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# LISTEN TO MY STORY

HUMAN RIGHTS AND OLDER PEOPLE'S EXPERIENCES AUDIO



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To learn more about the project: <http://twomoons.eu>

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# SECTION A. THE INTRODUCTION

## 1. What is the Two Moons project about?

*Two Moons* - a two-year Erasmus Plus funded project, addresses one of the biggest social challenges of our times, ensuring that older persons can enjoy fully their human rights and age with dignity. Six organisations have come together to develop this project: Co-Creation Support CLG (Ireland), Anziani e non solo (Italy), Asociatia HABILITAS - Centru de Resurse si Formare Profesionala (Romania), VoiVa-Empowering Old age Coop (Finland), Gaiety School of Acting (Ireland) and Associazione di Promozione Social Teatri d'Imbarco (Italy).

The main objective of *Two Moons* is to design accessible education resources to support older people's learning in the field of human rights. Knowing about human rights can empower older people to speak up, challenge poor treatment and assert their rights to be treated with dignity.

The educational resources developed by *Two Moons* are:

- My Human Rights My Wellbeing Booklet;
- Our Stories: Human Rights and Older People in Europe: the documentary theatre script
- The Guide to Hosting the *Two Moons* Documentary Theatre Performance and Talkback;
- Listen to my Story – Human Rights and Older People: Audios of the stories.

All resources are available from the website: [www.twomoons.eu](http://www.twomoons.eu)

## 2. “Listen to my story”

The fourth resource created by the Two Moons project is an audio recording of the monologues (see IO2 – Our stories). The audios will provide more socially isolated older people with the opportunity to learn from the stories of situations where older people's rights have been breached and know where to seek assistance.

The European Pillar of Social Rights advocates for the rights of all older people to resources that enable them live with dignity. It also recognises their right to life-long learning in order to maintain and acquire skills that enable them to participate fully in society. Providing older people with tailored made learning opportunities on human rights, ensures they have the knowledge and skills to recognise when their rights are being infringed and to take action to safeguard their well-being.

Many older people however due to disability, income poverty, the absences of public transport do not have the opportunity to participate in face to face learning events. The audios will facilitate small group sessions/workshops in rural/ less resourced areas. They can also be used as an educational resource for professionals and students from

health, social care, law and other disciplines to enhance their understanding of situations where older people's rights are not protected in practice and make them more aware of the challenges older people face in realising their rights in day-to-day life situations.

## SECTION B. ROLE OF RADIO AND PODCASTS IN EDUCATION

### 1. The concept of “Edutainment”

Edutainment, coined from the words “Entertainment” and “Education”, is defined by Arvind Singhal and Everett Rogers, major contributors in the theoretical and methodological development of Entertainment-Education (EE), as *the process of purposively designing and implementing a media message both to entertain and educate, in order to increase audience members' knowledge about an educational issue, create favourable attitudes, and change overt behaviour*<sup>1</sup> (Singhal A. a., 1999, p. 9)

The field known as edutainment uses popular entertainment formats to tackle serious social issues in a bold and entertaining way. Stories can draw audiences into the centre of an issue, move people emotionally and be a catalyst for discussion and debate. Popular entertainment gets people talking and thinking. It aims not only to reach large audiences, but to make a difference to the quality of their lives as well. It can seek to:

- change behaviours;
- impact on people's knowledge and attitudes and help them make informed choices about their health;
- stimulate public discussion and debate;
- shift norms and attitudes;
- link people to services to get help and support;
- impact on the social and political environment;
- influence and effect policy change;
- stimulate social action for these issues<sup>2</sup>

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<sup>1</sup> Singhal, A., & Rogers, E. M. (1999). Entertainment-Education: A Communication Strategy for Social Change; LEA's Communication Series; L.

<sup>2</sup> Pearlman H. (2013) Edutainment: stories & media for social action and behaviour change, ; Soul City – Retrieved from: <https://www.soulcity.org.za/resources/materials/edutainment/edutainment>

## 2. Radio

Radio emerged as a tool of mass media from the very early days of its introduction in the later part of the nineteenth century. Surprisingly even after more than a hundred years of its existence, and in the midst of remarkable advancements in the field of information and communication technologies, radio still plays a pivotal role in the field of education in general, and distance learning in particular.

For the majority of people in the world radio remains the primary medium for information due to ease of access and the low cost of production, enabling mainstream broadcasting to be supplemented by non-commercial uses where the emphasis is on education and community development.

Radio can serve as an effective vehicle for educational entertainment. For example, broadcast since 1951, the British radio soap opera *The Archers*, systematically educated audiences on agricultural matters up until the seventies, when it lost its original educational purpose. However, it continued tackling many serious, contemporary social issues: rural drug addiction; rape, including rape in marriage; inter-racial relationships; direct action against genetically modified crops and badger culling; family break-ups; and civil partnerships, and a family being threatened by a gang of farm thieves. Having aired over 19,200 episodes, it is the world's longest-running drama.

## 3. Podcasts

A podcast is an episodic series of spoken word digital audio files that a user can download to a personal device for easy listening.

Podcasts are becoming more and more popular in educational settings. They allow anywhere, anytime learning. They permit students to access educational materials at home, while travelling, or doing any activity they choose. They can play the recordings at any time which is convenient to them rather than be confined to set class times. Podcasts are fairly easy for trainers to generate using audio recorders and commonly available free compression software.

However, podcasts are not only used as a self-learning or distance learning tool, there are also many examples of podcasts effectively used in classroom contexts. Some of the identified benefits include for example improved learners' engagement and reflective thinking.

Podcasts can also encompass storytelling. Research has shown that stories facilitate better understanding and retention of a speaker's points<sup>3</sup>. Stories can also help facilitate discussion of difficult topics. In a training context, the use of a podcast can not only add more context to some of the topics being discussed during lectures, but

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<sup>3</sup> Zak P.J. (2014), Why Your Brain Loves Good Storytelling, Harvard Business Review – retrieved from: <https://hbr.org/2014/10/why-your-brain-loves-good-storytelling>

also to provide the students with opportunities to speak more freely on sensitive topics<sup>4</sup>.

## SECTION C. LISTEN TO MY STORY – USE IN EDUCATION SETTINGS

### 1. The recorded monologues

The Two Moons monologues, created from interviews with older people for the documentary theatre script, were recorded as audio-files in each partner language, using slightly different formats to accommodate the requests and needs of radio stations.

The audio files include a short introduction to the project and the monologues themselves, read by professional or amateur actors and a postscript as to where the listener can get assistance if they find themselves in a similar situation as that depicted in the monologue.

The duration of each episode is between 10 and 15 minutes.

### 2. Using the monologues in self-directed learning

Self-directed education is education that derives from the self-chosen activities and life experiences of the person, whether or not those activities were chosen deliberately for the purpose of education. Most self-directed education comes from everyday life, as people pursue their own interests and learn along the way. The motivating forces include curiosity, fun, knowledge acquisition and sociability—which promote all sorts of endeavours from which people learn<sup>5</sup>.

The Two Moons audio-files can be used with some of the other resources developed such as the Two Moons booklet: “My Human Rights My Wellbeing” to provide more in-depth knowledge of the European Convention on Human Rights (ECHR) and the UN Convention on the Rights of People with Disabilities (CRPD)

#### 2.1 Suggested study plan for self-directed learning

The following is a suggested study-plan for self-directed learning

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<sup>4</sup> Kaepfel K., Bjorngard-Basayne E. (2018), The pedagogy of podcast, UCONN University of Connecticut – retrieved from: <https://gcci.uconn.edu/2018/05/30/the-pedagogy-of-podcasts/>

<sup>5</sup> What is self-directed education? - Retrieved from: <https://www.self-directed.org/sde/>

<b>Lesson plan – Self-directed learning about human rights of older persons</b>	
Overall duration	140 minutes
Expected learning outcomes	<ul style="list-style-type: none"> <li>- Knowledge of the basics of contemporary declarations, conventions, and covenants covering human rights</li> <li>- Knowledge of what kind of human rights infringements might be more relevant to older people</li> <li>- Understanding how violation of human rights can happen in practice in everyday life of older persons</li> </ul>
Session 1 – Introduction to human rights  Expected duration: 20 min.	Read <b>chapters # 2-3-4-5</b> of the booklet “My Human Rights, My Wellbeing” (available from: <a href="https://twomoons.eu/outputs/">https://twomoons.eu/outputs/</a> ) to get an overview of contemporary declarations, conventions, and covenants covering human rights of older persons.
Session 2 – Chiara  Expected duration: 20 min.	Listen to <b>Chiara’s</b> story  Chiara is not safe in her own home (experiencing intimation and has been a target of thieves/scammers). The local housing authority responsible for the housing complex is not taking any action to address the anti-social behaviour taking place.  Possible rights infringed in Chiara’s story are:  ECHR Article 8 Right to respect for private and family life, home and correspondence.  ECHR Protocol 1 Article 1 Property Right: the peaceful enjoyment of her home  Read <b>Chapter # 6 / b) and c)</b> to learn more about these articles.
Session 3 – Ingrid	Listen to <b>Ingrid’s</b> story  Ingrid is experiencing physical, financial and emotional abuse by her adult child; as a mother, her enduring love for her son makes it difficult for her to act without support e.g. go to court and take out a



<p>Expected duration: 20 min.</p>	<p>restraining. Vulnerable adults should be supported to act, in this story assistance was not forthcoming from the authorities.</p> <p>Possible rights infringed in Ingrid’s story are:</p> <p>ECHR Article 3 Prohibition of torture and ill-treatment; positive obligation on public authorities and professionals to take reasonable steps to protect vulnerable adults from serious harm of which they are aware of.</p> <p>Read Chapter # 6 / b) to learn more about these articles.</p> <p>ECHR Article 13 Right to effective remedy: everyone whose rights and freedoms as set forth in ECHR are violated shall have an effective remedy before a national authority (Ingrid did not get opportunity to have her case heard as settled outside court)</p>
<p>Session 4 – Tom</p> <p>Expected duration: 20 min.</p>	<p>Listen to the story of <b>Tom</b>.</p> <p>Tom had stroke when he was still quite young but has not been enabled/accommodated to return to workforce. As a result, he lives on a reduced income which is not sufficient to meet his housing, food and social needs.</p> <p>Possible rights infringed in Tom’s story are:</p> <p>CRPD Article 27 Work and employment: safeguard and promote the realisation to work including for those who acquire a disability during the course of employment. This is about making sure people with disabilities have the same chances to work as everyone else, includes taking steps to help them get and keep jobs.</p> <p>Read <b>Chapter # 6 / h)</b> to learn more about this article</p> <p>CRPD Article 28 Adequate standard of living and social protection: having sufficient income for food, clothes and housing and can get help to avoid poverty and improve their standard of living on an equal basis with others.</p>
<p>Session 5 – Joan</p> <p>Expected duration: 20 min.</p>	<p>Listen to the story of <b>Joan</b>.</p> <p>Joan was not provided with adequate information; she experiences ageism (discrimination in accessing health and social care services based solely on age) and failure of consultant to listen to her and take action. She could not access rehabilitation necessary to minimise disability.</p>

	<p>Possible rights infringed in Joan’s story are:</p> <p>ECHR Article 8 Respect for privacy and family life and CRPD Article 22 Respect for privacy</p> <p>ECHR Article 14 The right not to be discriminated against in the enjoyment of rights</p> <p>CRPD Article 25 Health: right to enjoy the best possible health including early identification and intervention to minimise and prevent further disability</p> <p>CRPD Article 26 Habilitation and Rehabilitation: enabling persons with disabilities to attain maximum independence, full inclusion and participation in all aspects of life.</p> <p>Read <b>Chapter # 6 / c, f and h)</b> to learn more about these articles</p>
<p>Session 6 – Ruby</p> <p>Expected duration: 20 min.</p>	<p>Listen to the story of <b>Ruby</b>.</p> <p>Ruby experiences discrimination because of stigma of having dementia and this impacts negatively on her life. The supports she needs are not available to her. The story also raises the issues of the diagnosis, which is often not disclosed to the persons, just their family, depriving a person of the opportunity to make decisions for the future.</p> <p>Possible rights infringed in Ruby’s story are:</p> <p>ECHR Article 8 Right to privacy and family life and CRPD Article 22 Respect for privacy</p> <p>ECHR Article 14 Prohibition of discrimination in the enjoyment of Convention rights and CRPD Article 5 Equality and non-discrimination: this is about all people being treated equally and protected from discrimination. It includes making reasonable accommodation (adapting environment to facilitate person with disability) where needed.</p> <p>CRPD Article 8 Awareness raising: combatting stereotypes and prejudices relating to people with disabilities including dementia</p> <p>CRPD Article 19 Living independently and being included in the community: ensuring person with disability can live and be part of their community, making sure the right services are available in the community to make this possible.</p> <p>Read <b>Chapter # 6 / a, c, e and h)</b> to learn more about these articles</p>

<p>Session 7 – Elsa</p> <p>Expected duration: 20 min.</p>	<p>Listen to the story of <b>Elsa</b>.</p> <p>Elsa works as a community nurse, providing homecare to older people; about to retire; she sees how system is failing older people and worries for her future as an older person. She is frustrated; scared; powerless; empathetic.</p> <p>Possible rights infringed in Elsa’s story are:</p> <p>ECHR Article 3: prohibition of torture and ill treatment, includes not being subjected to inhuman or degrading treatment.</p> <p>ECHR Article 8 Right to privacy and family life and CRPD Article 22 Respect for privacy</p> <p>CRPD Article 19 Living independently and being included in the community: ensuring person with disability can live and be part of their community, making sure the right services are available in the community to make this possible.</p> <p>Read <b>Chapter # 6 a, b and e)</b> to learn more about these articles</p> <p>CRPD Article 17: protecting the integrity of the person</p>
<p>Extra resources:</p>	<p>If you want to explore further the topic of human rights of older persons, here are some interesting links for you to explore:</p> <p>Full text and other information about CRPD:</p> <p><a href="https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html">https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</a></p> <p>Full text of ECHR:</p> <p><a href="https://www.echr.coe.int/Documents/Convention_ENG.pdf">https://www.echr.coe.int/Documents/Convention_ENG.pdf</a></p> <p>Ireland: Irish Human Rights and Equality Commission <a href="http://www.ihrec.ie">www.ihrec.ie</a></p> <p>Finland: Human Rights Center (Ihmisoikeuskeskus): <a href="https://www.ihmisoikeuskeskus.fi/vanhusten-oikeudet/">https://www.ihmisoikeuskeskus.fi/vanhusten-oikeudet/</a></p> <p>Italy: Inter-ministries committee on Human Rights: <a href="https://cidu.esteri.it/comitatodirittiumani/it/">https://cidu.esteri.it/comitatodirittiumani/it/</a></p> <p>Romania:</p> <p>CNAS</p>

	<a href="http://www.cnas.ro/casvl/media/pageFiles/Conventia%20CEDO.pdf">http://www.cnas.ro/casvl/media/pageFiles/Conventia%20CEDO.pdf</a> Ministerul Muncii și Justiției Sociale: <a href="http://anpd.gov.ro/web/conventia">http://anpd.gov.ro/web/conventia</a> Institutul Român pentru Drepturile Omului <a href="http://irido.ro/irido/pdf/144_ro.pdf">http://irido.ro/irido/pdf/144_ro.pdf</a>
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### 3. Using the monologues in class-settings and workshops

“Let me anticipate one possible objection by stating that I am not so foolish as to think that a broadcast can replace a teacher. That would be fatal fallacy. The presence of the master or mistress would always be necessary. They would deal with points of difficulty. They would correct notes, lead a discussion, and could help in many other ways. Their influence would be increased”<sup>6</sup>

The audios of the monologues can also be used for standalone human rights awareness workshops or integrated into face-to-face or online training modules aimed at enhancing knowledge on human rights and making them ‘real’ for older people and/or other students and stakeholders

Some general recommendations when using the audios in the classroom setting or workshop:

- Ensuring that the needed technical devices are available: an adequate transmitting device, able to reproduce MP3 files and loudspeakers, powerful enough to ensure that all participants can hear properly
- Make sure that participants are seated in a way that allows them to hear properly but also to see each other to facilitate discussion and exchange of views.
- Introduction of the topic to the participants: it is important to put the contents of the audio in the broader context and to prepare the participants for what they are about to hear.
- During broadcast the facilitator should observe the reactions of the participants, and note these.
- Post-listening activity might include: the facilitator initiating a discussion with participants about what they heard, their feelings; what they see as the issues, the rights infringed, what could have been done differently, an opportunity for participants to ask questions is also vital. The post discussion is aimed at supporting participants to assimilate what they heard but also to encourage critical thinking.
- Depending on your audience, some of these questions may be useful in generating discussion and reflection:
  - o What did you think of X’s story? How did it make you feel?

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<sup>6</sup> Whitehouse, J.H. (1936) Broadcasting and Education, London, Humphrey Milford, Oxford University Press

- Could s/he have acted differently? How?
  - What could have been done differently?
  - If you knew X, what could you do to help her/him?
  - How could X's rights have been promoted from early on, to prevent the situation s/he experienced?
  - How could s/he have protected herself?
  - Do you think X was aware that her rights were violated?
  - What could you do as a friend?
  - How could we make the situation better? How could we prevent it from happening to someone else?
  - Can we as a community make a difference?
- Finally, a follow up phase might be planned, providing participants with further reading material to explore in more depth the subject matter.

### 3.1 Suggested study plan for class-room training

<b>Lesson plan</b> <b>Classroom-based workshop about human rights of older persons</b>	
Expected learning outcomes	<ul style="list-style-type: none"> <li>- Knowledge of the basics of contemporary declarations, conventions, and covenants covering human rights</li> <li>- Knowledge of what kind of human rights infringements might be more relevant to older people</li> <li>- Understanding how violation of human rights can happen in practice in everyday life of older persons</li> </ul>
Session 1 – Understanding human rights of older persons  Duration: 30 min.	<p>Introduction to human rights: what do human beings need to survive and grow?</p> <p>Divide participants into groups of four or five. Outline to the participants the following scenario: an alien has joined their group, and they need to explain to it what human beings need to live and grow:</p> <ul style="list-style-type: none"> <li>- What do human beings need to survive?</li> <li>- What things help them to grow as a person?</li> <li>- What things help them live with dignity?</li> </ul> <p>Each group records the attributes identified on a flipchart (this should be kept visible for the duration of the workshop). It is important that participants understand the difference between needs and wants so it should be explained at the start of the activity, e.g. wants differ from needs as they are not essential for a person's survival and growth. As groups provide feedback on the different needs, there will be</p>

	<p>repetition making it apparent that to survive human beings have basic need for example water, food, shelter but also emotional needs in order to grow as a person and live with dignity such as love, companionship, education, health care, protection from harm, to belong, occupation, etc. The facilitator points to how every one of us has the right to have these needs met. These rights are called human rights.</p> <p>Then ask the participants can we say that these rights apply to older persons, to those with disability?</p> <p>After discussion, introduce the concept that of course these rights apply to older persons and persons with disabilities as well, however sometimes these rights can be breached.</p> <p>Introduce the stories as examples of where older people’s human rights are violated.</p>
<p>Session 2 – Recognizing rights</p> <p>Duration: 25 minutes for each story</p>	<p>In advance: write down the individual human rights related to the stories on separate cards or sheets of papers, such as:</p> <p>ECHR Article 8 Right to respect for private and family life, own home and correspondence.</p> <p>ECHR Protocol 1 Article 1 Property Right</p> <p>ECHR Article 3 Prohibition of torture and ill-treatment</p> <p>ECHR Article 13 Right to effective remedy</p> <p>ECHR Article 14: Prohibition of discrimination in the enjoyment of Convention rights</p> <p>CRPD Article 27 Work and employment</p> <p>CRPD Article 28 Adequate standard of living and social protection</p> <p>CRPD Article 25 Health</p> <p>CRPD Article 26 Habilitation and Rehabilitation</p> <p>CRPD Article 5 Equality and non-discrimination</p> <p>CRPD Article 8 Awareness raising</p> <p>CRPD Article 19 Living independently and being included in the community</p>

	<p>ECHR Article 3: prohibition of torture and ill treatment</p> <p>CRPD Article 19 Living independently and being included in the community</p> <p>CRPD Article 17: protecting the integrity of the person</p> <p>For an example of cards:  <a href="https://www.equalityhumanrights.com/en/file/7141/download?token=wBVuR8ZW">https://www.equalityhumanrights.com/en/file/7141/download?token=wBVuR8ZW</a></p> <p>Distribute to each participant one or two cards (according to the total number of participants), without providing further comments.</p> <p>Now play one of the monologues asking the participants to listen carefully to the story and note the issues that arise which they think reflect breaches of the older person’s human rights (referring them back to session one discussions).</p> <p>After listening to the audio, ask participants about what they see as the issues. Request the participant look at their cards to find the human rights applicable, while asking: “who owns the right(s) that [character] needs to overcome this situation?”. The trainer can encourage learners to look among their cards to find out the rights applicable in this situation. Once the rights have been identified use the opportunity to illustrate what having this right met means in practice (you can refer to “My Human Rights My Wellbeing Booklet” for suggestions).</p>
<p>Session 3 – Implementing rights</p> <p>Duration: 10 minutes for each story</p>	<p>Having listened to a story and identified the different human rights relevant for the situation, host a brainstorming session in Session 3. Ask participants to reflect on the following question: “how could [name of character] be supported to have her/his rights protected in this situation, what action can they take” (e: see “My Human Rights My Wellbeing Booklet” for suggestions).</p> <p>The process outlined for session 2 and 3 can be repeated with more audios, according to the time available.</p>
<p>Conclusion / Evaluation session</p> <p>Duration: 10 min.</p>	<p>Ask each participant to describe in one word or short sentence what s/he “brings home” from participating to the workshop.</p> <p>Record the replies on the flipchart.</p>

Extra resources:	<p>Full text and other information about CRPD: <a href="https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html">https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</a></p> <p>Full text of ECHR: <a href="https://www.echr.coe.int/Documents/Convention_ENG.pdf">https://www.echr.coe.int/Documents/Convention_ENG.pdf</a></p> <p>Finland: Human Rights Center (Ihmisoikeuskeskus): <a href="https://www.ihmisoikeuskeskus.fi/vanhusten-oikeudet/">https://www.ihmisoikeuskeskus.fi/vanhusten-oikeudet/</a></p> <p>Italy: Inter-ministries committee on Human Rights: <a href="https://cidu.esteri.it/comitatodirittiumani/it/">https://cidu.esteri.it/comitatodirittiumani/it/</a></p> <p>Romania:  CNAS <a href="http://www.cnas.ro/casvl/media/pageFiles/Conventia%20CEDO.pdf">http://www.cnas.ro/casvl/media/pageFiles/Conventia%20CEDO.pdf</a></p> <p>Ministerul Muncii și Justiției Sociale: <a href="http://anpd.gov.ro/web/conventia/">http://anpd.gov.ro/web/conventia/</a></p> <p>Institutul Român pentru Drepturile Omului <a href="http://irdo.ro/irdo/pdf/144_ro.pdf">http://irdo.ro/irdo/pdf/144_ro.pdf</a></p>
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