

# Demystifying Non-Discrimination & Gender

**For Effective  
Child Rights Programming**



**Save the Children**

# Demystifying Non-Discrimination & Gender

**For Effective  
Child Rights Programming**

**20-21 April 2003**

**Reported by**

Lena Karlsson  
Ravi Karkara

**Edited by**

Lopita Hasan

**Organised by**

Save the Children Sweden Denmark  
Regional Office for South and Central Asia  
Bangladesh

## **The vision**

Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

## **The mission**

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

© 2005 International Save the Children Alliance

This publication is protected by copyright. It may be reproduced by any method without fee or prior permission for teaching purposes, but not for resale. For use in any other circumstances, prior written permission must be obtained from the publisher.

First Published 2003

Second Published 2005

Published by

Save the Children Sweden

Regional Programme for South & Central Asia

c/o SCUUK OSCAR

Lalitpur, GPO Box: 5850, Kathmandu, Nepal

Concept: Ravi Karkara and Lena Karlsson

Design, Layout and Printing: Format Printing Press, Kathmandu, Nepal.

# Contents

Preface	v
Acknowledgements	vii
Acronyms	viii
<b>Introduction</b>	
Welcome and Introductions	1
• Participants' expectations	2
• Objectives of the workshop	2
• List of Planned CRP initiatives for partners in Bangladesh 2002-2003	2
<b>1. Refresher Session on Child Rights Programming</b>	<b>5</b>
• CRP Principles	5
• Who are Duty-Bearers?	5
<b>2. The Convention on the Rights of the Child</b>	<b>7</b>
• Key Principles of the CRC	7
• Non-Discrimination	7
• The Best Interest of the Child	8
• Survival and Development	8
• Children's Participation	9
<b>3. Child Rights are Human Rights</b>	<b>11</b>
• CRC Principles and Human Rights Principles	11
• Applying a Rights-Based Approach to Programming	11
• Organisational Implication of CRP	12
<b>4. Gender Socialisation</b>	<b>13</b>
• Definitions of Sex and Gender	14
• Gender Roles and Gender Relations	15
• The Cycle of Oppression and Exclusion	16
• Perpetuation of Stereotypical Behaviour in Society	16
• Breaking the Cycle of Oppression and Exclusion	17

<b>5. Discrimination</b>	<b>19</b>
• Definition of Discrimination	19
• Reasons for Discrimination	20
• The Role of the State	22
• Actions to Combat Discrimination	24
<b>6. Gender and Diversity Analysis</b>	<b>27</b>
• Gender Analysis	28
• Access and control	28
• Activity Profiles	29
• Designing Interventions from a Gender and Non-Discrimination Perspective	35
<b>7. Power Relations</b>	<b>39</b>
• Concepts of Power Relations	40
<b>8. Assessing a Project Proposal from a Non-Discrimination and Gender Perspective</b>	<b>41</b>
• Checklist Tool for Assessing Project Proposals through a Non-Discrimination and Gender Lens	41
<b>9. Gender and Diversity Sensitive Organisations</b>	<b>43</b>
• Characteristics of Gender and Diversity Sensitive Organisations	43
• Sexual Harassment	45
• Discrimination in Organisations	45
<b>10. Action Plans for Ongoing and Future Programmes</b>	<b>47</b>
<b>Annexes</b>	
1. Agenda	50
2. Questions for Genders and Diversity Analysis	51
3. Checklist Tool for Assessing Project Proposal through a Non-Discrimination and Gender Lens	53
4. Output from Checklist Tool for Assessing Project Proposal through a Non-Discrimination and Gender Lens	54
5. Questionnaire for Assessing Gender and Diversity in the Workplace	57
6. Output from Questionnaire for Assessing Gender and Diversity in the Workplace	61

## Preface

This report covers the two-day workshop on “Demystifying Non-Discrimination and Gender for Effective Child Rights Programming”; held in Dhaka from 20–21 April 2003, for Save the Children Sweden Denmark’s partner organisations. The report does not merely present the workshop proceedings but is also intended to serve as a handy guide and reference book, enabling participants to refer back to the workshop contents.

Non-discrimination is one of the core principles of Child Rights Programming (CRP). In order to address discrimination in our programmes and organisations, it is important to start at the most basic, individual level: by reflecting on ourselves and our own attitudes towards discrimination. Most people are aware that discrimination exists but very few organisations address it from a child or young person’s (C&YP) perspective. If we want to bring about change then we need to consult and involve boys and girls from diverse backgrounds when developing interventions to combat discrimination in families, communities, schools and the wider society. (Diverse backgrounds include the following factors: age, ability, ethnicity, class, caste, region, religion, sexual preference and HIV/AIDS status).

Discrimination against girls and boys is related to discrimination against adult men and women, and occurs as a result of the existing power structures in society. In order to address discrimination we must bring about changes in attitudes and stereotypical practices. It is vital to provide good examples of combating discrimination - by addressing discriminatory laws and policies, and working through inclusive and empowering approaches.

Girls and boys are usually the best advocates for providing information on their own situation. The Convention on the Rights of the Child (CRC) makes it clear that it is the right of all boys and girls to have their views taken into account in matters that concern them. This applies not only to the planning, implementation and evaluation of projects; but more importantly to their daily lives, at home, in schools, and in the workplace. It is not enough to ask boys and girls what they think. It is also necessary to follow their lives, in order to find out what questions to ask and how to interpret the answers. It is important to recognise that boys and girls can be actors for change, whilst being aware that their views are uniquely formed by their backgrounds and experiences.

Save the Children Sweden Denmark (SC SD) has prioritised CRP and advocates the integration of CRP in all our activities. Save the Children, in Bangladesh, has set up a national CRP working group comprised of all five Save the Children Alliance members. A few introductory workshops have been conducted, and the process of strengthening the capacity of both our own staff as well as the staff of partner organisations to work from a child rights programming approach has begun. There is a specific focus on C&YP participation, through a non-discrimination and gender balanced lens. The need to make non-discrimination and gender perspectives visible, and to work with boys and men in challenging equality, is seen as a strategic imperative in realising the rights of C&YP in Bangladesh.

With these considerations in mind, Save the Children Sweden Denmark, organized a three-day workshop on “Demystifying Non-Discrimination and Gender for Effective Child Rights Programming” for partner organisations, on 20–21 April 2003. Ravi Karkara, Regional Programme Manager, South & Central Asia SCS (Regional CRP Coordinator), and Lena Karlsson, Thematic Programme Development Manager, SC SD, facilitated the workshop. The venue for the workshop was Save the Children, Bangladesh. Participatory and interactive sessions with group work, and a combination of presentations, tools analysis exercises, and narratives, were used.

**Herluf G Madsen**

Regional and Resident Representative  
Save the Children Sweden Denmark  
Regional office for South and Central Asia  
Bangladesh

## Acknowledgements

We thank all the participants for their help in making this a meaningful, successful workshop.

We would like to thank Els for taking a session on Childhood and Discrimination; Asif Munier and Bokul for an insight into the Lets Talk Men film project; and Zamman, Shamer Apa, Obaidur, Mehboob and Ahad for providing logistic support.

We would also like to acknowledge Martin Sjogren's contribution in organising the workshop.

And last, but by no means least, we would like to thank Herluf Madsen for his vision and support of the CRP process in Bangladesh.

**Lena Karlsson**

Thematic Programme Development Manager  
Save the Children Sweden Denmark  
Bangladesh

**Ravi Karkara**

Regional Programme Manager  
Save the Children  
South & Central Asia

## Acronyms

BSAF	Bangladesh Shishu Adhikar Forum
CBO	Community Based Organisations
CEDAW	Convention to Eliminate all forms of Discrimination Against Women (United Nations)
CERD	Convention to End Racial Discrimination
CFO	Common Frameworks of Operation
CL	Child Labour
CR	Child Rights
CRC	Convention on the Rights of the Child
CRP	Child Rights Programming
CSA	Child Sexual Abuse
GOB	Government of Bangladesh
HR	Human Rights
ILO	International Labour Organisation
MOWCA	Ministry of Women and Children Affairs
PRSP	Poverty Reduction Strategies
RB	Rights-Based
RBA	Rights-Based Approach
SC	Save the Children
SCD	Save the Children Denmark
SCS	Save the Children Sweden
SMART	Smart, Measurable, Achievable, Realistic, Time-bound
SWOC	Strengths, Weaknesses, Opportunities, Constraints
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

## Welcome and Introductions

The participants were welcomed to the workshop on 'Demystifying Non-Discrimination and Gender for Effective Child Rights Programming'. In the introductory session, on 20 April, the rationale behind organising the workshop was explained. During the SC SD CRP introductory workshop for partner organisations, in November 2002, the workshop participants had expressed a need for greater in-depth knowledge of the CRP principles; and for practical tools on how to apply the CRP principles at all stages of programming. As a result, it was decided that a workshop should be held that would focus on the principles of non-discrimination, C&YP's participation and accountability. A series of capacity building initiatives for partner organisations was also proposed.

Gender roles and relations is a crosscutting dimension in all aspects of discrimination. It was decided, therefore, that the workshop on non-discrimination should have a strong gender focus and a strong disability focus. (This is because many of SC SD's partners have a strong focus on disability). Three key aspects were mentioned in relation to non-discrimination:

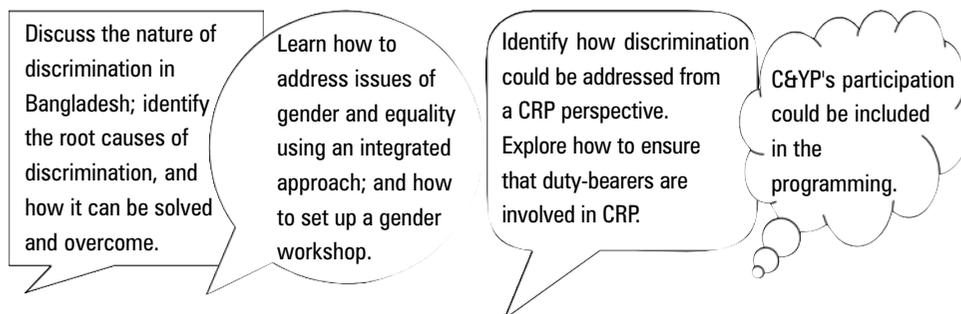
- examine oneself and one's own perceptions of discrimination,
- integrate non-discrimination and gender issues in our programmes,
- reflective integration of non-discrimination and gender issues into our organisation.

In the introductory session the participants shared their own personal experiences of diversity and discrimination. The key phrases expressed, illustrating the group's diverse backgrounds, were:

Boys and girls, remote village and town, short and tall, black and fair skin, native and city person, different religion, different country – Bangladesh, India, Sweden, Germany/Estonia, feminine and masculine, originating from village, district and capital, only son and only daughter, married/unmarried/divorced, elder brother/younger brother, twins, disability, etc.

## Participants' Expectations

Participants were then given an opportunity to express their expectations from the workshop. A summary of the expectations is given below:



## Objectives of the Workshop

The objectives of the workshop and schedule (Annexe 1) were discussed. All the participants agreed that their expectations would be covered under the workshop's four objectives:

- Become aware of the groups of people in society who are discriminated against and recognise the negative impact of such discrimination;
- Understand and define gender, discrimination, inclusion and the cycle of reproducing inequalities;
- Apply the CRC and CRP tools to combat and prevent discrimination in programming and organisational contexts;
- Develop action plans to promote gender equality, inclusion and diversity within programmes and organisations.

## List of Planned CRP initiatives for partners in Bangladesh 2002-2003

SC SD's CRP capacity building initiatives for partner organisations in 2002-2003 were also shared (see box below); along with the information that SC SD would be organising a 3 day workshop on C&YP's participation in programming and strengthening accountability.

• Introductory CRP Workshop	November 2002
• Logical Framework Approach and CRP Workshop	January 2003
• CRP Workshop For Executive Directors	15 April 2003
• CRP, Gender and Non-Discrimination Workshop	20-21 April 2003
• CRP and Children's Participation Workshop	June 2003
• CRP, Accountability/ Good Governance Workshop	September 2003
• CRP, Project Proposals and CRP Tools Workshop	October 2003
• Sexuality	December 2003

# 1

## Refresher Session on Child Rights Programming

The session began with a refresher course on the key concepts of CRP, so that all participants could address discrimination from the same CRP framework.

### Goal of Child Rights Programming

The overall goal of Child Rights Programming is to improve the position of children, so that all girls and boys can enjoy their full rights; and build societies that acknowledge and respect C&YP's rights.

### CRP Principles

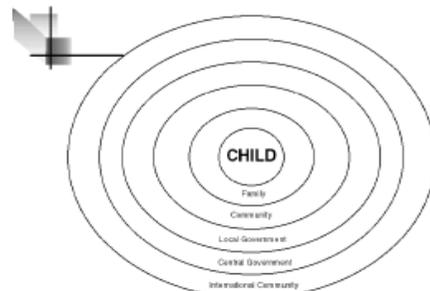
The following principles underpin all work on CRP:

- The principle of indivisibility of rights
- The principle of universality of rights
- The four general principles of the Convention of the Rights of the Child, which are:
  - The right not to be discriminated against
  - The best interests of the child
  - The right to survival and development
  - The right to be heard (right to participation)
- The principle of C&YP as holders of rights
- The principle of duty-bearers

### Who are the Duty-Bearers?

If C&YP are the holders of rights and have a legal entitlement for their rights to be secured, then those responsible for delivering these rights must be identified and made accountable. Although governments are often seen as the primary duty-bearers, and indeed have the responsibility to ensure that rights are secured, other adult members of society - both individuals and groups - are also duty-bearers. They too have an active role to play in ensuring that the rights of the young people in their care are secured.

### Who is responsible for children's rights (duty-bearers) ?



This concept of duty-bearers is represented in the following diagram detailing which communities of interest influence C&YP's lives, and which, therefore, constitute duty-bearers' different obligations towards C&YP.



# 2

## The Convention on the Rights of the Child

### Key Principles of the CRC

The CRC is based on the following four principles:

- Non-discrimination (Article 2)
- Best interest of the child (Article 3)
- Survival and development (Article 6)
- Participation (Article 12)

These four principles are not to be seen in isolation but in light of the entire Convention. The participants were divided into four groups and asked to perform a role-play on each of the four principles.

### Non-discrimination (Article 2)

The principle of non-discrimination means that all C&YP should enjoy their rights. It means that no child should 'be injured, privileged or punished by, or deprived of, any right'<sup>1</sup> irrespective of the child's or his/her carer's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. Governments who have ratified the CRC are obliged to take measures to combat patterns of discrimination.

Although the essence of the CRC is to address discrimination against C&YP as a group, it also recognises that C&YP can face further discrimination due to their particular circumstances or status. Non-discrimination does not mean that all C&YP should always be treated the same. Preferential treatment may be required to address discrimination and empower those who face discrimination, provided that such a group of C&YP desires such measures.

Disaggregated statistics and information, on gender, age and ethnicity, showing trends over time, are important tools in identifying discrimination and measuring its impact. The Committee on the Rights of the Child emphasises that instead of changing the behaviour of C&YP who are discriminated against, the emphasis should be on changing

the legal framework, the power structures, the attitudes of those who discriminate, the physical environment, and the balance of resources that perpetuate discrimination.

### **The Best Interest of the Child (Article 3)**

This principle recognises that while C&YP are competent human beings with a right to influence matters affecting their own lives, at the same time they are vulnerable and in need of special protection and support. This means that when governments make decisions, laws, and allocate resources, they ‘must consider whether the laws being adopted or amended will benefit children in the best possible way’<sup>2</sup>, with the maximum allocation of resources directed towards this. This “best interest” reflects the essence of the entire Convention and should always be related to all articles of the Convention.

The best interest of the child underscores the value of childhood itself, recognising that childhood is not merely a training period for adult life. In all actions concerning C&YP, the best interests of the child must be a primary consideration.

- C&YP have the same inherent value as adults, and are their equals.
- Childhood has a value in itself.
- Boys and girls are vulnerable and need special support.

### **Survival and Development (Article 6)**

The principle of survival and development means that every C&YP has an inherent right to life and that governments must ensure C&YP’s survival and development to the maximum extent possible.

This article recognises that C&YP are vulnerable and need special protection and support. Protection from violence and exploitation is vital for maximum survival and development. The CRC recognises that C&YP carry within them the potential for their own development. They should be given support which will allow and enable them to develop to their full potential. This support should take the form of being encouraged to play, explore, interact, think for themselves, and have their views recognised.

A key feature of Article 6 is the developing capacities of the child, which assesses a C&YP’s ever-evolving developmental stage in relation to their age. Child development is seen as a holistic concept that considers the whole child: their physical, cognitive, emotional, social, cultural and spiritual development. Approaches to development must be multi-disciplinary and cross-sectoral. Every girl and boy has the right to fulfil her or his potential.

## **Children's Participation (Article 12)**

The principle of participation means that governments shall assure C&YP, who are capable of forming their views, the right to express their views freely in all matters affecting them. The views of C&YP shall be given due weight in accordance with the C&YP's age and maturity.

Boys and girls must be listened to and taken seriously. They should be encouraged to participate in decision-making within the family as well as in all aspects of their schooling and broader life. In order to make relevant decisions they need C&YP friendly information. Participation is a core principle of the CRC. Child participation rights in the CRC (embedded throughout Article 12 and related articles like Article 13, Article 14, Article 15, Article 17 etc.) are interpreted as a means for C&YP to claim their rights. The concept of C&YP as rights-holders lies at the heart of CRP: C&YP have the right to information, expression and association, and the right to identity and nationality.

# 3

## Child Rights are Human Rights

### CRC Principles and Human Rights (HR) Principles

Human rights principles apply to the CRC. The Committee on the Rights of the Child has identified key CRC and HR linked principles:

Principles of CRC	Principles of Human Rights
Accountability Non-Discrimination Participation Survival and Development Best Interest of C&YP	Accountability Universal Participation Indivisible

### Applying a Rights-Based Approach to Programming

Applying a rights-based approach to programming means<sup>3</sup>:

- Putting C&YP at the centre, recognising them as **rights-holders** and social actors.
- Recognising governments as primary **duty-bearers**; accountable to their citizens, including C&YP, and accountable to the international community.
- Recognising parents and families as **primary care-givers**, protectors and guides – and supporting them in these roles.
- Giving priority to C&YP and a **C&YP-friendly environment**.
- Being **gender sensitive** and seeking inclusive solutions which involve a focus on **those boys and girls who are at risk and discriminated against**.
- Addressing **unequal power structures** (class, sex, ethnicity, age, caste, religion, etc.)
- Holding a **holistic vision** of the rights of C&YP whilst making strategic choices and taking specific actions.
- Setting **goals** in terms of **fulfilment of rights**.
- Aiming for sustainable results for C&YP by **focusing** not only on the immediate, but also the **root causes of problems**.
- Using **participatory and empowering approaches**, in particular regarding C&YP.

- Building **partnerships and alliances** for promotion of rights of C&YP.
- Counting on **international cooperation**.
- Focusing on those who are most at risk and discriminated against.
- Taking a holistic perspective, which requires a **multi-sectoral response**.
- Providing a long-term goal which is clearly set out in **international legal frameworks** that are shared by governments, donors and civil society.
- Encouraging **legal and other reforms**, such as regular monitoring mechanisms which create a much greater likelihood of sustainable change.

Finally, the linkages between the different principles were highlighted: for example, in order to address discrimination, we need to both work through C&YP's participation, and address the responsible duty-bearers so that they fulfil their obligations to combat and prevent discrimination.



## Organisational Implication of CRP

- Change in scope and focus – linking service delivery, advocacy, awareness raising and influencing work
- Organisational analysis from a CRP perspective
- Developing capacities and competences of staff: allocating staff time for CRP integration
- Adopting structures (management, systems, financial system, HRD, etc.) in relation to CRP
- Introducing policies and procedures (e.g child protection policy, policy on gender and non-discrimination, child participation, etc)
- Changing external relations: new partnerships and networks, communication, donors, international rights and monitoring systems
- Change policies, structures and procedures to make linkages with child rights

# 4

## Gender Socialisation

This section of the workshop began by examining discrimination from a personal perspective.

### Childhood Reflections on Discrimination Exercise:

The participants reflected on their personal childhood experiences of gender and diversity. These were both happy and sad memories, as well as memories of discrimination that took place at school, at home or at any other place in the community. These are some of the memories shared:

Happy memories	Sad memories
<ul style="list-style-type: none"><li>• Good report cards which pleased my father</li></ul>	<ul style="list-style-type: none"><li>• Not able to play after school as I had to do housework</li><li>• Grandfather favoured grandsons over granddaughters</li></ul>
<ul style="list-style-type: none"><li>• Grew up in a very diverse neighbourhood that stood together if there was trouble</li></ul>	<ul style="list-style-type: none"><li>• Girls could play with boys when young, but were not allowed to do so after the onset of puberty</li><li>• Being called names as a child because one was thin/ short/ wore spectacles</li><li>• Being bullied in school</li><li>• Did not like Arabic teacher because he beat children; preferred Bangla teacher because he was encouraging</li><li>• Family did not accept marriage to tribal wife and shunned me for 2 years</li></ul>

These memories show that we have all faced discrimination at various stages of our lives, and that we also tend to treat people differently because of who they are and where they come from. For example, we treat and greet the person cleaning the office differently from our boss. Most forms of discrimination are not conscious or intentional, but rather an expression of social conditioning.

## Sex and Gender:

Each participant was asked to write one attribute which best described girls and boys in Bangladesh. Following are the attributes the participants identified:



Pretty young lady, insecure in society, sweet, soft minded, less educated, softness, powerless, dominated, more respectable, weak, vulnerable, mother, doll, down.



Man, reasonable, powerful (cited by several participants), masculine, valuable, important, leader, advantaged, authoritative, strong, responsible father, out at night.

The participants then discussed whether girls could possess the characteristics attributed to boys, and vice versa. They agreed that this was possible, apart from biological exceptions such as giving birth, breastfeeding, and producing sperm.

## Definitions of Sex and Gender

The differences between sex and gender are highlighted below:

SEX <sup>4</sup>	GENDER
Sex refers to the physical and biological differences between boys/men and girls/women. It is universal and static.	Gender refers to the expectations people have of someone because they are male or female. It refers to socially constructed relationships between girls/women and boys/men.

## Two Key Aspects of Gender - Gender Roles and Gender Relations

### Gender Roles:

- Are socially constructed;
- Determine social and economic activities;
- Differ from the biological roles of men and women;
- Differ across regions and cultures;
- May change over time/generations.

### **Gender Relations and Gender-Based Expectations:**

- Gender-based expectations have a tremendous impact on the lives of girls and boys.
- Boys and young men learn that they should be considered 'masculine': by being strong and dominating, sexually active, unemotional, and authoritative (especially with women and girls/boys).
- Girls and young women learn that females are regarded as emotional and only considered adults if married. They are expected to be subservient to men/boys in decision-making.
- C&YP, especially girls, are expected to be obedient and subservient to adults (men).

Participants gave examples of gender roles that have changed over time. It was mentioned that the changing role of women has led to an increased workload for them, since many women work both inside the household and outside in paid employment. Some participants felt that the role of men has not changed much, while others felt that young men are spending increasingly more time with their children and are becoming involved in household work.

### **Gender & Diversity Aware:**

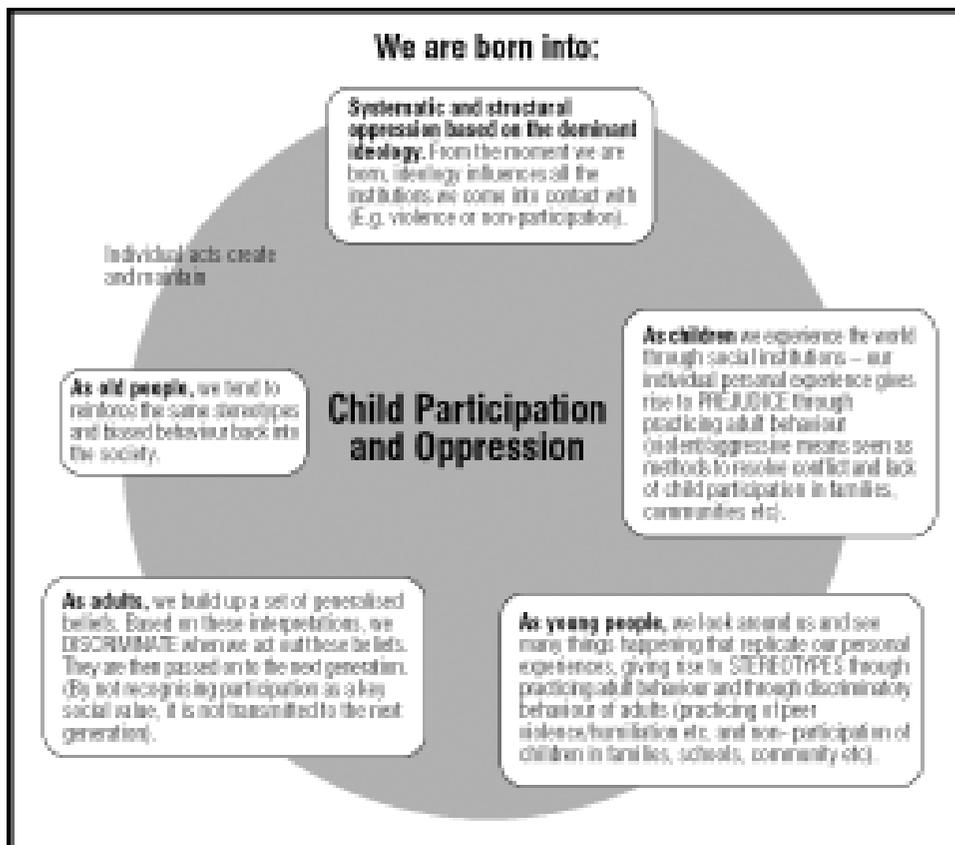
Being gender and diversity aware means acknowledging gender and diversity differences in such a way as to promote (gender) equality.

### **Gender Equality**

Gender equality refers to a condition or situation in which there is no discrimination on the basis of sex. It means that males and females have equal rights, obligations, and opportunities in life, with both sexes having the same opportunities to fulfil their potentials.

Although it was felt that the gender gap has been reduced in some areas, for example, in relation to health and education; with regards to decision-making there has been little global change - less than 10% of the world's decision-makers are women.

## The Cycle of Oppression and Exclusion<sup>5</sup>



C&YP are born into societies that practice oppression and exclusion. As a result they learn and practice prejudicial behaviour during childhood. They name-call, bully and exhibit targeted violent behaviour, towards minority C&YP, especially girls. As they grow to adulthood and continue to act out stereotypes, this becomes their stereotypical behaviour. A cycle of oppression and exclusion results in the same practices being transmitted to the next generation.

### Perpetuation of Stereotypical Discriminatory Behaviour in Society

Girls and boys learn traditional roles and behaviour at an early age. Boys, for example, learn they should be active, and not cry or show emotion. Family and peer groups often play a crucial role in the socialisation process. Traditional gender roles and relations are also perpetuated by the media; religious and traditional leaders; the private sector, through

advertisements and stereotyped toys; and educational systems that incorporate gender stereotypes into teaching material. Girls and boys usually receive very different messages in relation to sexuality. Adolescent boys frequently feel pressured to perform while girls learn to be passive. Sex and pregnancy outside marriage is usually viewed as a catastrophe for a girl; while in some cultures female virginity is closely linked to male honour. Homosexual relationships are also negatively viewed.

Gender roles and relations, ideas and perceptions are repeated from one generation to the next. Societal views and values are internalised, shaping our attitudes, perceptions, behaviour and decisions later in life. Men and women are constrained by these perceptions, which can prevent people from developing to their full potential and making the choices they would like to make. Such perceptions influence the kinds of decisions boys and girls make concerning their own lives, the games they play, the professions they want to pursue or are allowed to choose, and their relationships with each other.

### **Breaking the Cycle of Oppression and Exclusion**

The big question is “Can we break this cycle of exclusion?” and the simple answer is “Yes!” By addressing the root causes of discrimination and by perpetuating inclusion and respect for rights as a value, any society can break the cycle. The result is a society characterised by greater equality, respect, and less violence.

When assessing the root causes of gender and discrimination, we must identify and address the different power structures. For example, these could be patriarchal power structures based on age, caste, class etc. SC programmes often address the immediate causes and forget to look at the root causes. Investing in C&YP’s participation processes will contribute to addressing the root causes of C&YP rights violations.

In order to promote gender and diversity equality and integrate it within our programmes, we first have to identify which groups of C&YP are discriminated against in society, who is discriminating against them, and what the underlying causes are. We need to understand how gender and other inequalities recur from one generation to the next. We also have to identify and overcome resistance towards change. We should not forget to focus on the positive aspects of social norms and values, and use them to challenge the negative ones.

# 5

## Discrimination

The term discrimination was discussed and defined.

### Discrimination

- According to the Human Rights Committee “the term discrimination should be understood to imply any distinction, exclusion, restriction or preference which is based on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status and which has the purpose or effect or nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing of all rights and freedoms”.

**Discrimination** - treating an individual or a group of people less well because of whom or what they are - is found in all societies. Those with power treat less powerful groups unjustly. Social exclusion and limited access to services and resources are common forms of discrimination.

C&YP are often discriminated against simply because they are C&YP. Many C&YP face further discrimination due to their own, or their carer's, disability, class, gender, etc.

Non-discrimination is an essential principle of all human rights treaties. Some human rights treaties focus solely on discrimination. These include the 1965 International Convention on the Elimination of All Forms of Racial Discrimination, and the 1979 Convention on the Elimination of All Forms of Discrimination against Women, both of which cover children.

**According to the UN Convention on the Rights of the Child, Article 2:**

State Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

State Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members

The principle of non-discrimination is integral to all aspects of the CRC, especially those articles relating to health, education, standard of living, or protection of vulnerable groups of C&YP. The Convention on the Rights of the Child is the only Convention that explicitly mentions "disability" as a reason for discrimination.

## **Reasons for Discrimination**

### **Which C&YP are discriminated against?**

The Committee on the Rights of the Child has identified more than 40 categories of children<sup>6</sup> who have experienced discrimination. A variety of different factors contribute to discrimination. For example:

- Prejudice towards, and fear of, unknown people; the idea that one ethnic group threatens society or the jobs of another group, or that a specific group may lose its cultural identity;
- Superstition, religious or cultural misconceptions, such as the belief that a C&YP's disability derives from a curse;
- Unequal power structures in society; for example boys are often more valued than girls in patriarchal societies, and poor C&YP have fewer opportunities than rich C&YP in all societies.

C&YP learn to discriminate against other C&YP mainly through observed behaviour of older C&YP and adults. (See Section 4: Cycle of Oppression and Exclusion). Prejudice and discrimination are attitudes and behaviour learned from adult role models such as parents and teachers.

### **Why are C&YP discriminated against?**

Discrimination tends to be caused by economic and social disparities. During times of pressure, hardship and uncertainty, feelings of powerlessness can encourage one to find scapegoats. Hierarchical and segregated societies can create “them and us” mentalities, which promote xenophobia and racism.

Norms, values and attitudes toward gender, ethnicity, disability, and other forms of difference, begin in childhood. Many C&YP are aware that as C&YP they are regarded as having an inferior status to adults. This feeling of inferiority diminishes their capacity to challenge any abuse they may experience, and so, remaining unchallenged it is accepted. This perpetuates a cycle of silent acceptance of abuse and violation of rights, which is transmitted to the next generation.

### **Who discriminates against C&YP?**

Discrimination may be practiced by governments, by adults against C&YP, by one community against another, or by one group of C&YP against another, to cite a few examples. Discrimination can result from active, direct and deliberate action or it can happen unconsciously. Below are some examples:

- **Legislation can discriminate against groups of C&YP:**  
In some countries C&YP from minority language groups are not allowed to use their language in school. In many countries the age of marriage and sexual consent is lower for girls than for boys. In some countries, deaf C&YP are not allowed to use sign language in school.
- **Legislation often exists but is not implemented. Discrimination often occurs because governments fail to protect the rights of particular groups:**  
In war situations, girls are often raped whilst boys are often forced to become child soldiers. C&YP with disabilities are sometimes bullied in school, which may lead to them deciding to discontinue their education. This happens when a school fails to fulfil its responsibility towards C&YP by protecting them within the school.
- **The media is a powerful tool in promoting discrimination:**  
The media often portrays C&YP as innocent victims (for example, C&YP with disability) or demons (for example, child soldiers), with few images of their normal lives. Perpetuation and endorsement of gender stereotypes is common.

## **The Role of the State**

According to the CRC the state is duty bound to ensure that C&YP are protected from all forms of discrimination, by working to combat and prevent discrimination. Governments are not only required to ensure that their own actions do not discriminate against any C&YP/ group of C&YP, but they are also obliged to take proactive measures to combat and prevent discrimination by others.

### **Monitoring the Implementation of the Convention:**

Governments are required to report to the Committee on the Rights of the Child within two years of ratifying the CRC, and every five years thereafter. They must follow approved guidelines, and the report should contain relevant information about legislation, budgets, national plans and administrative structures to enforce the CRC. While the Committee on the Rights of the Child acknowledges that social, cultural and economic rights (to education, health, play, an adequate standard of living) can often only be realised gradually, due to lack of resources, discrimination has to be addressed immediately. Arguments of limited resources cannot be used to defend gender bias in school or exclusion of a child with disability.

Article 2 of the CRC focuses on non-discrimination, however, this does not mean that all C&YP must be treated the same. The Committee on the Rights of the Child has suggested that proactive measures are sometimes necessary to effectively counter disparities. One proactive measure is preferential treatment, which promotes the welfare of a group of people who were previously discriminated against, provided that the group desires such measures. The measures should be based on specific group needs, rather than group membership. The treatment of measures should be on a temporary basis, and should cease once the aim has been reached.

Most government reports tend to list legislative frameworks, policies, programmes, strategies and even activities for ensuring C&YP's rights. Unfortunately, there is little analysis of the effects of these measures. Any difficulties and problems encountered are only briefly mentioned, while few reports comment on actions which promote non-discrimination within the state structure. Another area of concern is the lack of adequate disaggregated data in most country reports.

In its 'Concluding Observations' the Committee on the Rights of the Child observed that even though countries may have non-discriminatory legislation, the legislation needs to be enforced and powerful measures need to be taken to overcome disparities, discriminatory attitudes and other causes of discrimination. The Committee on the Rights of the Child also encourages some states to reach out to political, religious and community leaders in order to eradicate traditional practices that discriminate against C&YP, especially girls.

Even though the government is the overall duty-bearer, all actors in society, including parents and C&YP themselves, have a responsibility to combat and prevent discrimination.

### **Discrimination against C&YP in Bangladesh exercise:**

Participants worked in four groups to discuss discrimination against C&YP in the context of Bangladesh. Below is the outcome of the group work:

#### **Groups of girls and boys who are discriminated against in Bangladesh:**

- C&YP with disabilities
- Working C&YP (for example: child domestic workers)
- Children of sex workers (within or outside brothels)
- Children of minorities (for example: ethnic, religious minority groups)
- Street children
- C&YP in slum areas
- Orphaned C&YP
- Girls are especially discriminated against due to gender inequality inherent in society

#### **Reasons for discrimination:**

- Poverty and other economic reasons
- Traditional/cultural practices (prejudices, superstitions, taboos, etc.)
- Religious barriers
- Lack of awareness
- Lack of education
- C&YP are easy targets for exploitation (powerless, lack security)
- Unequal (patriarchal) power structures
- Social values
- State practice (e.g. lack of implementation of laws)
- Family environment
- Fear

#### **Discriminatory behaviour practices, against C&YP:**

- Limited opportunities (for example, education)
- Inadequate policies and laws (insufficient implementation)
- Limited scope of participation
- Unequal power relations
- Dowry system
- Inheritance Law
- No ownership of property

- Low (or no) wages
- Hard working conditions
- Abuse
- No recreation
- No education
- Lack of access to social, educational, religious, cultural, and economic institutions
- Wages less for girls than for boys
- Socio-cultural exploitation
- Family values boys over girls
- Lack of opportunities to contribute to decision-making process

### **Who discriminates?**

Duty-bearers including family members such as parents, relatives, grandparents; key persons in educational institutions, such as teachers; community (leaders); religious leaders; government, employers, law enforcement agencies, media; also boys discriminate against girls, as well as boys against boys, girls against girls, and girls against boys.

### **Actions to Combat Discrimination**

In order to combat discrimination, both the immediate and root causes of discrimination must first be identified. The table below lists the general immediate and root causes of discrimination. When addressing a specific type of discrimination, the list changes to reflect the circumstances.

#### **Immediate and Root Causes for Discrimination:**

<b>ROOT Causes of Discrimination</b>	<b>IMMEDIATE Causes of Discrimination</b>
<ul style="list-style-type: none"> <li>• Lack of awareness</li> <li>• Poverty</li> <li>• Distribution of resources (inequality)</li> <li>• Prejudices, beliefs and myths</li> <li>• Social power structures/ power relations (patriarchy)</li> <li>• Traditional/cultural/social values</li> <li>• Religious conservatism and misinterpretations of religious laws</li> <li>• Ignorance</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of awareness</li> <li>• Lack of socio-legal protection</li> <li>• Lack of education</li> <li>• Lack of political commitment</li> <li>• Insufficient policies (implementation of laws)</li> </ul>

**The duty-bearers/ responsible actors who should combat discrimination:**

Family, community, local government, central government, educational institutions, religious leaders, law enforcement agencies, media, NGOs, international community, etc.

**Actions for preventing and combating discrimination, by C&YP who are discriminated against:**

- Self realization
- Self empowerment
- Openness
- Awareness raising
- Forming their own organisations (for example, a national organisation of sex workers to protect the rights of sex workers and their children)
- Creating advocacy groups
- Participation

**Actions to be taken by C&YP and larger society against discrimination:**

- Form pressure groups
- Increase the size of their organisations
- Create social movements
- Law reforms, and implementation
- Social mobilization
- Campaigns (local or nationwide)
- Networking

**Actions to be taken by the government:**



**General Measures of Implementation**

- Legislation and implementation
- Coordinating mechanisms
- Allocation of budgetary resources
- Monitoring mechanisms
- Data collection
- Training on CRC
- Cooperation with NGOs

**Role of NGOs:**

- Advocacy
- Policy reform initiatives
- Training and capacity building
- Awareness raising (through media campaigns, information dissemination)
- Networking and coordination
- Monitoring
- Mobilization and motivation
- Facilitation
- Resource support

**The importance of working from a multi-pronged approach was agreed upon, using the following strategies:**

- Using empowering and participatory strategies and approaches for C&YP who are discriminated against
- Working with and implementing legislation
- Educating and raising awareness in society about human rights and the effects of discrimination

# 6

## Gender and Diversity Analysis

In programming, we can either contribute to a reproduction of inequalities, or we can promote a change towards a more equal society. Gender-aware planning views all interventions from a gender perspective. It focuses on boys and girls, on women and men; and on the relations and conditions required to promote change towards gender equality.

The first step towards gender equality, prior to planning, is to carry out a gender analysis. Gender analysis should include the following areas of information:

**i. Disaggregate information**

Gather disaggregate information and statistics by sex: how do girls and boys/ men and women interact with other economic, social and cultural variables? (For example: age, ethnicity, disability).

**ii. Identify activities, roles and areas of responsibility**

Who does what, when and where? Who spends her or his time where and with whom?

**iii. Identify girls' and boys' access to, use and control of resources?**

What resources are there? (For example: own labour, money, food, time, leisure, schooling, power/authority, autonomy). Who has access to and/or can make decisions about available resources?

**iv. Identify boys' and girls' needs, violations of rights and gender gaps?**

Who has what needs and priorities? Which are the gender gaps in relation to rights?

### Gender Analysis

Gender analysis refers to a systematic way of looking at the impact of development on girls/ women and boys/men. As development programmes actively seek to reach girls/ women, we have learnt that gender considerations play a major part in the work we do, how much time we have to do it in, and how much money we have to do it with.



## Gender Analysis

---

### **Dissaggregate Information**

- Dissaggregate information and statistics by sex. How does sex interact with other factors and kinds of social differences (ability, age, ethnicity and religion, etc.)?

### **Identify activities, roles and areas of responsibility**

- Who does what when and where? Who spends her or his time where and with whom?

Gender analysis requires separating data by sex, and understanding how gender affects the way in which labour is divided and valued. Gender analysis must be done at all stages of the development process; one must always consider how a particular activity, decision or plan will affect people, girls and boys, from all backgrounds. (For example: age, ability, ethnicity, class, caste, region, religion, sexual preference, HIV/AIDS status).

After a gender analysis has been carried out, the resulting information needs to be linked to statistics at a national level (existing legislation and obligations made by the government) in order to identify gender discrimination, which can then be addressed through interventions. A gender perspective must be integrated into all targeted interventions, taking into account the different views, needs and situations of boys and girls. Boys and girls should also be actively involved in the whole process of assessment, planning, implementation, monitoring and evaluation of interventions.

### **Access and Control<sup>7</sup>**

This concept emphasises the importance of differentiating between access (for instance, being able to farm on someone else's land) and control (owning the land and being able to decide how that land is used). C&YP and women may have access to key resources, but if they lack control over them, then they have little say when decisions need to be made or when resources are threatened.

The subservient position held by C&YP and women in society, limits their access to and control over resources and benefits. In some cases C&YP and women may have ACCESS (the opportunity to make use of something) to resources but no CONTROL (the ability to define its use and impose that definition on others) over them. C&YP and women generally have less access than men to the benefits of economic or political activity and little control over them, as can be seen in the following examples:



## Gender Analysis Contd.

### **Identify girls' and boys' access to and use of resources**

- What resources are there (own labour, money, food, time, leisure, schooling, power/authority, autonomy) in the community/home/school/community or COs? Who has access to those resources? Who controls and can make decisions about available resources? Who lacks access and/or cannot make decisions about available resources?

### **Identify girls' and boys' rights situations, problems, needs, priorities and interests**

- Who has what needs, priorities and interests? Which are the gender gaps in relation to rights?

*C&YP and women may have access to land, but they usually have no long-term control over its use. They may have access to food, but no control over its allocation within the household. Again, C&YP and women may have access to income through their food or craft production, but little control over how it can be spent: for example, child domestic workers' earnings are often taken by their parents and the children have no access to and no control over their own hard-earned income. C&YP and women may have some access to local political processes, but little influence and control over the nature of issues to be addressed or final decision-making.*

### **Practical Gender Needs and Interests<sup>8</sup> :**

These refer to the needs and interests which girls/women and boys/men have (or identify with) in terms of their socially accepted roles, activities and responsibilities. If met, it helps them to fulfil their responsibilities effectively and without directly challenging existing gender or other social relations.

### **Strategic gender needs and interests:**

Strategic needs and interests are those which girls/women and boys/men identify in order to address perceived unequal gender relations. Strategic gender needs and interests aim to consciously challenge and change social and gender relations towards equitable distribution of resources, opportunities, power and authority.

### **Participants were given examples of practical and strategic gender needs:**

By giving a young woman a stove one could help her cook more effectively – thus fulfilling a practical gender need. If, conversely, the stove was given to her husband - a strategic gender need for the man could be fulfilled (if he was not previously doing any cooking).

In another example, management training for men in a male dominated organisation could help men fulfil their practical gender needs more effectively. If, however, the training was provided for women, it might lead to a change in power relations, thus fulfilling a strategic gender need for women.

It was observed that we often tend to fulfil girls' and boys' practical gender needs through our programmes, rather than promoting a change by addressing strategic needs.

**Group Work Exercise Part I, Using Activity Profiles to Create a Gender Analysis:**

Participants worked in three groups and prepared a gender analysis activity profile and an access and control profile for three different groups of people. (See Annexe 2 – Questions for Gender and Diversity Analysis). It was highlighted that these profiles include key aspects of gender analysis; in reality these profiles should be made with the active participation of C&YP and community members. Following is the outcome from the group work:

**Group 1**

A poor family from a tribal community (minority group) in a rural area; father died of HIV/AIDS and mother works as a field labourer. She has a son and a daughter, age 10 and 8.

**Activity Profile**

Time	Mother	Daughter	Son
6:00	Preparing breakfast	Helping mother	Preparing for work
7:00	Going to work	Household work	Collecting firewood
8:00	Working in the field	Washing dishes	"
9:00	"	Bringing water	"
10:00	"	Washing clothes	"
11:00	"	Caring for pets	"
12:00	"	Preparing lunch	Returning
13:00	Lunch	Lunch	Lunch
14:00	Working in the field	Helping brother	Preparing firewood for sale
15:00	"	"	Selling firewood
16:00	"	"	Selling firewood
17:00	"	"	Buying food
18:00	Returning	Preparing dinner	Returning
19:00	Preparing dinner	Helping mother	"
20:00	"	"	"
21:00	Dinner	Dinner	Dinner
22:00	Going to bed	Going to bed	Going to bed

## Access and Control

Resources, Services, etc.	Access				Control			
	F	M	D	S	F	M	D	S
Income	-	Y	N	Y	-	Y	N	N
Food	-	Y	Y	Y	-	Y	N	N
Clothes	-	Y	Y	Y	-	Y	N	N
Land	-	Y	Y	Y	-	Y	N	N
Pets	-	Y	Y	Y	-	Y	N	N
Education	-	N	Y	Y	-	N	N	N
Health	-	N	N	N	-	N	N	N
Decision-making	-	Y	N	N	-	Y	N	N

### Conclusion:

It can be seen that although the son contributes to the family income, he has no control over his portion of the income. Here the mother, as the only adult member of the family, has sole control in the decision-making process; whilst both the son and daughter have neither access nor control over any resources or decisions that are made. They are therefore being discriminated against because they are children. The whole family has no access to health facilities, which is probably the result of economic discrimination.

### Group 2

A poor family in a slum near Dhaka, the father is a drug addict and the mother is a sex worker. They have a daughter and a son, age 14 and 13; both are working in the street.

### Activity Profile

Time	Daughter	Son
6:00	Sleeping	Work as garbage collector
7:00	Getting up. Housework	"
8:00	Work selling flowers	"
9:00	"	"
10:00	"	"
11:00	"	Sells collected goods
12:00	"	Lunch, Rest, Gossip, Play
13:00	Back home, lunch	"
14:00	"	"
15:00	Back to work	Watching film
16:00	"	"
17:00	"	"
18:00	"	Going to work
19:00	"	"
20:00	Return home. Housework	Back home. Eat. Rest
21:00	Watching TV	Watching TV
22:00	"	"

### Access and Control

Resources, Services, etc.	Access				Control			
	F	M	D	S	F	M	D	S
Income	Y	Y	Y	Y	Y	Y	N	Y(Partial)
Food	Y	Y	Y	Y	Y	Y(Partial)	N	Y(Partial)
School	N	N	Y	Y	N	N	N	N
Health	Y	Y	Y	Y	N	N	N	N
Play	N	N	N	Y	Y	N	N	N
Decision making (work)	Y	Y	Y	Y	Y	Y	Partial	Partial
Decision making (family)	Y	N	N	N	Y	N	N	N

## Conclusion:

Here we can clearly see the result of gender discrimination, especially among the children. The father has sole control over any family decisions that are to be made; and out of the son and daughter, the daughter appears to work more hours than the son. She does not, however, have any control over the income she has generated, although the son appears to have partial control over his income. Nor does the daughter have any recreation time, although the son does, highlighting gender bias again, and the stereotypical gender roles and relations which are prevalent in society.

## Group 3

A middle class family in Cox's Bazaar, the father is a high-level government employee and the mother is a teacher, they have a daughter and a son, and both are 17 years old. Father often beats up his wife and children.

### Activity Profile

Time	Mother	Father	Son	Daughter
6:00	Get up	Sleep	Sleep	Sleep
7:00	In kitchen	"	"	Get up
8:00	Go to school	Get up	"	Go to college
9:00	School	Office	"	College
10:00	"	"	Get up	"
11:00	"	"	Breakfast	"
12:00	"	"	Go outside	"
13:00	"	"	"	"
14:00	"	"	"	"
15:00	Back home	"	"	"
16:00	Rest	"	"	Come back
17:00	Newspaper	"	"	Rest
18:00	Make food	Go to club	"	TV
19:00	Kitchen	"	"	"
20:00	"	"	"	Reading
21:00	"	"	"	"
22:00	TV	Back home	"	"
23:00	Dining	Dining	Come back	Dining
24:00	Angry position	Angry position	MTV	Sleep
01:00	Sleep	Sleep	MTV	"

## Access and Control

Resources, Services, etc.	Access				Control			
	F	M	S	D	F	M	S	D
Property			Y	Y			N	N
Income			N	N			N	N
Education			Y	Y			N	N
Health			Y	Y			N	N
Food			Y	Y			Y	Y
Play			Y	Y			Y	N

## Conclusion:

The two tables reflect the stereotypical perception of gender roles and relations prevalent in middle class Bengali society. The gender bias is very strong here, with the woman playing the role of mother/ wife/ housekeeper. The man assumes the stereotypical role of breadwinner (despite the wife's contribution) with no further familial role; once the day's work is done, he goes out to socialise, comes home to eat, abuses his wife and children, and goes to bed.

The gender discrimination amongst the twins is glaring, and it can easily be seen that the son is favoured above the daughter, who is discriminated against. The son does little constructive work all day, with his lifestyle indulged because he is male, while the daughter must go to college and study.

Both the females in the family work harder than the males. However, what is striking in this scenario is the greater time allocated to recreation, as compared to the previous two scenarios. This is the result of several factors: the economic disparity (the combined greater income) between this situation and the previous two, means less time needs to be spent earning money; and the class distinction, related to economic discrimination, means more time is spent socialising and displaying wealth. It would also appear that the higher up the social scale C&YP are, the greater their access to the resources listed.

## Group Work Exercise Part II, Designing Interventions From a Gender And Non-Discrimination Perspective

The participants worked in groups on three case studies. (See Annexe 2 – Questions for Gender and Diversity Analysis). In this case study, a partner organisation of SCS has realised that girls, especially girls with disabilities, face gender discrimination in relation to their right to education. The participants in Group 2 prepare interventions from a gender and non-discrimination perspective, using the output from the previous exercise as an input to this exercise.

## Group 2: Disabled Girls and Education

### Background and rationale

- In 1990, Bangladesh became one of the first nations to accede to the CRC.
- The constitution of Bangladesh guarantees the right of children to primary education.
- According to BSS Data Sheet 1997, children below 18 years of age constitute 49.6% of the total population.
- According to WHO 10% of the total population of Bangladesh are disabled. We can assume approximately 6.17 million children with disabilities live in Bangladesh, 50% of who are girls with disabilities.
- Only 5% of girls with disabilities receive some form of education.
- The entire family gets a tremendous shock when a disabled child, especially a girl, is born.
- C&YP with disabilities, especially girls, have almost always been the victims of negligence, resulting in their relative invisibility in the family, community and society. They are excluded from access to educational, medical and other facilities.
- Girls with disabilities are considered as a 'special group'.

### Problem Analysis

- Family negligence
- School authority is not interested in disabled C&YP
- Disabled C&YP have no accessibility to schools
- Teachers are not trained in inclusion
- Shortage of assisting devices
- Education policy and curriculum are inflexible
- Lack of awareness and understanding about disability
- Insufficient implementation of laws pertaining to disability

### Objectives

- Policy reformation and ensuring implementation
- Sensitisation of disability issues and rights from a non-discrimination and gender perspective (especially the right, of girl C&YP with disabilities, to education)
- Sensitisation of government authorities and educational institutions to inclusive education, so that girls with disabilities (from all backgrounds) can enter mainstream education

### **Activities**

- Policy dialogue with various professionals
- Formation of a pressure group and keeping up continuous pressure
- Developing information materials on disability issues
- Disseminating information on disability through media
- Meeting with media professionals
- Organising workshops/seminars for government and non-government organisations to raise awareness of inclusive education and disability issues
- Meeting with parents and families to raise awareness
- Establishing effective network

### **Expected outcome**

- Policy reform
- Family, educational institutions, government and non-government organisations, will be sensitised
- Access to education will be increased for girls with disabilities
- Awareness raised amongst the wider community

### **Strategy**

- Advocacy on non-discrimination and gender
- Networking with like-minded organisations

# 7

## Power Relations

### **Power relations game:**

A non-verbal game with playing cards exemplified the way in which power operates. Before the start of the game, it was stated that there was to be no communication between the participants. Each participant was given a card (face down) and initially asked not to show their card to anyone else. Once the group had seen their own cards, they were asked to move around and show others their cards.

The facilitator then explained the rest of the rules of the game. The Aces, Kings, Queens and Jacks were the 'royals' during the game and twos to tens were the 'commoners'. The commoners were asked to flock around the royals, following them wherever they went.

After some time the participants with 'commoner' cards were asked if they would like to move across and become one of the royal cards. The facilitator also asked the royals if they wanted to change sides. Two people from the commoner cards shifted across to join the royals. In a discussion afterwards the two groups (royals and commoners) were analysed (see below):

#### **The Royals**

Superior, proud, important, powerful, able to rule, the luckiest, decision-makers, dignified, had immense self worth.

#### **The Commoners**

Miserable, didn't want to own up to their cards, had to do a lot of hard work, unlucky, weak and oppressed.

### **Concepts of power relations<sup>9</sup> :**

- **Power over...**  
Either/ or relationship, domination and subordination.
- **Power to...**  
Creating and enabling, essence of the individual aspect of empowerment.
- **Power with...**  
Collective - people feel empowered through being organized and united for a common cause. (When a group tackles a problem together).
- **Power within...**  
Basis of self acceptance and self respect which extends to respect for and acceptance of others as equals.

It was highlighted that a person can experience both power and powerlessness at the same time. For example, a boy with disabilities could have power in relation to girls but be powerless in relation to adults and C&YP with other abilities. Power relations are not static and change over time. When identifying power relations one needs to examine both formal and informal structures, and channels for decision-making. Power structures are a central aspect of discrimination and gender inequalities.

# 8

## Assessing A Project Proposal from A Non-discrimination and Gender Perspective

The participants discussed two project proposals, in groups. One was a proposal on children working in the streets and the other was a proposal on child sexual abuse. The following checklist on gender and non-discrimination was used as a tool to assess the proposals from a non-discrimination and gender perspective. (See Annex 4 for outcome)

### Checklist Tool, for Assessing Project Proposals through a Non-Discrimination and Gender Lens<sup>10</sup>:

- Is the data disaggregated (for example: by sex, age, disability, and ethnicity)?
- Are some groups C&YP not included, if yes, who and why?
- Is the project/programme likely to benefit girls and boys of diverse ages and background in different ways? If yes, how and why? How is it addressed?
- Are specific issues of gender and discrimination being addressed? (Such as: attitudes, practices, laws/implementation of laws).
- Is the project/programme preserving stereotypes and traditional gender roles or will it promote social change? If yes, then how? If not, why not?
- Is the project/programme likely to contribute to a change in power relations (for example: age, gender) or is it likely to endorse stereotypes?
- Are C&YP friendly and gender sensitive, participatory and inclusive methodologies being used in the implementation of projects/programmes?
- Is there a plan to lobby the government and other duty-bearers to mobilize resources in order to prevent and combat discrimination and stereotypes? If there is, then what is the plan?

Using the checklist tool the participants discovered that a gender and diversity analysis had not been made prior to designing the two project proposals. They felt that if a gender and diversity analysis had been made, the organisations would have been able to identify key gender issues which could then have been addressed in the projects. The organisations would also have been able to identify how the projects could benefit girls and boys of all backgrounds, paying specific attention to disparities or inequalities. Overall the participants found the checklist tool a useful aid in examining the proposals.

## **Conclusions**

- A programme which does not take gender and non-discrimination into account, can lead to a reproduction of inequalities.
- All thematic issues must be addressed from a gender and diversity perspective.
- An insensitive gender and diversity upbringing can result in girls and boys not achieving their full potential.
- We must also address gender and non-discrimination, within our own organisations, in order to be creditable and efficient.

# 9

## Gender and Diversity Sensitive Organisations

Participants were asked to fill in a questionnaire regarding gender and diversity issues in their own organisation. The responses were summarised and presented (See Annexe 6). It was discovered that although some organisations had gender and diversity policies in place, no organisation had a clear strategy for implementing and monitoring these policies.

Participants were asked to identify the key characteristics of a gender and diversity sensitive organisation, as well as actions that could be taken in order to promote gender and diversity awareness. They were also asked to reflect on the situation in their own organisations:

### **Characteristics of a Gender and Diversity Sensitive Organisation**

- Gender & Diversity policy (including recruitment, transportation, promotion, transfer)
- Equal opportunities and rights of employment, recruitment
- Preference and flexibility for people from ethnic minorities and people of all abilities
- Top and middle management should come from different backgrounds and be gender balanced
- Equal salary structure
- Day care centre or crash programme
- 1 month paternal leave
- Grievance policy
- All programmes should address gender and diversity issues
- Equal accessibility
- Have a skills-based organogram (salary, position, etc.)

### **Actions to be taken to Promote Gender and Diversity**

- Introduce/update gender policy
- Establish day care centre
- Introduce participatory/inclusive management system
- Organize gender workshop/training for awareness building
- Sensitise management to gender and diversity issues
- Affirmative actions

- Develop manual for recruitment
- Prepare an implementation plan for gender strategic and practical needs
- Modification of HR policy

After this exercise a presentation was made on the key components of an equal opportunity plan:

### **Key components of an equal opportunity plan<sup>11</sup>**

- A mapping of the situation today
- Goals for the coming year
- Measures to be taken
- Monitoring mechanisms

**The following factors need to be taken into consideration when implementing an equal opportunity plan:**

- Staffing (number of people in different positions; actions to increase the under-represented sex, inclusive recruitment policy)
- Salaries and employment conditions (salaries, benefits, fringe benefits, travel)
- Parenthood and work (crèche, parental leave, are men entitled to paternal leave?)
- Sexual harassment and abuse (what constitutes unacceptable behaviour, complaints mechanism in place)
- Accessibility (disability-friendly ramps, prayer-room)
- Norms, behaviours and images (including all the following to be gender and non-discrimination aware: words and language used; power relations in informal decision-making channels; are C&YP welcome; pictures and information material, using the terms 'girls' and 'boys' instead of children; labelling words; whether children are seen as victims or active actors)
- Capacity building (training - is it seen as a competence are resources allocated and responsibilities assigned?)

**Positive characteristics for organisation change:**

- Recognition and valuing of a diversity of skills and experience (not only traditional male skills)
- Flexibility and willingness to change
- Accountability within the organisation (to ensure policy compliance)

## **Sexual Harassment**

Sexual harassment includes unwelcome sexually determined behaviour by any person, either individually, or in association with other persons, either directly or by implication. For example:

- Jokes causing or likely to cause awkwardness or embarrassment
- Unwelcome sexual overtones
- Sexual suggestions and objectionable remarks
- Gender-based insults or sexist remarks
- Displaying pornographic or any other sexually overt pictures, cartoons or pamphlets
- Unwelcome touching or brushing against any part of the body
- Forcible physical touch or molestation, even with a member of the same sex

**Sexual harassment in the workplace also includes:**

the submission to or rejection of unwelcome sexual conduct as a basis of employment decisions affecting the individual; or unwelcome sexual conduct resulting in a hostile or intimidating work place.

## **Discrimination in Organisations:**

**Organisations may discriminate in a number of areas<sup>12</sup>**

**Organisational ideologies and overall goals**

For example: poverty alleviation; emergency/ conflict focus; social change via economic improvement.

**Organisational value systems**

(For example: target-oriented vs. quality-oriented; competitive vs. cooperative.

**Organisational structure**

For example: hierarchical vs. "flat"; rigidly bureaucratic vs. flexible and responsive; top-down communication systems vs. more 'horizontal' ways of sharing information.

**Management styles**

"Vertical" management style; efficiency-led; consultative; participatory; 'nurturing'.

**Job descriptions**

Women staff may end up in roles that extend their domestic roles into the private sphere. These include being responsible for the 'soft' areas of social policy or social intervention (education, health, and small income-generating projects) while men deal with the 'hard' technical or macroeconomics areas.

**Practical arrangements, space and time**

Such as location/ layout of offices; provision/ design of dining rooms and lavatories; childcare provisions; working hours and their flexibility; provision of maternity/paternity leave; travel requirements as part of job.

**The expressions of power**

For example: relationships between managers and staff, or male and female staff at different levels; sexual harassment.

**Images and symbols**

Which tend to perpetuate, rather than oppose, gender inequalities.

It was concluded that the principle of non-discrimination needs to be addressed both within our organisations and through our programmes, simultaneously. An organisation which has diversity and gender equality as a core value is likely to be democratic, dynamic and efficient. The value of diversity and gender equality is closely linked to accountability and participation. In order to be accountable to our target groups we need to practice what we preach!

# 10

## Action Plans For Ongoing and Future Programmes

At the end of the workshop the participants created actions plans. These action plans were based on their findings from the workshop, written from a gender and diversity perspective. The participants, each from a different organisation, drew up action plans which would integrate the theme of discrimination, gender and diversity in three main areas of their life - self (in their personal life), programming and their organisation (work life).

Below are the participants' action plans. The name of the organisation is highlighted in bold:

### **CSID**

- *Self:* Have a discussion with partner and children. Make use of the activity profile and the access and control assessment. Sensitise the family on discrimination, gender and diversity issues.
- *Programming:* Organize a workshop on 'Gender & Diversity', focussing on advocacy. Have discussions on Gender & Diversity during regular meetings of the Child Advocacy Group.
- *Organisation:* Share the findings of the workshop with the management of the organisation so they can include these issues in organisation policies. Also share findings with other staff members in order to sensitise them to the issues.

### **INCIDIN, Bangladesh**

- *Self:* Introduce better time management and share tasks more equally with the other family members.
- *Programming:* Introduce an advanced Gender & Diversity policy. Ensure increased participation of C&YP in programmes.
- *Organisation:* Make the office accessible to people of all abilities, and C&YP friendly.

### **NFOWD**

- *Self:* Share the CRC with other family members and highlight the issues of discrimination and diversity. Create an empowering environment for female family members.
- *Programming:* Organise theme-based district-level workshops, on issues such as 'Child Rights and Disability', 'Education of Children with Disabilities', 'School teachers and Authorities'.

- *Organisation:* Share learnings on gender and diversity with the organisation and the Executive Committee.

### **FIVDB**

- *Self:* Read and collect information on gender and diversity issues, problems and policies. Examine organisation's gender policy and write a feature in the organisation's magazine.
- *Programming:* Supervise Child Rights issues and organise a basic training in the second week of May 2003. Organize a non-discrimination, gender and diversity workshop in July 2003.
- *Organisation:* Share workshop findings with all levels of management staff (High, Middle and Field), by June 2003.

### **SEEP**

- *Self:* Give equal importance to girls and boys.
- *Programming:* Provide equal opportunities for C&YP's participation in project planning and monitoring process.
- *Organisation:* Organise a one-day workshop on 'Non-discrimination' for project staff. (By May 2003).

### **BTS**

- *Self:* Make all the members of family more sensitive to gender and diversity issues.
- *Programming:* Modify the existing training module to integrate a gender and diversity perspective.
- *Organisation:* Arrange a workshop and training for staff and partner organisations.

### **CHILD BRIGADE**

- *Self:* Become more sensitive to gender and diversity issues in family life.
- *Programming:* Increase and make the environment more friendly for women and girls; equal gender participation in decision-making.
- *Organisation:* Workshop to train the other members on gender and diversity. Increase the opportunities for girls and disabled C&YP to participate in the organisation.

### **UCEP, Bangladesh**

- *Self:* Sensitise family members to gender and diversity issues.
- *Programming:* Arrange a meeting with the beneficiaries of the programme (children and parents) to increase their awareness on gender and diversity issues.
- *Organisation:* Share workshop findings with management and arrange a de-briefing session for senior and mid-level management.

## **BPF**

- *Self:* Try to provide equal opportunities for both male and female children. Share ideas on gender balance with husband.
- *Programming:* Will try to introduce equal opportunities for boys and girls as well as increased diversity.
- *Organisation:* Share ideas on gender and diversity with management. Try to motivate management into becoming gender balanced.

## **SCSD**

- *Programming:* Share the checklist on gender and diversity with partners.
- *Organisation:* Gender and diversity policy for SCSD. Organise a one-day internal workshop on gender and diversity policy with all members of staff. Actively promote gender and diversity sensitivity in the SC office.

## **CTRDW**

- *Self:* Gender issues are already an integral part of life.
- *Programming:* Will try to include C&YP from a diverse range of backgrounds in the training sessions.
- *Organisation:* Arrange a workshop on gender and diversity for staff members and request them to include it in their work.

## **DISA**

- *Self:* Will change the current situation in the home after consultation with partner. Will also share all findings with child and partner, and request partner to be more sympathetic to house help.
- *Programming:* Organise an orientation session for staff on CRP and the CRC. Will also appoint programme staff in accordance with equal opportunity policy.
- *Organisation:* Upgrade staff policy to incorporate a gender and diversity perspective.

## **SCS**

- *Programming:* Apply the gender and non-discrimination analysis checklist.
- *Organisation:* Hold a one day gender and non-discrimination training for all staff, and make a gender and non-discrimination plan for the office.

# Annexe 1

## AGENDA:

DAY 1	DAY 2
Welcome and introductions Expectation and ground rules	Recap
Short refresher on CRP	Promoting inclusion and combating discrimination within ongoing and future programmes (in all stages of the programme cycle)
Discrimination and critical self-reflection	Promoting inclusion and combating discrimination within our own organisations, developing inclusive organisations
Gender socialisation and cycle of oppression and discrimination	Action planning for ongoing and future programmes
Power relations	
Causes, manifestations of discrimination / Actions to combat discrimination	
Gender analysis	
Activity profile	
Access and control	
Developing gender and diversity sensitive interventions	

# Annexe 2

## Questions for Gender and Diversity Analysis:

### Group 1

*Scenario:* A poor family from a minority tribal community, in a rural area. The father died of AIDS and the mother works as a field labourer. She has a son, age 10, and a daughter, age 8.

#### Part one

- Describe the situation of the family members through a 24 hrs chart.
- Do the son and the daughter have access to and control over resources (such as school, health, food, play, income, decision-making)?
- What are the family's expectations of the son and of the daughter?
- What are the life opportunities and constraints for the boy and the girl?
- What do you think the boy and girl wish for?

#### Part two

An organisation, in partnership with SCS, has realised that girls, especially girls with disabilities, face gender discrimination in relation to their right to education. How can it be addressed? Design an intervention.

### Group 2

*Scenario:* A poor family living in a slum near Dhaka. The father is a drug addict and the mother is a sex worker. They have a daughter, age 14, and a son, age 13; both of whom are working in the street.

#### Part one

- Describe the situation of the family members through a 24 hrs chart.
- Do the son and the daughter have access to and control over resources (such as school, health, food, play, income, decision-making)?
- What are the family's expectations of the son and of the daughter?
- What are the life opportunities and constraints for the boy and the girl?
- What do you think the boy and girl wish for?

### **Part two**

An organisation, in partnership with SCS, has identified that boys and girls face different forms of abuse and exploitation in the street. They have also found that older boys are sexually abusing girls and boys. Design a gender and diversity sensitive intervention for the prevention of abuse and for promoting gender equality.

### **Group 3**

A middle class family in Cox's Bazaar; the father is a high-level government employee and the mother is a teacher. They have a daughter and a son, both 17 years old. The father often beats up his wife and children.

#### **Part one**

- Describe the situation of the family members through a 24 hrs chart.
- Do the son and the daughter have access to and control over resources (such as school, health, food, play, income, decision-making)?
- What are the family's expectations of the son and of the daughter?
- What are the life opportunities and constraints for the boy and the girl?
- What do you think the boy and girl wish for?

#### **Part two**

A group of journalists, in partnership with SCS, has identified violence in the media as a factor hindering the promotion of equality and respect for diversity. Design an intervention for reducing violence in families.

## Annexe 3

### Checklist Tool for Assessing Project Proposals from A Non-discrimination and Gender Perspective:

#### Project/programme assessment<sup>13</sup>:

- Is the data disaggregated (for example: by sex, age, disability, and ethnicity)?
- Are some groups of C&YP not included, if yes, who and why?
- Is the project/programme likely to benefit girls and boys of diverse ages and background in different ways? If yes, how and why? How is it addressed?
- Are specific issues of gender and discrimination being addressed? (Such as: attitudes, practices, laws/implementation of laws).
- Is the project/programme preserving stereotypes and traditional gender roles or will it promote social change? If yes, then how? If not, why not?
- Is non-discrimination and gender equality reflected in goals, objectives, indicators and activities?
- Is the project/programme likely to contribute to a change in power relations (for example: age, gender) or is it likely to endorse stereotypes?
- Are C&YP friendly and gender sensitive, participatory and inclusive methodologies being used in the implementation of projects/programmes?
- Is there a plan to lobby the government and other duty-bearers to mobilise resources in order to prevent and combat discrimination and stereotypes? Is there is, then what is the plan?

# Annexe 4

## Output from Checklist Tool, For Assessing Project Proposal Through A Non-discrimination and Gender Lens

The participants discussed two project proposals, in groups. One was a proposal on children working in the streets and the other was a proposal on child sexual abuse. The checklist from annexe 3 on gender and non-discrimination was used as a tool to assess the proposals from a non-discrimination and gender perspective.

### Group 1

#### Problems

- Project needs were highlighted, but not C&YP's needs
- Insufficient statistics
- Classes 6-8 are included, but classes 9-10 are absent
- Gender balance of teacher and guardian meeting is not clear
- Information on ethnic and disabled C&YP is unavailable
- Concept of 'co-education' is not very clear
- Criteria of school selection is not clear
- Diversity of C&YP's background not clear
- Gender issues or discriminations that exist in society are not clearly addressed (for instance: denial attitude, existing law implementation, need to reform current law or introduce new laws)
- Only two duty-bearers (parents and school teachers) are mentioned, but the issue of accountability is not clearly addressed
- The roles of all other relevant duty-bearers are not mentioned (community leaders, government, local NGOs)
- The goal is to be gender neutral but the current state of the project perpetuates traditional gender roles, and therefore will not contribute to a change in power relations
- There is no plan to lobby with the government and other duty-bearers in order to combat discrimination and stereotypes
- Abusers are not addressed
- Accountability of implementing agency is not clear
- Qualitative indicator is not very specific

## **Group 2**

### **Assessment**

- Sex, age, disability and ethnicity are not mentioned in the proposal
- Some minority groups are not included (sex workers, disabled C&YP, child labourers, flower sellers, etc.)
- Gender issue and discrimination are not specifically addressed,
- The project may bring about little change
- The proposal does not contain any goal indicators or specific activities
- Project is likely to perpetuate stereotypes that may not be C&YP friendly, gender sensitive, or participatory
- Yes, they will talk to GO/NGO/Donors
- No

### **Recommendations**

- Should be specific in the objective
- ‘Street children’ needs to be defined
- Gender percentage, age, background should be maintained
- The issue should be specific
- To make pertinent social change, all gender and diversity issues should be incorporated into the objectives
- Age, gender, sex, etc. should be mentioned properly
- They can also talk to the parents
- C&YP should be included at all stages of the project

## **Group 3**

- Although there is disaggregate data available on grades/ the standard of children; there is no disaggregate data available on ethnic and disabled C&YP
- Adolescents of 15 years of age were not included
- No diversification
- No specific gender issue or discrimination addressed
- Yes, parents, government sectors (Ministries of Education, MOWCA) will be aware through CSA
- There is no discrimination or gender inequality in the goal and objectives
- Yes, C&YP are trained and are contributing as facilitators
- Although it is gender sensitive and participatory, it is not C&YP friendly
- Yes. Network with government and local government established to make them aware and motivate and mobilize policy makers
- No plan to involve C&YP in the monitoring/evaluation/follow-up processes of the project

## **Group 4**

### **General observations**

1. There is no definition of street children. It should be defined based on occupation, age, socio-economic vulnerability, disability, spending time on the street/off the street, ethnic minority, sex
2. Some objectives of the project have been designed without consulting C&YP or focusing on C&YP rights
3. The term 'street children' has some negative connotations. Organisations working with C&YP should not promote the term
4. The project proposal is very much needs-based not rights-based

### **Specific observations**

1. No segregated data based on age, ethnicity, vulnerability
2. Local authority power structure (both formal and informal) and C&YP's relation with said authority based on gender perspective should be analysed
3. Characteristic of the group, the urban dynamics and the rationality of the project is not very clear
4. Project is not based on C&YP's opinions/desires

### **Objectives part**

1. Objectives of the project and activities are not very clear
2. Measurable indicators (based on sex, age, vulnerability, ethnicity, religion) are not mentioned
3. Coping mechanism for C&YP has not been mentioned

### **Concluding remarks**

1. C&YP's organisations that monitor the project, cannot also be an active part of the project
2. Output of the project is not clear
3. It is not clear what changes the project wishes to bring about; neither is how the project will be linked to policy reform advocacy, or how it is in the best interest of the child
4. How the community, family, local government authority and government will be held accountable, has also not been mentioned in the proposal

# Annexe 5

## Gender and diversity in the workplace<sup>1 4</sup>

### Questionnaire for assessing gender and diversity

#### Background

Organisations that value and take advantage of their diversity (age, sex, abilities, ethnicity, religion, region, socio-economic background, etc.) among employees, volunteers and board members are often in a good position to build a cohesive and effective workforce. However, lack of familiarity, and in some cases, bias and stereotyping, keeps us from interacting with people who are different than us. By building an organisational culture that incorporates differences and by having capacity building initiatives on gender and diversity, resistance can be overcome.

This questionnaire will help you to assess how gender and diversity is addressed in your organisations and it will help you to further develop your strategies.

#### Policies and actions.

1) Do your organisations have a gender or an equal opportunity policy?

.....

If yes, what is the content of the policy and how is it being implemented and followed up?

.....

.....

If no, do you feel that gender and diversity is promoted in your organisation?

.....

.....

If yes, how.....

.....

2) Has any training on gender and diversity been provided to the present staff?

.....

If yes, describe who participated in the training, the length and the content of the training.

**Staffing**

- 3) Describe the diversity of the staff (age span, persons with different abilities, social background, etc.) and relate to different levels of the organisation.  
.....
  
- 4) How many women and how many men are there at different levels in the organisation (executive management, middle management, supervising staff, officer level, support staff and volunteers)?  
.....  
.....
  
- c) What do you think are the reasons for any differences (greater than 20%) in the number of women and men at various levels in the organisation?  
.....

**Salaries and benefits**

- 5) Do salary levels on the same grade differ between women and men and between persons with diverse background?  
.....  
  
If yes, why?  
.....  
.....
  
- 6) Have you observed any differences in benefits and access to resources (computers, etc.) in relation to gender and diversity (e.g. between people who are in the same position)?  
.....  
  
If yes, how?  
.....  
.....

**Accessibility**

- 7) Do you find the workplace accessible for persons with different abilities?  
If yes, how?  
.....  
.....

If no, why not?

.....

- 8) Is your organisation, according to your opinion, child friendly (e.g. welcoming and not intimidating for girls and boys, children with disabilities, etc.)?

If yes, how

.....

If no, why not?

.....

Have any positive measures been taken to make it more child friendly? .....

If yes, describe how.

.....

.....

.....

**Maternity and paternity**

- 9) Is there special protection for women during pregnancy in types of work proved to be harmful to them?

.....

If yes, describe the provisions.

.....

- 10) What maternity and paternity leave does the organisation provide?

.....

.....

- 11) Are any provisions given for mothers who are breast-feeding (Flexible work hours, etc.)?

.....

If yes, what provisions are provided?

.....

.....

12) Does your organisation encourage men to take on parental role and use paternity leave for providing care to the infant?  
.....

13) Who stays home when a child is sick?  
.....

**Norms and behaviour**

14) Have you noticed any differences in how often people speak out/make suggestions during meetings? (Relate to gender and diversity).....

If yes, how?

Describe any actions that have been taken to make all speak out.  
.....

15) Does your organisation encourage a common language during meeting; coffee breaks, lunch breaks or language is used to exclude some people in meeting?  
.....  
.....

16) Do you feel that practices based on stereotypes are discouraged in your organisation? (For example when planning an office party, women make all the preparations and men take charge of brining goods from the market, etc. or do women make coffee/tea in the office, men fix the electrical things, etc.)?

If yes, how?  
.....

17) Do you have any suggestions on how gender and diversity could be further promoted in your organisation? .....

If yes, how?  
.....

# Annexe 6

## **Output from Questionnaire For Assessing Gender and Diversity In The Workplace:**

11 questionnaires were received out of a total of 25, the answers are summarised below:

### **Policies and Actions:**

- 8 organisations have a gender or an equal opportunity policy
- Details on the policy have not been given, nor how it will be implemented and followed up
- One organisation has a gender equality policy but no diversity policy

### **Content of the policy**

- Equal opportunity
- Equal salary for men and women in the same jobs
- Job descriptions
- One organisation never allowed men to apply for their top position and residential position, due to nature of the organisation
- Encourage women to apply for decision making positions
- Active participation of all is encouraged
- Men and women are given equal opportunities at all times
- Gender policy covers non-discrimination issues like sexual preference, sex, disability, religion, ethnicity, etc

### **Gender and diversity is promoted in your organisation**

- No discrimination in organisation

### **Staffing**

#### **Gender Balance at different levels of the organisation**

- Diverse range of staff (age span, people of all abilities, social background, etc.), relating to different levels of the organisation
- In Executive Management there are 3 men and 2 women
- In Executive Management there are 3 women and 2 men
- 3 women and 12 men
- 4 women and 1 man
- All members of staff are men

- In the management team there are 6 men and 1 woman
- 60% men and 40% women
- Women occupy all the top level jobs
- 8 women 19 men

### **Salaries and benefits**

Salary levels on the same grade differ between women and men

- No differences

### **Accessibility**

Workplace being accessible to C&YP and people of all abilities

- The entrance of office is not accessible to wheelchairs - limited accessibility
- Majority of respondents did not answer this question

### **C&YP (boys and girls)-friendly organisation**

- It is C&YP-friendly, mainly for pregnant girls
- “We believe in C&YP participation and we work for the best interests of C&YP”
- “C&YP regularly visit the office for workshops and meetings”
- “Children’s organisation”
- Office is open to C&YP

*People said mostly yes but did not describe or explain*

### **Positive measures to make organisations more C&YP-friendly**

*They related this to the programme not to the office or physical setting*

- Initiate CRP training for all staff to make office C&YP-friendly
- “We developed trained staff in C&YP-friendly manner – our policy is also C&YP-friendly”

### **Maternity and Paternity**

#### **Special protection for women during pregnancy**

- Work allocated based on the pregnancy term
- Medical facilities available
- Not allowed to do heavy work or stay late
- No provisions as our organisation is totally male based
- Women are not sent to field during pregnancy
- They have extended breaks during the day

### **Maternity and paternity leave**

- 4 months maternity and 10 days paternity leave
- 4 months maternity and no paternity leave
- 90 days maternity and no paternity leave
- 4 months maternity and 1 month paternity leave
- No maternity as only men in the organisations and 3 days paternity leave
- 3 months maternity and does not say anything about paternity leave
- 4 months maternity and 10 days paternity leave

### **Provision for mothers breast-feeding**

- Mother can bring the baby to the office
- Breast-feeding time given upto the age of 6 months – 2 hours 2 times a day
- Special arrangements for breast-feeding mothers
- Some people said no and few did not answer

### **Organisation encourages men to take on parental role and use paternity leave**

- We are promoting
- Men do not ask for such leaves
- Few said yes, but did not explain
- Few said no, and others did not answer

### **Care for child who is sick**

- Mother and father
- 4 Mother
- 2 Mother occasionally father
- Normally father
- Others did not answer

### **Norms and Behaviour**

- People from diverse backgrounds speak out/make suggestions during meetings
- Create a friendly environment and encourage all to speak
- Others did not answer

### **Actions taken to make all speak out**

- Special measures taken to create a friendly environment, with everyone encouraged to participate
- Sometimes women are especially encouraged to speak
- Others did not answer

### **A common language during meetings; coffee breaks, lunch breaks**

- All meetings encourage common language and sometimes people's body language differs based on each other's rank
- Yes, encourages a common language so all can understand
- People are allowed to speak in Bangla or English

### **Discouraging stereotypes in organisation**

- Guards are always male
- Try to do work equally and help each other on the job
- Not all work is distributed as required

### **Suggestions for promoting gender and diversity in organisation**

- Workshop on gender and diversity
- Train staff on gender issues
- Update the policy
- Increase maternity leave from 90 days to 120 days
- Establish a day care centre at the working place

# Endnote

- <sup>1</sup> [www.unicef.org/crc/crc.htm](http://www.unicef.org/crc/crc.htm)
- <sup>2</sup> [www.unicef.org/crc/crc.htm](http://www.unicef.org/crc/crc.htm)
- <sup>3</sup> Child Rights Programming: How to Apply Rights-Based Approaches in Programming: A Handbook for International Save the Children Alliance Members. Save the Children.
- <sup>4</sup> Lena Karlsson and Ravi Karkara in various Gender Trainings, 1992-2002
- <sup>5</sup> Ravi Karkara (2003). Life Cycle Approach To Child Participation, A paper presented at the Corporal Punishment Global Save the Children Meeting in Cairo.
- <sup>6</sup> Some of the reasons behind discrimination/children's vulnerability to discrimination are: gender, disability, race, ethnic origin, language, children not registered at birth, children born a twin, orphans, children affected by armed conflict, working children, etc.
- <sup>7</sup> Ravi Karkara and Lena Karlsson in various Gender Trainings, 1992-2002
- <sup>8</sup> SC Alliance Gender Guidelines for information and tools on integrating gender into programming and organisations
- <sup>9</sup> Ravi Karkara and Lena Karlsson in various Gender Trainings, 1992-2002
- <sup>10</sup> Lena Karlsson and Ravi Karkara, adopted from Draft Non Discrimination Module, Save the Children Sweden (2002)
- <sup>11</sup> Lena Karlsson and Ravi Karkara in various Gender Trainings, 1992-2002.
- <sup>12</sup> Ravi Karkara and Lena Karlsson in various Gender Trainings, 1992-2002
- <sup>13</sup> Lena Karlsson and Ravi Karkara, adopted from Draft Non Discrimination Module, Save the Children Sweden (2002)
- <sup>14</sup> Developed by Lena Karlsson & Ravi Karkara, Save the Children Sweden, South and Central Asia

# I am learning to unlearn MYSELF.

*I am learning to unlearn prejudice  
that I learnt while growing up...*

*I am learning to unlearn stereotypes  
that hinders my growth even today...*

*I am learning to unlearn  
the ways of discrimination...*

*I am learning to unlearn MYSELF.*

*Ravi*

**For further information contact:**

## **BANGLADESH**

**Save the Children Sweden Denmark  
Regional Office for South & Central Asia**  
P.O.Box 9047, Banani, Dhaka 1213  
House 9, Road 16, Gulshan I, Dhaka 1212  
Phone: 00880-2-8814985, 8814517  
Email: [scsd@scsd-bd.org](mailto:scsd@scsd-bd.org)

## **Save the Children Sweden**

Regional Programme for South & Central Asia  
c/o SCUK OSCAR  
Lalitpur, GPO Box: 5850, Kathmandu, Nepal  
Office: 00977-1-5531928/9  
Fax: 00977-1-5527266  
Email: [info@savethechildren.org.np](mailto:info@savethechildren.org.np)  
[ravikarkara@savethechildren.org.np](mailto:ravikarkara@savethechildren.org.np)  
URL: [www.savethechildren.org.np](http://www.savethechildren.org.np), [www.rb.se](http://www.rb.se)