



# **Demanding Fundamental Rights: Law Related Education in Adult Learning**

**Grundtvig Learning Partnerships  
Lifelong Learning Programme  
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## **Partner Organisations**

Humanity in Action Deutschland e.V.

Law for Life: The Foundation for Public Legal Education, United Kingdom

NANE Women's Rights, Hungary

Icelandic Human Rights Centre

CePi Centre for Positive Integration, Denmark

Helsinki Foundation for Human Rights, Poland

OLKE The Gay and Lesbian Community of Greece



**Lifelong  
Learning  
Programme**

# Demanding Fundamental Rights: Law Related Education in Adult Learning

## Project Duration

August 2011 to 31 July 2013

## Project Blog

[www.law-related-education.blogspot.com](http://www.law-related-education.blogspot.com)



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# Background

Law related education aims to improve the ability of adult learners to understand and apply elements of law that affect their everyday lives, as well as raising awareness of fundamental rights as core social and civic entitlements. Knowledge of rights and legal issues empower individuals and communities' to participate in the democratic process, gain access to public services and demand their fundamental rights. Moreover, law-related education programmes have the potential to re-engage adults in life-long education and enables them to take more control over their lives and careers.

Recent European research in the field of Law-related education and wider access to justice issues has highlighted significant gaps in the ability of Europeans to understand their rights and the processes that are available to gain redress. Low-levels of knowledge, skills and confidence in dealing with law-related issues have a disproportionate impact in disadvantaged groups and can result in entrenched social exclusion and increased risk of rights violations and discrimination.

The learning partnership brings together seven European organisations to cooperate on the topic of '**Demanding Fundamental Rights: Law Related Education in Adult Learning**'. Over the life of the project they exchanged promising practices, identified key elements for success, and learned about tools and methodologies that could be used to support law-related education amongst groups of adult learners. Among the approaches we have shared are innovative low-threshold courses to improve access to justice, empowerment of victims of domestic violence, law-related simulations as educational tools, court observer schemes and creative outreach and dissemination strategies for migrants.

# The partners and their success stories



## Humanity in Action Deutschland e.V.

HUMANITY IN ACTION DEUTSCHLAND E.V. is active in human rights and anti-discrimination education for adults from Germany, Europe, and the USA. Our programs focus on educating about group-focused hostility, discrimination, prejudice and right-wing extremist attitudes. Participants are supported in implementing local human rights 'action projects' in their immediate surroundings and communities. About 130 learners from past years have formed an alumni network and contribute to the curricula of present and future activities. Some are active as mentors for new participants.

We believe that an important test of a genuine democracy is how it treats its minorities, and that the commitment to democratic values and the protection of minorities cannot be taken for granted in Europe. Since 2002 we have therefore offered various adult education activities, engaging about 600 international adults (most of them from Europe and with very diverse professional and cultural backgrounds) in seminars, workshops, study trips, and community projects on human rights, active citizenship, and group-focused hostility issues (like xenophobia, racism, anti-immigrant attitudes, right wing extremism, homophobia, anti-muslim attitudes etc.) in Germany and Europe. Among our best practices are interactive simulations on local conflicts in the field of anti-Roma attitudes, access to healthcare and education, immigrant integration, diversity issues etc.

HUMANITY IN ACTION DEUTSCHLAND is part of the international human rights network 'Humanity in Action' with partners in Bosnia-Herzegovina, Denmark, France, the Netherlands, Poland and the USA ([www.humanityinaction.org](http://www.humanityinaction.org)). Additionally, we are a member of the European NGO network 'DARE – Democracy and Human Rights Education in Europe' with more than 50 members across Europe ([www.dare-network.eu](http://www.dare-network.eu)).

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## Success story 1:

### Developing simulations for human rights education: A creative method to learn about transitional justice



**Author:** Evelyn Maib, Humanity in Action Senior Fellow (alumni learner)

**“After 15 years of an oppressive regime and a brutal civil war, Zamal is ready to mend its fractured society. The warring parties reached a ceasefire, and established a preliminary peace accord. The sensitive issue of transitional justice has been deferred to an upcoming meeting. For this purpose, the government of Zamal has invited a United Nations Body for Transitional Justice to facilitate reconciliation talks. These talks will allow the relevant stakeholders to negotiate guidelines for an adequate approach to transitional justice in Zamal.”**

This is the introduction to the simulation ‘Transitional Justice – Reconciliation Talks’. Zamal is a fictitious country that was invented by a group of international participants in a Humanity in Action program in 2010 in Berlin. I was part of this program which explored the potential of simulations for human rights education. After two weeks of lectures, site visits and intensive discussions about past and present human rights issues in Germany, our task was to develop a simulation reflecting a human rights conflict which was important to us. Two trainers introduced us to the methodology and structure of simulations and supported us in developing our own simulation scenario.



The fact that our group was very diverse, both in terms of educational and national backgrounds, made us approach the subject from different angles and enriched our simulation: A participant from Nepal shared his experience of Nepal’s civil war and post-conflict transition. Some of us had lived in conflict-ridden countries like Bosnia and Herzegovina while others had studied transitional justice at university.

Our goal was to develop a simulation on transitional justice and reconciliation negotiations which would provide participants with personal insight into the dynamics and complexities of post-conflict societies.

Transitional justice can be defined as a response to systematic or widespread violations of human rights. It seeks recognition for victims and, at the same time, seeks to promote chances and measures to be taken for peacekeeping, reconciliation, and democracy. Transitional justice is used in societies that are transforming themselves following a period of pervasive human rights abuses.

The development phase started with sharing our own experiences of transitional justice. We gathered information about various transition processes and transitional justice measures in different countries and wrote short descriptions of each legal instrument.

There are several approaches to transitional justice. They include the following options:

### **a) Criminal prosecutions**

These are judicial investigations of those responsible for human rights violations. Prosecutors frequently emphasize investigations of the ‘big fish’: suspects considered most responsible for massive or systematic crimes. Criminal prosecutions help to block impunity for human rights violations. These can be carried out through the national legal system, or on an international level at the International Criminal Court (in existence since 2002; however, in this simulation Zamal is not a member of the ICC), or with an ad-hoc tribunal (e.g., the Tribunals for the former Yugoslavia or Rwanda).

There are also hybrid courts that generally operate in the place where the crimes occurred, but employ both domestic and international personnel, and usually have jurisdiction to try international crimes (for example in Cambodia). These courts offer an important model for bolstering national capacity with adherence to international standards, while ensuring that the proceedings have relevance for affected communities.

### **b) Truth commissions**

These commissions of inquiry have the primary responsibility of investigating and reporting key periods of recent and past abuse (for example South Africa). They are non-judicial mechanisms of accountability, and are often led by state bodies that make recommendations to remedy past crimes and prevent their recurrence. Some truth commissions can grant amnesty. However, the great majority exclude the granting of amnesty for crimes under international law.

### **c) Reparation programs**

These are initiatives that help repair the material and moral damage from past abuse. They typically distribute a mixture of material and symbolic benefits to victims; these benefits may include financial compensation and official apologies.

### **d) Memorialisation efforts**

These include museums and memorials that preserve the public memory of victims and raise moral consciousness about past abuse, in order to protect against its recurrence.

Case studies of these legal instruments provided the background information for the simulation. Then we discussed the scenario for the conflict and deliberately chose a fictitious country to make the game as neutral as possible.

Designing the role cards for each of the stakeholders in the negotiation – the National Army, several political parties, a local NGO and a fictitious UN body on transitional justice – was one of the most instructive parts of the process. As simulation developers we had to thoroughly understand the interests of each group to be able to write a strong role card.

The most exciting part of developing the simulation was testing the drafted game. It was great to see the various roles come to life and to see that the game we developed could

actually work in practice. After this test run and helpful comments from the participants we refined a number of the game's elements.

Since then the simulation has been played several times by diverse groups in many countries – among which are:

- international students at the faculty of Nationalism Studies of the Central European University in Budapest, Hungary
- members of the Pax et Bellum association at the University of Uppsala, Sweden
- participants in the Humanity in Action summer program in Paris and Lyon, France.

Most recently the simulation was translated into Arabic and played at the conference 'Transitional Justice: The Voice of Libyan Youth', hosted by *No Peace without Justice (NPWJ)* in collaboration with the *Libyan Youth Union* in Tripolis. The event was covered by a local newspaper, the Libya Herald (download at: [www.libyaherald.com/2013/03/17/transitional-justice-perspectives-from-and-for-young-libyans](http://www.libyaherald.com/2013/03/17/transitional-justice-perspectives-from-and-for-young-libyans)). NPWJ is currently looking into the possibility of playing the game at the next Libyan Youth Congress in the south of Libya later this year.

The English simulation manual with instructions for facilitators, the scenario and all role cards is available for free (see link below).

As one of the authors of the simulation, I'm very happy to see that it is being used and continuously improved. Reflecting on my experience, I believe that simulations are an innovative and stimulating way of learning about human rights and exploring the relevance of legal issues in everyday life. Simulations of law-related conflicts allow participants not only to process information based on their own convictions but to personally experience a human rights dilemma from different viewpoints. I strongly recommend the use of simulations for human rights education – both playing simulations initially and, if there is enough time, developing your own simulations.

## Related downloads

Download the English simulation manual with guidelines for facilitators:

**[www.humanityinaction.org/knowledgebase/331-transitional-justice-reconciliation-talks-a-simulation-for-use-in-youth-and-adult-education](http://www.humanityinaction.org/knowledgebase/331-transitional-justice-reconciliation-talks-a-simulation-for-use-in-youth-and-adult-education)**



## Law for Life: The Foundation for Public Legal Education (United Kingdom)

Law for Life: The Foundation for Public Legal Education is an independent education charity established in 2011 to ensure that ordinary people are empowered by building the knowledge, confidence and practical skills that they need to deal with the law in the course of their lives.

Law for Life provides education and training in the field of public legal education; we support organisations by developing both research and practice so that we can share knowledge about how and why public legal education promotes empowerment.

Our network brings together over 500 members who are involved in providing education and information about rights and legal issues to members of the public. Our website **[www.lawforlife.org.uk](http://www.lawforlife.org.uk)** provides the best public legal education tools, research and resources and is accessed all over Europe and across 134 countries worldwide.

Our aims are to:

- Empower individuals and communities through public legal education
- Promote awareness of the value of public legal education
- Develop excellence in public legal education
- Become an internationally recognised centre for public legal education.

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## Success story 2:

### Developing legal capability: Law for everyday life

**Authors:** **Tony Thorpe**, Law for Life Associate  
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#### About the project

In April 2012, Law for Life secured funding from the Baring Foundation to pilot a new approach to developing public legal education practices with advice agencies.

PLE refers to education, training or other interventions which aim *“to transform people’s abilities to deal with law related events in their lives, to bring about beneficial changes at least partly through their own efforts”*.

The aims of the project were to:

- improve the levels of legal capability of the participants
- test the conceptual model of legal capability
- implement and test the PLE evaluation framework in the context of advice agencies.



The project took place from May to December 2012. Law for Life invited advice agencies to become partners in the project and held a workshop for prospective participants to outline the aims of the project and introduce the concept of legal capability.

Working with our partners, this project sought to design, implement, refine and then produce finished versions of legal capability courses that both we and our partners could use to improve legal capability in the future.

Three advice agencies were selected to take part:

- **Afghan Association Paiwand (Paiwand)**, a community organisation supporting refugees from Afghanistan living in Brent, Barnet and neighbouring north London boroughs
- **Community Links**, a charity based in Newham, East London, delivering a range of community services including a network of Community Hubs for local people
- **Disability Law Service (DLS)**, a national charity providing information and advice to disabled people, working in partnership with the Attend ABI project (Attend) which supports adults who have an acquired brain injury.

## Our tools and methodologies: Assessing and using the legal capability approach

We used a conceptual approach in order to design, deliver and evaluate our work with adult learners. We assessed the needs of our learners based on the notion of ‘legal capability’: the subjective elements that address individuals’ ability to cope with everyday law-related issues. Capability falls into a number of *domains* such as: ‘recognizing and framing law-related issues’; ‘dealing with law-related issues’; and ‘engaging and influencing’. We wanted to identify which aspects would help our particular learners advance their knowledge and skills. You can read more about legal capability in our materials: [www.lawforlife.org.uk/evaluation/evaluationframework](http://www.lawforlife.org.uk/evaluation/evaluationframework)

This allowed us to design a basic curriculum that helped our learners to build their skills and knowledge across the domains. We then created courses with the sorts of teaching methods that would build the aspects of legal capability that we felt needed to be developed. These included communication skills, practical organisation and managing evidence.

We also evaluated our courses using the concept of legal capability. We evaluated learners’ *levels* of legal capability across the various domains at the beginning of each course, and we used the same evaluation questions at the end of each course. This allowed us to see how well we had met our learning goals and also to understand whether our partners needed more help to deliver courses in the future.

Our strong recommendation from our experience of this project is the real value of using the notion of legal capability to pick out the elements of learning that really help learners to make sense of the law and exercise their rights in a meaningful way. People need to understand legal concepts and principles as well as developing the skills that underpin legal practice and procedure so that they can exercise their rights effectively. Lifelong learning in law is as much about empowerment and skills as having specific knowledge about fundamental rights.

## How our approach contributes to learning about the law

### What our learners said:

“The most useful thing that I learned from the course was about housing, mean landlords, tenancy agreements and about benefits. This course was excellent and very useful for all of us and the course delivery was very good. I really enjoyed the course and learned very much.” **[Paiwand participant]**

“The course has helped me to know my rights and to find out my options.” **[Community Links participant]**

Our concept of legal capability helped us to ensure that we were helping our learners to understanding the ways in which the legal system functions, alongside the specific aspects of rights that applied to particular areas of law.

It also helped to identify and build the range of skills and attitudes that people need in order to exercise their rights. This includes things like understanding when people feel stigma or fear when they encounter legal problems, and how to build confidence through empowerment so that learners can persevere when rights problems arise. It also helped learners to identify legal issues early on, so that they are able to seek expert help and act as soon as possible before a situation becomes critical.

## **How we designed the content of our courses, and the teaching methods that we applied**

### **Interactive learning**

One of the overarching aims of the courses that we ran was to help learners recognise and frame the legal dimensions of everyday law-related situations. We tried to address this through a series of activities designed to equip group members with a number of basic legal ideas.

Through a range of participatory activities, groups were able to understand basic legal principles including contract, duty of care, foreseeability, reasonableness, and the difference between civil and criminal law. We also emphasised ways of avoiding legal difficulties, together with techniques that would be helpful in preparing for, and dealing with, law-related issues when they arise.

After three sessions, group members began to tell us about some of the ‘successes’ that they had had during the week. These included employment and consumer issues and involved successfully negotiating for a refund and managing a grievance.

During the last of the six sessions a group member reported she had been able to obtain the agreement of her landlord to change the flooring in her flat; something she had been trying to do, without success, for a number of months.

“I did what you said. I stayed calm; I quietly, but firmly, pointed out my legal rights – and he agreed!”

### **Case studies and storytelling**

Case studies are an important part of any public legal education course; they turn the law into reality, and provide examples of the law in action.

However, the choice of case and questions we ask can be crucial. Our preference has generally been for real cases that are, ideally, not too clear-cut, with ambiguous strands or points that can be made on either side.

The initial topic must of course be appropriate, but the questions we ask, as the case study develops, are also important.

Sometimes it’s helpful to ask predictive questions:

- what do you think happened next?
- what could happen next?
- what should happen next?

In a real case we can go on to explain what *did* happen, which gives us a further opportunity for questions:

- what's your reaction to this?
- was this within the law?
- was this effective?
- what should the person do next?

At the end of a real case we can give the actual outcome, providing further questions for discussion:

- was this fair or just?
- what was the crucial point in this person's success or failure?
- could a different outcome have been achieved? If so, in what way?
- should the law be changed? If so, how?

There are number of ways in which to present a case study: a brief summary, a longer description, as a role play, and of course by telling a story.

One approach that we sometimes use is to break the story up into three or four parts; each taken from the perspective of a participant. For example, this could be an employer, employee and two witnesses; a patient, doctor and nurse; a householder, one or two neighbours and police officer etc. Each person tells the story from their perspective, presented as formal/informal witness statements, each just one or two paragraphs in length.

With participants working in small groups, the facilitator provides each group with a set of statements, and very little explanation; instead, just asking each group to work out what's going on.

Group members confer for about five minutes and then, back in the whole group, the facilitator draws out all the details of the story, and the activity proceeds as planned. Although piecing together the story takes longer than simply reading it, in our experience the effort of trying to piece it together tends to increase group engagement.

## Partnership and collaborations

In all the courses that we ran, we tried to use two forms of partnerships.

The first was to have a community leader/co-ordinator from the partner agency working as a member of the group. This person was very helpful in providing guidance about the needs and wishes of the group, but would also subtly steer the discussion in a particular direction, and raise points or questions for clarification. They could also provide useful feedback about how each session had gone.

The other form of partnership was to ensure that we had both a trainer and legal specialist at every session. The main facilitator had a great deal of teaching and training experience and *some* legal knowledge – but no specialist expertise. However, the sessions were always presented jointly with a specialist advisor or solicitor – and sometimes both.

This approach:

- gave the group greater access to legal understanding
- meant that an extra person was available to float ideas, raise further issues or bring the group back to something that might have been overlooked
- gave the group more variation and pace.

### **Familiarity with legal bodies, legal advice service and arbitration**

We wanted to ensure that our learners knew where they could find help, and become familiar with the sorts of agencies that function in the field of law that they were learning about. For some of the substantive areas we have covered, such as benefit or housing law, we have found that reports from the Local Government Ombudsman have been a useful source of training material.

Case reports need to be modified and aligned with the learning methods being used for the course, but the detail they provide usually gives the following:

- an insight into efforts made by the person
- responses given and measures taken by the authorities
- a useful summary of the law, where appropriate
- a reasoned judgement either in favour or against the applicant.

They can be very helpful in addressing and illustrating questions of strategy in dealing with law-related issues, such as the provision of evidence, preparation, presentation, anticipation, follow-up, support, advice and reasoned argument.

#### **Related downloads**

Download the legal capability matrix:

**[www.lawforlife.org.uk/wp-content/uploads/2011/12/capabilities-table-in-colour-372.pdf](http://www.lawforlife.org.uk/wp-content/uploads/2011/12/capabilities-table-in-colour-372.pdf)**

Download the evaluation of Law for Everyday Life Evaluation Report:

**[www.lawforlife.org.uk/law-for-life-projects/legal-capability-for-everyday-life](http://www.lawforlife.org.uk/law-for-life-projects/legal-capability-for-everyday-life)**



Nők a Nőkért Együtt az Erőszak Ellen Egyesület

## **NANE Women's Rights Association (Hungary)** **Nők a Nőkért Együtt az Erőszak Ellen Egyesület**

NANE, Women's Rights Association was founded by eleven volunteers as a non-profit, non-governmental charity organisation in January 1994. It achieved the legal status of 'Important Charity Organization for the Benefit of the Public' in 1999.

NANE is primarily dedicated to ending human rights violations and the threat of violence against women (VAW) and children through advocacy, personal support services and public education. Our goal is to facilitate and promote changes in laws and legal regulations so that are better able to provide legal protection for women against discrimination and violence; to facilitate and encourage the creation of insufficient protocols related to all fields of VAW; to improve legal practice so that it will stop discriminating against women; to empower women to be better able to represent their own issues and to be better able to talk about their realities.

NANE's activities include:

- running a hotline with trained volunteers for women and children who are exposed to physical, sexual, economic and emotional violence (since 1994)
- advocating for, and introducing legal amendments where current regulations need to be enhanced regarding equality, rights to representation for women and children, and protection of women's rights (since 1994)
- providing legal support (counselling and – depending on financial means – representation) for battered or otherwise abused women (since 1994)
- cooperating with governmental and non-governmental institutions to improve policies (since 1997)
- public education and providing information to the wider public on the causes and effects of VAW and children, and victims' rights in the form of campaigns (since 1994)
- holding training sessions for groups of professionals, students, and volunteers on diverse topics ranging from non-discrimination and women's rights to VAW, to gender equality and equal opportunities (15 times a year on average)
- monitoring, evaluating and researching the implementation of legal regulations and the realization of equality and non-discrimination.

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## Success story 3:

### Primary and secondary prevention – law-related education for young women and adult survivors of domestic violence

**Author:** Györgyi Tóth, staff member, NANE

#### About the project

NANE and its international partners from Estonia, the UK, Portugal and Italy successfully applied for funding from the European Commission's Daphne programme in 2006. The project called 'Survivors speak up for their dignity' created a unique, innovative, European resource in the form of the manual called '**Power to Change**'. The manual is a tested and widely disseminated European resource for working with women survivors of domestic violence with a special emphasis on increasing survivors' self-esteem and their knowledge of human rights and legal options. Furthermore, the project addresses the low level of consciousness among young women on what an equal, democratic, and human-rights based relationship is.

Beneficiaries of the project are women in general, and women affected by domestic violence (currently or in the past) and their children in particular.

The goal was to produce a 100-page manual in all five project languages, and promote and disseminate the manual in all project countries and through international channels. The contents were thoroughly tested with the help of survivors and professionals working with survivors of DV.

#### Implementation of the project

This project was based on an equal contribution from all partners to the manual and its promotion. During the first meeting the international project team formulated the structure and contents of the manual jointly, and the writing of the publication was shared equally among partners. The review of the document involved each partner organisation in order to ensure that all organisations accept every part of the manual. This review itself meant several rounds of reading and feedback, as every partner reviewed the draft version of others' writings as well as the final, edited version.

All partners have implemented experimental support groups using the first draft of the manual. The women participating in these groups fell in two categories: women who

have survived an abusive intimate relationship, and women still in living in an abusive relationship. This distinction has been made at the suggestion of one project partner who had the most experience with the conducting of similar psychoeducational groups, as the very different situations of survivors and victims requires different approaches as well.

The psycho-educational method is a mixture of working on one's own psychological processes, emotions, and thoughts related to the violence that has been experienced, the relationship they are in, and so on, as well as educational sessions covering topics including human rights and legal rights in general, with a focus on relationships and the implications of violence in particular. It was the shared experience of all project partners that this dual approach is necessary so that participants of these support groups have a sense that their realities are taken into account, and so that they can create a strong association between their experiences and their law-related learning.

As an added bonus, the participants of the groups in the different countries have also contributed to the success of future support groups throughout Europe by providing valuable feedback that was built into the final version of the manual!

## Results and impacts of the project

We have introduced an innovative, gap-filling tool that is truly European in the sense that it addresses a Europe-wide problem by creating a resource that takes into account the differences in infrastructure, legislation, expertise and options that are at the disposal of survivors of domestic violence. The manual has been designed to be able to be used on its own without the need for further cost so as to take into account that in many of the project countries (and many other European countries as well) resources for working with victims of domestic violence are scarce. The manual contains not only ready-to-use programmes, but also provides an array of documents that can simply be copied or slightly adapted, enabling those running groups to use valuable educational support materials even in environments where there is no money or know-how for desktop publishing.

Apart from its content, the manual aims at being widely accessible by being 1) available online, 2) produced in five languages, 3) available in three languages that are widely spoken in Europe and worldwide by large segments of population either as a first or second language.

## Evaluating our work

What we have learned from the evaluation is that we are on the right track. Survivors as well as experts have told us that the structure and contents of the manual meet their needs. The fact that we have been able design the tools in keeping with the needs of beneficiaries is no surprise since all participating organisations have a long history of working directly with survivors of domestic violence, thus our discussions, conversations and needs assessments have a longer history than this project and reflects an ongoing process in all five organisations. Smaller changes or additions were made based on the concrete suggestions as we progressed.

All partner organisations received an overwhelmingly positive reaction. They reported that they had received orders amounting to one quarter of the printed stock soon after the launch event. In the UK where there are similar but more expensive resources,

several specialist agencies reported that they intended to switch to Power to Change as the quality of the manual is excellent and the resource is more accessible to them financially. The fact that the manual is available electronically has received a lot of positive feedback. Apart from the availability on partners' websites, CD ROM distribution within the project and beyond is also an option.

## Dissemination and follow-up

The different circumstances (size of organisation, geographical and professional profile of the constituency of the organisation etc.) led to different dissemination strategies. All of them were very successful, reporting great interest for using the manual.

Portuguese partners held a conference on self-help groups in the context of domestic violence, they introduced the manual in its developmental stages and offered the possibility of signing up to be notified when the manual was ready. They subsequently held a launch event for the paper copy of the manual. Target groups were social workers and other care professionals working with victims of domestic violence, as well as survivors of domestic violence who are interested in running self-help groups.

The UK partner held consultative meetings with experts working with survivors of domestic violence. They sought feedback on the manual and offered to sign up participants to be notified when the publication was complete. They used their website, newsletter announcements, and then launched the paper version during the November 25 activities of Women's Aid.

The Estonian partner held a launch event for the paper copy in the context of an international conference on domestic violence. All copies brought to the event (30) were taken by interested participants and many more orders followed.

The Hungarian partner (NANE) disseminated information through mailing lists (large national social workers' list, women's rights activists' list, NANE newsletter), and at meetings and conferences during the project period and beyond. A CD ROM was disseminated which a selection of useful resources.

Due to the generally and overwhelmingly positive response to the manual we all think that it is well worth sharing the project and its outcomes with as many people as possible. In the context of promoting the manual internationally, organisations from European countries beyond the partnership expressed an interest in translating the resource. Current partners mostly agree that it would be a good idea to be able to come back to the manual after more experience with using the programmes, and revise the manual based on practical experiences. It has also been agreed that in most partner countries it would be useful for accredited training to be provided for those who are not ready to use the manual as a resource on its own. Therefore follow-up work includes possible *revision* of the manual, *translation* into further European languages and creating and offering *training* on the national level would be a sensible and useful way to follow up on the original project.

Meanwhile a Kosovo-Albanian and a Croatian NGO have translated the manual. We hope to apply for funds to revise the manual and translate into further widely-spoken European languages, such as German, Russian or French.

## Conclusions

The project 'Survivors speak up for their dignity' 2007–2009 has created a unique and innovative European resource in the form of the manual called 'Power to Change'. The printed and electronic versions of the manual have been produced in English, Italian, Portuguese, Estonian and Hungarian, and have been disseminated in the five project countries as well as through the European community of NGOs and professionals working with victims of domestic violence. With the help of this manual survivors and professionals will be able to organise, manage and run support groups with women affected by domestic violence. By offering good practice guidance they enable survivors to look at their own past in the context of human rights, and to increase self-esteem that has been undermined by their abusers. Initial feedback shows that we have been successful in creating a manual that has the potential to be used Europe-wide. We hope to attract partners for a future project in order to revise the manual and translate it into as many European languages as possible and thereby widen the reach of the resource.

### Related downloads

Links to 'Power to change' in all available languages:

**[www.womensaid.org.uk/domestic-violence-articles.asp?section=00010001002200370001&itemid=1841](http://www.womensaid.org.uk/domestic-violence-articles.asp?section=00010001002200370001&itemid=1841)**



MANNRÉTTINDASKRIFSTOFA ÍSLANDS  
ICELANDIC HUMAN RIGHTS CENTRE

## Icelandic Human Rights Centre (Iceland)

The purpose and aim of the Centre is to promote human rights by collecting information on and raising awareness of human rights issues in Iceland and abroad. The Centre works to make human rights information accessible to the public by organising conferences and seminars on human rights issues and by providing human rights education.

The Centre conducts human rights and legal education courses for the University of Iceland Adult Learning Centre, which is open to all adult learners throughout Iceland. The Centre also promotes legal reform and research on human rights.

The Centre was founded by organisations and institutions working in various fields of human rights (Save the Children, Amnesty International, Icelandic Red Cross, UN Women in Iceland, and more – 14 organisations in all) and acts as a centralised law ‘translation’ centre for these organisations, providing them with explanations and clarifications on legal issues, reports, articles, brochures etc. Legal counsel to immigrants in Reykjavík is also a part of the Centre’s functions, making them aware of their rights and obligations and to further their understanding of the legal system in Iceland.

Our role in the Grundtvig Learning Partnership is to share and assess these strategies – the cooperation with the University of Iceland Adult Learning Centre and the law ‘translation’ approach – with the partners.

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## Success story 4:

### Legal counselling for immigrants

**Author:** Margrét Steinarsdóttir, Director

For the past two years ICEHR has, based on a contract with the Ministry of Welfare, offered free legal counselling for people of foreign origin in Iceland. The counselling is offered two days a week: Wednesdays between 2 pm and 8.30 pm and Fridays between 9 am and 5 pm. On average 10–12 individuals seek counselling every week and we're almost always fully booked. Counselling is also provided via phone and email.

As the Director of ICEHR was previously working for the Intercultural Centre and later part time for the city of Reykjavík as counselor to immigrants, she saw the need for free legal counselling available to immigrants all over Iceland. The legal counselling service is therefore open to the whole country and people can book an appointment and come and visit us at the office, or call us on the phone, or send an email.

As mentioned before the counselling is almost fully booked every week even though we have not advertised at all. People are referred to us from various sources such as social services, the Directorate of Labour, the Women's Shelter, and so on. Most important is the effect of word of mouth recommendations from those who have sought counselling and who then refer friends and acquaintances to us. Some come more than once and they are always welcome.

If individuals need the assistance of a translator/interpreter it is offered free of charge. The counselors (lawyers) educate people on their legal status, their rights and what options are available to them. Sometimes they assist people in writing letters or making appeals and complaints to governmental bodies such as the Directorate of Immigration and the Directorate of Labour.

The most frequent subjects people seek our counselling for are: residence and work permits; divorce and custody disputes; abusive relationships; social benefits; recognition of diplomas and credentials; employment; and more.

We could tell endless success stories, for example of women we have helped with getting out of abusive relationships and obtaining an independent work and residence permit, others who have been mistreated in their workplace or being refused reimbursement of a security deposit by their landlords, those who have not met with the stipulations of the Act on Icelandic Citizenship and have been helped to obtain citizenship through the Icelandic Parliament.

#### How our approach contributes to learning about the law/rights

By offering the legal counselling for immigrants and free interpretation if needed we are able to assist this multicultural and multilingual group in Iceland to get to know their legal status, rights and obligations in their new country.

The project enhances the legal capabilities of the people who seek our assistance on several levels. Also, all news travels fast through the immigrant community, and many of

our service users have been able to guide others towards the correct channel of information and assistance.

### **Why do we recommend this project to others?**

Our experience has shown that people of foreign origin, immigrants to Iceland, especially those who have only been living here as adults are unfamiliar with the Icelandic legal system and have no or little knowledge on their rights and obligations. More specifically, they do not know how the administration works, the role of various institutions or which rules apply to each relevant field. Not only might they miss out on services or assistance available to them, they are also very likely to be taken advantage of or even exploited. Inform them of their rights and obligations is therefore of great benefit to them and will also influence their friends, family and community. In the end it will therefore lead to a better functioning multicultural society.



## CePI Centre for Positive Integration, Denmark

CePI is a relatively young organisation, established in the spring of 2008 by a small group of five students from Denmark.

One of the main purposes of the organisation is to provide legal advice and other forms of counselling to persons with a different ethnic background than Danish about their rights in Danish society. Thus the purpose is basically to educate our 'clients' about rights and opportunities in Danish society to which they are entitled. This education is carried out at our counselling office, which is located at the heart of one of the most multicultural areas in Copenhagen (Skt. Hans Torv, Nørrebro).

Our goal is that all citizens – regardless of their ethnic origin – are aware of and acquainted with their legal rights in Danish society. To know and understand one's rights is an absolute prerequisite to being fully integrated. CePI believes that a lack of understanding of one's legal rights may well generate feelings of being excluded from society (and indeed is likely to do so). CePI is determined to eliminate this perception by making it clear to all ethnic minorities that being of a different ethnic origin than Danish does not in any way mean that one cannot participate in the Danish society on equal terms with everybody else.

At the same time, CePI participates actively in public debate and is an informed voice in the debate on integration. Among other ways, CePI participates in this debate via our blog on the website of the Danish newspaper Jyllands-Posten (<http://blogs.jp.dk/positivintegration>) as well as by writing numerous articles, comments, and chronicles that are often published in a number of national newspapers.

Hence, CePI aims to inform/enlighten/educate a broader audience on the topic of integration by, among other things, shedding light on the many difficulties and obstacles that some may experience when trying to participate in and integrate into Danish society. Also, public debate in Denmark is often shaped by negative news stories with regards to integration. CePI therefore tries to influence nuance this at times somewhat one-sided picture by ensuring that the more positive news stories on integration (of which there are plenty) also see the light of day.

CePI is based solely on volunteers and is thus entirely driven by the commitment and devotion of these dedicated people, who spend their spare time in and for CePI. The volunteers come from diverse educational and ethnic backgrounds and an important aspect of CePI's work is to educate all volunteers to become competent advisers and knowledgeable pundits.

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## Success story 5:

### Meeting legal need where it is: Create trust; Build legal competence

**Author:** **Mikkel Jarle Christensen**, Board Member

#### About the project

Since entering into the Grundtvig project the best practices of CePI have evolved significantly, a process that has, at least in part, been inspired by meeting other NGOs working in a similar field in their own country. As a result, CePI secured funding from a private fund – Lauritzen Fonden – in October 2012 to begin a project that targets a new type of legal counselling. This new pilot project builds on an innovative approach that couples social outreach with legal counselling and education. By bringing our services to the areas that need them the most and embedding them in the social practices of one of the poorest housing projects in Denmark, Mjølnerparken – home to some 50 different nationalities – the project will build trust that allows us to help a group that would otherwise go unnoticed. Even more significantly, it allows us to help them build pivotal legal competences that will allow them to solve future legal problems and engage confidently and effectively with the Danish system.

The six month pilot project began in March 2013 and has the following goals:

- Establish trust in an area inherently sceptical to outsiders and authorities
- Plan and carry out large and small social events that include a legal and educational angle
- Strengthen the legal competences of the inhabitants by targeting our activities to reflect the social practices of the area
- Establish a more generic legal counselling and education portfolio, inspired by a permanent presence in Mjølnerparken.

During March and April 2013 our volunteers have begun legal counselling in Mjølnerparken in connection with social events planned and executed in close

collaboration with the some of the inhabitants. It is our experience that these joint ventures are absolutely central not only for creating successful events that bring in people from the neighbourhood but also, far more importantly, are the main element in the slow building of trust that enables us to help the some of the most secluded groups in Danish society.

As part of the outreach activities in the housing project, CePI arranged a large block party on April 20 2013. The idea behind the event was to invite Copenhagen into Mjølnerparken, a part of town that most people would never visit on their own initiative. The day was planned in close collaboration with groups from the local community, a strategy consciously chosen to reflect the theme of the party: *samskudsgilde* – a potluck dinner where all guests bring something for the long table that was put up in the middle of the largest courtyard in the housing project. During the entire preparation phase 30 young people from the neighbourhood helped with setting up tables, blowing up balloons and cooking the food that CePI donated. The kitchen, formally run by our volunteers, quickly became a base also for some of the women of the area who prepared culinary specialties from their country of origin.

Once the party started the courtyard was packed not only with local residents but also with visitors from outside, who, judging from the look on their faces when they first came, had never set foot in Mjølnerparken before. The festivities were kicked off with jazz from an ensemble from Copenhagen and followed by DJ LN, who tuned in quickly to the musical tastes of the younger generation present. It was not however until the older men hijacked the DJ system that the older generation found its way to the pulsating dance floor. To the sounds of Arabian pop classics the entire yard was dancing including people on the balconies. This prompted a member of *Sjakket*, a group of strong role models including former gang member who try to steer the local youth in another direction, to comment: “They’ll be down next year. They just needed to feel secure first and see who you are”.

Throughout the day our volunteers spread themselves across the courtyard, making sure not only that the different activities – only some of which are mentioned above – progressed as planned, but also talking to the residents about legal issues, making them aware of our presence and explaining our ideas .

This was a day that perfectly exemplified our approach to legal aid, which enables us to develop expertise in the legal needs of this area, and thus plan future counselling and teaching.

### **Our tools and methodology: Meeting people where they are**

Our unique approach is built on the combination of social presence and legal counselling with educational elements. Some of our events will aim to combine legal counselling with a focus on helping people deal with concrete problems, and equipping them with tools that can be used in the future – an approach inspired by the concept of Public Legal Education pioneered by our Grundtvig Project partner Law For Life. To supplement these sessions we will plan educational days for some of our collaborators who are typically used as a resource in the area, and are thus often asked legal questions. By focusing specifically on the problems that they identify when approached with issues – whether

family reunification, EU rules of mobility, or early retirement – we will assess the need and plan teaching accordingly. Advancing the knowledge and skills of the inhabitants on different levels will also help us form a more generic package of activities that can be used in other similar areas of Copenhagen.

### How our approach contributes to learning about the law/rights

By focusing precisely on the needs of our users and on having a social presence in the neighbourhood we will be able to meet the specific and diverse requirements of this multicultural and multilingual group. As the *Sjakket* member referred to above said during our party in April “The inhabitants do not trust what they don’t know.” – a statement that mirrors our experiences from five years of legal counselling from an office in central Nørrebro, further away from our target group, and in a more official and formal type of counselling centre. Many people simply did not show up, no matter the severity of their legal problems and resulting difficulties.

By being present and known in the area we are able to reach one of the weakest, or at least most isolated, groups in Danish society and help them engage with the system that they so often come into contact with. By offering informal and accessible help that aims to increase self help we will assist them master both their current situation and similar situations in the future.

We also target a different group in the area – the stronger individuals typically organised in informal social networks – and for them we will offer targeted legal education that will be developed in constant dialogue with them.

Thus, the project will enhance the legal capabilities of our users on several levels and will be shaped and developed in close dialogue and cooperation with them.

### Partnership and collaborations

The entire project is rooted in our partnerships and collaborations in Mjølnerparken. Our contacts will help plan the different social events and will provide invaluable feedback that will help the iterative process of creating activities that fit the needs of our users.

At present our most important collaborations include:

- **Sjakket** (mentoring spare time activities for exposed youth)
- **Bydelsmødrene** (group of mothers on Nørrebro)
- **Mjølnerparkens Beboerforening** (association of inhabitants in Mjølnerparken)
- **Kvindeklubben** (group of women in Mjølnerparken).

This approach:

- will give different groups in Mjølnerparken greater access to legal and knowledge of legal problems and structures in Danish society
- builds strong bonds between CePI and Mjølnerparken as well as between inhabitants of Mjølnerparken
- provides help to a secluded and neglected group.

## Case studies and storytelling

Case studies will be a significant part of our educational activities and will build on the concrete problems of the area, sometimes altered to maintain anonymity in a socially closely knit housing project.

## Familiarity with legal bodies, legal advice service and arbitration

One of the central goals of our approach is precisely to familiarise our users with the legal tools that are available to them by taking the concrete problems of the area as a starting point. The legal counselling and training will revolve naturally around official legal bodies that are typically highly relevant to the problems of our users, as well as opportunities for arbitration and/or representation.

### Related links and downloads

<https://twitter.com/cepitweets>

<https://www.facebook.com/cepi.dk>



## Helsinki Foundation for Human Rights

The Helsinki Foundation for Human Rights in Poland (HFHR), based in Warsaw, was founded in 1989. Its establishment was preceded by the work of the Helsinki Committee in Poland, which had operated underground since 1982. The HFHR is managed by a Board consisting of five members, and is supervised by a seven member Council.

The Helsinki Foundation for Human Rights is the oldest and the largest human rights organisation in Poland.

HFHR's objective is the promotion of human rights in Poland and in the countries of the post-Soviet region. Its main areas of activity are:

- domestic education in the field of human rights
- international activity – programs promoting democracy, constitutionalism, rule of law and human rights in the countries of the Commonwealth of Independent States
- public interest activity aimed at increasing standards of human rights protection in Poland, implemented through monitoring, intervention and strategic litigation before domestic and regional courts.

Since 2007, the Foundation has held consultancy status at the United Nations Economic and Social Council (ECOSOC).

## Success story 6:

### The Court Watch Programme – Court Observers

**Authors:** **Maria Ejchart** is a lawyer, graduate of the Faculty of Law and Administration, University of Warsaw. Since 2000 she has worked at the Helsinki Foundation for Human Rights in Warsaw where she coordinates the 'Innocence' Law Clinic. She has been involved in a numerous national and international educational programs and reports concerning the rights of inmates. She monitors polish isolation units regularly.

**Agata Szypulska** is a lawyer, graduate of the Faculty of Law and Administration, University of Warsaw and the Gender Mainstreaming Studies, Polish Academy of Science. Since 2011 she has been working at the Helsinki Foundation for Human Right in Warsaw as an assistant lawyer on the Article 32 Equality Programme.

**The right to a fair trial is one of the pillars of a democratic society. It not only means that everyone has the right to have their case examined in a fair and just way, but also that everyone has the right to be actively involved in their trial. Unfortunately, the**

**complexity of legal terms and judicial proceedings may in some instances undermine this fundamental right and therefore drastically limit a person's access to justice.**

**The CourtWatch project, launched by the Helsinki Foundation for Human Rights (HFHR) in October 2004, has proven to be an effective tool in law-related education by helping to eliminate obstacles to accessing justice and enabling adult learners to understand how the courts – natural places to settle legal disputes – actually work.**

Since its establishment the HFHR has undertaken numerous monitoring programmes concerning access to justice in Poland, with the help of lay volunteers ('the Observers'). After our initial efforts we realised that our Observers were experiencing some difficulties during the observation process, as a result of which they found it impossible to fulfil their roles. These first Observers complained mainly that being in court was overwhelming for them, making them anxious and uncomfortable. When asked why, the Observers said that their confusion was closely linked with the fact that they were not familiar with the court proceedings and did not understand specific legal terms. As newcomers to the legal system the Observers were also intimidated by basic courtroom etiquette, such as when to stand up and ask questions, and even what to wear. A quick briefing prior to observing the court greatly mitigated these problems.

After a lengthy experimentation phase the HFHR succeeded in combining the goals of legal education for adults with ensuring that the right to a fair trial was being consistently protected, creating 'The CourtWatch Programme – Court Observers' – a cohesive programme whose aim is to increase Observers' level of knowledge, skills and confidence in dealing with law-related issues in the course of their observations of the work of the Polish courts.

## **Overview of CourtWatch**

In CourtWatch, Observers carry out court observations and survey the behavior of judges and other court actors in courtrooms, and the attitude of court clerks towards the parties. The Observers are not there to show any interest in particular cases and do not record outcomes based on their merits. Rather, they concentrate only on the way the courts work and how well particular courts and judges respect the right to a fair trial.

The Programme usually involves two stages. During the first, more academic, part, the Observers are given all necessary knowledge concerning proper conduct in the courtroom. They are taught not only the basic rules governing trials but also the basic conduct of a properly conducted trial in detail – right through to the proper positioning of the various participants and the order of conduct of a trial. During the second phase Observers are asked to spend one whole day in their closest court and use their newly gained knowledge in practice. Specifically, Observers are asked to monitor closely the trials taking place during that day. Observers are asked to pay equal attention to both negative issues – such as negligence and errors by judges – and positive aspects, such as good decisions. They make notes on their experiences in a detailed report. Finally, Observers are presented with a specially designed questionnaire to complete. Based on these questionnaires, HFHR's lawyers are able to prepare a comprehensive report on the conditions in Polish Courts.

## Creating effective Observers

As already indicated, Observers are not professionals, and legal experience is not a requirement. However, there are certain attributes that are needed to produce effective Observers. In particular, strong communication skills, and a general openness to new challenges have proved to be essential qualities in a good Observer. Obviously, they must also have the necessary time for both the education phase and to spend a day in court. As objectivity is a key element of CourtWatch, while selecting the candidates it is essential to ensure that an Observer is in no way related to the monitored court, including both the court administration and the parties that will appear on the day of monitoring. Preparing the Observers also involves informing them about the risks that may compromise their objectivity – like thinking in stereotypes, or a general unwillingness to criticise the court. The Observer's job is to analyse the organisation of a court and the work of a judge, even in the face of any emotional difficulty arising from the tragic elements of some cases.

## The benefits of CourtWatch

Courtwatch focused in particular on issues relevant to access to the courts, the culture of trials, and the quality of service provided by the court administration. By paying attention to simple procedural differences, we were able to provide various courts with mechanisms to instantly improve their performance.

The benefits of the Courtwatch initiative are discernible at both the general and the individual levels. Generally, the Observers brought an independent and informed perspective to trying to assess whether the courts and judges were capable of and equipped to perform their duties. Their findings – together with recommendations based on the questionnaires – were published in the form of a brochure presented to the Ministry of Justice and other relevant authorities. As a project CourtWatch also sent a positive message that ordinary citizens are interested in judges' and court clerks' work and ready to provide their contribution to making judicial proceedings more user-friendly.

Individual benefits focused mainly on the educational aspect of the CourtWatch. Thanks to the project, our Observers were given a chance to increase their knowledge of their rights and familiarise themselves with court procedure. With their trainers' assistance, Observers are now ready to actively participate as trial observers trials. Hopefully the experience has instilled an ongoing interest in the functioning of the justice system, making Observers more active citizens in their communities.

### **When implementing the CourtWatch method in your country:**

- 1.** The training of future Observers must be planned in detail and well prepared. The Observers must be provided with all the information during the training itself as the quality of training will translate directly into the quality of monitoring they will provide.
- 2.** Equally important with sharing knowledge, skills and tools with the Observers with respect to their specific task is showing them what role they play in the overall Programme. In order for them to do their task diligently, they need to appreciate the broader value of and uses made of their observation activities.

- 3.** Choose Observers with a diverse professional and educational background – different perspectives complement each other! The results of CourtWatch indicate that lawyers are able to concentrate on procedural and substantive matters, but since they are familiar with courts they are prone to miss details such as the attitude of the judge or whether the trial was comprehensible for non-lawyers. People with no legal education or with no court experience paid attention to different aspects of the court work, and provided a different perspective, akin to that of the actual parties courts are meant to serve.

## OLKE – Homosexual and Lesbian Community of Greece

OLKE is a non-governmental organisation (NGO), founded in Athens in April 17th 2004, with the basic aims of combatting discrimination and protecting the human rights of LGBT people in Greece. The organisation also strives to raise awareness on issues like sexual orientation, gender identity and expression, sexual health, marriage equality and same-sex parenting.

Furthermore, OLKE strives to eradicate prejudice, stereotypes, stigma and social exclusion against the LGBT population, homophobia, hate speech and crimes. OLKE also lobbies for LGBT rights with the political parties.

One of our most important current projects is Helpline '1528', a national help line for sexual orientation and gender identity issues.

Recently, our organisation initiated the creation of the first LGBT Social Centre, the 'Athens Rainbow House' (ARH). OLKE is also coordinating the LGBTQI Organisations Platform, an umbrella of more than 15 LGBTQI organisations and groups in Greece.

OLKE organised the 2nd Mediterranean ILGA–EUROPE Solidarity and Network Meeting (ILGA-Europe is the European region of the International Lesbian, Gay, Bisexual, Trans and Intersex Association) and International LGBT Family Conference in tandem with the Grundtvig Learning Partnership Project.

Other participations:

- **Annual International HIV Festival**
- **International Research 'EMIS'** (Health Research without boundaries)
- **Be Positive** (NGO for HIV bodies): cooperating against discrimination
- **Annual Athens Pride Festival**
- **Annual Antiracist Festival**
- **Annual International Day against Homophobia**, and
- **Fundamental Rights Agency: the first LGBT European Survey.**

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## Success story 7: Lobbying with the political parties

**Author:** Konstantina Kosmidou, OLKE President

### About the project

Our main goal is lobbying for LGBTI rights with the political parties. For that reason, OLKE has set up a team of volunteers, named the 'Pink Lobby', who deal with lobbying and educating politicians on LGBTI rights and promote LGBTI interests – especially now that Greece will hold the 2014 EU Presidency.

The Pink Lobby has started talking to MPs who were sympathetic to LGBTI issues in order to improve their knowledge of situation with regard to LGBTI rights. The first seminar was held in Rome (organised by ILGA – Europe) where four MPs from three political parties (PASOK – the Socialist co-governing party, SYRIZA – a left-wing opposition party, and DIMAR – a left-wing ex-governing party) had the chance to take part in a two-day seminar with other MPs from five different countries in order to learn more about the legal status accorded to same – sex marriage, civil partnership, adoption, and families' in their respective countries.

Following this seminar, in November 2012 MPs were given an internal report to share with and inform their colleagues so as to promote discussion with them on the issue of same-sex marriage with a focus on the right of same sex people to be acknowledged as family members in hospitals, and to be able to participate in decisions regarding the health issues that concern their partner.

OLKE succeeded in holding meetings with all of the political parties represented in the Greek Parliament. Almost all of them accepted our invitation; this gave us the opportunity to talk to more than 45 MPs about LGBTI interests. Most of them understood our arguments, especially when they were given the European rainbow LGBTI rights map of ILGA – Europe; the map offers clear way of contrasting the position of LGBTI equalities across EU.

As a result of those meetings the law on hate crimes and hate speech will be redrafted to include for the first time sexual orientation and gender identity. Meetings with MPs are ongoing and we are planning to organise seminars for each political party from October 2013.

Pink Lobby was a success story for OLKE mainly for two reasons:

1. for the first time the MPs of the Greek Parliament spoke openly about LGBTI people and the problems that they face on an everyday basis
2. on their own initiative and understanding MPs pushed for the passing of new equalities legislation by adding sexual orientation and gender identity.

## Our tools and methodology

- Using the tool of ILGA – Europe ‘rainbow map of Europe’
- ILGA–Europe seminar in Rome ‘Same-sex marriage and legal status in EU countries’
- Communication with MPs that are friendly to our agenda
- Meetings with MPs that are friendly to our agenda
- Educating MPs about LGBTI issues
- Giving them material about legal status in Greece
- Meetings with political parties
- Induce promises from political parties that they will push the LGBTI agenda in the Parliament.

## Partnership and collaborations

The success of the project is rooted in our partnerships and collaborations. The ‘Pink Lobby’ team is part of OLKE and the members of OLKE worked hard for make this project a success. The fact that we shared knowledge about the legal status and wider interests of the LGBTI community with more than 45 MPs was a success based on volunteer-led work of the organisation.

We are also indebted to our collaboration with a number of partners and supporters including:

Colour Youth of Athens

Homophobia in Education

Rainbow Families

Act Up

Positive Voice

Athens Pride

Simpraxi

Mrs Vasiliki Katrivanou (MP from Siriza leftish party)

Mrs Maria Giannakaki (MP from DIMAR)

Mr Kostas Triantafillos (MP from PASOK)

And especially:

Dr. Lina Papadopoulou

Ass. Professor of Hellenic and European Constitutional Law

Aristotle University of Thessaloniki – Greece

We are grateful for their support, participation and help.

### Related downloads

<http://olkegr.blogspot.gr>

# **Demanding Fundamental Rights: Law Related Education in Adult Learning**

**Grundtvig Learning Partnerships  
Lifelong Learning Programme  
2011-1-DE2-GRU06-07818 2**

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Lifelong  
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