



Rights, Duties and Solidarity

International Seminar
26th of February 2019

Agenda

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

UPSCALING THE DOZZA EXPERIMENT

As I mentioned in Brussels ProF focused on (quotations)

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

THE TARGET GROUP

- What has been done?

☞ 12 young females who are: students at the University of Medicine, Pharmacy, Sciences and Technology in Targu Mures, high school pupils in the Mures County who have Islamic and migrant background attended the Training Course from October 2018 to January 2019

OUR CONTRIBUTION: Gender Equality

- The approach of Gender dimension relates to the subject of the promotion of full citizenship for the immigrants from Islamic countries.
- It can both concentrate on the essential principles that inspire and govern the lives of European countries, and to play on the cultural and linguistic heritage of the people arriving in them from countries having a different culture.
- It belongs to universal Human Rights

Human Rights

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

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

Why Gender Equality?

- It provides an introduction to the concept and methods for working toward gender equality and women's empowerment.
- It also offers trainees the opportunity to make links between gender and specific thematic areas such as: education; political participation; emergencies; peace and security.

Photo: Tunisian women got equal inheritance rights.



THE TARGET GROUP



THE TARGET GROUP



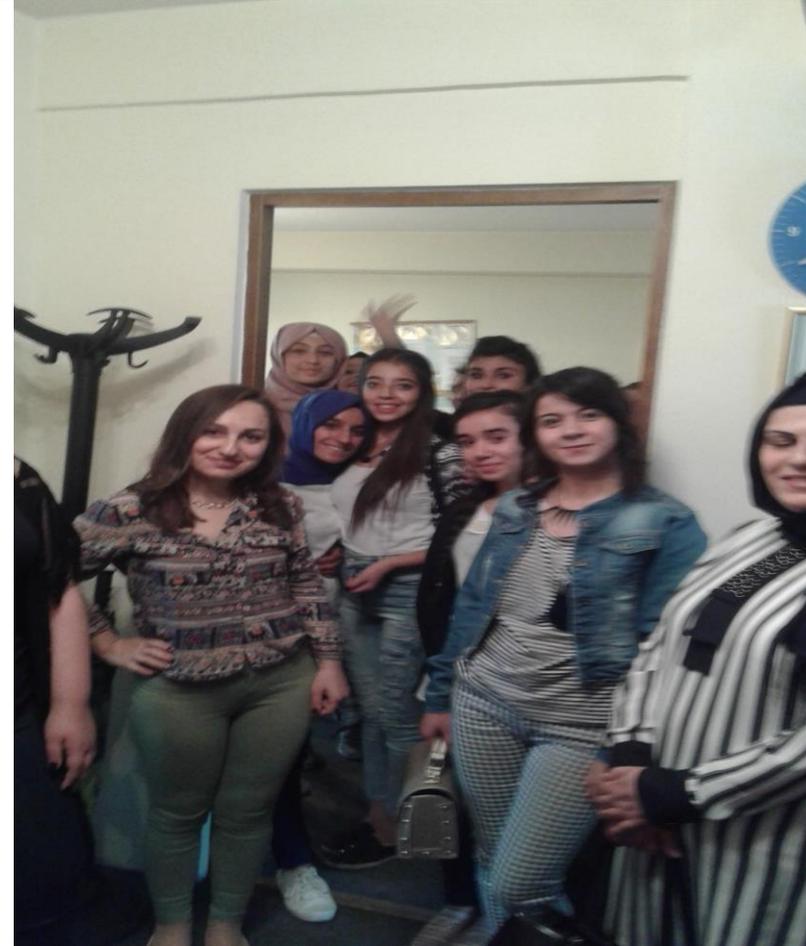
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MALE MUSLIM MIGRANTS INVOLVED IN REM

- To give a voice to both female and male Muslim migrants we invited some young students and challenge them with the same questions we pose to our female trainees, namely:
 - ◀ How do Muslims define modesty?
 - ◀ What is *hijab*?
 - ◀ Do Muslim women have to wear *hijab* (cover their hair)?
 - ◀ Why don't men wear *hijab*?
 - ◀ Why are standards of modest dress different for men and women?

Female Muslim's Trainees Opinion on Hijab

- Certainly, the headscarf is connected to religion. Many women who cover talk about it as a way demonstrating their submission to tradition and to God
- Some women do not wear the veil by choice, and they are often forced to cover their heads and bodies by their families.
- The hijab is a wonderful way to practice the Islamic faith but not the only way.
- I am not ready to wear a hijab

LET'S FOLLOW THE TALK

- There are some videos with transcript in English.

THE MALE MUSLIM MIGRANTS

- Larisa

DISCLAIMER

THANK YOU FOR LISTENING

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