

## **Community Language Schools Human Rights Curriculum Resource and Campaign Project**

### **Background**

In Australia, community language schools, or after hours ethnic schools, are non-profit. Classes are conducted in languages other than English on a part-time basis, outside regular school hours. Most are for school-aged children but some classes are for adults and pre-schoolers.

In 2006, 77 languages were offered nationally to students up to years 11 and 12. Approximately 1,000 school authorities operate community language schools throughout Australia. 2006 records indicate approximately 100,000 students participate in the program nationally.

As with the English as Second Language resources, this project was designed in response to evidence that many Australian Muslims are either unaware of or hesitant to use existing discrimination complaints mechanisms.

### **Project**

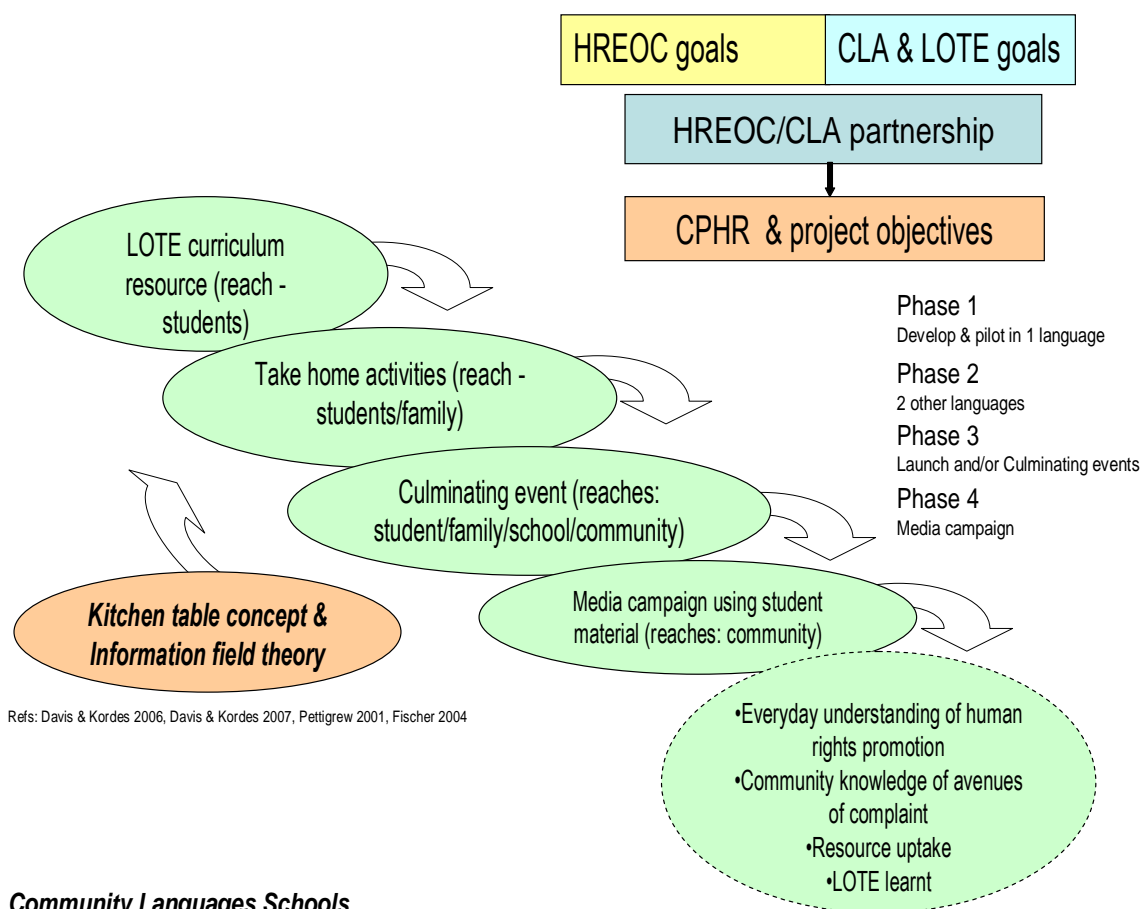
In partnership with Community Languages Australia, this project will develop a bilingual LOTE (Language other than English) learning resource about discrimination and human rights.

The resource will be translated into a language that is most likely to reach Muslim communities. A Muslim Reference Group and Project Advisory Group will identify this language. These groups will use evidence-based criteria, such as current CLA student numbers, 2006 ABS Census data on languages spoken at home, and DIaC settlement statistics.

The project has 4 stages of development and piloting over a timeline from early 2008 to June 2010:

1. Developing the curriculum resource has several activities:
  - writing English template with,
  - developing take-home activities (enabling students to share what they have learnt with their family) and,
  - designing a culminating event format (which will allow students to share what they have learnt with their community), then
  - translation into one language and,
  - pilot and evaluate.
2. If the project is successful the Muslim Reference Group will identify several more languages for translation of the resource.
3. Promotion, distribution, launch – a high profile event with participating schools and stakeholders.
4. A media campaign using the material developed by students and giving a third opportunity to promote the human rights messages.

This diagram is a summary of the project:



**Community Languages Schools  
Human Rights Information  
Campaign Project: concept  
@ April 2008**

## Key Messages

- human rights and equal opportunity laws in Australia protect you against unfair treatment, discrimination and bullying
- many people in Australia face particular issues and discrimination for example, Muslim communities and Australia's Indigenous peoples
- broader School parent community campaign message
- one way to respond to unfair treatment within the law is to know where to get advice and how to make a complaint

## Objectives

- increase understanding and knowledge of human rights, responsibilities, discrimination, complaints process and avenues in students attending community

language schools in communities identified as likely to include a significant proportion of Muslim community members.

- reach and raise awareness of human rights, responsibilities and discrimination issues and complaints process and avenues in the families of students and their communities.
- promote and raise human rights, responsibilities and discrimination issues on the national and local agendas of CLA organisations and schools.
- raise awareness of HREOC's work and that of CLA and affiliated organisations within the participating communities.
- develop effective partnerships, with shared agendas, that ensure community and stakeholder inclusion and engagement at all levels and stages of the project.\*
- engage Muslim communities and relevant stakeholders in the project partnership opportunities, planning and implementation.\*
- produce quality assured LOTE learning class room materials and resources for young people to promote human rights, responsibilities, discrimination, complaints process and avenues that can be used stand alone from the competition component and have transferability to other LOTE settings for example in mainstream schools

### **Community Languages Australia (CLA)**

CLA is the peak body for Australia's community language schools (or after-hours ethnic schools). CLA comprises the Australian Federation of Ethnic Schools Associations an umbrella body set up to unite the ethnic schools of Australia and their state/territory peak bodies.

CLA has worked for several years with the Commonwealth Department of Education, Science and Training (DEST) to help build school performance and progressively ensure its place within the national languages education regime.