



2nd Semester Bulletin

***Human Rights as  
a part of  
language training  
to prevent HRV  
and harmful  
practices in the  
communities.***

Site:  
<http://www.human-right.net/hrinpractice>

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# Human Rights in Practice

## Editorial

The end of the year is always a time to reflect on our actions and also a time to make projects for the future.

In this newsletter the reader will find both of these perspectives, as we describe the project progress and the next steps to follow.

We include an overview of the training material outcome, either the use of the game and the A2 language level exercise book.

Also present a text concerning how to combine language and human rights (content) teaching.

In the last page, you'll find an overview of the main aspects of the project work stream 1 report. This is the basis for the elaboration of the method and structure for cooperation between language centres and immigrant NGOs.

Totally ready to continue working and trusting deadlines will be met, we receive 2017 with open arms and hopes.

Happy new year!

2017

### Training Material – The game

The game used in "HR in practice" has the overall purpose of helping streamline efforts to prevent honor-related violence and to strengthen the newly arrived third-country nationals, by providing opportunities to exercise their HR.

The game has been developed in the project "MR I praktiken" supported by European integration fund and further developed in the Fatima project co-financed by the European programme DAPHNE. The projects have developed a training package for HR education and learning for intercultural dialogue in which questions about traditions in honor cultures are in conflict with the values that form the basis of HR conventions and legislation.

#### What is the game HR in Practice?

It is a training material that allows to educate on Human Right issues in an easy, playful and effective way.

Boxed square board game, with cards, tokens, and dice. Comes in one of the offered languages (Arabic, English, Kurdish, Persian, and Somalian) with a back side Swedish/English/Greek/Portuguese translation. Supplied with a special trainer handbook.

Who can use this game?

The game can be used by associations that work with HR, immigrant associations, language training centers and schools for a beneficial way to educate various target groups in Human Right issues.

#### How is the game played?

The duration of the game is about 3 months. The group has to have 12 to 14 meetings, required to cover all 7 modules. The modules are: Housing, Children, Education, Economy, Health, Law, and Transport.

Each player throws the dice and gets a card with questions. The mentor motivates the players to make presentations that would answer these questions, by the next meeting. Every meeting consists of such presentations, accompanied by discussions and followed by moving to the next module or half of it in order to get new questions.

#### How can I get this game?

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Sanja Olsson, Folkuniversitetet



### Next Events

#### January/February

Feedback workshop in Sweden, Greece, Portugal, the UK and Germany on outcome of the draft method and structure for 25 persons at language centers and 25 persons at immigrant NGOs.

#### March

3<sup>th</sup> Meeting – Berlin – Finalization of training materials and training of trainers.

### Project progress

The team of University of Panteon has finished the report about the questionnaires which provides the information necessary to develop a method and structure for collaboration between Language Centers and NGOs.

Simultaneously, the Folkuniversitetet team has also finished the A2 level Exercise book template, so now it can be discussed and adapted to each country.

The other partners are preparing their national workshops for feedback on method and structure for cooperation between Language Centers and NGOs..

### Training Material – The exercise book

#### How to combine language and HR (content) teaching

##### Historical Context

Over time, the necessity to learn a second language in order to build communication bridges between people has become evident. The transmission of information, either verbal or numeric, is and has been essential to the development of modern societies as we know them.

Nowadays, most newcomers receive language training and social orientation information about the host society. However, this information package does not touch upon HR, women rights or the rights of child.

Most project partners have experience in prevention of HRV and know that the information about women's rights should be extended to the family. This is a way to make a social change in the newcomer's environment and behaviors. As the language training is one of the first moments of training in the new country, it is useful to take that chance to introduce the subject of HR.

##### Content and Language Integrated Learning

So the pertinent question is: How to teach a second language to a refugee woman with low income and sometimes limited educational background? In addition, how can we introduce the subject of HR? The Content and Language Integrated Learning (CLIL) is one good way to reach this goal. This method has been successfully used in several European countries.

It is a lifelong concept that embraces all sectors of education from primary school to adult learning. To this target group there is a double advantage. Besides learning their universal rights, they build self-trust and open gates previously closed to them. With CLIL, language becomes a mean to an end and not an end in itself. It nurtures motivation and reduces the anxiety brought by the traditional way of teaching, especially in the context of communities with limited educational background.

In the CLIL methodology, everything starts with the identification of the target needs and we started this project with the questionnaires to NGOs and language centers to learn more about theirs.

##### The exercise book

Having this in mind, this project has the goal to produce an exercise book, language level A2, that employs task related strategies and privileges *case studies*, in order to help women develop autonomy and empowerment. This being the result of their active role during instruction.

Language development walks side by side with cognitive development and, at the same time, builds bridges between cultures. The most important is not to teach HR to women but to teach women HR.

Rita Torre, Kerigma



##### Next Steps

The project is now focusing the workstream 2, and The objective of this workstream is to develop training materials on the basis of Council of Europe conventions for the protection of human rights including women rights, and Council of Europe Convention on preventing and combating violence against women and domestic violence from 2011 (Istanbul Convention) as well as UN Conventions - CEDAW and the Convention on the Rights of the Child.

At this stage there will be the organization of feedback workshops for partners on elaborated material as a part of the partner meeting in Germany and training of trainers and

Also will take place the organization of 5 feedback workshops on elaborated material staff at language training centers and immigrant NGOs on elaborated training materials. Then we'll do the correction and updating of training materials based on feedback workshops and training of staff at language training centers and immigrant NGOs in Greece, Sweden, UK and Portugal and Germany.

The objective of workstream 3 is to plan, implement and evaluate awareness raising and education in human right included in language training based on the elaborated training materials in order to measure the impact on target groups.

## Method and structure of cooperation between Language Centers and Migrant NGOs

The objective of project workstream 1 is to elaborate a method and structure for cooperation between language training centers and immigrant NGOs concerning awareness rising and training in human rights (HR) for newly arrived immigrants.

The method and structure will include framework for cooperation, role and responsibility, type of agreement, working structure with best practises. The method and structure will be elaborated based on questionnaire for language centres and immigrant NGOs, which gave place to a report.

### The report

This report presents and discusses the results of an online questionnaire distributed to language teachers and NGO affiliates in the five (5) countries participating in this research project. It was distributed to 150 participants at language centres and to 150 participants at immigrant NGOs bringing it to 300 responses in total. Respondents answered the questionnaire by interview, by entering their answers in a link provided or by sending it by e-mail. The questionnaire records demographic specifics for the respondents and searches out the possible need for a HR perspective and an incorporation of cultural issues such as HRV in language teaching for the newly arrived immigrants in the host country. Additionally, it traces the existing status of cooperation between language schools and ethnic NGOs on complex and critical issues regarding newcomer immigrants' interaction and negotiation with the host country's cultural values and legislation.

More specifically, the questionnaire explores whether HR in language learning is of any critical value for newcomers and further how efficient and worked through the incorporation of HR in language learning is in present conditions. It inquires whether HR aspects are discussed in the language teacher team and whether teachers work with HR frameworks in their class. It maps out whether teachers have enough competence to work with HR frameworks in their classrooms and whether they are prepared to cooperate with ethnic NGOs on matters regarding language training as well as general social information about the host country. It inquires whether the NGO's affiliates have knowledge of the legislation on HR in the participating country. It seeks to showcase how NGO's members conceptualize and address HRV violence and what training needs they have concerning this.

The responses show that there is a social necessity of introducing and mainstreaming HR-based approaches and gender standpoints in language learning. They mainly conceptualize HR as universal principles, values and attitudes even though there are also respondents that link HR to cultural difference. They also conceptualize HR as the legal and ethical means to protect and defend specially members of economically and socially marginalized, disenfranchised, and displaced social groups. So, integrating HR into language education is fundamental to establishing respect for all nations, racial or religious groups, as well as respect for gender equality and the principle of non-discrimination.

Elena Tzelepis, University of Panteon



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