

# ANNUAL REPORT 2021

January - December 2021



# FOREWORD

BY KAJSA SALEEM  
Founder and Chairman

It has been a few years since Child Rights Eurasia was founded and we are growing fast. What started as a three-person organisation has now grown to include several knowledgeable volunteers and trainees who help to transfer their expertise to our local partners in Sweden, Ukraine, Pakistan, and Zambia. Our volunteers come from a wide variety of backgrounds ranging from Malawi, Pakistan, Bangladesh, Sweden, Germany, Armenia, Turkey, Switzerland, South America, and North America.



We are proud to be such a multicultural team. Our cross-sectional competencies enable us to find the best solutions that suit our partner organisations.

Regardless of where our programs are based, we work with the same result-based goal management method. Some important events of 2021 include receiving funding from the Swedish Institute. With this we engaged a pastor who participated in our Zambian education program and resulted in a reported child sexual abuse case involving another pastor. Our Zambian partner has also given a voice to the people who work with or are parents of sexually-abused children by organising informational radio programmes. Despite Covid-19, we have been able to deliver good results through our Zambian program and once again received funding to improve the human rights in Ukraine.

In Pakistan, several participants from our target group have gained in-depth and age-appropriate knowledge about sexual and reproductive health and rights. The same participants have also competed in Taekwondo competitions in Pakistan, winning bronze, silver, and gold medals, which in turn have strengthened their self-confidence and self-esteem. Furthermore, we worked on raising awareness about children who have parents with intellectual disabilities in Stockholm through the influence of public opinion. Unfortunately, this has proven to be a challenge due to the apparent unwillingness or inability of municipalities to cooperate with civil society organisations.

Our organisation has a passion to solve the many challenges facing women and children throughout the world - however these challenges are spread across a broad spectrum. With this in mind, we started a discussion at the end of the year to focus our work on a few subject areas where we have the most expertise and will continue this discussion into 2022.

# CONTENTS



01 MÄMFIF  
Sweden

02 ABBA HOME ORPHANAGE  
Pakistan

03 DIVERSITY AMBASSADORS  
Ukraine

04 LET THE CHILDREN AND  
YOUNG WOMEN BE  
Zambia

05 SOCIAL MEDIA  
Operations

# MÄMFIF

MÄMFIF (Mer Än Mina Föräldrar Intellectuella Funktionsvariationer – More than my Parents' Intellectual Disability) is a project initiated in collaboration with B.A.R.N.

The purpose of the project is to develop and create a platform where children who have parents with intellectual disabilities can find support and guidance from a community consisting of expert volunteers. They could also be referred to the right support network i.e. hospital, clinics, psychosocial support for children and youths, school nurses, rehabilitation centres etc.

30,000 SEK was received from Dahlströmska foundation but only over 1,000 SEK was used to organize a project team meeting.



(A public call for young people aged 13–19 who want to be a part of the first support group for young people who have parents with intellectual disability.)



“Do you know a youth whose parents have intellectual disabilities? Then you may be interested in the project “More than my parents’ intellectual disability! “More than my parents’ intellectual disability” is a collaborative project between B.A.R.N. and Child Rights Eurasia.”)

There is not enough open data in Sweden on children who have parents with intellectual disabilities. Our team (consisting of a lawyer, CBT therapist, coordinator and sociologist) prepared a survey and sent it to all municipalities in the Stockholm region. The aim was to understand whether there are any activities or designated spaces for these children and whether social services would like to collaborate with us on a project that focuses on the needs of these children.

The surveys demonstrated that there is a need for a project like MÅMFIF as no municipality currently works specifically with this target group. Most municipalities do not know the number of such children and parents as they haven’t registered themselves with the social services.

Some parents fear that they would lose their children if they register themselves so this requirement makes such children invisible to the social services.



## LESSONS LEARNED

Not having enough information on these children and not being able to reach out to the target group turned out to be the biggest challenge. To overcome this, the team made use of advertisements and opinion pieces on Familjehemmet.se to fight against stigma around the issue.

During 2021, most of the effort was put into reaching out to the target group. Within the donation received, just over 1,000 SEK was spent for a project team consisting of volunteers. It is now clear that cooperation from municipalities is needed for this project to proceed as intended. To establish a good working relationship with the Social Services and the municipalities, CRE needs to have a full-time employee who has basic social work competence. Until CRE secures funds to do so, the team will continue to share the knowledge gathered via surveys with relevant stakeholders to be able to contribute to addressing the problem.

## Dags att bryta stigmatiseringen av intellektuell funktionsnedsättning



Barn IF funktionsnedsättning är inte bara ett begrepp, skriver Susanne Sjöström-Markström

### Kretslösa

En skriftlig förfrögan om BARN IF (Barn i Funktionsnedsättning) från barn- och äldrebyråerna i Nacka och Child Rights Forum är ett steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning.

Med intellektuell funktionsnedsättning, eller utvecklingsstörning som ofta skrivs i utredningar, avses en person som har IQ under 70 och som också har svårare tillgång till kunskap och förmåga att hantera information. Detta innebär att barn med intellektuell funktionsnedsättning ofta har svårt att förstå och hantera information som presenteras i skriftligt material. Detta innebär att barn med intellektuell funktionsnedsättning ofta har svårt att förstå och hantera information som presenteras i skriftligt material.

Stigmat kring barn med intellektuell funktionsnedsättning är ett stort problem. Det är ett stort problem som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett stort problem som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett stort problem som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett stort problem som ofta råder kring barn med intellektuell funktionsnedsättning.

Ena projektgruppen i Nacka är projektgruppen i Nacka. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning.

Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning.

Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning. Det är ett viktigt steg mot att bryta den stigmatiseringen som ofta råder kring barn med intellektuell funktionsnedsättning.

(An article stating that it's time to break the stigma around intellectual disability)

02

## ABBA HOME ORPHANAGE

Equipping girls with knowledge, soft skills, and character to succeed.



Pakistan



A home for girls who are from a Christian minority in Pakistan. While some of these girls are orphans, others have been ostracised by their families due to various cultural reasons. It currently cares for 42 girls between ages of 2 - 20 years old.

These girls come from various remote areas in Pakistan and from broken families, e.g. where a single parent has remarried and given up on their biological children. Many of them carry stress and trauma from their previous family situations.

However, Pakistan is a collective society so after the children have finished 9<sup>th</sup> grade the aim is for them to return to their families/relatives to build up a better Pakistan.

Before they leave the home and start their own professional working lives, they need help with overcoming maladjustment, managing emotions from broken relationships, and developing critical skill sets such as English fluency and digital competence.



## ENGLISH CLASSES

Students are taught to read, write, listen and speak in English so they can communicate confidently in the language that is widely used in commerce, education, and legal systems in Pakistan. Through the program, at least 70% of the children can now speak and write in English.

### PERSEVERANCE AND PROGRESS

Rabia\*, a student who had very poor English when she began the classes persevered to attend every class and is now the most fluent in her age group. Higher education is always taught in English in Pakistan. Thanks to the English classes, two older girls are well equipped and will be furthering their studies in higher education.

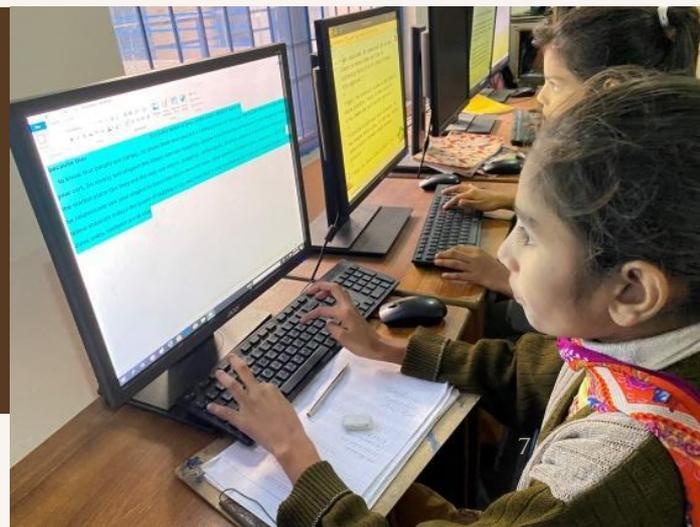
Each child receives 8 hours of IT classes a month. The teacher evaluates their progress via short exams and specific tasks. Depending on their age group, they learn how to type, use software such as MS Word, PowerPoint, and MSWLOGO, and create material for online job applications.

### SPARKING IDEAS

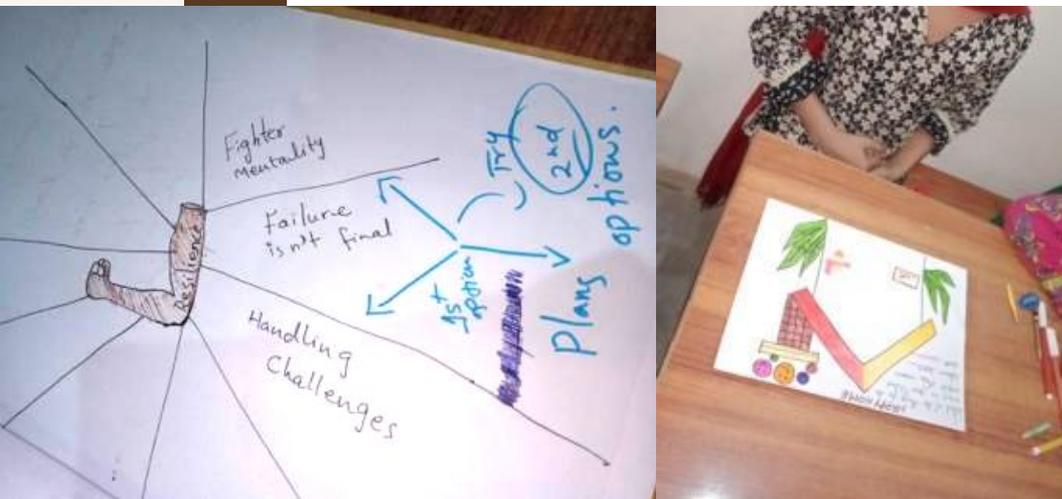
As a result of the support given to Abba Home, the children have been able to learn new skills and have shown the initiative to make their own creations. In one such case, a girl named Yameena\* went on to use the computer independently to make presentations, cards, and videos in the classroom.

\*Names have been changed

## IT CLASSES



The psychosocial program includes specific therapy styles such as cognitive behavioral therapy, motivational therapy, behavior modification techniques to help girls to confront their issues and change their negative attitudes. It also includes sexual and reproductive health and rights classes which are age and contextually appropriate.



## OVERCOMING OBSTACLES

Aqidah\* is a six-year old girl who managed to overcome her bedwetting through a psychosocial behavioral modification technique. Rabia\* came to the home when her father passed away and her mother had low financial resources. Her mental health situation was bad due to her background which led to negative emotions such as self-pity, sadness, and hopelessness. She had difficulty building relationships with the other girls but through the individual and group therapy sessions she built up her self-confidence and is now socializing with the other children.

\*Name has been changed

## SEXUAL EDUCATION



Sexual education of girls plays an important role in raising awareness about the development of their minds and bodies. For this class, the girls were divided into 3 groups according to their age. Together they acquired knowledge about their bodies, menstruation, sexual and health rights.

### POWER OF KNOWLEDGE

Girls aged between 14 and 16 shared the experiences of their first period. They talked about how they were afraid and cried because they had no idea what was happening with their bodies. They also shared how they relaxed when older girls explained the bleeding to them. Knowledge is essential for them to manage the changes in their bodies.

Each child received 10 hours of swimming classes a month. According to their age, they have learnt swimming with a kickboard, basic floating, dipping, breathing techniques, freestyle swimming, and swimming underwater.

### QUICK DEVELOPMENT

After only a few lessons, 6 girls can now swim 4-5 meters, 4 girls can swim 2 meters underwater, and 10 girls can swim freestyle.

## SWIMMING CLASSES





## TAEKWONDO CLASSES

43 students participated in 12 hour sessions within 3 different groups according to their age and level in 3 months. Girls learned and understood taekwondo as an art and sport. In addition to the basic tenets, they have learnt the movements that develop their strength, balance, and coordination. Taekwondo allowed girls to be as active as possible no matter their age or condition, it helped them to develop their confidence and sense of achievement as well as the passion for competition.

### AWARDED SUCCESSES

25 girls participated in the "District Lahore Inter-Club Girls Taekwondo Championship" & "First Muhammad Babar Memorial Online Poomsae International Taekwondo Championship" and successfully won 3 silver and 4 bronze medals.

(Picture of the medals  
won by the girls)

Each child received 10 hours of dance classes a month. They acquired a basic knowledge of Bhangra (a folk dance of Punjab region), Graba (originated from Gujarat) and Bollywood styles; classical, couple, contemporary dance according to their age group.



## DANCE CLASSES

## LESSONS LEARNED

In the English Language program, clearly-defined goals help these classes to produce rapid results. After reviewing the program, we see a need for a smaller group for the pre-school level children, which is something we may consider pursuing if additional resources can be obtained.

The IT classes do not produce visible outcomes as quickly as the English classes but it clearly empowers girls by boosting their confidence in learning to use a tool. One significant challenge was electricity cuts due to infrastructure problems across Pakistan. Since the lab only contains computers, a cut in electricity disrupts activities. More resources are needed to have at least one laptop in the lab to be used in such circumstances.

Psychosocial sessions have been found to be more essential than ever because of the problematic family backgrounds the girls come from. This leads them to experience sadness, depression, and stress which in turn distracts them from their studies, as well as their mental, and emotional development. The multidimensional nature of mental health issues often makes it difficult to target the right area for the girls. The psychologist goes the extra mile of visiting 3 or 4 families per year to make background checks and to understand the familial relationships. From there, she creates specific activities to suit the girls' needs.

For Taekwondo classes proper dresses are very important to boost girls' motivation. Nutritious diet including fruits and eggs are essential for their healthy participation in physical classes such as taekwondo, swimming and dance. We will continue to put efforts to provide these necessities as well as to ensure continuation of classes, for instance, junior belt courses.



## 03 DIVERSITY AMBASSADORS

“Diversity Ambassadors in support for human rights and peacebuilding in a fragile society” is a pilot project in Ukraine. The project’s goal is to use the diverse community to promote peace, humanitarian action and human rights in Ukraine. It aims to support constructive approaches to dialogue and peacebuilding through creating a culture of peace and understanding through expressive art. This work aims to prevent conflict and violence, deepening awareness, and facilitating discourse on peacebuilding and human rights. We are focusing on training our partner in gender mainstreaming, and the human rights based approach. In light of recent events, this is more important than ever.

Ukraine



The brains behind the project: a team made up of lawyers, human rights activists, artists and a teacher.

## STARTING THE PROGRAM

**SI.** Swedish Institute



2021

- AUG** ● Child Rights Eurasia and STAN, a Ukrainian partner organization, sent in a joint application for the Creative Forces Grant offered by Swedish Institute.
- OCT** ● Our partnership was selected as one of the recipients of the Diversity Ambassadors in support for human rights and peacebuilding in fragile society grant for 2022. This grant is a seed funding to the tune of 100,000 Swedish kronor. Child Rights Eurasia carried out a due diligence on STAN which included collecting copies of their travel documents, identity cards, current audit report and meeting the key Ukrainian representative digitally due to Covid-19.
- NOV** ● STAN and Child Rights Eurasia officially became partners.
- DEC** ● We had our first digital preparatory meeting to discuss timelines and align objectives towards creating a world of increased respect for all people, human rights, and gender equality.



Our goal is to build the capacity of our partner organisations. For instance, after setting up the joint goals for the program with STAN, we empowered them to lead by asking them to choose the most appropriate activities in a Ukrainian context for our SI application.

# 04 LET CHILDREN AND YOUNG WOMEN BE

A program in partnership with **Zambian Society for Child Protection**. It aims to:

- Reduce the number of children and young women being sexually abused.
- Promote community response to abuse cases.
- Encourage survivors and families to receive necessary trauma management.
- Increase the number of families who resist the practice of reconciliation between perpetrator and victim.
- Increase access to legal and social justice within the institutional and judicial system.

Zambia

## ACHIEVEMENTS IN NUMBERS



**12** on air radio programmes



**44** sessions in these programmes

**32%** of the Radio Yatsani listenership

**98** phone calls made to the radio broadcast



**4** workshops for 40 people

**1** priest made a police complaint on child sexual abuse



**47** beneficiaries accompanied to police and pediatric center

**12** convictions

**17** court cases

# SUSTAINABLE DEVELOPMENT GOALS HIGHLIGHTS



One of the the hurdles was to ensure public access to information. Hence, we organised talks on the radio and disseminated information about CSA/SGBV (Child Sexual Abuse / Sexual and Gender-based Violence) via different outlets. These talks focused primarily on women’s and children’s vulnerability to CSA/SGBV with the aim to empower them to make reports about sexual abuse. Taking into account gender sensitivity during the project implementation, we made sure to include men and women equally in our trainings, workshops, and programs.

Our approach was to include all segments of society such as healthcare, law enforcement, church, and communities to promote sustainable change regarding sexual abuse or other forms of harmful practices. Youths were invited and trained to take an active stance against CSA/SGBV by producing and disseminating information from a child rights perspective based on their own experiences. Church leaders included messages of child protection in their preaching. In one instance, a church leader reported a case of CSA by his fellow pastor to the police.

The police, prosecutors, health practitioners and child advocates have formed a committee to spearhead a 250 km CSA/SGBV awareness walk in November, which has now been carried out. They also plan to research causes of CSA/SGBV by talking to convicted individuals in prisons. Local change leaders will incorporate this information in their activities and contribute to sustainability.



## LESSONS LEARNED

---

Child Sexual Abuse and Sexual Gender Based Violence continues to be a serious problem in Zambia. We are ready to dedicate our attention and total commitment towards mitigating these criminal activities that mostly target young women and defenceless children. Therefore, we have plans to apply for further funding to implement a more robust program which would entail a full scale support to sexual violence survivors. It will also continue to raise awareness about these issues in the wider community while highlighting ways to prevent and report such abuse.



A radio presenter discusses topics related to challenges in mitigating CSA (child sexual abuse), investigations of sexually abused young women, social counselling, the role of the community and church leaders, and police investigation techniques.

# 05 SOCIAL MEDIA

Child Rights Eurasia has been more active on social media platforms such as LinkedIn, Instagram and Facebook.

## FOLLOWERS IN 2021:

 127

 87

 181

Operations

We have focused on updating people about our activities in Sweden, Pakistan, Zambia and Ukraine in order to raise awareness about children and young women's rights. Our posts kept our followers up to date about our education program in Pakistan and provided insights into how people in the field are changing the lives of others for the better.

In April 2021, we "took over" Creative Force's Instagram to inform their followers about our important work in Zambia together with the Zambian Society for Child Protection regarding Child Sexual abuse and sexual abuse of young women.

On our website, we provide updates and relevant information about our ongoing programs and to highlight important issues when necessary. Social media is used to be transparent and to have an open dialogue with followers. It is our hope that more people will see that it is possible to get involved in international development work like capacity building from Sweden to make a difference in people's lives.



**Thank You** to our  
generous donors for  
believing in our  
mission

Svenska institutet  
Dahlströmska Stiftelsen  
Stiftelsen Sevholts Hjälpfond  
Stiftelsen Olle Engkvist Byggmästare  
Ulla och Lennart Wallenstams stiftelse  
Folke Bernadottes Minnesfond  
Olof Palmes Minnesfond  
Private donors

We would also like to thank all of our board members, volunteers, interns, and members for journeying with us in 2021. This work could not have been done without your support.



<https://www.childrightseurasia.com/>



CREDITS: This reporting template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik. Laptop and mobile icons were made by Zlatko\_Plamenov: Freepik.com. Designed by Maelodee Chong.