1. Please share your views on the contribution of development in promoting and protecting human rights, including its context, concept, specific aspects and means of implementation.**

As per what is stated in the international human rights literature <sup>1</sup>on the concept of development, we would like to recall:

- "Development constitutes a global, economic, social, cultural and political process, aimed at constantly improving the well-being of the entire population and all individuals, on the basis of their active, free and meaningful participation in development, 'fair sharing and the resulting benefits'; (...) The right to development constitutes an inalienable human right and that the equality of opportunity in matters of development constitutes a prerogative both of the countries and of the individuals who compose them; (...) The human being is the central subject of development and must therefore be the active protagonist and the beneficiary of the right to development; (...) All human beings have the responsibility for development on an individual and collective level<sup>2</sup>
- "the right to development" is an indisputable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized<sup>3</sup>; (...) the right to development is both an individual and a collective right hence belonging to everyone and all peoples. Moreover, as a human right, the right to development is universal; it applies to all people, in all countries, without distinction to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status; (...)
- Hence, all human beings are rights holders of the right to development.

In line with the above, VIS strongly believes in the human rights-based approach (HRBA) as the key to a complete and long-lasting sustainable development, in fact, it implies that it should be implemented in a manner "in which all human rights and fundamental freedoms can be fully realized" therefore ensuring participation, accountability, non-discrimination, equity and consistency with international human rights standards, including the right to development, in all development processes being considered.

---

<sup>1</sup> International Covenant on Economic, Social and Cultural Rights and International Covenant on Civil and Political Rights, Charter of the United Nations, Universal Declaration of Human Rights, Convention on the Elimination of All Forms of Discrimination against Women, Convention on the Rights of the Child, Convention on the Rights of Persons with Disabilities, International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, Rome Statute of the International Criminal Court.

<sup>2</sup> Declaration on the Right to Development

<sup>3</sup> Fact Sheet No. 37, OHCHR

A HRBA to development is therefore a tool to promote a human rights-compliant development, particularly in development programming, applying a conceptual framework based on international human rights standards with the right to development at its core and is directed towards the promotion and protection of all human rights, including the right to development, in development programmes.

The right to development thus attempts to merge, in a coherent strategy, the main insights of the human development theory, human rights international standards and the concerns about a fair and equal economic growth and distribution of opportunities and income.

Conceiving the right to development as the right to a development process in which all human rights and fundamental freedoms can be fully attained, this strategy is based on the rich and precise human rights legal doctrine, applying it to the broader field of development, which, at least from a theoretical point of view, can allow the creation of more effective political, advocacy, monitoring and possibly even compensation tools. This greater strength, however, can imply a possible risk, because faced, for example, with the affirmation that cooperating for the development of all is a legal responsibility and a duty of justice and not just a moral and solidarity responsibility, the different positions can become more ideological and less open to dialogue.

Based on the above considerations, it is easy to identify the real connection existing between the concept of development expressed in the UN 2030 Agenda and human rights: "The Agenda is the result of an unprecedented consensus, and provides UN member states, civil society and businesses with a unique agreement of interconnectedness, and a universal roadmap for change, including renewed commitment to the promotion and protection of human rights"<sup>4</sup>. The 2030 Agenda for Sustainable Development affirms that the SDGs "seek to realize the human rights of all", and most of the targets reflect provisions of international human rights instruments. Thus, Agenda and human rights are tied together in a mutually reinforcing way: the SDGs being an operational plan for the fulfillment of human rights. Integrated approaches to realizing the interwoven frameworks of human rights and sustainable development have clear benefits, and enhance prioritization, coherence, efficiency, participation, and inclusion, as well as accountability. These principles are the core of the HRBA to development also strongly emphasized again in the 2030 Agenda, which stipulates that Follow-Up and Review (FUR) mechanisms should: promote respect for human rights and accountability to citizens; have a particular focus on vulnerable groups and those furthest behind; ensure inclusion, participation, and transparency.

The "promotion of development and expansion of the capabilities of each person - as individual and as member of a community - paying particular attention to the most disadvantaged and vulnerable children and young people, providing them with educational opportunities, training and socio-professional integration, as well as tools for the promotion and protection of their rights " is VIS mission. Therefore, it operates with the institutional purpose of promoting the development and expansion of the capacities of each person and community, placing a particular focus on girls, on the most disadvantaged and vulnerable children and young people. This purpose is pursued setting up a set of strategic objectives (defined through a vision based on human rights) and operating primarily

---

<sup>4</sup> Human rights and the Agenda 2030, The Danish Institute for human rights

in the context of five sectors: education, training and socio-professional integration, the strengthening of local civil society actors. (above all our partners), the protection of vulnerable children, girls, and boys, and young people, the programmatic enhancement of the link between migration and development, as well as - in a crosscutting way -the protection of the environment.

We are aware that on every person rights and responsibilities are entrusted and that development is such only if it is integral, universal and sustainable in a social, economic, political and environmental sense, it promotes an approach based on human rights within its programmatic actions (the so-called HRBA), which allows the expansion of individual and social capacities through the full enjoyment of the right to education understood as a fundamental right and a means for attaining the other human rights. Hence, education is in this sense meant as a public good and a key factor of human development, for disadvantaged and vulnerable children and young people. For all this, VIS, coherently with the UN Agenda 2030, adopts in its planning and praxis the SDGs and the principles and terms set by SDGs 4 and 8. It therefore promotes the conditions in which every person can freely exercise his/her rights. Human rights are placed also at the center of VIS vision and all activities, as preconditions for inclusive and sustainable development, consistently with Don Bosco Preventive System: human rights must be protected, promoted, and pursued starting from the everyday life of each person, in all actions, in respect of local cultures.

## **2. How to ensure that development contributes to promoting and protecting human rights?**

(The principles, strategies, policies and laws, action plans and programmes of development, what contents are important and what responsibilities should be taken into account)

The fulfilment of the right to development is tightly connected to international cooperation. While development is a State-led process, it is necessarily affected by international policies and thus cannot be separated from the global context within which it takes place. Spurred by the rapid changes in information, communication and transport technologies, the transfer of information, ideas, and goods as well as mass migration of people have led to an interdependent, globalized economy and world. Obstacles to development, such as colonialism, foreign domination, and occupation, as well as environmental threats, are global and therefore require global responses. State development programmes can also be significantly strengthened by the guidance and standard-setting work of the United Nations and its specialized agencies as well as other international organizations and international non-governmental organizations.

VIS has for years focused its strategy to respond effectively to the change taking place in local, regional and international development processes and the role played within these processes by the European NGOs: from the "leading role" in development interventions in partnership with one or more local "counterparts" in the 90s, to the more advanced and open current reality consisting of "co-applicants" and facilitators of the construction of partnerships activated by civil society actors from the southern hemisphere, who are today "empowered" and "accountable" partners. They are today requested to interface directly with institutional and non-institutional key actors, becoming themselves the bearers of the expectations and needs of the local civil society within the development processes. International cooperation is developed today through complex schemes, in which

development strategies are no longer the entitlement of governments and international organizations, but rather promoted through an inclusive partnership, with the active involvement of the new development actors such as national parliaments, local authorities, local CSOs, private market players, and local communities. The complexity of this new scenario must guide, as VIS is doing, not only to align the programmatic strategy with the regional and local development processes, but it need to be also directed towards promoting synergies between local CSOs and the "new" development actors within internal processes of dialogue and partnerships for development. This awareness of the new role of the "development partner" played by civil society actors, even if it appears already consolidated and acquired since years in the European and international cooperation and policy making processes (e.g. from the 2005 European Consensus to the Structured Dialogue), must converge the results towards pursuing targets 9, 14, 17 of SDG 17. VIS in this sense directs its strategy towards strengthening the capacities of the CSOs and, in particular, of their expressions present within the Salesian Family, to facilitate, promote and participate pro-actively in platforms for dialogue and multi-actor processes of local, regional and international development, in order to fulfill the task entrusted to CSOs by the European Union and OECD: to play a key role in allowing their beneficiaries to claim their rights, and build consensus around the major development challenges.

VIS is deeply convinced of all the above and operates applying the HRBA in all project phases (from identification to evaluation), believing entirely in the interdependence between development and the guarantee of all human rights for all. Therefore VIS:

- Promotes quality, inclusive, fair, and free education for children and youth, including approaches and criteria now universally shared on this (i.e. learning to know, learning to do, learning to live together, learning to well...) and helps them to grow by acquiring the knowledge and skills necessary to live in a world that is constantly changing. Today's education system must consider gender equality, be inclusive and accessible to all without distinction, and must be able to respond to the rapid changes in the labor market, technological breakthroughs, urbanization, migration, political instability, environmental degradation and natural disasters, demographic challenges, global rising unemployment, persistent poverty, widening inequalities and increasing threats to peace. Conceived as an empowerment right, education becomes the tool with which minors and adults, especially those socially and economically more vulnerable and marginalized, can come out of their condition of poverty and obtain the means to become active members of society.
- Promotes an educational environment oriented towards integral human development where human, physical. and financial resources make it possible to create an effective system for improving the skills and widening the opportunities for choice of each child and young person. To promote quality education, it is necessary to strengthen all the factors and conditions of the educational system. Educators, teachers, and operators must acquire the skills necessary to carry out their work in the best possible way and, for this, they must be adequately selected, trained, qualified, motivated, and supported.
- Promotes opportunities and favorable conditions for lifelong learning and for the access to the labor market of disadvantaged and vulnerable young people at all levels in line with the development of the same market, to ensure decent employment and fair remuneration. Education is the key investment in development and, if inclusive, it can offer even the most vulnerable groups the conditions to enjoy the right to work. Sustainable development requires

better and equal access to quality vocational training, higher education, and research as an expression of the right to learn. Education, development of technical-professional skills and "lifelong learning" contribute significantly to promoting the interests of individuals, businesses, the economy, and society, especially in the poorest and most fragile countries.

- Promotes educational and work opportunities both in crisis and emergency situations, both for migrants and refugees. For this reason, the strategy of VIS emergency programs focuses on the different and sensitive factors for the well-being of people and communities, from short to long term, according to a "linking relief and rehabilitation to development" approach.
- Promotes strengthening of partnerships and capacity building of practitioners, CSOs and institutions. Capacity building in development cooperation is not only a key to reading and a crosscutting component of every program but becomes - in the case of VIS - more and more the rationale for being an "educational agency". In particular, the processes of empowerment (understood as the substantial freedom that a subject enjoys within the community and system within which he/she lives) respond to a dual purpose: to contribute to improving the quality, relevance and impact of interventions and a measure of empowerment, providing beneficiaries with useful means for the development of innovative solutions characterized by strong ownership.

The promotion and protection of children rights, especially of those living in conditions of vulnerability and marginalization, is a priority that has always characterized VIS action. The SDGs and the international standards set by the international conventions constitute a potential engine for development, capable of reducing existing imbalances and inequalities, especially those concerning violations of the rights of children and adolescents. The 4 cardinal principles of the CRC Convention - non-discrimination, best interests of the child, right to life and development, children participation in matters that concern them - guide our activities and working methods. Through a broadest view of the reality in which it operates, VIS focuses on the best interests of the child, considered as a person; strategies identified according to the main recipients (minors at risk, victims of violence; minors in street situation, at risk of deviance, without family and/or institutionalized; children and youth victims of labor, sexual exploitation and/or trafficking; UAMs and migrant children).

VIS action tightly connected and related to SDG 4 and which is reflected in all activities, is easily identifiable as the promotion of development, and in this case the promotion of quality education, allowing a full attainment of the right per se and the other related rights.

The concept of quality education is not reduced only to the principles of effectiveness and efficiency, as if education were a product that must satisfy its users; rather education is a human right which, as such, must be enjoyed by all in equal measure.

Education to be of quality must combine the following principles:

- respect for rights: education is a human right fundamental for enjoying the other human rights. Hence, no one can be excluded. In addition, the States are obliged to guarantee a free, compulsory school system based on the principles of non-discrimination and participation to eliminate the limits set for some social categories not only in accessing basic education but also in the continuation of studies beyond compulsory school. Quality education requires inclusive education systems that eliminate barriers to participation and achievement for all

students, especially the most disadvantaged (such as those with disability), and eliminate all forms of discrimination in the learning environment (inclusive education);

- relevance: quality education is relevant in the sense that it pursues goals that represent the aspirations of society as a whole and not just those of power groups, and these goals are relevant to the historical-political moment/context at that precise time;
- relevance: quality education must be meaningful for people from different social and cultural backgrounds, it must therefore be flexible and adapt to the needs/ characteristics of students from different milieu. This requires the transition from a "pedagogy of homogeneity" from a "pedagogy of diversity", considering diversity as an opportunity to enrich teaching and learning processes and to optimize personal and social development;
- equity: education is of quality if it offers the resources and support that each individual needs to be placed in the same conditions as others to take advantage of educational opportunities and to exercise the right to education. Public education systems have the obligation to ensure equity in three dimensions: in access, in process and in results. Education should handle students from different cultural backgrounds differently to achieve comparable results and not reproduce current social inequalities (equitable education)
- efficiency and effectiveness: public administrations in all States must identify and refine the extent to which the public education system is 1) effective in translating the right to quality education for all into practice and 2) efficient in responding to the citizens' right to receive quality education.

Furthermore, to ensure quality education, States should be engaged in ensuring the presence of motivated and professionally qualified teachers, as well as a curriculum fostering creativity as well as enhancing skills, that will guarantee the acquisition of analytical social and interpersonal skills together with basic knowledge (reading, writing, counting). Additionally, to provide quality education, education systems should also empower students to lead healthy and satisfying lives, to make informed decisions and to respond to global challenges through means such as education for global citizenship and sustainable development. In other words, the quality of education is not measured only by the technical skills acquired by students, but also because of their entire human development considered from all perspectives.

The right to education does not only provide that compulsory education is a right for everyone, but also that everyone, at any age, must have equal opportunities to access quality education, formal and non-formal, at levels of higher or vocational training. Providing lifelong learning opportunities means ensuring lifelong access to quality technical and vocational training and higher education and providing flexible learning pathways, as well as the recognition, validation and accreditation of knowledge and skills acquired through a formal and non-formal education.

With respect to the targets of SDG 4:

- ❖ States should provide to all, without discrimination, 12 years of free, publicly funded, inclusive, equitable and quality primary and secondary education - of which at least nine years are mandatory. The priority is to provide educational opportunities to all those children/young people who do not attend school. The strategies hence should be: to increase the number of years of compulsory and free education; define learning criteria and review curricula to ensure quality and relevance in relation to the context; strengthen the efficiency and effectiveness of

educational institutions through greater involvement of students and parents in school management; allocate resources more equitably between privileged and disadvantaged schools; in multilingual contexts, encourage multilingualism, by teaching as a priority the main language, or the one spoken at home, of children; provide alternative and flexible learning methods for children and young people who cannot attend school (e.g. those who are in emergency situation) and ensure the recognition and accreditation of programs by the State; improve assessment systems to assess learning outcomes at critical moments such as the end of primary and secondary school, including both cognitive and non-cognitive skills in the assessment.

- ❖ It is imperative to reduce barriers to skills development and technical and vocational education and training (TVET), starting at secondary level, as well as tertiary education, including university, and to provide lifelong learning opportunities for young people and young people. adults. The provision of tertiary education should be made progressively free of charge. On this basis, it is necessary: to develop intersectoral policies for and between the development of professional skills, TVET and tertiary education; ensure the quality, equivalence and recognition of tertiary education qualifications and facilitate the transfer of credits between recognized tertiary education institutions; develop policies to expand the offer of distance courses in tertiary education and increase their accessibility; develop policies that strengthen university research; strengthen international cooperation between universities, including through agreements on mutual recognition of qualifications achieved; promote TVET, tertiary education, universities and learning opportunities for young people and adults of all ages and from any socio-cultural background to allow them to continuously adapt their skills to the context in which they find themselves; support from tertiary education institutions, including universities, in promoting policies for the development and implementation of equitable lifelong learning opportunities.
- ❖ Access: equal access to TVET needs to be expanded. Learning opportunities should be increased and diversified, using a wide range of education and training methods, so that all young people and adults, especially girls and women, can acquire knowledge and skills relevant to a job and a dignified life. Beyond job-specific skills, emphasis needs to be placed on developing other cognitive and non-cognitive skills, i.e. problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used in a variety of professional sectors. Therefore, data on the changing demand for skills need to be collected and used to guide the development of skills in order to adequately respond to changes in the labor market and social needs, as well as the needs of the informal economy and rural development; include social childbirth in the design and delivery of holistic and evidence-based education and training programs, ensure that the curricula of such programs are of high quality and include both job-specific and soft skills, and that teachers are qualified; promote the development of different forms of training in the workplace and in the classroom; ensure transparent quality assurance systems and develop qualification frameworks; promote collaboration in improving the transparency and recognition of TVET qualifications to facilitate student mobility and ensure that TVET programs respond to the demands of the labor market; promote flexible training programs in both formal and informal environments,

allow students to accumulate and transfer credits for the levels reached, guarantee career service and counseling programs.

- ❖ Inclusion and equity: everyone, regardless of gender, age, race, color, ethnicity, language, religion, political and non-political opinion, political and social origin, property, birth, including people with disabilities, migrants, indigenous peoples and minorities, children and young people in vulnerable situations should have access to inclusive and equitable quality education and equal opportunities for lifelong learning. The vulnerable groups mentioned above require special attention and must be included through targeted strategies.
  - ❖ Gender equality: all girls and boys, women, and men, should have equal opportunities to enjoy quality education, to obtain it on equal terms and to enjoy the same benefits that education offers. Teenage girls and young women, who are more prone to gender-based violence, child marriage, early pregnancy and a heavy load of housework, and women living in poor and remote rural areas, require special attention, not forgetting that also children may be disadvantaged in certain contexts and may require targeted action. It will be important to ensure that educational policies and programs and the funds allocated to them respect the principle of non-discrimination and equality and that they urgently develop inclusion strategies for vulnerable and excluded groups; develop indicators to measure development towards equality; ensure that education policies include measures to respond to emergency situations (e.g. natural disasters, conflicts, epidemics and displacement); identify, monitor and improve the access of children, girls and women to quality education, as well as their level of participation, results and completion of school cycles (do the same for men and boys where disadvantaged); identify the barriers that limit the access of vulnerable children and young people outside the school system and take action to eliminate them; support schools to make them resilient to potential disasters (e.g. safe school facilities); provide the option of distance learning and access to the necessary technology especially in conflict-affected and remote areas, especially for the most vulnerable groups; ensure the public review of plans for the education sector and its budget, curricula, textbooks and teacher training and supervision in such a way that they are not influenced by gender stereotypes and can promote human rights, equality and non-discrimination; ensure the collection of data to monitor social exclusion in the education sector; collect better data on children with disabilities and develop indicators in this regard.
3. **Please share any concrete examples of best practices of contribution of development to the enjoyment of human rights.** Challenges, obstacles, lessons learned and experience with regard to principles, strategies, law and policies, action plans and programmes, the role of communities, organizations, and individuals and/or other stakeholders.

Here below, among VIS broad range of interventions, 3 best practices of its contribution of development to the enjoyment of human rights are presented:

***A- Albania, integrated rural development projects (access to financial resources and formal market)***

VIS in Albania has been active since 1994 and since 2009 has been implementing development and support actions for rural and mountain communities in the North. This ten-year commitment, characterized by three important three-year projects financed by the Italian cooperation and two by the EU in the territory of Malesi e Madhe, has led being VIS an important actor in the field of rural development, confirming its rooting in the North of the country. This breadth of action has confirmed and expanded the collaborations and the role in national and international networks.

Objectives of VIS action in Albania:

- Expand the promotion of favorable opportunities and conditions for lifelong learning and for the work of disadvantaged and vulnerable young people;
- Promote strengthening of partnership and capacity building of practitioners, CSOs and institutions;
- Promote good practices in the environmental field, stimulating the participation of the community and private individuals in the activation of opportunities for environmental care even without the support of the public administration;
- Promote opportunities for exchange and education oriented towards human and community development;

Main actions implemented in recent years highlighting the vision of sustainable development as full realization of human rights:

**a) Education, training, and socio-professional integration:**

- training of 20 local development agents throughout the country in collaboration with central and local institutions, AICS, Agricultural University of Tirana and IUSVE;
- diversification of the educational offer of Malesi and Madhe;
- vocational training for young people, start-ups and tour operators;
- assignment of 11 work grants for disadvantaged young people.

**b) Strengthening CSOs and other development actors:**

- exchanges of experience and know-how between various development actors;
- activation of the Fund Management Committee, thus starting the base of what will be established as the LAG of Malesi e Madhe;
- drafting of a joint action plan between the CSO Forum and the Municipality of Malesi e Madhe;
- technical assistance to farmers and producers (especially with the ethical brand of AICS Made with Italy);
- active microcredits: 107 (agricultural, livestock, pastoral and tourism sectors) and 12 mini-grants;
- twinning between youth groups (8) and organization of the Volunteer Week;
- implementation of 8 initiatives with community impact;
- opening of the first youth center in Malesi e Madhe.

**c) Environment:**

- implementation of an awareness campaign involving citizens and schools for recycling and fire prevention;

- capacity building for local institutions;
- strengthening of the chestnut production chain and forest protection with ad hoc training and updating of the management plan of the Shkrel Park;
- preparation of alternative tourist proposals in mountain areas (Slow Food Travel and three new responsible tours).

Constraints: however, it must be noted that some factors have influenced the effectiveness of the actions mainly due to the slow response capacity of the local authorities (LAs) on operational matters and this contributes to understanding the importance of involvement and ownership of interventions.

**Table 1. Albania: results obtained**

|   |
|---|
| <b><i>Education, training, and socio-professional integration</i></b>   |
| 843 students from Malesi and Madhe involved in 12 different territorial enhancement activities  |
| 1,436 students and teachers from Malesi e Madhe have access to a better school infrastructure and a more innovative teaching offer                      |
| The awareness of young people and teachers of Malesi and Madhe on the added value of subjects linked to territorial development has been strengthened   |
| Approved baseline on the certification of the local development agent by the Agricultural University of Tirana and 20 local development agents involved |
| 11 disadvantaged young people have had access to the component of the work bags and still retain their jobs   |
| Strengthen knowledge of sustainable tourism and Slow Food Travel for 35 tour operators and producers from Malesi e Madhe                                |
| <b><i>Strengthening CSOs and other development actors</i></b>   |
| Strengthen the analysis and management capabilities of 21 local CSOs with capacity building actions;  |
| 2,005 young people involved in awareness raising actions, exchanges of experiences and know-how with other interest groups in Albania and Kosovo        |
| Fund management committee regularized: 17 members (civil society, public administration, and private sector)  |
| 119 economic operators have access to direct financial support mechanisms   |
| 85 economic operators and farmers had access to the technical assistance services offered   |
| 10 primary services activated following consultations with local communities  |
| Improved visibility and promotion of the target territories   |
| <b><i>Environment</i></b>   |
| 6 common green initiatives between Malesi and Madhe and Berane (Montenegro)   |
| 60 young active volunteers to clean up the environment in Malesi and Madhe  |
| 306 representatives of civil society and the PA trained on fire prevention  |
| New waste management models introduced both at institutional and community level (concept of recycling and separate collection)                         |

***B - Palestine, educational projects in Area C and Area H2 (access to education)***

VIS has been working in Palestine for over 30 years. During this long period, characterized by many changes in the political, social, economic, and institutional contexts, VIS has grown adapting its action to the changing needs of the Palestinian people, together with whom it has never ceased to operate. VIS currently operates in the following sectors: technical-vocational training and job start-up, socio-economic development, psycho-social support, capacity building of local institutions. Projects are carried out in collaboration with various local and international partners: the University

of Bethlehem, local authorities, Italian and international NGOs, Italian universities and businesses, Don Bosco Salesians, etc.

Objectives of VIS action in Palestine:

- TVET: strengthen and expand presence and expertise in TVET on renewable energy; continue the accreditation process with local and international bodies; check whether to continue to play a role in the training of public officials;
- Carry out a study on the development potential of innovative training sectors aimed at women at the Salesian Technical School (STS);
- Accompany socio-economic development through support for the Bethlehem Business Incubator and the Yunus Social Business Center with an in-depth study of specific tools and skills;
- Consolidate VIS action in area C in emergency interventions and protracted crises in favor of the most vulnerable children and acquire the right skills and experiences.

Main actions implemented in recent years highlighting the vision of sustainable development as full realization of human rights:

- The three-year project N.O.I. Youth in Palestine - New Employment and Integration Opportunities, consolidating VIS interventions in the field of vocational training and the capability to work more significantly in the renewable energy sector and psycho-social support;
- Training courses on entrepreneurship and management in the renewable energy sector and the first Hackathon (meeting-laboratory) to select new traditional and social business start-ups to be launched;
- Relations with the Palestine Finance Institute consolidated providing 13 training courses for public officials;
- A psycho-social support project drafted and implemented in area C, renovating 4 schools in a very vulnerable desert area, reaching 160 students and 30 teachers/educators;
- A new project in the other areas of area C together with also some schools in the H2 area of Hebron;
- Strengthening of relations with the Vocational Education Department of the Palestinian Ministry of Education;
- Member of the Education Cluster set up by the Palestinian Ministry of Education and coordinated by UNICEF.

Constraints: however, it must be noted that notwithstanding the above, VIS mission in Palestine has to adapt the staff skills to the new types of intervention also because the experience built in a complex territory such as area C has taught VIS to be able to react to the unexpected and is in need of consolidating its response tools.

**Table 2. Palestine: results obtained**

|  |
|--|
| <b><i>Education, training, and socio-professional integration</i></b>  |
| A new project launched which will benefit 495 students and vulnerable people   |
| The number of schools offering courses on photovoltaics has increased: specifically, courses are held in three new public technical schools for the benefit of 75 students |

|   |
|---|
| A study was carried out on the possible continuation of specialist training activities for the public administration and a project proposal presented |
| Study launched on the development of innovative training sectors aimed at women at STS  |

|   |
|---|
| <b><i>Strengthening CSOs and other development actors</i></b>   |
| One new project launched  |
| New activities carried out on social business (seminars, researches, etc.) and three research projects on Social Business and Gender, on Social Enterprise Ecosystem in Palestine and on Industrial parks and industrial cluster launched |

|   |
|---|
| <b><i>Child and Youth Protection</i></b>  |
| Two new projects launched with the aim of consolidating education interventions in emergency, through a multisectoral approach to intervention (psycho-social support and school rehabilitation interventions for usable and child-friendly spaces) |
| Psycho-social support and school rehabilitation activities started in new areas of intervention: three new villages in area C of the West Bank and in the historic center (H2) of the old city of Hebron  |

Of particular interest a project in Palestine concerning strengthening of CSOs reception professionals and youth with disabilities working together for social business implementation in Bethlehem.

Founded in July 2009, Ma'an lil-Hayat (Together for Life) is an organization that accompanies people with intellectual disabilities in their path of independence towards adulthood, involving them in activities such as the creation and sale of ornaments, cribs, and other boiled wool gift items. This experience will be further strengthened during 2020 through a new business exercise, in this case a social business: a hotel in the city of Bethlehem co-managed by hospitality professionals together young boys and girls with disabilities of Ma'an lil -hayat. The profits from the hotel will be used to develop the business itself or other similar initiatives. The new start-up will be incubated within the framework of the "Start Your Business" project, implemented by VIS, with the support of the Yunus Social Business Center of the University of Bethlehem and "Albergo Etico", an extraordinary Italian social business experience that from 2015 has created jobs in the hotel business for more than 60 people with intellectual disabilities. The birth of the Yunus Social Business Center in Bethlehem has been also illustrated by LaStampa.it in an article of 10 January 2019 entitled "The first social business center in the Middle East arrives in Palestine".

***C- Angola, projects for children in street situation (identity recovery with personal data registration and access to education and training)***

In 2009 VIS launched the "The Road to Life" program aimed at coaching, supporting and social and family reintegration of children, adolescents, and young people in street situation and/or more vulnerable in Luanda. In 2018, the 3rd phase of the program was launched thanks to the "Vamos Juntos" project funded by the EC including in addition to the direct actions to support them, capacity building actions by LAs and CSOs, promoting dialogue, participation, and inclusion of Angolan CSOs and rights holders in national policies and programs for the protection of children in street situation. The project is carried out in partnership with the Salesians of Don Bosco, with the Institute of Religious Sciences in Angola and the NGO SamuSocial International and provides for the involvement of 28 associated realities including LAs, CSOs, local and international NGOs. Particular

attention is given to girls and boys in street situation, a highly innovative action for VIS and its partners.

Objectives of VIS action in Angola:

- Strengthen VIS experience in the Child and Youth Protection field, through good practices and ongoing innovations;
- Define any new issues to be addressed in conjunction with the strategic planning of the local partners;
- Expand network of local donors.

Main actions implemented in recent years highlighting the vision of sustainable development as full realization of human rights:

- Realization of technical assistance actions to Angolan institutions;
- Coordination of the CGFAF - Family Aid Funds Management Committee - which has redefined its regulations, documents and methodologies for assessing the vulnerability of families, distributes scholarships, vocational training grants and support grants to retrain housing in the case of family reintegration;
- Implementation of peer-to-peer learning and job training actions for social and technical operators of the institutions and CSOs;
- Continuation of strengthening of the thematic group for children in street situation within the child protection network as well as the offer of internships and traineeships. It should be noted that following the reduced number of reception centers for girls in street situation, the Salesians have opened a reception center dedicated to them, to which VIS is providing technical support.

Constraints: however, it must be noted that some factors have influenced the effectiveness of the actions mainly due to the slow response capacity of the LAs on operational matters and this contributes to understanding the importance of involvement and ownership of interventions. This in addition to the frequent turnover of technicians from public institutions.

**Table 3. Angola: results obtained**

| <b><i>Child and Youth Protection</i></b>  |
|---|
| 365 vulnerable children, adolescents and young people reached by the protection services  |
| 37 children and adolescents involved in family reintegration processes and permanently reintegrated thanks to the strengthening of the family reintegration system and the provision of family benefits |
| 90 adolescents and young care leavers initiated into social and work inclusion processes  |
| 2,000 people made aware of the issue of child protection  |
| 35 social workers have acquired greater socio-educational skills  |
| First center for girls in street situation opened by the Salesians  |
| <b><i>Strengthening CSOs and other development actors</i></b>   |
| Strengthen the skills of 10 LAs staff with capacity building actions  |
| Increased the analysis and management capabilities of 22 CSOs through capacity building actions for CSOs related to the issue of child protection   |
| Legalization of the path of coaching and recovery of the BSS with the competent LAs and registration process of the reception centers   |

|   |
|---|
| 58 girls in street situation from 12 to 18 years of age had access to educational services (formal and otherwise)   |
| Active networking: the social protection network for children in street situation in Angola has been activated with 16 CSOs and LAs involved in the issue of child protection |
| Launch of the pilot management system of CGFAF family support funds, with 53 families of former children in street situation supported by FAF - Family Help Fund              |

## Two stories from the field

**"We were hugged, now it's up to us to hug"** says Domingos, "the family has abandoned us? Ok, then now let's go on". João Antonio adds "My pride is to be who I am now despite what I have been in the past." Domingos and João, former children in street situation who, together with others, recall the years spent in the poor neighborhoods of Luanda when the listening forum for former children in street situation organized by VIS Vamos Juntos project. They tell their story with pride, because they found the courage and strength to build their future and the family that they were denied as children. Listening to them with lively and attentive looks are hundreds of kids who are living those same stories and who now have that same chance to go on. Brother Massimo, one of the Salesians who works closely within this reality, explains that the point is not to impose a change but to help them to value what they already have within themselves. Tiago concludes: "We were hugged, now it's up to us to hug. Helping the young people who are on the road today is my commitment for the future".

**Going into the secret places of children in street situation at night.** The team of street workers leaves in the evening, it is the moment when the meninos de rua, boys in street situation, take refuge in abandoned buildings to spend the night. They are organized in groups. One of them, the largest or strongest, controls whoever enters, maintains a certain cleanliness of the place, and defends the group from outside interference. In front of a torn-up gate and leaning against a wall, VIS operators stop and ask for permission to enter, because this is not their home. About fifteen teenagers live in a dirt courtyard; there are also girls, the most vulnerable. The operators break the ice dancing and singing, winning the attention and interest of several of them. There are many such places in Luanda and the street teams of the Vamos Juntos project have the ambition to identify these places and the young people who inhabit them. For each of them, the goal is to return to the family and have a new chance. VIS Vamos Juntos project and the stories of some former children in street situation were also illustrated by Internazionale.it on 25 January 2019 in a report entitled "The challenge of street children in Luanda".