



Rights, Duties and Solidarity

Training Course Development

4th of October 2018 – 30th of January 2018

Agenda

- **WHAT HAS BEEN TAKEN FROM THE DOZZA GP**
- **UPSCALING THE DOZZA EXPERIMENT**
- **THE TARGET GROUP**
- **HOW HAVE WE RECRUITED THE TARGET GROUP**
- **TIMETABLE FOR THE TRAINING COURSE**
- **THE FOCUS GROUP: LEAD IN ACTIVITY: 'SUITCASES**
- **TRAINING COURSE :LEARNING OUTCOMES**
- **FRAMEWORK OF THE TRAINING COURSE**
- **METHODOLOGY**
- **MODULE ONE**
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WHAT HAS BEEN TAKEN FROM THE DOZZA GP

- The importance of Dozza prison experiment and the documentary film DUSTUR has had an extraordinary impact on our staff and language and training participants.
- What have we taken from this experience to adjust to our realities?

↳ religious freedom

↳ man-woman relationship

Why?

- according to the AF both were 'a crucial ground to grasp and deepen the quality and the importance of the experiment in the life of the civil and even religious community that welcomes the Dozza's experiment participants.

UPSCALING THE DOZZA EXPERIMENT

According to the AF Professional has focused on (quotations)

- ↻ young immigrants who attend language courses required for obtaining a residence permit or for the “acquisition of a school diploma”. (1b)
- ↻ the upscaling will also cover **the gender**. “The new recipients in effect will no longer be only males (as in the experience took place at the Dozza prison in Bologna) but also the female population who attends language classes” (1d)
- This expansion has required an appropriate adaptation of the content and approach to the various issues envisaged in the training modules also to a target of the female gender.

THE TARGET GROUP

- What did we intend?
- 12-14 Muslim migrants/ refugees/asylum seekers, young people sent for studies in order to protect them from the situation in their countries, local young people who come from families who are here for economic reasons and the children who are left behind by their parents who went to work abroad.
- What have we got?
- ◀ 12-14 young females who are: students at the University of Medicine, Pharmacy, Sciences and Technology in Targu Mures, high school pupils in the Mures County who have Islamic and migrant background.

HOW HAVE WE RECRUITED THE TARGET GROUP

- We visited 11 high schools in our Mures county and the University of Medicine, Pharmacy, Sciences and Technology in Targu Mures for promoting our project, delivering leaflets and talks. First we talked to the management of these institutions and ask for permission and then we approached the young people.
- We also found out a Cultural and Islamic expert/mediator who helped us discussing and debating many sensitive things connected with religion and rights from the Islamic point of view.
- The language teacher was of great help as the migrants spoke Romanian at the level A1+ to B1 but also English at the approximate same levels. Both languages were used during the Initial Focus Group and the Training.
- For the high-school girls(under 18) parents had to be involved and they were presented the Letter of Consent which were translated into Romanian.

TIMETABLE FOR THE TRAINING COURSE

LOCATION: premises of Fundatia Professional, 4 Semanatorilor St.,
Târgu Mureș, Romania

TIMETABLE: 10.00 - 12.00 Thursday	4 th of October – Focus group (initial)	2hs
9.00 – 11.00 Thursday	11 th of October – 1st Session	1h20'
9.00 – 13.00 Thursday	25 of October – 2nd Session	4hs
9.00 – 13.00 Thursday	8 th of November – 3rd Session	4hs
9.00 – 13.00 Thursday	30 th of November – 4 th Session	4hs
9.00 – 13.00 Thursday	6 th of December – 5 th Session	4hs
9.00 – 13.00 Thursday	13 th of December – 6 th Session	4hs
9.00 – 13.00 Thursday	10th of January – 7 th Session	4hs
Project Work – a collaborative video designed and finalised by the participants working in groups and assessment		4hs
	Focus group	0h. 40'
	TOTAL	32 hs

THE FOCUS GROUP

MAIN POINTS

- Brief presentation of each participant (name, age, country of origin)
- Presentation of the project using the website, FB page, platform
- Presentation of the training course which will consist mainly of 'hands-on' activities
- Discussion about topics included in the training

LEAD IN ACTIVITY: 'SUITCASES'

🕒 The FOCUS GROUP before the training is aimed at collecting knowledge on the topics of the training that trainees have at the start of the training. The topics will be presented as key words which are included in 'the Suitcase' activity and in which the trainees will reveal how familiar they are with the meaning of these concepts.

🕒 What do you have in your suitcase?

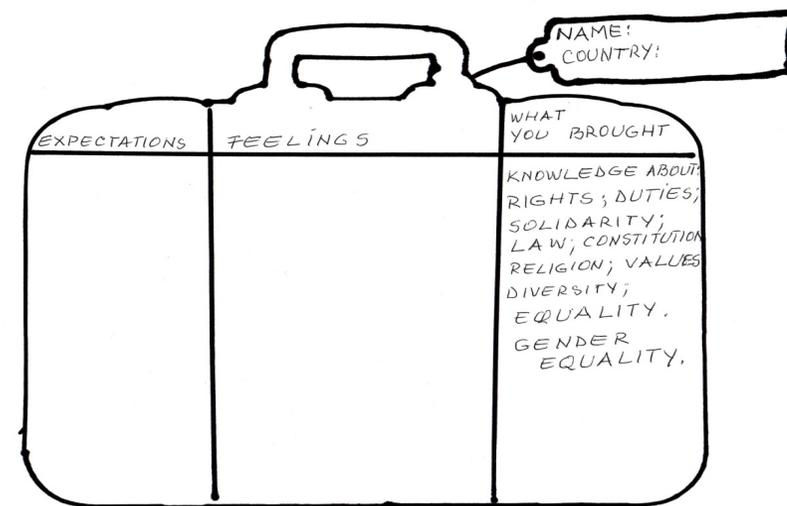
EXPECTATIONS, FEELINGS,

KNOWLEDGE ABOUT?:

Rights, Duties, Solidarity, Law,

Constitution, Religion, Gender

Values, Diversity/Equality



TRAINING COURSE :LEARNING OUTCOMES

By the end of the Module 1&2 the trainees will be able to have the following knowledge, skills and attitudes:

🔍 Knowledge

- Define the concept of Human Rights and democratic values
- Compare and contrast eastern and western culture/religion
- Explain the term of radicalisation.

TRAINING COURSE :LEARNING OUTCOMES

← Skills

- Demonstrate the complexity of migration, the challenges and the social problems
- Encourage intercultural and inter-faith discussions which underscore the common values

← Attitudes

- Propose several ways people can reduce the risks associated with radicalisation in their communities.
- Discuss the importance of role models and gender equality

METHODOLOGY

A varied selection of techniques should be used:

- ↶ alternating discussion with role-playing and case studies; brainstorming, mind-maps, problem solving;
- ↶ visual aids, experiential learning as appropriate to the subject matter.
- ↶ An inductive approach consisting in activities connected with the real situations are followed by the application of a participatory training method.
- ↶ Plenary discussions are open to all and are led by the resource person delivering the session

FRAMEWORK OF THE TRAINING COURSE

MODULE ONE consists of 4 units

OBJECTIVE:

This module provides the participants with the most important things which will help them to become global citizens in the long run.

- ← Unit 1 The tragedy of our time – migrants/refugees/asylum seekers
 - Who are you? (Focus Group Questionnaire)
 - What do you know about us?
 - Common values

- ← Unit 2 Fundamental Human Rights are equal for all
 - Freedom of expression
 - [Malala Yousafzai](#) – Nobel Prize winner

MODULE ONE : RIGHTS AND DUTIES

- ← Unit 3 Raising awareness of gender equality –
 - Identify local role model (Intercultural and inter-religious dialogue – shared values
 - Support your own and others' wellbeing
- ← Unit 4 Assessment: 'Can do' Self-assessment reflection questionnaire (after) (*knowledge, skills and attitudes*)

MODULE TWO: 'NO' TO RADICALISATION AND MANIPULATION

OBJECTIVE:

This module provides the participants with the most important things which will help them to become global citizens in the long run.

- 🕒 Unit 1 Promotion of critical thinking and tolerance (religious and political)
 - What is radicalisation?

- 🕒 Unit 2 Online radicalisation – raise awareness – case studies
 - Online predators are a major concern in schools/youth organizations/society
 - Migrants/refugees/asylum seekers can feel marginalised due to media manipulation of public opinion.

- 🕒 Unit 3 Assessment – summative and formative – Final Focus Group Questionnaire

ANNEXES

So far:

← MODULE 1 UNIT 2 HANDOUT 1

← MODULE 1 UNIT 2 HANDOUT 2

TRAINING COURSE IMPLEMENTATION:

Session 1

Learning objectives:

By the end of this lesson the participants will:

- express their **knowledge, skills and internalisation of positive social attitudes within the group as a result of their participation in the activities**
- identify how people from other cultures meet for the first time(GREETINGS)
- value the intercultural dialogue and common ground

TRAINING COURSE IMPLEMENTATION:

UNIT 1: Activities

I. Focus group assessment (entrance phase).

II. Greetings:

Aim: to learn some basics about the target group's state, culture, politics, and history beforehand.

III. Group '**Code of Conduct**':

Aim: to Strengthening the values of multiculturalism and diversity which can meaningfully contribute to the personal development of all the refugees/migrants, and also positively involve migrant communities.

IV. Homework: What is your country like?

Aim: Promote knowledge and dialogue between different cultures.

V. Feedback Dialogue: 10cm/10cm slip of papers

Aim: to serve as a link , reminding the group of what happened during the last session as well as setting up participants' expectations for the session to come

Module One Unit 2: Fundamental Human Rights are Equal for All

Learning objectives:

By the end of this lesson the participants will:

- express their **knowledge, skills and internalisation of positive social attitudes within the group as a result of their participation in the activities**
- identify Human Rights and their importance
- value the freedom of speech and its contribution to a democratic society

Human Rights

“Where do universal human rights begin? In small places, close to home-so close and so small that they cannot be seen on any maps of the world. Yet they are the world of individual person; the neighbourhood he or she lives in; the school or college he or she attends; the factory, farm or college he or she works.... Unless these rights have meaning there, they have little meaning anywhere.”

Eleanor Roosevelt, co-author of Declaration of Human Rights 1948

UNIT 2 Activities

I. Feedback dialogue

II. Checking the HOMEWORK: WHAT IS YOUR COUNTRY LIKE?
WHO ARE YOU?

III. I have the right to know about the human rights.

Aim: to accept this rule which will make the participants become morally adapted citizens, able to meet the requirements of the adoptive country and the society they are living in.

UNIT 2: DISCUSS THESE QUESTIONS

Discuss these qs in pairs:

- Which are the values praised by your generation? (examples)
- How is your generation different from your parents' generation?
- Which are the major problems you are dealing with?
- Who/What can solve them?

Handout : Module 1, Unit 2, Handout 1

UNIT 2: DEBATE: FOR AND AGAINST

Freedom of expression

- What is the freedom of speech?

BRAINSTORM (flip chart paper/white/black board, Post its to write only few words).

“Everyone has the right to freedom of speech and of opinion, as well as the freedom to seek, to receive and to spread information and valuable ideas by any means.”

- Why is freedom of speech important?

GROUP DISCUSSION: Give examples on the statements 1,2,3,4

- Should freedom of speech be limited?

Debate: TWO GROUPS PRO AND COUNTER ARGUMENTS

Conclusion: Democracy depends on FOS but sometimes it should be limited to protect other people's rights.

ANNEXES : MODULE 1, UNIT 2, HANDOUT1

Complete this handout using your own ideas:

“Human rights are rights that belong to human simply because they are human beings”

I have the right to:

- Freedom of thought, conscience, religion
- Life
- Education
- Information and freedom of speech

MODULE TWO UNIT 1: Promotion of critical thinking and tolerance

Learning objectives:

By the end of this lesson the participants will:

- ← express their **knowledge, skills** and internalisation of positive social **attitudes** within the group as a result of their participation in the activities
- ← identify Role Models from their country/adoption country or religion
- ← define radicalisation and how to recognise it
- ← value human rights and new community in which they live

MODULE TWO, UNIT 1

Activities

I. Feedback dialogue

II. Democracy depends on FOS but sometimes it should be limited to protect other people's rights.

III. Responsibilities

IV. What is a Role Model? Why we need Role Models?

GROUP WORK : Research for the most significant Role Model you know.(in your country/in the host country/in the world etc.

Plying some videos with Malala Yousafzai – Nobel Prize winner

MODULE TWO, UNIT 1

RADICALISATION



← What is 'radicalisation'?

Brainstorming the term radicalisation. Group work 3-4 people or pair work. Each receive a piece of paper with the term RADICALISATION in the centre.

They have to create a mind map in 10'. Then they have to explain and stick the poster on the white/chalk board.

← How to recognise radicalisation? Raising awareness of the danger of getting into contact with groups of radicalised migrants.

← Case studies.

MODULE TWO, UNIT 1

ON-LINE RADICALISATION

- ← Assignment: have you met the term of 'on-line radicalization'?
- ← Tell us about your own or your acquaintances experience?
- ← Preparation.

The Feedback Dialogue

Why? We want to know how and what the participants feel they are learning.



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