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FATIMA2

Curriculum for Young Human Rights and Gender Equality Ambassadors

Module 1.1 Understanding Human Rights



FATIMA 2

*FATIMA 2: Preventing Honour Related Violence against women
through Social Impact Projects and Peer Learning led by
young men*
Ref. 101095877

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USER GUIDANCE

In this module, participants are expected to acquire /develop knowledge, skills and attitude related to human rights in their own country and in the context of international legal instruments. Upon completion, participants are expected to demonstrate knowledge and skills on:

- Legislation (National, European and international)
- Child's rights
- Rights of women
- The rights of survivors of honour-based violence
- Support services available or service providers for people at risk of being victims/survivors of honour-based violence.

Participants should demonstrate their willingness to actively transfer this information to their host communities, survivors of honour-based violence and most importantly transform the norms into appropriate behavior themselves.

The Module was designed with full respect and promotion of:

- The 1966 International Covenant on Economic, Social and Cultural Rights
- The 1989 United Nations Convention on the Rights of the Child
- The Convention for the Protection of Human Rights Fundamental Freedoms (as amended by Protocols No. 11 and No. 14, 1950)
- The 1996 European Convention of the Excise of Children's Rights
- United Nations Universal Declaration of Human Rights
- The Council of Europe Convention on preventing and combatting violence against women and domestic violence
- European Union's Victim's Rights Directive
- The Hague Convention and the Brussels Regulations

GLOSSARY

For the purposes of this module:

- "Rule of law" (applicable for both - minors and adults) regulates that individuals, persons and government shall submit to obey and be regulated by law and not arbitrary action by an individual or groups of individuals.
- "A parent" refers to a person(s) with parental responsibility according to national law.
- "A child" means any person under the age of 18 years.
- "Child-friendly Justice" refers to justice systems which safeguard the respect and effective implementation of all children's rights at the highest attainable level bearing in mind the principles stated below and with consideration of the child's level of maturity and understanding the circumstances of the case. "Child-friendly justice" should be accessible, age appropriate, speedy,

diligent, adapted to and focused on the needs and rights of the child as well as to respect private and family life to integrity and dignity.

- “Gender” the socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for women and men.
- “Violence against Women and Girls” is understood as a violation of human rights and a form of discrimination against women/girls and shall mean all acts of honour-based violence that result in, or are likely to result in physical, sexual, psychological, economic harm or suffering including threats such as acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.
- “Human Rights” are rights we have simply because we exist as human beings - they are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty.
- “Honour-based violence” is a type of crime that aims to maintain collective norms and values about concepts such as honour, dishonour, shame and shamelessness. In these contexts, ‘honour’ represents the individual man’s values and the right to respect
- “Honour in collectivist societies” are ascribed to only men. Women should feel shame regarding their bodies for the men around them to have honour. Shame is a norm in honour culture.

LEARNING OBJECTIVES

	Module/Unit	Learning Objectives		
		Knowledge	Skills	Attitudes
1	Understanding Human Rights	At the end of the module participants should be able to...	At the end of the module participants should be able to...	The module aims at cultivating the following attitudes...
1.1	<p><u>International Human Rights Instruments</u></p> <p>Topics:</p> <p>The 1966 International Covenant on Economic, Social and Cultural Rights</p> <p>The 1989 United Nations</p>	<p>Identify 4 international treaties relevant to victims/survivors and at-risk persons of HBV</p> <p>Explain the purpose of the international treaties.</p> <p>Outline the ways in which migrant girls and women can be</p>	<p>Recognize when one’s fundamental human rights are being violated.</p> <p>Capacity to address human rights issues/problems in the community.</p> <p>Communicate and advocate for human rights in public and private.</p>	<p>Empowered to enjoy and exercise their rights and to respect and uphold the rights of others.</p> <p>Responsibility and motivation to make a positive difference or change.</p> <p>Promote human rights in daily life by acting.</p>

	<p>Convention on the Rights of the Child</p> <p>The Convention for the Protection of Human Rights Fundamental Freedoms (as amended by Protocols No. 11 and No. 14, 1950)</p> <p>The 1996 European Convention of the Excise of Children’s Rights</p> <p>United Nations Universal Declaration of Human Rights</p> <p>The Council of Europe Convention on preventing and combatting violence against women and domestic violence</p> <p>European Union’s Victim’s Rights Directive</p> <p>The Hague Convention and the Brussels Regulations</p>	<p>protected through the ratification of these treaties.</p> <p>Understand the human rights norms and principles, the values that support them and the mechanisms for their protection. Develop an understanding that freedom and rights also come with responsibilities.</p>	<p>Assess cases from a human standpoint.</p> <p>Reflect on what constitutes abuse.</p>	<p>Create awareness on the rights of individuals and the need to be respected in areas where HBV is predominant.</p>
1.2	<p><u>Judicial proceedings and children’s rights in the national context</u></p> <p>Topics:</p> <p>National legal instruments related to HBV. Judicial proceedings in cases of HBV</p>	<p>Identify national legal instruments relevant to the rights of survivors or at-risk persons of HBV.</p> <p>Explain the national judicial proceedings in cases of HBV against women and children.</p>	<p>Ability to understand the national laws regarding HBV and child rights.</p> <p>Mastering the legal instruments and knowing when to apply them.</p>	<p>Respect the legal instruments and educate people on the consequences in situations of violations.</p> <p>Refer victims or at-risk persons of HBV to support services available.</p>

	<p>against women and girls</p> <p>Support services for migrant girls and survivors of HBV</p>	<p>Know the various support services available and their functions.</p>	<p>Create networks with support services.</p>	<p>Report instances of abuse</p> <p>Active bystander- do not only witness a situation but take action to prevent it from escalating.</p>
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ACTIVITIES

A1.1 Violence in my life

Activity Name	Violence in my life
Goals	To understand and identify violence in its varied forms
Description	<p>Part I</p> <ol style="list-style-type: none"> 1. Explain that this is an opportunity for the participants to share thoughts and feelings about personal experiences of interpersonal violence, both when people were violent to them and when they were violent to others. 2. Make sure that everyone knows and understands the rules for participatory group work: that everyone should be treated with respect, that what anyone says is held in confidence and that no one is to feel under pressure to say anything which makes them feel uncomfortable. 3. Conduct a brief brainstorming session on the word 'violence', for instance, verbal abuse, insults, sarcasm, intimidation (by gangs, family, friends), smacking a child or hitting/or being hit, rape, forced marriage, threats and so on. A post-it or other types of cards, or a board could be used to write down the ideas related to the word 'violence'. 4. Ask everyone to take five minutes to reflect about personal incident when: <ol style="list-style-type: none"> a. Someone acted violently towards them. b. When they acted violently towards someone else c. When they saw someone else being violent but didn't intervene 5. Ask for volunteers to offer their experiences as examples for the group to consider together. Let them say what happened and how they feel about it. Try to get two examples in each category a, b and c. 6. Make brief notes about the incidents on the flip chart. <p>Part II</p> <ol style="list-style-type: none"> 1. Start with a short discussion about the activity as a whole and whether it was difficult or not, and why. Then go on to analyze the different incidents. This should be done with between 3-5 people in a group. <ul style="list-style-type: none"> ● Why did the violent situation happen? ● Why did you behave the way you did? ● How would members of the group have behaved in similar circumstances? ● How could you have behaved differently? Has the rest of the group any suggestions? ● What could anyone has done to prevent the incident from happening? ● In the case of (c) why didn't they intervene? ● Were there any general causes of the incidents or were they all unique? ● How many incidents were the result of misunderstandings, how many were the result of bitterness, spite of jealousy and

	<p>how many were the result of differences of culture and custom, opinion or belief?</p> <ul style="list-style-type: none"> • What do people understand by the word 'tolerance'? How would you define it? • Should we be tolerant of everything other people do or say? • Why is tolerance a key value for the promotion of human rights? <p>Alternatively, instead of asking them to reflect on their own experiences in no.4 of Part 1, let them watch the Fadema story or similar (Fadema story in Swedish: https://youtu.be/TR-37T-YD9M?si=dSgzkymm27Lu9cFO) and continue with the rest of the steps.</p>
Type of activity	Interactive exercise, group work
Duration	75mins
Space & Materials	Comfortable space, sound system, pens/pencils, writing sheets, flip charts, post-it, video projector, computer/laptop.
Learning Outcomes	<ul style="list-style-type: none"> • To develop knowledge and understanding about being the object of violence and the cause of violence. • To encourage the development of skills to deal with violence in a positive way. • To develop values of tolerance and responsibility.
Module	Understanding Human Rights
Source	This activity was created by Folkuniversitetet for the FATIMA 2 project

A1.2 Respect my rights as a woman

Activity Name	Respect My Rights as a Woman
Goals	Identification of human rights and liberties
Description	<ol style="list-style-type: none"> 1. Divide the participants into working groups (maximum 5 participants per group). 2. Briefly introduce the UN's Universal Declaration of Human Rights (general aim, ratifying countries. Use a video as a prop for example: https://youtu.be/nDqIVseTkuE?si=OZ4CnViEbgO2ofAs or https://youtube.com/watch?v=4B96mfwCg7U) 3. Provide copies of the preamble of the Declaration to each group (1copy per participant). 4. Ask participants to read the text. 5. Ask participants to write on a post -it notes what liberties and human rights are guaranteed and safe-guarded under the Declaration (1 liberty/human right per post-it).

	<p>6. Ask groups to elect a spokesperson to present the results and stick the post it on the wall. The next spokesperson to stand up and present should stick similar statements in line with the previous.</p> <p>7. Discussions on the map created by all post-its.</p> <p>The part of the Declaration that should be used is; <i>All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</i> <i>Everyone has the right to life, liberty and security of person.</i> <i>No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</i> <i>No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation.</i> <i>Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.</i> <i>Marriage shall be entered into only with the free and full consent of the intending spouses.</i></p> <p>https://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights</p> <p>Note for facilitator: Have the UN Universal Declaration on Human Rights printed in Articles. They will identify 3 Articles from each group. This is applicable to Step 3. At the end of the exercise, you could provide them with the document in full. From the outcomes (list) one can identify which human rights and basic civil liberties migrants and refugee women and girls in their community are aware/unaware of.</p>
Type of activity	Interactive exercise, group work
Duration	45mins
Space & Materials	Comfortable space, round tables (preferably 2), Flip chart, markers, post-it notes, copies of the relevant sections of the Declaration's preamble
Learning Outcomes	<ul style="list-style-type: none"> • Basic knowledge of the UN Universal Declaration on Human Rights. • Develop abilities to provide information to victims and their families in regards of protection and support of victims/survivors.
Module	Understanding Human Rights
Source	This activity was created by Folkuniversitetet for the FATIMA 2 project

A1.3 Violations of the Rights

Activity Name	Violations of the Rights
Goals	Identification of penalties/punishments in violating the rights within the national context

Description	<p>Description:</p> <ol style="list-style-type: none"> 1. Divide the participants into working groups (maximum 5 participants per group). 2. Use any of these videos as an introduction: https://vimeo.com/487425305, https://www.youtube.com/watch?v=kHHxF6ahxEg&list=PLIJkE15RrVLdACTI9fRVczqS4y-mde1tw, https://youtu.be/TR-37T-YD9M?si=dSgzkymm27Lu9cFO, 3. Briefly discuss violations of human rights as a crime in the context of Honour-based violence such as restrictions, violence (physical, mental, material, sexual, symbolic e.g., destroying someone's possession or harming their pets), forced marriage and child marriage, female genital mutilation, oppression, threats, rehabilitation trips. 4. Ask participants if they know of any punishment for violating any of the rights in their country and write them down. 5. Narrow down to Honour-based violence. 6. Ask participants what they think about these punishments. Are they justified (enough, not enough, too harsh)? 7. Ask groups to elect a spokesperson to present the results and stick the post it on the wall. The next spokesperson to stand up and present should stick similar statements in line with the previous. 8. Discussions on the map created by all post-its. <p>Note to facilitator. Investigate if honour oppression is a crime within your context. If yes, what are some of the punishments. Note that not all crimes are covered by the provision on honour oppression but rather to the criminal actions that may constitute honour oppression. Be careful not to limit the discussion to honour-based violence but rather to the violations of individual's human rights in general.</p>
Type of activity	Interactive exercise, group work
Duration	45mins
Space & Materials	Comfortable space, round tables (preferably 2), Flip chart, markers, post-it notes, copies of the relevant sections of the Declaration's preamble.
Learning Outcomes	<ul style="list-style-type: none"> • Basic knowledge that violation of these rights could constitute a crime punishable by law depending on the context. • To use knowledge gained to educate others.
Module	Understanding Human Rights
Source	This activity was created by Folkuniversitetet for the FATIMA 2 project

A1.4 Mind-map on Multiagency Cooperation

Activity Name	Mind-map on Multiagency Cooperation
Goals	Promote networking between participants and enhance their capacity to engage in and sustain and multiagency collaboration in cases of HBV.

Description	<ol style="list-style-type: none"> 1. Participants are divided into groups (trainer uses own discretion as to number of groups to be formed depending on the number of participants). 2. Each group discusses, using post-it notes and completes the mind-map on the table. For each area participants should refer to main stakeholders and actions within their reach that can contribute to or support victims of HBV. Over here the trainer should remind participants that this is a form of violence that can occur outside the host country so it's important to mention international stakeholders. 3. A representative of each group presents their own mind-map and tapes it to the board. 4. The trainer creates a final mind-map, summarizing groups opinions using the post-it notes created by the groups. <p>Tips for Trainer</p> <p>National and international organizations in Sweden</p> <ol style="list-style-type: none"> 1. GAPF (Glöm Aldrig Pela och Fadime. Phone number 0046700009328 2. Linnamottagningen Phone number 004687280055 3. Women's Rights (Kvinnors Rätt). Phone number 0046737286893 4. Somaya Women's Shelter and young women's shelter. Phone number 004620818283 5. The Swedish foreign service. www.swedenabroad.com 6. Terrafen. Phone number 004620521010 7. Tjejers Rätt i Samhället (TRIS). Phone number 0046102559191 8. RFSL Support Service. Phone number 004620341316 9. The "Love is Free" support chat service (Save the Children). stodchatt@rb.se 10. The Vulva Clinic. Phone number 004681236700 11. The Amel Clinic. Phone number 004681236700 <p>Similarly, facilitators from other countries should identify national and international organizations within their context and provide printed lists with websites/telephone numbers/facilities that someone can address to or contact if they are victims or know at risk persons.</p>
Type of activity	Interactive exercise, group work
Duration	45mins
Space & Materials	Comfortable space, round tables, flip chart, markers, post-it blocks, hand-out on multi-agency cooperation.
Learning Outcomes	Outline multi agency collaborative possibilities in combatting HBV.
Module	Understanding Human Rights
Source	This activity was created by Folkuniversitetet for the FATIMA 2 project