



# Innovative social investment:

## Finding new routes to make social rights real



## Agenda: Open Event 13.10.2017

8.30-9.00	Registration of guests				
09.00-10.15  Room: Van Redingen	<p><b>Social investment vs social rights: clash of concepts?</b></p> <p>Welcome and moderator: <i>Prof. Chris Fox</i>, INNOSI Project Director / Manchester Metropolitan University</p> <ul style="list-style-type: none"> <li>• <i>Prof. Sue Baines</i>, INNOSI Deputy Project Director / Manchester Metropolitan University</li> <li>• <i>Olivier Bontout</i>, Deputy Head of Social Investment Strategy Unit, DG Employment, Social Affairs and Inclusion, European Commission</li> <li>• <i>Prof. Anton Hemerijck</i>, Professor of Political Science and Sociology, European University Institute</li> </ul>				
10.15-11.30  Four parallel workshops	<p><b>Innovative social investment: a vehicle to deliver social rights?</b></p> <table border="1"> <tr> <td> <p><b>I. Resourcing: financing</b> Facilitator and intro <i>Giulio Ecchia</i>, University of Bologna, Italy  Room: Van den Steen</p> </td><td> <p><b>II. Social economy</b> Facilitator and intro <i>Inga Narbutaite Aflaki</i>, Lecturer, Karlstad University, Sweden  Room: Vanden Calsteren</p> </td></tr> <tr> <td> <p><b>III. Resourcing: volunteering and unpaid work</b> Facilitator and intro <i>Sandra Geelhoed</i>, Senior Lecturer Social Work, University of Applied Sciences Utrecht  Room: Van Rode</p> </td><td> <p><b>IV. Co-Production “May I help you?”</b> Facilitator and intro <i>Mira Lehti</i>, Project Advisor, Turku University of Applied Sciences  Room: Gielis</p> </td></tr> </table>	<p><b>I. Resourcing: financing</b> Facilitator and intro <i>Giulio Ecchia</i>, University of Bologna, Italy  Room: Van den Steen</p>	<p><b>II. Social economy</b> Facilitator and intro <i>Inga Narbutaite Aflaki</i>, Lecturer, Karlstad University, Sweden  Room: Vanden Calsteren</p>	<p><b>III. Resourcing: volunteering and unpaid work</b> Facilitator and intro <i>Sandra Geelhoed</i>, Senior Lecturer Social Work, University of Applied Sciences Utrecht  Room: Van Rode</p>	<p><b>IV. Co-Production “May I help you?”</b> Facilitator and intro <i>Mira Lehti</i>, Project Advisor, Turku University of Applied Sciences  Room: Gielis</p>
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11.30-12.00	Refreshments				
12.00-13.30  Room: Van Redingen	<p><b>Panel of Workshop Rapporteurs</b> Moderator: <i>Prof. Sue Baines</i></p> <p><b>Round Table: Innovative social investment – what needs to happen next?</b></p> <ul style="list-style-type: none"> <li>• <i>Prof. Sue Baines</i>, Deputy Project Director INNOSI / Manchester Metropolitan University</li> <li>• <i>Stephen J. Barnett</i>, CEO, Euclid Network</li> <li>• <i>Prof. Anton Hemerijck</i>, Professor of Political Science and Sociology, European University Institute</li> <li>• <i>Graham Stull</i>, Team Leader, Social Investment Strategy Unit, DG Employment, Social Affairs and Inclusion, European Commission</li> <li>• <i>Sari Rautio</i>, Leading Expert, Impact Investing, The Finnish Innovation Fund Sitra</li> </ul> <p>Moderator: <i>Prof. Chris Fox</i>, INNOSI Project Director / Manchester Metropolitan University</p>				
13.30-14.30	Lunch				

# Workshop 01. Resourcing: financing

Facilitator and intro: *Giulio Ecchia, University of Bologna, Italy*

## Background note

Most of the InnoSI cases are financed wholly or mainly through public sources but there are a few elements of financial input from the private and charitable sectors. Just over half of the case studies involved EU funding. Overwhelmingly, funding in the case studies takes a similar approach to social and public policy that would not be considered as Social Investment. A notable exception is that of the Alginet Electric Co-operative in Spain. This stands out as a successful initiative that has achieved Social Investment goals of long-term welfare improvement (combatting fuel poverty) and citizen activation without any form of state funding. An example of public funding supplemented by non-state sources is a nursery in Bologna (part of the Early Education and Care case study), which was made possible by an unusual arrangement of resources from public, for-profit and private non-profit actors.

There is very limited focus in the case studies on understanding or demonstrating the return on investment generated through the financing of these programmes. An outlier in this respect is the use in the UK of an outcome-based funding mechanism known as Payment by Results (PbR). Implementations of PbR vary but in essence it means that payments to a service provider are wholly or partly dependent on documenting the achievement of specified outcomes. Advocates argue that this approach gives independent providers flexibility to innovate and offer more personalised services to help people whom state provision has failed. Opponents contend that it encourages 'creaming' of cases most likely to trigger payments and 'parking' of those involving more effort and less certainty of financial reward. The outcomes-based models in the UK case studies represent just two of many versions of Payment by Results mechanisms that have been trialled in that country and elsewhere. The UK InnoSI cases are not full-fledged implementations of risk transfer from the public to the independent sector. Their success has been mixed, neither as detrimental to service users as feared by critics nor as conducive to innovation as advocates expect.

A recurring theme from the case studies is the shortage of money for local services. Against the picture of diminishing local budgets the INNOSI case studies offer some interesting – albeit quite small-scale – instances of ways new resources have been activated to help sustain Social Investment initiatives. This was achieved in various ways: a nursery serving the children of corporate employees as well as local residents; setting up social enterprises, and selling produce from land-based projects (as in Hungary and the Netherlands).

There is a distinction between well-established models of public-private-social economy cooperation (e.g. public procurement, State aid, concessions) and new models of cooperation (e.g. payment by results, social impact bonds, social impact investment). The newer models of those relationships are emerging in some parts of Germany and the UK, yet we would estimate the economic value of the newer models is marginal compared to the core welfare state. It remains to be seen which if any of the newer models will in time become part of the welfare state mainstream, in the way that public procurement is now.

## Reflection questions

- What impact, if any, does the financing of social investment programmes have on user experience?
- Looking at the EU Pillar of Social Rights, which social rights does the case study fulfil? Does it fulfil any social rights that are not in the EU Pillar?
- How would the INNOSI findings in this theme help policy-makers and service designers to deliver on the social rights in the EU Pillar?

## Workshop 02. Social economy

Facilitator and intro: *Inga Narbutaite Aflaki, Lecturer, Karlstad University, Sweden*

### Background note

A recurrent theme in the InnoSI case studies is the joining up (or better coordination) of services, professions and agencies. This involves non-state actors, usually (but not invariably) from the social economy. Claims to innovation typically rest upon the pioneering (or extension) of multi-organizational and cross-sectoral activity. Social economy organisations in INNOSI are highly diverse in kind, size and ethos. They include international NGOs, umbrella organisations, social enterprises, local community-based groups often dedicated to specific issues (eg refugee integration, early years provision), user-led organisations, faith groups and many others.

Multi-organizational and cross-sectoral activity in INNOSI ranged from quite loose collaborative networks to formally constituted partnerships. 'Collaborative advantage' results from different organisations having a shared vision and achieving more together than they would do separately. Outstanding examples that demonstrated collaborative advantage involving public and social economy actors were MAMBA (Germany), and *A to Z Accompaniment* (Poland) and *Partnerships between idea-based and public organisations* (Sweden). Collaborative approaches are always challenging however and interviews with front line workers emphasise that it is necessary to invest time and effort in communication and coordination between the partners. Cross sector and cross agency value frameworks can compete. Barriers include reporting regimes as well as divergent goals and priorities.

The social economy can generate new ideas and be crucial in the beginning of small, locally based, experimental, pilot activities, projects and actions. Innovations they initiate may remain local but can become mainstream. This happened with the childcare model in rural Emilia Romagna, part of the ECEC case study, Italy, which was rolled out in the region and became internationally well-known. In other cases such as the Green Sticht, Netherlands, mainstreaming has not occurred but the main principles and mechanisms have begun to inspire new initiatives.

Social economy groups are mainly engaged in delivery in InnoSI case studies but some try to influence policy. This was so in MAMBA, Germany, where in addition to case based work, the partners contribute to awareness-raising to sensitize the public, officials and employers to the precarious situation of refugees. In the *Partnerships between idea-based and public organisations*, Sweden non-profit participants said that they have gained greater abilities to influence local policy through participating in a partnership with local government.

InnoSI policy analysis indicated that national and international levels, economic justifications of Social Investment reform agendas weigh more heavily than societal ones. The case studies paint a very different picture at the local level. This is partly explained by the involvement of value driven social economy organisations. Social justice rather than economic efficiency is typically their motivation, as we saw for example in MAMBA, Germany; ECEC, Italy; both Dutch case studies and *Partnerships between idea-based and public organisations*, Sweden.

### Reflection questions:

- What contribution does social capital and peer networks make to the social economy, and is this fair?
- Looking at the EU Pillar of Social Rights, which social rights does the case study fulfil? Does it fulfil any social rights that are not in the EU Pillar?
- How would the INNOSI findings in this theme help policy-makers and service designers to deliver on the social rights in the EU Pillar?

## Workshop 03. Resourcing: volunteers

**INNOSI facilitator and intro: Sandra Geelhoed, Senior Lecturer Social Work, University of Applied Sciences Utrecht**

### Background note

There is some form of volunteering present in most of the case studies. This can be an important input of time, enthusiasm and skills. Indeed this is essential to make several of the Social Investment initiatives in InnoSI viable. In Münster, for example, the MAMBA coordinating association is supported by about 200 volunteers. The Swedish *Partnerships between idea-based and public organisations* depends heavily on volunteers and an important strength of the partnership with nine non-profit organisations is their ability to connect to volunteers. They match-make volunteer mentor families living in the city and also recruit and coordinate volunteer counsellors to deliver a service developed for the particular needs of young, unaccompanied migrants. In this way, public resources are maximised by collaboration with non-profit actors, using their (non-publicly financed) resources.

The availability of volunteers is not the same in all cases and countries. There are many reasons for volunteering. Some groups of volunteers are united around a shared interest, in the tradition of self-help, as was the case with the mothers who worked together to create new childcare facilities for their own children in a small town in Emilia Romagna, Italy. Religious faith can be a factor in altruistic volunteering to help people perceived as unfortunate, for example supporting refugees in Münster, where there are many long established Catholic and Protestant institutions. In *Tanoda* schools in Hungary, on the other hand, volunteering is described as an innovation partly driven by lack of funding.

Volunteering features in some case studies for its power to build social capital and to support the personal development of excluded individuals. *Active at any age* in Poland, for example, features volunteering as an output, developing social activity to improve beneficiaries' quality of life and helping to build social networks. In both the Dutch case studies, volunteers support service delivery, for example by working in the *Green Sticht* social enterprises. At the same time, care clients undertake voluntary work intended to help move them towards employment and to support community integration. One of the founders of *De Volle Grond* explained, "volunteers working at the garden often have their own social or psychological problems and for some it is not clear whether they are a care client or volunteer".

Volunteering tends to be viewed positively by all stakeholders including decision makers, service staff, beneficiaries and volunteers themselves. There are indications that this is less so when it is seen as a substitute for publicly funded professional services rather than additional to them.

It is perhaps something of a paradox that Social Investment (with its emphasis on labour markets) relies in practice on so much non-marketised time and activity.

### Reflection questions

- What types of 'value' does volunteering have for individuals, communities and social investment programmes?
- Looking at the EU Pillar of Social Rights, which social rights does the case study fulfil? Does it fulfil any social rights that are not in the EU Pillar?
- How would the INNOSI findings in this theme help policy-makers and service designers to deliver on the social rights in the EU Pillar?

## Workshop 04. Co-Production: May I help you?

Facilitator and intro: *Mira Lehti, Project Advisor, Turku University of Applied Sciences*

### Background note

Personalised, user-focused services were characteristic across all the case studies. There was a strong sense from providers and users alike that this replaces a one size fits all model that has failed in the past. Some interventions went much further with involving users in the design of services.

Personalisation is sometimes enabled by mechanisms to devolve budgetary control from state agencies to the individual. In the INNOSI case studies this model is apparent in Sardinia, where severely disabled people and their families were involved in assessing their own needs and planning their care through the instrument of a personal budget. In more radical (sometimes called deep) versions of personalisation, individual responsibility and commitment form the basis of a concept of active inclusion that seeks to encourage autonomous citizens and families to participate in co-producing their own portfolios of support. This form of co-production is apparent, for example, in Valenciactiva, Spain which took a new, collaborative (with the service user) approach and a more equal engagement.

The notion of co-creation shares with deep personalisation and co-production the goal of active involvement of service users in reciprocal relationship with professionals. In contrast to even the most radical versions of personalisation, co-creation locates users and communities at the centre of the decision-making process. It involves collective innovation and experimentation, engaging and led by service users and citizens.

In Kainuu, Finland the user-driven approach is said to make municipalities more competitive and responsive to user needs. The overall emphasis is on how democracy is served rather than on individually tailored services. Sometimes in the InnoSI case studies an element of co-creation was an ideal, not fully realised in practice. In the IOP partnership (Sweden) voices were raised at the start to include youngsters in assessing planned services following empowerment and democracy logics, but this was not carried through successfully. There was self-criticism within the partnership that they did not involve the youngsters enough.

It is important to recognise how time consuming co-creation can be especially with user groups who are very disengaged. Time needs to be factored in to make this possible. Innovative means will also be needed to engage them. One way forward is building upon the success of the Community Reporting model used in InnoSI to complement the research evidence with service users' own stories told with easy to use technologies 'in the pocket'.

### Reflection questions

- What challenges may arise when co-producing services with users and how do we overcome them?
- Looking at the EU Pillar of Social Rights, which social rights does the case study fulfil? Does it fulfil any social rights that are not in the EU Pillar?
- How would the INNOSI findings in this theme help policy-makers and service designers to deliver on the social rights in the EU Pillar?

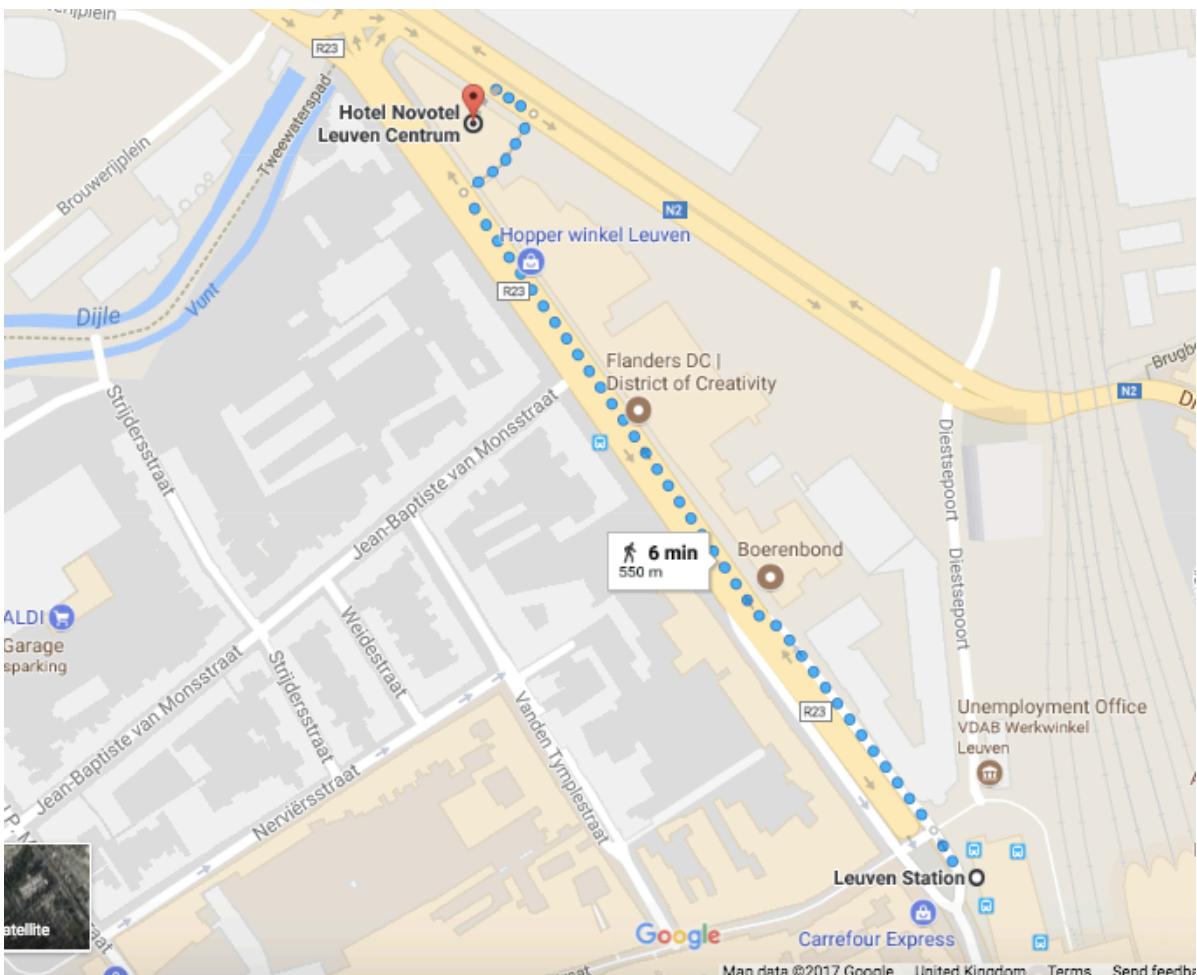
## Practical information

**Venue:** Novotel Leuven Centrum (6 mins walk from Leuven station)

**Location:** Leuven, near Brussels

**Address:** 4, Vuurkruisenlaan, 3000 Leuven BELGIUM

**Transport:** Leuven station is 20 mins by train from Brussels Airport (Zaventem) and 25 mins from Brussels Central Station



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COMMISSION

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**COMMISSION RECOMMENDATION**

**of 26.4.2017**

**on the European Pillar of Social Rights**

## **Chapter I: Equal opportunities and access to the labour market**

### **1. Education, training and life-long learning**

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

### **2. Gender equality**

- a. Equality of treatment and opportunities between women and men must be ensured and fostered in all areas, including regarding participation in the labour market, terms and conditions of employment and career progression.
- b. Women and men have the right to equal pay for work of equal value.

### **3. Equal opportunities**

Regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities regarding employment, social protection, education, and access to goods and services available to the public. Equal opportunities of under-represented groups shall be fostered.

### **4. Active support to employment**

- a. Everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects. This includes the right to receive support for job search, training and re-qualification. Everyone has the right to transfer social protection and training entitlements during professional transitions.
- b. Young people have the right to continued education, apprenticeship, traineeship or a job offer of good standing within 4 months of becoming unemployed or leaving education.
- c. People unemployed have the right to personalised, continuous and consistent support. The long-term unemployed have the right to an in-depth individual assessment at the latest at 18 months of unemployment.

## **Chapter II: Fair working conditions**

### **5. Secure and adaptable employment**

- a. Regardless of the type and duration of the employment relationship, workers have the right to fair and equal treatment regarding working conditions, access to social protection and training. The transition towards open-ended forms of employment shall be fostered.
- b. In accordance with legislation and collective agreements, the necessary flexibility for employers to adapt swiftly to changes in the economic context shall be ensured.
- c. Innovative forms of work that ensure quality working conditions shall be fostered. Entrepreneurship and self-employment shall be encouraged. Occupational mobility shall be facilitated.
- d. Employment relationships that lead to precarious working conditions shall be prevented, including by prohibiting abuse of atypical contracts. Any probation period should be of reasonable duration.

### **6. Wages**

- a. Workers have the right to fair wages that provide for a decent standard of living.
- b. Adequate minimum wages shall be ensured, in a way that provide for the satisfaction of the needs of the worker and his / her family in the light of national economic and social conditions, whilst safeguarding access to employment and incentives to seek work. In-work poverty shall be prevented.
- c. All wages shall be set in a transparent and predictable way according to national practices and respecting the autonomy of the social partners.

## **7. Information about employment conditions and protection in case of dismissals**

- a. Workers have the right to be informed in writing at the start of employment about their rights and obligations resulting from the employment relationship, including on probation period.
- b. Prior to any dismissal, workers have the right to be informed of the reasons and be granted a reasonable period of notice. They have the right to access to effective and impartial dispute resolution and, in case of unjustified dismissal, a right to redress, including adequate compensation.

## **8. Social dialogue and involvement of workers**

- a. The social partners shall be consulted on the design and implementation of economic, employment and social policies according to national practices. They shall be encouraged to negotiate and conclude collective agreements in matters relevant to them, while respecting their autonomy and the right to collective action. Where appropriate, agreements concluded between the social partners shall be implemented at the level of the Union and its Member States.
- b. Workers or their representatives have the right to be informed and consulted in good time on matters relevant to them, in particular on the transfer, restructuring and merger of undertakings and on collective redundancies.
- c. Support for increased capacity of social partners to promote social dialogue shall be encouraged.

## **9. Work-life balance**

Parents and people with caring responsibilities have the right to suitable leave, flexible working arrangements and access to care services. Women and men shall have equal access to special leaves of absence in order to fulfil their caring responsibilities and be encouraged to use them in a balanced way.

## **10. Healthy, safe and well-adapted work environment and data protection**

- a. Workers have the right to a high level of protection of their health and safety at work.
- b. Workers have the right to a working environment adapted to their professional needs and which enables them to prolong their participation in the labour market.
- c. Workers have the right to have their personal data protected in the employment context.

## **Chapter III: Social protection and inclusion**

### **11. Childcare and support to children**

- a. Children have the right to affordable early childhood education and care of good quality.
- b. Children have the right to protection from poverty. Children from disadvantaged backgrounds have the right to specific measures to enhance equal opportunities.

## **12. Social protection**

Regardless of the type and duration of their employment relationship, workers, and, under comparable conditions, the self-employed, have the right to adequate social protection.

## **13. Unemployment benefits**

The unemployed have the right to adequate activation support from public employment services to (re)integrate in the labour market and adequate unemployment benefits of reasonable duration, in line with their contributions and national eligibility rules. Such benefits shall not constitute a disincentive for a quick return to employment.

## **14. Minimum income**

Everyone lacking sufficient resources has the right to adequate minimum income benefits ensuring a life in dignity at all stages of life, and effective access to enabling goods and services. For those who can work, minimum income benefits should be combined with incentives to (re)integrate into the labour market.

## **15. Old age income and pensions**

- a. Workers and the self-employed in retirement have the right to a pension commensurate to their contributions and ensuring an adequate income. Women and men shall have equal opportunities to acquire pension rights.
- b. Everyone in old age has the right to resources that ensure living in dignity.

## **16. Health care**

Everyone has the right to timely access to affordable, preventive and curative health care of good quality.

## **17. Inclusion of people with disabilities**

People with disabilities have the right to income support that ensures living in dignity, services that enable them to participate in the labour market and in society, and a work environment adapted to their needs.

## **18. Long-term care**

Everyone has the right to affordable long-term care services of good quality, in particular home-care and community-based services.

## **19. Housing and assistance for the homeless**

- a. Access to social housing or housing assistance of good quality shall be provided for those in need.
- b. Vulnerable people have the right to appropriate assistance and protection against forced eviction.
- c. Adequate shelter and services shall be provided to the homeless in order to promote their social inclusion.

## **20. Access to essential services**

Everyone has the right to access essential services of good quality, including water, sanitation, energy, transport, financial services and digital communications. Support for access to such services shall be available for those in need.

Done at Brussels, 26.4.2017

*For the Commission*

*Member of the Commission*