

Save the Children fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence.

We work with them to find lifelong answers to the problems they face.



Save the Children



# Non-discrimination in emergencies

Training manual and toolkit

Save the Children fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence. We work with them to find lifelong answers to the problems they face.

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# Foreword

The tsunami of December 26, 2004 affected coastal areas of south India, Andaman and Nicobar Islands, Indonesia, Sri Lanka, Thailand, Somalia and the Maldives. Over 220,000 people died in these countries.

Although it was a natural disaster, the tsunami affected people differently depending on their gender, age, caste, class, physical and mental abilities, location and occupation. These differences are apparent in survival and morbidity outcomes, access to relief and rehabilitation resources, coping strategies, access to participation structures, and long term outcomes. Other emergencies tell similar stories.

As a child rights organisation committed to the UN Convention of the Rights of the Child, Save the Children decided to undertake a study on non-discrimination in tsunami affected areas in India. This study<sup>1</sup> aimed to find out and analyse what had happened to children, particularly the most marginalised. Its aim was to strengthen Save the Children and its partners' commitment to non-discrimination within ongoing tsunami initiatives, and to apply the lessons learnt to future emergencies.

From that study comes this training manual, which brings together tools and approaches to analysis, programming and monitoring in emergencies to address issues of discrimination and diversity. The manual will enable programme staff to engage with government officials, community groups and partners, their own organisation and children from diverse backgrounds to promote non-discrimination in emergencies.

We hope this manual and toolkit will provide a solid foundation for interventions and strategies to address discrimination experienced by children in future emergencies.

## **Latha Caleb**

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<sup>1</sup> Murthy, Ranjani K. and Sagayam, Josephine. A Study on Non-Discrimination in the Tsunami Rehabilitation Programme in India. Save the Children 2006



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## Introduction

'Every emergency involves people who cannot access food and shelter simply because of their age, ethnicity, gender or disability. People who are already on the margins of society as a result of discrimination are made even more vulnerable through a crisis. *Emergencies do not discriminate; people do.*'<sup>2</sup>

<sup>2</sup> International Federation of Red Cross and Red Crescent Societies, Focus on Discrimination: World Disasters Report, 2007

## PART I: INTRODUCTION

### REMEMBER:

- **Children from discriminated-against groups will be more vulnerable in an emergency than others.**

Agencies who respond to emergencies are also in danger of maintaining or even worsening the entrenched exclusion and prejudice experienced by many people before an emergency. This exacerbation of discrimination may happen by default if action is not taken from the beginning to identify pre-existing and new patterns of discrimination and power, which must then be challenged in emergency responses.

Children, as an already powerless group, may be particularly at risk of discrimination in an emergency. These risks can be multiplied if children are subject to discrimination because they are girls, have a disability or are members of oppressed religious, ethnic or linguistic groups.

This manual provides a foundation for those involved in emergency response to improve their focus on the most powerless groups, and ensure that emergency responses are more effective.

Over 60 million children and young people are affected by natural or man-made disasters every year, and an additional 40 million are acutely malnourished.<sup>3</sup>

In some of the poorest and most fragile countries, millions of children are now growing up in families who are unable to feed them for some months of the year, and who depend on food and humanitarian aid. These chronic and acute food shortages have a lifelong effect on the health, education and employment prospects of children.

Similarly, disasters and conflicts have immense impact on children throughout the world. Natural disasters appear to be on the increase due to climate change and the impacts of industrialisation. The immediate effects of man-made and natural disasters are devastating for children and their families. The results include disease and epidemics, severe malnutrition and stunting, psychological trauma, and lack of shelter, water, food, education and other basic necessities.

In the 1990s, 2 million children were killed as a result of conflict, 6 million were disabled or gravely injured, and 1 million orphaned or separated from their families. At least 300,000 children under the age of 15 are actively involved in conflict around the world today.<sup>4</sup>

As a child rights organisation, Save the Children is committed to promoting and protecting the rights of all children in emergency and non-emergency situations, including the most vulnerable and marginalised.

### **This is because:**

- Children and young people often make up around half of those affected by an emergency, sometimes more.
- Emergencies act as magnifiers of existing vulnerabilities – particularly in the case of groups already subject to discrimination. Our experience tells us that certain groups, such as some religious and ethnic minorities, women and girls, and people with disabilities – who were on the edges of society and lacked decision-making

<sup>3</sup> Save the Children UK Emergencies Strategic Plan 2006 – 2010 (internal paper), June 2006

<sup>4</sup> Ibid

**PART I: INTRODUCTION**

power beforehand – face increased isolation and challenges when an emergency strikes. For many, the burden of multiple discriminations severely affects their life chances both during and after an emergency.

- Children and young people are often the most voiceless in a society before an emergency and after. Many agencies do not specifically highlight the rights of children in their responses.

This training manual and toolkit builds on the experiences of Save the Children's work in emergencies across the world and is applicable to man-made or natural emergencies. It draws on the experiences gained in the 2004 tsunami response and this is reflected in many of the examples used. The publication aims to provide easy-to-use training materials and tools for highlighting discrimination with partners, communities and children in all emergency contexts.

The manual has three functions:

- i.** a manual for trainers who may be new to work on non-discrimination in emergencies, offering tips on designing training for diverse audiences;
- ii.** to provide exercises to raise awareness and increase knowledge about discrimination in emergencies;
- iii.** a toolkit of easy-to-use checklists and handouts for reference.

### Working on discrimination

Work on discrimination is emotive. There are facts and figures outlining the statistics of discrimination and international legislation which provides a framework for tackling it. But it is the emotional dynamic and injustice of discrimination that participants must connect with to be effective advocates for change. It is all too easy to avoid the uncomfortable and painful experiences that can be evoked when examining attitudes towards those who are different from oneself. The aim of this manual is to provide a safe and structured way for staff to work within teams, and with partners and communities to challenge discrimination in emergency responses.

#### USE THE HANDBOOK:

- **When preparing for an emergency.**
- **When designing a 'first response'.**
- **To learn lessons to improve implementation post-emergency.**
- **To strengthen community rebuilding after an emergency.**

## **PART I: INTRODUCTION**

# Objectives and target audience

The objectives of the training manual and toolkit are to:

- Improve awareness of discrimination and its impacts on children in emergency-affected communities.
- Assist the development of successful approaches to overcome discrimination in emergencies.
- Enable us to measure the impact of action to reduce discrimination against children in emergency responses.

The target audience of the training manual and toolkit are:

### **Save the Children staff**

To enable us to:

- identify and respond to discrimination issues with partners;
- provide orientation for a wide range of partners, including children and government, on challenging discrimination;
- target interventions at groups experiencing discrimination;
- develop checklists and indicators to measure progress on tackling discrimination.

### **Partners**

To enable them to:

- promote non-discrimination and incorporate non-discrimination indicators into their work;
- develop checklists for measuring action on non-discrimination;
- push for non-discrimination policies from national governments.

### **Civil societies**

To enable them to:

- be more aware of how discrimination affects children in emergency situations and to plan responses and interventions accordingly.

### **Children**

To enable them to:

- communicate with others about how discrimination affects their lives;
- work with others to overcome discrimination.





# Introduction

This section contains tips to support training on non-discrimination in emergencies. There is guidance for newcomers and those refreshing their knowledge. For more details, readers can explore the many books written on training and learning (see resources section).

Research on learning shows that workshops are most successful when:

- participants have been involved in defining the objectives;
- content is focused on concrete problems participants face;
- workshop activities are varied;
- there is a safe and participatory environment.

## PART 2: TRAINING TIPS

### RUNNING WORKSHOPS:

- What impact has the emergency had on participants? Be sensitive to immediate needs and priorities.
- What do you know about the participants? Use time wisely and tailor the training to meet participants' needs.
- Is time limited for training? Distribute handouts and checklists for discussion.

# I. Facilitation of the learning process: general tips

Trainers and facilitators should follow the guidelines below

### • **Begin sessions with ice breakers**

Most trainers have sessions to help participants get to know each other. These are called ice breakers.

Ice breakers focus on helping the group get to know each other as people and to break down barriers between them. Often trainers make an effort to have people give family names only and not titles, positions or other work information. Limiting 'official' information allows for an unspoken agreement that, at least for this workshop, everyone in the room is equal and are valued equally.

### • **Review expectations and ground rules**

At the beginning of the workshop get participants involved in:

- reviewing their expectations and voicing any queries;
- setting ground rules or agreements of how everyone will relate to each other, how the workshop will operate and what the standards of acceptable behaviour will be;
- setting objectives and the agenda for the workshop. This helps participants feel some 'ownership' of the event.

An easy way to gather this information is to ask people to sit in groups and answer **3** questions:

Why are you here?

What do you want to happen in the workshop?

What do you **NOT** want to happen?

### • **Prepare yourself**

Make sure you know enough to be able to run the workshop with confidence:

- become familiar with this manual and the exercises in it;
- know the concepts and principles of non-discrimination and the UN Convention on the Rights of the Child. If you are well prepared, you will be comfortable and it won't seem like you are sticking to a script.

**PART 2: TRAINING TIPS****• Mix people up**

Often participants sit in segregated groups – for example, males and females, staff and partners. Even when they are mixed a bit, they will tend to go back to the same place to sit every day.

For group work, use a simple game to make mixed groups and ask participants to sit with people they did not sit next to previously. This will enable people to know each other better and make for a more exciting and fruitful workshop.

**• Draw participants in**

If you notice that some people are not participating, draw them in without putting too much pressure on them. There are many ways to do this:

- ask them by name for their opinion;
- use an object to get them involved – for example, using a ball to engage each person to speak whilst holding it;
- group those who speak the same language together;
- ask participants to turn to their neighbour to talk about the topic at hand.

**• Don't let workshops be dominated**

If some people seem to be talking too much, find creative ways to both encourage others to speak more and to limit inputs from dominant participants. One way is to give three tokens to each person for each session. Each time a person talks, the trainer collects a token from them. Once they have exhausted their tokens, they cannot speak until the end of the session or the end of all the tokens. This also encourages quieter participants to talk.

**• Use energisers**

You should always have some 'energisers' or warm-ups handy. These are useful when participants lose concentration or when they seem tense or bored. Encourage them to speak up when they need refreshment and delegate them to lead a short (5 minutes or less) game or exercise.

**• Be flexible**

Be prepared to adjust according to the situation.

For example, if an activity requires people to read a text and there are not enough copies to go round, or it's not in their first language, you may have to read the text yourself or give an oral summary. Also, in mixed language/culture groups, you may want to ask participants to give examples in their language or from their culture.

**EFFECTIVE WORKSHOPS:**

- Are there linguistic, cultural or religious barriers preventing some groups from taking part in a workshop?
- Would written information and informal discussion be as useful as formal exercises?



## PART 2: TRAINING TIPS

This takes time but it's well spent, ensuring that everyone is learning. This is more important than just giving too much information that may not be absorbed.

- **Record questions and comments**

A flipchart can be used to record questions and comments that need more work or clarification. Invite participants to write on it at any time during the workshop and breaks. You can also use it to note questions and issues that may be better addressed at a different time. You can also note things to follow up, or issues that you need more time to discuss.

- **Follow up with information**

If people bring up questions for which you have no answers, tell them you need to get more information and will respond as soon as you can. Make sure you follow this up.

### TIMING:

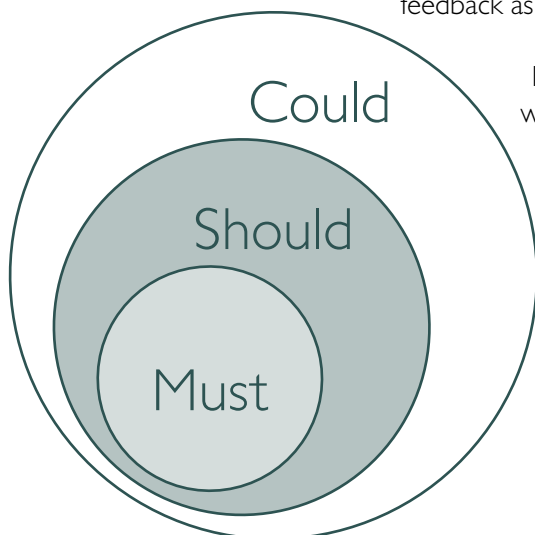
- At what point in the emergency is the training taking place?
- What implications does this have for the focus and content of the training?
- What are the immediate priorities (of trainers/ participants/ communities)?

## 2. What to cover given the time and resources available

There is rarely enough time for any topic or workshop. It is never easy to decide whether to cover a few subjects in depth or more topics in less time. This is further complicated when you consider the different levels of understanding and attitudes of participants. Think of your selection process as a 'bull's-eye' which keeps you on target – there are always things that you could discuss if time was unlimited but, since it is not, consider what you must cover in the time available.

Many activities, for example creative work in small groups and reporting back to plenary sessions by groups, always take longer than anticipated.

Instead of cramming them with information, a good facilitator should encourage participants to contribute their ideas and opinions, and add, discuss and provide feedback as required.



Move from the known to the unknown – get participants to recognise what they know, then add new ideas. Once the group understands and feels comfortable, move on to another new idea. Try not to move too quickly – ensure that the first idea is really understood.

You can only manage your time if you set clear objectives for yourself. Often it is best to make the objectives and tasks clear at the start of each session. Always refer back to your 'bull's-eye' when making decisions about what to cover.

### 3. Participatory learning

At its simplest, participatory learning means that the learner is actively involved in the process of learning.

Traditionally, learning was the responsibility of the teacher. The teacher knew everything and was responsible for transmitting her/his knowledge to the student. Over time, there has been recognition of other ways of teaching and training and many changes in the way we think about learning.

One idea was to give the student responsibility for her/his own learning. Several streams of thought lead to this: realising there were differences between how children and adults learn, considering the social-democratic ideas of participants, and development of early childhood learning concepts.

Generally, children need more guidance in learning than adults who have work and life experiences to build on. Adults actually choose what they want to learn – if they are not interested, they will not learn. Educators thought it important to rethink how to work with adults and to incorporate people's past experience in their learning – to link the old and the new. This led to searches for new methods and the shift of focus from deliverer to receiver. It is a subtle difference but it reinforced the idea that the more responsibility the learner has for her/his own learning, the more effective the process is likely to be.

#### Passive learning v active participation

##### **Examples of activities ranging from passive learning to active participation are:**

- listening to a lecture;
- questions by teacher;
- questions by participant;
- discussion;
- large group;
- small group;
- pairs;
- analysis & presentation of a case study;
- development of a role-play;

#### TOP TIPS:

**Participatory learning is important because:**

- It stimulates discussion and dialogue.
- It facilitates learning.
- It empowers and builds skills.

## PART 2: TRAINING TIPS

- simulation of a situation, e.g. the process of boarding an aeroplane or evacuation procedures in a flood emergency;
- on-the-job training/task-based learning.

As you go down the list, activities become more participatory. The participant has more and more responsibility for their learning and the trainer's role gets closer and closer to that of a facilitator.

### **Participatory learning:**

- motivates and interests learners;
- deepens understanding;
- sets learning in memory;
- values clarification;
- changes/reinforces attitudes;
- changes/reinforces behaviours;
- motivates people to take action.

### Values underlying participation

#### **Two key values which underlie participation are:**

- all people have valuable ideas;
- we can learn from each other because our experiences are different.

#### **These values lead us to encourage:**

- sharing by all involved in the activity;
- listening to all as equal partners in the learning process;
- building on the experience of everyone;
- exploring ideas on their merit.

### The correct answer!

#### **There are times when there are exact answers.**

- $2 + 2 = 4$ .
- This paper is white.

For most participatory learning, there is no single correct answer. Working on discrimination and inclusion, we are trying to change attitudes by getting people to examine their own values and actions. So participatory activities are the most effective approach.

## 4. ORID: A method for processing an experience

*(Adapted from Graeme Storer & LENS International workshops.  
Developed by the Institute of Cultural Affairs)*

[ica-associates.ca/Education/Downloads/ORID.ppt](http://ica-associates.ca/Education/Downloads/ORID.ppt)

A very useful way of processing an experience in training and development work is to use a method known as ORID. This stands for:

- Objective
- Reflective
- Interpretive
- Decisional

This method can be applied to individual interviews, group discussions, feedback sessions, needs assessments, data gathering and evaluation.

Each part of the method has a specific purpose in moving a person or group toward understanding and processing an experience or activity.

### i. Objective phase: get the facts

**Purpose:** to establish an objective and agreed basis for discussion.

**Keywords:** data, information, knowledge, verifiable, quantifiable, precise, clear ('the thing').

Ask about what people see, hear, touch, taste, smell.

**For example:**

- How many times did we see women active in the role-play?
- What was the series of events?
- Who played which roles?
- What do you see in the picture?
- What events/images/words/phrases do you remember?

#### USE ORID:

- When a tool is needed for analysis and action.
- To help emergency workers understand the nature of discrimination and to plan action.

## PART 2: TRAINING TIPS

### ii. Reflective phase: emotions and associations

**Purpose:** to discover what feelings, values or assumptions people have about an issue.

**Keywords:** feelings, opinions, ideas, reactions, responses, personal ('the thing and me'). Ask about people's emotional responses, what they felt towards something, whether it angers, excites, intrigues or frightens them, what past associations they have.

**For example:**

- What was your first response?
- How did the role-play make you feel?
- Has something similar happened to you before?
- What is your reaction to the picture of the girl?
- Where do you remember a visible response from the group?
- When were you excited, frustrated?
- What do the pictures make you think of?

### iii. Interpretive phase: values, meaning, purpose

**Purpose:** to relate, interpret or synthesize information and activities.

**Keywords:** links, synthesis, connection, design, relationships, consequences ('the thing and me and everything else!').

Ask about layers of meaning and purpose, and the significance people attach to a subject.

**For example:**

- What is this about?
- What do you think happened before the role-play took place?
- What do think is really going on?
- How does this apply to your village?
- What interpretation would you give this?

#### iv. Decisional phase: future plans

**Purpose:** to decide on implications, actions and/or resolutions.

**Keywords:** plans, intentions, aims, decisions (‘the thing and me’).

Ask people to think of new relationships and responses to a situation.

**For example:**

- What would you say about this to someone who was not here?
- What should we do to prevent this situation from happening again?
- What does this imply for our work in the future?
- What changes are needed?
- What should we do to ensure that children have access to the development ideas we just looked at?

## PART 2: TRAINING TIPS

### USE THE CONFIDENCE CONTINUUM:

- With children to check understanding of basic concepts.
- Throughout a workshop to check participants' understanding of the issues under discussion.

## Exercise A: The confidence continuum

*(Evaluation of workshops and participants' understanding of key concepts)*

The aim of this activity is to gauge how participants feel about the workshop and learning process, and to support those who may be having difficulty. This is an excellent exercise to use when working with children and young people. It can be used repeatedly during a workshop.

### Before the activity

Write **CONFIDENT** on one sheet of paper and **NOT CONFIDENT** on another and stick these on chairs or walls at opposite ends of the room.

### During the activity

Ask participants to imagine a continuum line running between the two pieces of paper. Then ask them to stand where they feel in terms of how confident they are about the workshop and learning process up to now. To help people, ask them to consider specific statements about the content and methods you are using such as:

- You understand the basic idea of discrimination.
- You understand the idea of inclusion.

If most people are standing by the 'not confident' end of the continuum, you have a problem, and will have to go over things again, probably with a different approach.

If only a few participants are standing by the 'not confident' end, facilitators must find time to spend with those people until they feel more confident with the issues being considered.



## 5. Ways of approaching workshop activities

How you handle activities depends a lot on whom your participants are and how they have responded to previous activities.

This section focuses on alternatives for the barriers and solutions exercises (see exercises 17 and 18).

There are numerous ways you could approach the barrier and solution analysis exercises. Our brains all work differently, and we all have different levels and styles of education. Diversifying the tools you use will increase your chances of finding a method to suit everyone you need to communicate with.

The following activities can be adapted for use in real-life situations; to work with stakeholder groups and partners; and to elicit information for planning and reviewing. Indeed, they evolved mostly from use in real-life situations, not as training activities.

These tools are not just helpful for planning (what is the problem, how could we solve it?); they can be used within review work as well (what was the problem, did we solve it and how?).

### Some options include:

#### Theory or reality?

The session task can be built around theoretical solutions – ‘how could you address the discrimination you have listed?’ – or tried and tested solutions – ‘how have you addressed (some of) the discrimination you have listed?’ – or both.

For some participants it may be more appropriate to keep the solutions session at a theoretical level. This might be the case if you know that participants work in a situation where very few solutions have been tried, or they have failed, and the facilitator does not want to demoralise people.

Where possible, the activity should be based on real experiences as well as hypothetical solutions. These might be participants’ own experiences, or those of others that they have read or heard about.

#### Cross-programmatic and/or thematic opportunities

Activities often have single focused groups. An alternative is to mix up groups so that people working in different geographical or thematic areas share ideas and experiences on how to tackle barriers and discrimination. The solutions used by a health programme to tackle discrimination against people from a minority ethnic group might be useful to a food security programme working with the same or a similarly affected ethnic group. It is likely that these programmes would not normally share experiences in this way.

#### ALTERNATIVE WORKSHOP METHODS:

- Who are your participants?
- How relevant are exercises that rely on the written word?
- Will use of images, drawing, role play convey the same information?

## PART 2: TRAINING TIPS

### Ways of capturing information

The facilitator can choose how participants present the information they discuss. For some people, a simple written list may be the most appropriate. Others may respond to more creative ways of presenting their ideas. But be careful – some diagrams can only accommodate so much information without becoming confused jumbles!

#### • **Mind maps**

Some people will prefer to see things presented in a visual form, rather than as lists or prose. A mind map or spider diagram, can offer participants an alternative way to record what they are expressing in brainstorming and discussions. Mind maps also offer you more scope for adding information. They represent ideas and information in tree-like diagrams.

#### **To draw a mind map:**

- Write a title for the discussion in the centre of the page.
- For each big cluster of ideas, start a new limb from the centre and label it either in words or with a picture/symbol.
- Each smaller idea forms a branch from the appropriate main branch and needs to be labelled either in words or with a picture/symbol.

Depending on the idea, it may be appropriate to put it in more than one branch. Any label or symbol can be connected with lines to others or linked in other ways to show relationships between branches. Colour coding can help do this. You can also place things in boxes or circles to emphasise them.

Participants can add on information, in different colours or styles, relating to the causes of and solutions to other issues in the workshop. Links can also be drawn on to show which items have common causes and which solutions might help address multiple issues.

#### • **Mountain diagrams**

Participants draw a mountain on a large sheet of paper. If there is a famous mountain in your country, the facilitator could tell them they are drawing that (e.g. in Tanzania, participants drew a Kilimanjaro diagram).

At the top of the mountain, write words to describe or draw an image of the goal of the project and/or the child rights they are striving for. They draw a path winding up the mountain towards the goal – the path that children are trying to follow.

Along the path, draw barriers that stop some children from carrying on. Participants choose how to represent the barriers and how to label them. For example: boulders could be attitude barriers; potholes could be environmental barriers; or quicksand could be policy/rule barriers. They could also draw, or write, who is being blocked by the boulders or falling into the holes.

**PART 2: TRAINING TIPS**

When considering solutions, participants could add illustrations of who put the barriers in the path. In other words, who believes the stereotypes and/or who acts out their beliefs as discrimination? They could illustrate who is going to get rid of these problems and how, and what tools they will use. They could find ways to represent successful measures already taken (e.g. pretty flowers, watering points, shelter, to represent positive steps towards the goal).

**• Brick wall diagram**

In this exercise, bricks are the discriminatory barriers and they add together to build a big wall of oppression. Participants can be inventive – for example, different coloured bricks could signify attitude barriers or policy barriers. They could add words or drawings to show which bricks are proving particularly impenetrable for which groups of children. Ensure that the diagram depicts as many as possible of the bricks/barriers that make up the oppressive system, and who is being confined behind the wall.

Participants could now find ways to illustrate who is making the bricks and who is repairing the wall so it stays in place (who believes and acts out the stereotypes?). What tools could break individual bricks (discrimination) and the whole wall (institutional discrimination)? Who could use the tools? How could the people who have been repairing the wall be convinced to knock it down with you?

**• Survey maps**

Participants draw a map of a given area, e.g. the village or region covered by a health outreach project. On it they draw the places they or others encounter barriers that stop them from accessing certain rights or services. They could draw representations of the barriers. For example, a wedding party at the religious centre to illustrate the barrier of early marriage denying girls an education. Or a child from a minority language group looking puzzled by what the primary healthcare nurse is telling him, to illustrate the barrier of health education services being mono-linguistic.

Participants could add to their maps by illustrating who and where are the causes of discriminatory barriers. They could find a way to highlight where the solutions can be found or where successful solutions have been discovered.

## PART 2: TRAINING TIPS

### BEING INCLUSIVE:

- How can you adapt methods and be flexible to ensure full inclusion?

## 6. Working with diverse audiences

### Participants with disabilities

Organisers should ensure workshop sessions don't contribute to or reinforce the discrimination people with disabilities face. Each type of disability needs special reflection so that materials and activities are appropriate for different participants.

If you have a participant whose mobility is limited, or who uses mobility aids, ensure that he or she is not excluded from activities or sessions. Ensure the spaces that you want people to move to have clear paths to allow easy access. Move the group at a speed that is comfortable for everyone.

If some people cannot move around, consider adapting the activity so that participants each have signs or symbols for the answers you seek. For example, signs with 'agree' and 'disagree' can be used or hand signs: thumbs up to agree, thumbs down to disagree and thumb sideways for in-between. Another possibility is to ask people to raise their hand to a height showing how much in agreement they have – all the way up for total agreement, a little way up for a little agreement and so on. Attend to those who have visual impairments, including those who have glasses and do not use them. Ensure that signs, posters and other visual aids are written in large lettering and that graphics are easy to make out at a long distance.

### English as an additional language <sup>5</sup>

If we present information in English (or other international languages, e.g. French or Spanish), we need to remember that people may not have English as their first language. Many people may seem to speak second or third languages fluently, but they might not fully understand technical language, jargon or slang.

#### What you can do to improve accessibility:

- Use simple words as far as possible. Technical terms, jargon, abbreviations and acronyms should be used sparingly. Always describe them when they first appear in the text and have a glossary of difficult terms as an appendix.
- Be aware of culturally different meanings and uses of some words.
- Use words or variations of words you know are in common usage locally.
- Be aware that some words, especially more 'modern' ones, may not have exact translations into other languages (for example, some languages may not make the precise distinctions between disability and handicap that English does).

### People with learning difficulties

Having a learning difficulty doesn't mean a person cannot understand spoken language or read and write. However, they may read more slowly, understand less of what they read or hear, and be slower or less articulate in their communications.

<sup>5</sup> From Access to All: Helping Make Participatory Processes Accessible for Everyone. Save the Children 2000.

**PART 2: TRAINING TIPS**

Learning difficulties are not always severe or obvious – for example, many people are dyslexic. Their learning difficulties may never be formally recognised but may affect their use and understanding of language.

**What you can do to improve accessibility:**

- Use short, simple sentences. When speaking, avoid long lists or giving several instructions at once. People with learning difficulties may have difficulty understanding, remembering or acting upon more than one instruction at once.
- When speaking, clearly emphasise words that are most important for conveying the meaning of the sentence.

**People with visual impairments**

The physical nature of Braille means it takes longer to read than conventional written text, and it is harder to scan through selectively. Producing documents using complex language may place a Braille reader at a disadvantage.

**What you can do to improve accessibility:**

- Keep documents short. Edit documents to remove unnecessary words and phrases.
- Make sure that content is well organised. Clearly head pages and new sections, and produce a contents list for longer documents. This will help the reader access relevant pages when transcribed into Braille.

**People with hearing impairments**

Sign language is a language in its own right, with its own syntax. It is not just a form of translated English or other mother tongues. Signers may have English as their second (or third) language and experience the same challenges as anyone trying to read or write in a second language.

Every country, region or community will have its own sign language and dialect, which evolves like any spoken language.

Direct translation into, or from, sign language is often not possible or accurate.

Some complex words or names may have to be spelt out letter by letter, if there are no standard signs for them.

Not every deaf or hearing-impaired person uses sign language, either through choice or because local education systems are inadequate.

**What you can do to improve accessibility:**

- When producing documents for (or reading items written by) people who use sign language, consider our suggestions regarding information for people with English as an additional language.

## PART 2: TRAINING TIPS

- During meetings with hearing-impaired participants, ensure that you use a sign language interpreter familiar with local sign language or dialect.
- Aim to convey or obtain the meaning (rather than an exact word-for-word translation) of the signing, otherwise misunderstandings can easily happen.
- During presentations, keep complex words and names to a minimum, and provide written lists in advance to assist sign interpreters to prepare.
- Check with the signer/interpreter that your pace of speech is not too fast and that you are making appropriate pauses to enable signers to keep up.
- Lip-reading can often form an important part of communication. Seek advice from local organisations of hearing-impaired people to ensure you make the most of lip-reading opportunities.

### General advice

Language is more than just words. It may aid communication to use other methods (e.g. non-exaggerated facial expressions or hand movements). When listening to someone, watch for non-verbal communication (body language) as well. People with speech impairments, for example, may use movements to convey meaning and emphasis they cannot get over verbally. However, be aware that blind and visually-impaired participants may not be able to benefit from these extra cues, so don't rely on them too much.

### Working with children

All the principles that apply to working with children also apply when running workshops on non-discrimination with children. The essential points to bear in mind are:

- The safety of children must be paramount. Effective child protection procedures must be adhered to through, for instance, the nomination of child protection focal people. This is particularly the case when tackling issues of discrimination – children may be placed at risk if they are discussing their experiences of discrimination in an open arena. It may be appropriate to run separate sessions for different groups, for instance, boys and girls, children of different religions, to enable full and free discussion of issues they face. Equally, much can be gained from joint workshops when different groups of children can exchange their varying perspectives.
- Methods must be interactive and interesting – children will be more likely to take part if creative ways are used. Use drama and art and rely as little as possible on written exercises. Many of the exercises in this manual can be adapted for this purpose.
- Children's views deserve as much respect as those of adults. However, if children do express discriminatory attitudes they must also be challenged.

## 7. Things to keep in kind when designing training programmes: General

### i. Who is the audience?

- For example, children, community members/leaders, government officials or NGO workers.
- Further categorise the audience if necessary by age group of children or by responsibilities, such as policy makers or grass roots workers.

### ii. What are the training needs of the audience?

- What is the pre-existing level of knowledge, skills and attitude of this topic?
- What are the perceptions of different stakeholders on the training needs of the audience?

### iii. What are the training objectives?

- What objectives will address training needs?
- What training objectives are feasible given the time and resource available?

### iv. What is the ideal duration of training for the particular audience?

- What is the minimum time needed to address training needs of the audience?
- Should the training be done in one go or be spread over several sessions?
- For how many hours/days can the participant be away from their normal duties?
- For how many hours can the participants concentrate well?

### v. Where should the training be?

- Is confidentiality required? If yes, where can it be ensured?
- Which place would be convenient and appealing for participants?

### vi. What should the methodology be?

- What methodology is appropriate for the participants?
- What methodology is appropriate for the topic?

#### REMEMBER:

- Consider if it is the right time to run a workshop? Are there alternatives e.g. providing handouts, holding briefing sessions? At the onset of an emergency people are pre-occupied with many things.
- Ensure that discussions about discrimination and inclusion occur throughout an emergency response.



## PART 2: TRAINING TIPS

### CLARIFY THE POINT OF THE WORKSHOP:

- Why is it important to focus on discrimination during an emergency?
- It aids understanding of the situation, and informs the response to the most marginalised, vulnerable and invisible groups of children.

## 8. Things to keep in mind when designing training programmes on non-discrimination, children and emergencies

### **i. Always consider the triple focus of the training when devising content and objectives:**

- children;
- non-discrimination;
- emergencies.

### **ii. Use appropriate language for each audience:**

- For some audiences, e.g. government officials, the term non-discrimination may be unacceptable, it may be more appropriate to use the term inclusion.
- For some audiences, e.g. government officials and NGO leaders, the term 'training programme' may not be appropriate. Use the term workshop instead.

### **iii. Training programmes which seek to strengthen awareness on non-discrimination, children and emergencies should cover:**

- basic concepts of all three themes;
- changing attitudes to non-discrimination and children.

### **iv. Training programmes focused on bringing about policy, programmatic or organisational change should include:**

- skills development on advocacy;
- skills development on incorporating non-discrimination into emergency response programming;
- skills development on incorporating non-discrimination into the internal functioning of the organisation.

## Exercise B: Evolving training designs on non-discrimination, children & emergencies

*(Designing training programmes for different audiences and issues involved)*

### Aims

- To familiarise participants with issues to be kept in mind when designing training programmes on non-discrimination, children and emergencies.
- To enable participants to evolve training designs on non-discrimination, children and emergencies for different audiences and timescales.

### Resources required

- Charts
- Markers
- Soft ball
- Refer to the section on things to bear in mind when designing training sessions to ensure that all points are addressed.

Time required: **3 hours**

### Activities

• **Part I: Issues to consider while designing a training programme.**

- i. Introduce the objectives of the session.
- ii. Ask participants to think about the different issues to consider while designing any training programme.
- iii. Throw a ball randomly at a participant, and ask her/him to share one insight. Record it on a flip chart.
- iv. Ask the participant to throw the ball to another participant.
- v. Proceed until the group have raised most issues and add anything if necessary.
- vi. Ask participants to think about additional issues to be kept in mind while designing any training on non-discrimination, children and emergencies.
- vii. Repeat steps as ii–vi. Explain that thinking of issues specifically about training on non-discrimination, children and emergencies is tougher. If ideas do not come, it is fine!

### TOP TIPS:

- Why develop a training course by committee?
- These methods will help groups identify issues to address in training on any subject and will generate a wide range of techniques.

## PART 2: TRAINING TIPS

**viii.** Record responses on another sheet and add insights if necessary.

### • Part 2: Design a training programme

**i.** Divide participants into groups of five or six. Each group is then given the task of designing a training session on non-discrimination, children and emergencies for one audience from the list below (in brackets are the main objectives/time available):

- Children (awareness/half a day).
- Community leaders (awareness and action plan/three quarters of a day).
- Government official (awareness and policy change/one day).
- NGO partners (awareness, programming and organisational change/ two days).
- Save the Children staff (awareness, programming and organisational change/ three days).

#### **Ask each group to consider:**

- A name for the session(s)
- Objective
- Content and the order to cover it in
- Method for each section
- Reading materials, if any
- Timing
- Venue
- Number of participants
- Any other

#### **Allow one hour for the task**

### **ii. Facilitate feedback in the following manner:**

- Ask each group to put their presentation on a poster and display it on the wall.
- Request one person from each group to stay with the display to answer questions about it. Others should then move to the display of another group (each group chooses a different display).
- Allow 5-7 minutes for discussion on each display, with the groups asking questions and giving suggestions.
- Rotate the people standing with the displays and the display each group is visiting.
- Allow 5-7 minutes at the end for people to see displays they have missed.

As a facilitator you can move around and facilitate feedback on each display.

**PART 3: INTRODUCTORY EXERCISES – TACKLING DISCRIMINATION IN EMERGENCIES**

## Introduction

The beginning of every workshop lays the foundation for its success. This is particularly the case when working on sensitive issues like non-discrimination in emergencies. Discrimination and prejudice may be difficult for people to think about both professionally and personally and may be even harder to explore in the context of an emergency. Therefore it is essential to start well, by creating a safe environment within which participants can be open, express opinions, challenge each other constructively and be able to learn.

## PART 3: INTRODUCTORY EXERCISES – TACKLING DISCRIMINATION IN EMERGENCIES

### USE THIS TO:

- Create a secure foundation for discussion of potentially sensitive issues.

# Exercise 1: Getting started

*(Ice-breaker for participants – see slides 1-12)*

### Aim

- To introduce participants to each other and verify the aims of the workshop and people's expectations.

### Resources

- A4 paper and marker pens
- Sticky tape

Time required: **20 participants 30 minutes**

### Activities: Option 1

1. Create an A4 sheet, divided in half. On one side of the sheet are statements relevant to participants such as:
  - plays a musical instrument;
  - has visited Kuala Lumpur;
  - enjoys running marathons.
2. On the other side of the sheet is a space for a signature.
3. Distribute the list to all participants, explaining that the aim is to fill up the sheet with signatures.
4. Ask participants to move around the group and find someone who fits the statement. When they do, the person they have found places their signature beside the statement relevant to them.
5. Each participant can only sign the sheet once.
6. The activity stops when the first participant to fill up all the signature spaces declares themselves.

### Activities: Option 2

1. Place participants into pairs. If it is possible, ask people to pair up with someone they don't normally work with.
2. Distribute a sheet of A4 and pens to everyone.

## PART 3: INTRODUCTORY EXERCISES – TACKLING DISCRIMINATION IN EMERGENCIES

3. Ask participants to introduce themselves to each other by giving their name, job and their expectations of the session. Ask each person in the pair to draw the other and to write the name of the person they've drawn. Then invite each participant to introduce their partner by name and list their expectations, and then to stick the portrait on the wall.
4. The facilitator notes expectations on to a flipchart as they are read out. Once all expectations have been shared, the facilitator groups them into broad themes and compares them to the objectives. If possible, try to be clear from the outset about what is within the scope of the session and what will fall outside it. This should mean participants are focused and clear on what will be covered and minimise unease about issues that appear to be overlooked.

### WHEN TO USE:

- Options 1, 2 & 3 are best used with participants from similar backgrounds/ with shared experience.
- Option 4 is useful if participants are not comfortable with writing.

This exercise can be adapted with participants spending time talking to each other about the history of their names, and what this communicates about their identity and family history. Partners can then convey this information to the whole group. The aim is to illustrate how issues of identity are important to all of us and to demonstrate the diversity of the group. You could also make the point that who we are may shape the way we see and interact with others. Just remember to keep an eye on the time!

### Activities: Option 3

1. Distribute a blank piece of card or a Post-it note to each participant.
2. Ask each person to write **three** statements about themselves on it.
3. **Two** statements should be true, **one** should be untrue.
4. Give an example of a statement: I hate ice cream or I have climbed Everest.
5. Participants move round the room talking to each other – trying to guess which statements are true and untrue.

### Activities: Option 4

1. Ask participants to form pairs, preferably with people they don't know well.
2. Hand each person a sheet of paper and marker pen.
3. Ask participants to look at their partner and draw a portrait (head and shoulders are sufficient).
4. Ask participants to add the name of their partner to the drawing.
5. Participants form a large group and introduce their partner to the group by name and then pin their drawing to the wall. If they are used to workshops, it may be easier to ask people to introduce themselves and give one or two of their expectations. The facilitator can then move directly on to the expectations, ground rules and timetable.

## PART 3: INTRODUCTORY EXERCISES – TACKLING DISCRIMINATION IN EMERGENCIES

### WORKING TOGETHER:

- **How will time spent on ground rules pay off?**
- **Discussions about power and discrimination can be sensitive, creating agreed rules helps participants contribute constructively to debates.**

### How the group will work together

Once expectations have been noted and matched against the aims of the workshop, it's important to spend time with the group thinking about how they will work together.

This can be done in a number of ways. But it must be done, particularly when working to challenge discrimination as it is a sensitive issue. The facilitator must create a space where people can openly express their opinions at the same time as guarding against the expression of stereotypical and prejudiced views. Putting together a series of ground rules or an agreement on how the group will work together is vital.

One issue often raised when staff from different countries work together is language. Some participants may feel more able to express themselves in their home language; if this is the case then time must be given for interpreting.

### Notes for the facilitator

Opening sessions should cover:

- participant names and expectations – do not forget to introduce yourself;
- the programme (including agreement on times and breaks) and the objectives of the session;
- agreement on how the group will work together;
- information about the facilities, e.g. drinks, toilet facilities.

**PART 3: INTRODUCTORY EXERCISES – TACKLING DISCRIMINATION IN EMERGENCIES**

## Exercise 2: What is discrimination?

*(Key definitions and legal matters related to discrimination – see slides 13-18)*

### Aim

- To clarify the definitions of terms used in discussions about discrimination and diversity.

### Resources required

- Flipchart and pens
- Handout containing definitions (see **handouts 1** and **2**)

Time required: **approximately 20 participants 45 minutes**

### Activities

1. Divide participants into pairs or threes. Give each one a term to define by writing on flipchart or card. The terms can be chosen from the handout on definitions, but you may need to choose the terms which are the most crucial for your situation. Do not choose only the 'easy' ones. Start challenging people from the beginning to think about the issues that will be dealt with in the workshop.
2. Stick the responses to the wall.
3. Discuss and clarify each term, having all participants focus on one term at a time and moving them from one response displayed on the wall to the next. When dealing with clarifications, try to do so in a positive and confidence-building way. When the written answer does not even come close to the handout, try to find ways for the group to support the people who may have given the answer, while also making sure the answer follows the definition.
4. Give each participant a copy of the handout on definitions and legal frameworks.

### USE THIS TO:

- Enable participants to gain common understanding.
- Encourage children to devise their own definitions that are meaningful for them.



## PART 3: INTRODUCTORY EXERCISES – TACKLING DISCRIMINATION IN EMERGENCIES

### USE THIS TO:

- Illustrate how different types of emergency will reveal or worsen different forms of discrimination e.g. war and civil conflict may lead to greater risks for children from particular ethnic groups; natural disasters may impact more adversely on children with disabilities – it's important to unpack this!

# Exercise 3: What is an emergency?

(Definition of an emergency – see slides 19-21)

### Aims

- To ensure shared understanding of what constitutes an emergency.

### Resources required

- Flipchart and pens
- Copies of handout on *What is an Emergency?* (see **handout 3**)

Time required: **approximately 20 participants 30 minutes**

### Activities

1. Divide participants into groups of between three and five people.
2. Ask them to define the different types of emergencies (natural disasters, conflicts etc) on a flipchart.
3. Ask participants to talk to the larger group whilst still sitting in their groups. Ask one group to share their definition of one of the emergencies while others look for key similarities and differences on their own flipchart. After reaching an agreement on the basic idea of that term, ask another group to continue with another term. Do this until all terms are identified and understood.
4. Ask participants to think about different phases in responding to various emergencies. Either talk through the boxed section of the handout or make it into an exercise if you have the time.
5. To wrap up, highlight the common and distinct features of each term.

### Optional activity

List the operational mandates and guidance relevant to emergency responses, noting particularly those sections that are relevant to children and issues of non-discrimination.

**PART 3: INTRODUCTORY EXERCISES – TACKLING DISCRIMINATION IN EMERGENCIES**

## Exercise 4: Discrimination in emergencies – which rights of children are violated?

USE THIS TO:

- Design longer term interventions.

*(How and which children are affected by emergencies – see slide 22)*

### Aim

- To outline the impacts of an emergency on children and, in particular, the most marginal groups of children.

### Resources required

- Copies of the UN Convention on the Rights of the Child (see **handout 4**)
- If time is short, use copies of **handout 6a** – Discrimination in Emergencies and Violation of the UN Convention on the Rights of the Child (UNCRC)

Time required: **approximately 20 participants | 1 hour**

### Activities

1. Divide participants into four or five groups.
2. Ask people to reflect on the key articles of the UNCRC and make notes of their discussion under two columns with the headings:
  - Column 1: Which right is violated?
  - Column 2: Forms of discrimination in emergencies

Ask them to note which right(s) (i.e. which article(s) of the UNCRC) are violated in column 1. In column 2, they should note how the right is violated in an emergency context and whether there are groups of children who are particularly prone to violations of their rights and why. If time is limited, give participants the unfilled table from **handout 6b** and ask them to fill it in.

3. In plenary, ask participants to compare answers. Have they listed the same articles? Are there particular groups who seem at risk of their rights being violated more than others? Why do they think this may be the case?

### Alternative

1. Divide participants into groups of approximately six people.
2. Distribute a set of cards to each group listing each article of the UNCRC, plus an A4 sheet summarising the articles.
3. Ask the groups to discuss which articles are violated in an emergency, to identify the top ten articles and, if possible, to rank them in order of severity of violation.
4. Compare the responses from each group, noting agreements or differences in group responses. Lead a plenary discussion to identify which groups of children are most at risk of experiencing the greatest violations of their rights during an emergency and why this may be the case.

## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES



# Introduction

Staff from all programmes, either emergency or development, must be given opportunities to explore, understand and become aware of their own attitudes and prejudices. It is extremely unlikely that any one of us is free from beliefs or attitudes towards others that could be construed as stereotypical or prejudicial. It is essential that all staff and partners have opportunities to explore the origins of their own beliefs and experiences. It is also important to make time to understand the reality of the lives of discriminated-against groups and communities.

It is essential for all staff, whether they work on development or emergency projects, to have an awareness and understanding of children, childhood, power, non-discrimination and children's rights. This implies integrating child rights programming (including a focus on non-discrimination and participation) into training, recruitment procedures, job descriptions, inductions, briefings and debriefings, supervision, human resource development plans and terms of reference. Orientation in the field, clear guidance to teams and flexible approaches should also increase understanding. Where separate emergency teams exist, this understanding and sharing of values also assists in creating the common respect and sensitivity needed between them.

**PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES**

## Exercise 5: Personal experiences of discrimination

*(Participants own experiences of discrimination – see slide 23)*

### Aim

- To help participants reflect on what it feels like to experience discrimination (exclusion) and to be valued (inclusion).

### Resources required

- Pieces of paper
- Drawing materials (if alternative option is chosen).

Time required: **approx 20 participants minimum 45 minutes**

### Activities

1. Ask participants to work in pairs. Give each person a piece of paper.
2. Give participants these instructions:
  - On one side of your paper, write a few lines about a situation in which you experienced discrimination. Choose three words to describe how you felt during or after this experience.
  - On the other side of the paper, write a few lines about a situation in which you felt particularly included and respected. Choose three words to describe how you felt during or after this experience.
3. After a few minutes, give these instructions:
  - Talk to the other person in your pair: You may choose to tell them the details of the situations you have written about but if you prefer not to discuss the detail, that is fine.
  - Share with each other the three words you chose to describe your feelings or emotions during or after each situation. Have you written similar words, or words that convey similar emotions?
  - Discuss with each other how you responded to the situation and to the people involved in the situation.

### Tips

Depending on the time available, you may choose to hold a plenary discussion. Participants are invited (with no compulsion) to share their experiences about discrimination and inclusion. A flipchart list can be compiled of the various words used to describe feelings about discrimination and inclusion.

### Alternative

If participants prefer not to, or are less comfortable with writing, you could ask them to draw a picture or cartoon strip that shows the situations of discrimination and inclusion.

#### USE THIS TO:

- This exercise can be sensitive and provoke difficult feelings.
- Consider your audience & whether it is, for instance, appropriate to do this exercise with government officials.
- Use only if you think participants are comfortable with each other.

## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES

### USE THIS TO:

- Enable participants to reflect on the feelings evoked by being powerful or powerless.
- Note too that it may not be suitable for all participants e.g. government officials.

# Exercise 6: The sticker game – exploring discrimination

*(Feelings related to discrimination, which groups are most affected and how to overcome it – see slide 24)*

### Aims

- This is a game to promote understanding of the feelings associated with discrimination. Its objectives are:
  - To explore issues of discrimination and power.
  - To understand what it feels like to be excluded from a group or to be discriminated against.
  - To explore which groups of children/people are often discriminated against.
  - To explore ways to overcome discrimination.

### Resources required

- 3 sets of different coloured stickers
- Flipcharts
- Pens
- Tape

Time required: **approximately 20 participants 30 minutes**

### Activities

1. Introduce the game. Tell participants they are going to play a greeting game where they have to greet people differently according to the colour of stickers placed on their foreheads.
2. Ask people to close their eyes whilst stickers are placed on their forehead. The participants are not allowed to know which colour sticker they are wearing.
3. Have participants move around the room and greet one another (allow 5-10 minutes). They have to greet each participant in a certain way, according to the colour of the sticker on their foreheads:
  - **If someone has a green sticker** This is a person who is very important to you and who you haven't seen in ages. You are very happy to see them and greet

## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES

them very warmly. The green group could be a metaphor for the highest class or caste/most powerful in a society.

- **If someone has a yellow sticker** This is someone you pass every day. You want to greet them, but casually. The yellow group could be a metaphor for the middle class or caste in society.
  - **If someone has a red sticker** This is someone you do not want to see or greet as you think that s/he will cause trouble. The red group could represent the lowest class or caste in a society – they are of little interest to you.
4. Stop the game and get people to stand in groups according to what colour sticker they think they are wearing. Facilitate a discussion with each group about what it felt like to be treated according to their stickers, exploring issues of discrimination.

### Some guiding questions:

- What does it feel like to have the red, yellow or green sticker on your forehead?
  - How did you react to the way you were treated – individually or collectively?
  - Are there any groups of people in our society who are regularly excluded or discriminated against? If so, who? Who are the reds?
  - Are there groups in society who are privileged? If so, who are they? Who are the greens?
  - Who are the yellows?
  - What is the impact of such discrimination?
  - How can we overcome such discrimination? What are our strategies?
5. Let everyone know that the game is over and ensure they have all taken off their stickers.

### Notes for facilitators

- Stickers can be strategically placed. For example, put a green sticker on participants who have been quieter and a red sticker on those who have been most vocal.
- Make sure there are a variety of different coloured stickers in each group to encourage discussion.
- This is an experiential exercise and it can lead to some quite strong feelings. Be aware that some people may become angry at the way they are treated. Make sure they understand it is only a game and that the game is appropriately ended.

## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES

### USE THIS TO:

- Encourage participants to think beyond the usual groups who may experience discrimination.
- Encourage reflection on 'multiple discrimination'.

# Exercise 7: How many issues – who experiences discrimination in an emergency?

*(Types of children who are discriminated against both with and without emergencies and the reasons for this discrimination – see slide 25)*

### Aims

- To help participants think about the many types of difference in society, which may or may not be linked to discrimination.
- To help participants see positives and negatives in issues of diversity.
- To highlight the range of children who could be excluded because of their own, their parents' or their community's identity.
- To help participants see some of the 'causes' of and 'solutions' to discrimination.

### Resources required

- You may find it helpful to have a copy of **handout 7** (*UN Convention on the Rights of the Child list of bases for discrimination identified in state reports*). It may be easier to have it on an overhead projector to show the group
- Copies of the above for participants
- Flipchart and pens.

Time required: **approximately 20 participants 40 minutes**

### Activities

1. Ask participants to discuss, in pairs or small groups:
  - Who experiences discrimination in this country
    - when there is an emergency?
    - when there is no emergency?
2. Ask people to share their ideas with the larger group. Compile a comprehensive list of 'who experiences discrimination' on a flipchart.
3. Once this list appears to be finished, ask participants to share what you believe to be the causes of the discrimination (e.g. superstition, ignorance, misinformation).
4. Work through the following points and questions:
  - The flipchart shows many different types of difference and underlying causes of discrimination.

## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES

- Are any others missing from this list? Ask participants, wait for responses, present/display the UNCRC Committee list of 50+ types of difference or grounds for discrimination as presented in the reports to the committee by state parties.
- Are there new groups of children who become vulnerable in an emergency (who are not vulnerable in normal circumstances)? Do the groups of children who experience discrimination vary with the nature of the emergency?
- Not all differences and underlying causes of discrimination will apply in every context.

### Tips

Remind people that we need to have our eyes open to see the obvious and much less obvious types of difference and the potential grounds for discrimination in the places where we work.



## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES

### USE THIS TO:

- Initiate discussion about specific issues.
- Remember if participants are raising discriminatory views, challenge the statement not the person.
- Work with children.

# Exercise 8: Agree-disagree

*(Exploring personal views on discrimination and reasons for them)*

### Aims

To help participants think about their own beliefs and clarify their attitudes on various aspects of discrimination and inclusion. It is designed to get people to:

- think/feel/understand their values for themselves
- talk about their values with one or two individuals
- publicly declare their stand in a group.

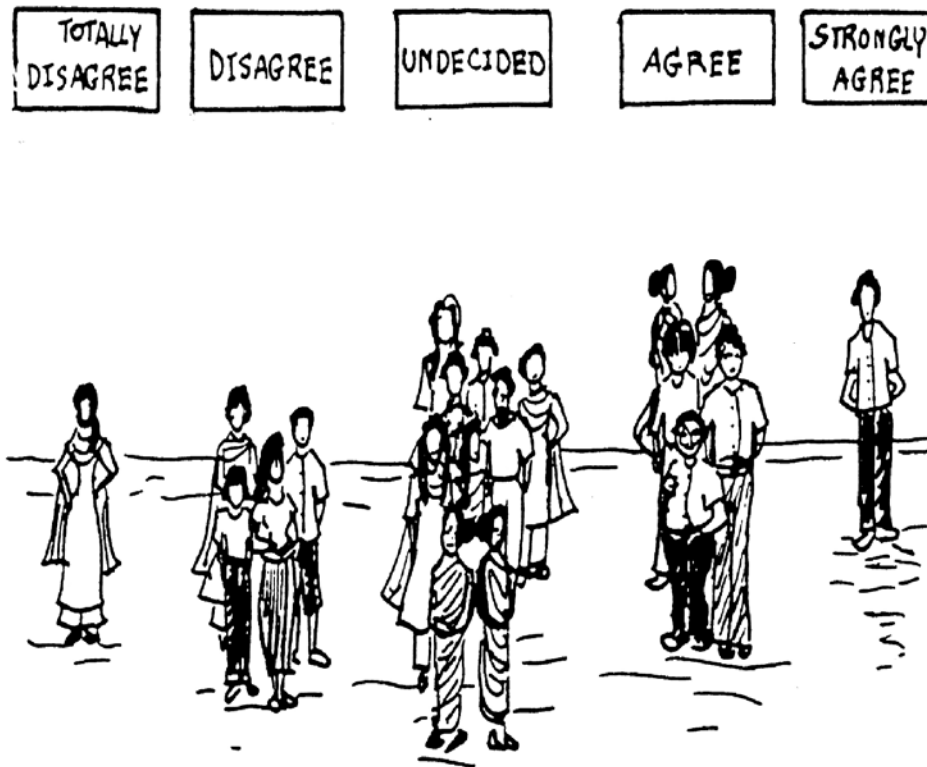
### Resources required

- A prepared list of statements on discrimination issues in your context (see over).
- Signs – you may use two (AGREE and DISAGREE) or five (TOTALLY DISAGREE, DISAGREE, UNDECIDED, AGREE and TOTALLY AGREE).

Time required: **approximately 20 participants 45 minutes**

### Activities

1. Either:
  - Place a sign on the wall on one side of the room saying agree. On the opposite side of the room, hang a sign saying disagree. Draw a (real or imaginary) line between the two signs.
  - Place the five signs, from totally disagree to totally agree, in order next to each other on the wall to form a continuum from one to the other.
2. Read out statements relating to diversity and discrimination in the country/context in which the training is taking place.
3. After each statement has been read out, participants have to stand next to the agree or disagree sign – or somewhere between them if they only partly agree or disagree, or do not have an opinion either way. If you are using five signs, they should stand at the appropriate place along the continuum.
4. Make comments/ask questions after each statement, e.g:
  - There seems to be agreement on this.
  - We seem to be split on this – some agree, others disagree. Let's hear some of your points of view.
  - You are standing apart on this issue – would you like to tell us your viewpoint?

**PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES**

5. Participants explain their decisions and others are encouraged to discuss and offer alternative arguments. Encourage people to move their position if they hear a convincing argument that changes their opinion about the statement that was read out.

At the end of all the statements, hold an open discussion.

### Notes for facilitators

- Participants will be questioning their own (personal) values, so you will need to be sensitive in the way you ask questions. You must acknowledge people's points of view.
- It is not the purpose of the activity to reach a position where everyone agrees or disagrees with the statements in line with a 'politically correct' point of view. The purpose is to get people discussing the issues and recognising that not everyone holds the same views about certain groups in society. If, however, some views are expressed which you find particularly worrying, and none of the other participants challenges them, you should use your judgement about the best way to intervene to explain why these views are not acceptable.
- A selection of examples for statements is given below but you can create your own examples to suit your context. Statements should cover positive and negative viewpoints. Some could be common stereotypes that you know participants will have heard people say often. There should be some that offer extreme viewpoints, and some that convey more ambiguous opinions. Statements should cover a range of discriminated-against groups. Try to be as controversial as you can!

## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES

- Pay attention to the order of the statements.  
Start with those that are easier 'yes/no' issues and move to the more challenging issues.
- Prepare one non-threatening starter statement that is not part of the session focus, e.g. our projects should be low cost and high impact. Use it to have people move around using the agree-disagree format.

### Examples of statements relating to discrimination issues

Mothers are the primary carers of children in most communities. Therefore they should be targeted in food distributions because they are most likely to pass food on to their children.

In an emergency, it is natural for men to take on leadership positions, because strength and resilience are so important at these times.

In an emergency, it is only human nature to look after one's own kind.

People with disabilities are more vulnerable in an emergency but will be well supported by their families.

It is a form of protection to ensure that young girls are married just after a disaster so they will be looked after by their husband and his family.

Boys require specific attention during conflict because they are prone to be recruited into fighting forces.

Religious differences become more acute in some emergencies. Agencies should not expect partners to work with all religious groups in these circumstances.

Disability is one of the consequences of armed conflict. Agencies should pay special attention to disability rights issues in conflict situations.

It is too difficult to challenge discrimination against marginalised groups in emergency responses as all people are in need in the first phase.

**PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES**

## Exercise 9: Cycle of Oppression – understanding discrimination

*(Society's explanation for continuing discrimination and how to tackle it – see slides 26 & 27)*

**USE THIS TO:**

- Enable participants to identify the root causes of discrimination.
- To plan at the later stages of an emergency.

### Aim

- To demonstrate how discrimination continues to exist.

### Resources required

- Copies of **handout 9 – The Cycle of Oppression**.
- Copies of the table below on handouts (unfilled) for participants to use as a guide.

Time required: **approximately 20 participants 40 minutes**

### Activities

1. Present these key points:

- The Cycle of Oppression shows us how ideology replicates itself.
- Every society has a set of dominant ideas that are believed to be normal – the dominant ideology. As individuals, we are born into the dominant ideology of our culture and this informs and influences all of the institutions we come into contact with.
- As children we experience the world through institutions that have been influenced by the dominant ideology (the household, school, etc). It is through these institutions that we experience and learn stereotypes present in our society.
- As we get older, we see lots of things happening around us that appear to replicate or confirm our personal experiences and the stereotypes we have learned. This leads to prejudice – we begin to pre-judge people because we think we know what they will be like.
- We build up a set of generalised beliefs based on the stereotypes and prejudices we have learned and developed. If we act on these beliefs (in order to deny power to someone who belongs to one of the groups about whom we hold stereotyped and prejudiced views), this is discrimination.
- When discrimination is carried out over time, and by multiple people, this creates and maintains a state of oppression for the group being discriminated against. There becomes a state of systematic or institutional oppression, based on the dominant ideology. Children are born into this existing ideology, and the cycle that causes and maintains oppression continues.

## PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES

- Stereotypes from which the oppression develops are based on an incomplete picture of someone's identity. A person can face prejudice and discrimination because of one small element of who they are. The person may have multiple identities, but others may see them only in terms of their gender identity or their racial identity, and discriminate against them on this basis.
- Some people face discrimination (from the same or different group of 'powerful' people) because of more than one of their identities (e.g. females from a lower caste).
- It is important for Save the Children to acknowledge the diversity of identities within target groups, and address forms of discrimination they may be facing – otherwise the cycle of oppression will keep on turning.

**2.** Handle queries in order to help everyone understand the cycle.

**3.** Give these instructions:

- Work in groups.
- Think of an example of discrimination against, or exclusion of, children that you have witnessed in an emergency, or from your own personal experience.
- Apply the cycle of oppression to the example of discrimination or exclusion you have chosen. (Participants can use the handouts of the table below to help them.)
- Think about what stereotypes and prejudice underlie the discrimination.
- Think about what form the discrimination takes – how do people act out their generalised and rigid beliefs?
- How do multiple acts of discrimination against the affected group develop into a whole system of discrimination and oppression?
- If you have time, think of another example and work through that as well.

**NOTE:** The table on the handout can be used to help record ideas. You may need to show people a worked example (relevant to them) as this exercise may be quite hard to grasp. If time is short, you may prefer just to give a worked example as a handout.

**4.** After the allocated time, participants present some of their examples to the group and have a discussion. Handle any queries and ask groups to clarify their examples if necessary.

**PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES**

<b>Action</b>	A young girl is encouraged by her father to provide sexual favours for a militia leader in return for food and protection for the whole family.
<b>Stereotype – generalised rigid beliefs</b>	Girls' sexuality is a commodity. Men have a right to purchase/negotiate this commodity.
<b>Prejudice and replicated experience</b>	A father believes that he has a right to negotiate the terms of his daughter's sexuality in the interests of the family.
<b>Discrimination – acting on the rigid beliefs</b>	Once the conflict is over girls who have been associated with militias are shunned by the rest of the community.
<b>Structural/institutional oppression</b>	Women's sexuality is controlled.

**5. Present these key points:**

- It is possible to stop stereotypes and prejudice from developing and being taught to children. It is also possible to stop people acting out their beliefs in the form of discrimination, and to tackle the combined discrimination that has built up into a system of oppression. Children can be born into a system where they do not learn the stereotypes and perpetuate the cycle.
- This can be hard at the best of times – but it is more problematic in some emergencies where people are faced with life and death choices.
- To break the cycle, we have to find new evidence that challenges the stereotype – for example, seeing a father doing the cooking.
- Once we are presented with new information, we start to re-interpret our past assumptions – we might think older men do not have the right to expect sexual favours from girls. We should expect protection from those who are there to protect without having to violate the rights of children.

## **PART 4: RAISING AWARENESS OF DISCRIMINATION IN EMERGENCIES**

- We start to form new beliefs. We might think if everyone in the community stood up against exploitation it would be less likely to happen.
- Through these new beliefs, we start to notice other new evidence (e.g. protection is the right of all and the community itself can offer protection to all its members) and we can begin to influence other people and institutions.

### **6. Give these instructions:**

- Look again at the examples you have written in the table. You have described a cycle. In your groups think about how you could break that cycle.
- What could you do to challenge the stereotypes and prejudiced beliefs described in your table?
- What could be done to stop the acts of discrimination?
- How could the wider institutional discrimination and oppression be challenged?
- What are the specific issues relevant to an emergency that have to be taken into account?

If it helps, you can spend a few minutes to redraw the information from your table in the form of a cycle (but do not spend too long on that).

**PART 5: THE IMPACT OF EMERGENCIES ON CHILDREN**

## Exercise 10: Body mapping of different childhoods in an emergency

*(Groups of children and how they are affected differently in emergencies – see slides 28 & 29)*

### Aims

- To understand how different children will be affected by an emergency and to ensure that our responses strengthen their existing coping capacities.
- To identify various childhoods in different emergency contexts, e.g. rural school-going child, urban working child, girl child, street child etc in a tsunami, conflict or earthquake. Participants then work in the group that they most identify with and create an image of their particular 'type of child' (e.g. urban working girl) and what happens to them in an emergency.

Its objectives are:

- to appreciate the diversity of childhoods in different emergency contexts;
- to recognise the way others influence the type of childhood we have.

### Resources required

- Large sheets of flipchart stuck together lengthways (big enough to draw around a body)
- Adhesive tape
- Coloured pens

Time required: **approximately 20 participants 1 hour**

### Activities

**1. Option A:** Participants are given basic information about a child in a specific emergency and then devise additional details about his or her life, such as her/his name/family details/religion etc.

**Option B:** The whole group brainstorms all the different types of childhood that we know exist within our communities. These are written on a flipchart.

**2.** Participants are split into four to six groups and the facilitator selects a 'childhood' to give to each.

**3.** The groups are given three big sheets of flipchart stuck together lengthways. One person is asked to volunteer to lie on the paper so that their body shape can be drawn around.

### USE THIS TO:

- Plan longer term interventions or for emergency preparedness & disaster risk reduction.
- Help participants, who perhaps do not regularly focus on children, consider the specific impact of an emergency on children.



## PART 5: THE IMPACT OF EMERGENCIES ON CHILDREN

4. In each group, participants are asked to discuss and record:
  - i. **Outside top half of the body** How people in their community/society see them? What words/images describe people's perception of these children? Do this for before and during the emergency.
  - ii. **Inside the top half of the body** What is this particular child allowed/ encouraged to do and not allowed to do before and during the emergency?
  - iii. **Inside lower half of the body** What capacities/skills does this child have or need to go about their daily lives?
  - iv. **Outside lower half of the body** What risks/protection concerns does this child face before, and especially during, the emergency.
5. Each group presents their body to the whole and shares key reflections. This should enable an understanding of:
  - i. The way perceptions of different children influence the type of childhood they experience and the way they are treated by people and agencies.
  - ii. The capacities that children have to develop or not develop.
  - iii. The particular risks faced by different groups of children both before, during and after an emergency.

### Notes for facilitators

- Explain Option A and B.
- Types of childhood given to groups could include:
  - girl aged 3 years living in an earthquake prone area;
  - boy aged 10 years living in a well-off family in an insecure state that is slipping into civil war;
  - girl aged 13 years in an urban context in a war zone;
  - boy aged 15 years (may be an orphan or street child) working in a city that experiences regular flooding;
  - boy aged 5 years with disabilities in a rural area where drought is becoming increasingly common;
  - girl aged 7 years from a minority religious community that is perceived as a threat to the state;
  - girl aged 17 years who is HIV+ and a main carer of her siblings in an area run by armed militias.

## PART 5: THE IMPACT OF EMERGENCIES ON CHILDREN

### Exercise II: What happens to children who are subject to discrimination in emergencies?

(Type of discrimination felt by already discriminated children during emergencies – see slide 30)

#### Aim

- To enable participants to identify the nature of discrimination experienced by children in emergencies, who are already likely to experience discrimination in a non-emergency.

#### Resources required

- Copies of **handout 10a** – *Discrimination in emergency and non-emergency situations (unfilled)* – for participants to fill in.
- Copies of **handout 10b** – the completed table on discrimination in emergency and non-emergency situations – to give to them at the end.

Time required: **approximately 20 participants 1 hour**

#### Activities

1. Ask participants to fill in the blank table on the handouts about discrimination in emergency and non-emergency situations. Ask them to give examples of what happens to discriminated-against groups of children in an emergency.
2. If time permits, encourage them to think of additional examples of discrimination against children in non-emergency situations (i.e. those not in the table on **handout 10b**), and related forms of discrimination against children in emergency situations.
3. Discuss in the wider group.

#### USE THIS TO:

- Orient participants quickly to the specific issues facing discriminated-against groups of children in an emergency in the first phase of a response.
- As a trigger for discussion when designing a response
- Introducing the issues to a non-specialist audience.

## PART 5: THE IMPACT OF EMERGENCIES ON CHILDREN

### USE THIS TO:

- Reflect when moving into the later phases of an emergency.
- Analyse who was missed and why in an early phase of an emergency, therefore useful for peer review.

# Exercise 12: Why does discrimination occur in an emergency and which institutions perpetuate it?

*(How social identities are constructed, by whom, and how this leads to discrimination – see slides 31-33)*

### Aims

- To get participants to think about the different social identities that lead to discrimination against children in emergency contexts.
- To understand the different institutions that lead to the construction of these social identities.
- To understand that a web of multiple social identities and institutions lead to discrimination against children.

### Resources required

- Huge ball of twine
- One case study that well illustrates different identities and institutions that have a bearing on discrimination faced by a child/children in an emergency context (see **handout 11** – *The Story of Rashidah and her children Alifia, Murtaza and Munira* – for an example).
- Five to eight cards of one colour
- Five to six cards of another colour

Time required: **approximately 20 participants 2 hours**

### Activities

1. Before the session begins carry out the following:
  - Draw an inner circle and an outer circle on the floor of the room.
  - Place five or more chairs on the inner circle (equidistant from each other), with each chair symbolising an identity relevant to the case study selected.
  - Place five or more chairs on the outer circle (equidistant from each other), with each chair symbolising an institution relevant to the case study selected.

## PART 5: THE IMPACT OF EMERGENCIES ON CHILDREN

- Put a card in the front and back side of each chair indicating the identity or institution. Use different colours for 'identity' cards and 'institution' cards.
2. Stand participants in the outer circle. Ask them what they understand by the terms gender, sex, class, age, religious identity, race, disability and whatever identity is relevant to the case study (recapturing definitions discussed earlier), and add inputs if necessary.
  3. Begin reading the selected case study. Stop at appropriate points and ask why a particular instance of discrimination against a child or adult in the story is happening and which identity of the child or adult is responsible for the discrimination?
  4. Hold the free end of the twine ball, and throw it to the participant who responds. Ask them to stand behind the appropriate 'identity' chair in the inner circle, and give his/her reason for their response.
  5. Explore with other participants whether any other social relation is responsible for the same incident. If yes, ask the first respondent to hold the twine in one hand and throw the twine ball to the participant who feels that another social relation is also responsible. Ask the second respondent to stand behind the appropriate identity chair he/she has chosen.
  6. Continue with the same method, stopping at different points of the case study, until there is clarity on how different social relations interlock to discriminate against children, women and other marginalised groups in the story. Do not wait for the case study to end – halfway through, move to **step 7**.
  7. Stop at appropriate points of the case study; now ask which social institution (e.g. household, markets, state, community, inter-state institution) is responsible for the discriminatory incident in the story.

Encourage those who have not spoken to talk.

Request the responding participant to move to the appropriate 'institution' chair in the outer circle. Ask them what they think an 'institution' means, and its different elements (norms, membership, unequal resource allocation, unequal allocation of power).

Clarify using handout if necessary.

8. Explore with other participants whether any other social institution is responsible for the same discriminatory incident. If yes, ask the respondee to move to another 'institution' chair.
9. Remember the twine ball should move! Stop at enough points in the case study so that all participants get a chance to express their opinion.

## PART 5: THE IMPACT OF EMERGENCIES ON CHILDREN

**10.** At the end of the study, ask the group the following:

- What they learnt from the web game?
- What they learnt from the 'inner circle' web and 'outer circle' web?
- Which identities and institutions discriminate against children and adults in the case study?

**11.** Sum up with the following points (see **handouts 12 & 13**):

- The discrimination faced by a child is shaped by their individual identity (gender, dis/ability, age), parents' identity (e.g. economic background, HIV/status etc), and community's identity (religion, caste, ethnicity etc).
- These identities are shaped by institutions in the outer circle like family, markets, community, state and, at times, even inter-state institutions. State-induced (and at times NGO-induced) discrimination can be seen as policy-induced, while others are socio-cultural discrimination.
- Clarify that the identities or institutions rarely operate in isolation; they interlock with each other and lead to discrimination against children in emergencies (e.g. gender, religion and age in the case of Alifia). That is, multiple identities and institutions (e.g. extended family, village council, government, etc) may be responsible for one incident of discrimination.
- However, each institution also has supportive qualities (in addition to the discriminatory features) that can be tapped for fostering change.

### Notes for facilitators

- Select a case study appropriate to the participants' country and emergency context.
- The study selected should illustrate how different identities and institutions interlock and lead to discrimination faced by the child,
- If no ready study exists, write up your own from existing examples. (no more than one-and-a-half pages).
- If there are more than 25 participants, you may like to ask some to volunteer to be observers. Assign the observers specific tasks and they could be first asked to report on questions under **step 10**.

**PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES**

## Introduction

An assessment and analysis of non-discrimination forms part of the child rights situation analysis. This includes:

- Looking at which groups of children experience discrimination. This involves the study of data from all sectors (e.g. education and health) and on the basis of age, sex, religion, caste, disability, ethnicity and geographical area.
- Analysing multiple forms of discrimination on the basis of different aspects of identity, for example a disabled girl from a minority group.
- Looking at the work other local, national or international groups are doing to tackle discrimination.

The Emergency Preparedness Plan becomes an essential tool for gathering information about those groups who may already be subject to discrimination. This includes pinpointing issues that might arise if the group is rendered more vulnerable as a result of an emergency.

## PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES

### USE THIS TO:

- Plan for emergency preparedness & disaster risk reduction as well as for later phases of an emergency response.
- Identify points of intervention to reduce discrimination when planning with a team.

### Analysing power

In every country power, whether political, religious, economic or cultural, is concentrated in the hands of small groups. This can be as a result of tradition, ethnicity, military might or for many other reasons. When small groups hold power they often do so at the expense of others.

In an emergency situation, power can be polarised. It leads to those with power exerting more influence to maintain control and access to scarce resources, material and information in the face of chaos. It also leads to the disenfranchised being pushed further away from materials and other assets that may determine who lives and who dies.

A rapid child rights assessment, following the overall principles of a Child Rights Situation Analysis (CRSA), is likely to be necessary at the onset of an emergency. This should build on CRSA and Emergency Preparedness Plans, where they exist. Including children in the assessment process not only improves your data and analysis, but also gives you access to groups of children as you plan and implement your response. The greater the understanding of the situation, the better planned our response is likely to be.

## Exercise 13: Non-discrimination in the emergencies programming cycle

*(Non-discrimination implementation in emergency relief – see slides 34 & 35)*

### Aims

- To highlight how issues of discrimination must be accounted for at all stages of the planning cycle.

### Resources required

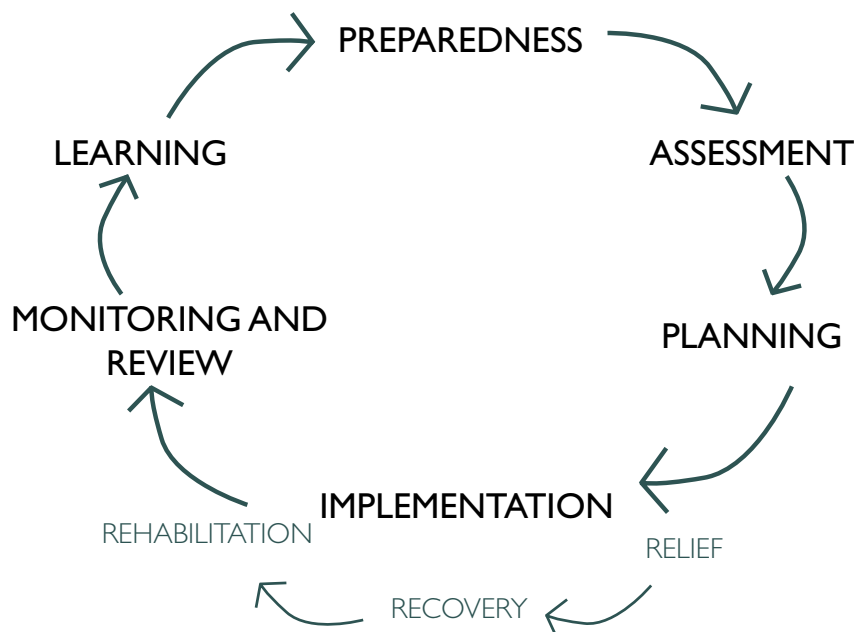
- Flipchart paper
- Marker pens
- Copies of **handouts 14** and **15** to give to participants (*Principles of non-discrimination in child rights programming in emergencies* and *Lessons for promoting non-discrimination*)

Time required: **approximately 20 participants 90 minutes**

## PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES

### Activities

1. Before the session, prepare flipcharts listing the following generic phases of an emergency response on to separate sheets:



2. Place the sheets in a large circle on the floor.
3. Ask participants to form groups of two and three.
4. Talk through the planning cycle and ensure there is general agreement about the order of events in an emergency.
5. Place the groups at different sheets and ask them to spend 5 to 10 minutes noting the issues of non-discrimination that need to be considered at that stage of the planning cycle.
6. After 5 to 10 minutes ask the groups to stop writing and move on to the next sheet. They should read what the preceding group has written and add to it. They may not want to add new points but to elaborate or clarify what earlier groups have written.
7. Move on quickly until all groups have had a chance to write on all sheets.
8. At the end of this part of the exercise, ask groups to move around and read what has been written on all sheets.
9. Hold a plenary discussion on the major issues that have arisen during the exercise. Does the information generated seem useful? How and by whom would it be used in the field? Were there any surprises or omissions?
10. Give participants copies of **handouts 15** and **16** as appropriate.



**PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES****USE THIS TO:**

- Highlight the diversity of children's lives and to pinpoint the specific risks different ages & groups of children face in an emergency.
- Consider issues affecting children in any sector, not just protection.

## Exercise 14: Life cycle analysis of what children need protection from in an emergency

*(Risks of different aged children during emergencies and the related protection factors – see slide 36)*

### Aims

- To analyse what girls and boys need protecting from at different ages (protection risks) during an emergency.
- To analyse what protection factors exist (in individual children, families, communities and societies) at different ages.

### Resources required

- Visual 'life cycle' drawings for each group (illustrating a baby up to 1 year), a toddler aged 2-3 years, and children aged 4-7, 8-12 and 13-18 years)
- Flipchart paper
- Pens (different colours)

Time required: **approximately 20 participants 1 hour**

### Activities

1. Divide participants into two (or multiples of two) groups and give each group a visual diagram of a 'life cycle' (see above).
  - Group 1 (or odd numbered groups): to focus on girls.
  - Group 2 (or even numbered groups): to focus on boys.
2. Each group will:
  - Brainstorm what children need protecting from at different ages during a range of emergency situations (including women during pregnancy for girls' group). Identify and list the key protection risks faced at different points in the life cycle.
  - Repeat the process, identifying what key protection factors (in individual children, families, communities and societies) may protect children from these risks at different ages. List these factors in a different colour.

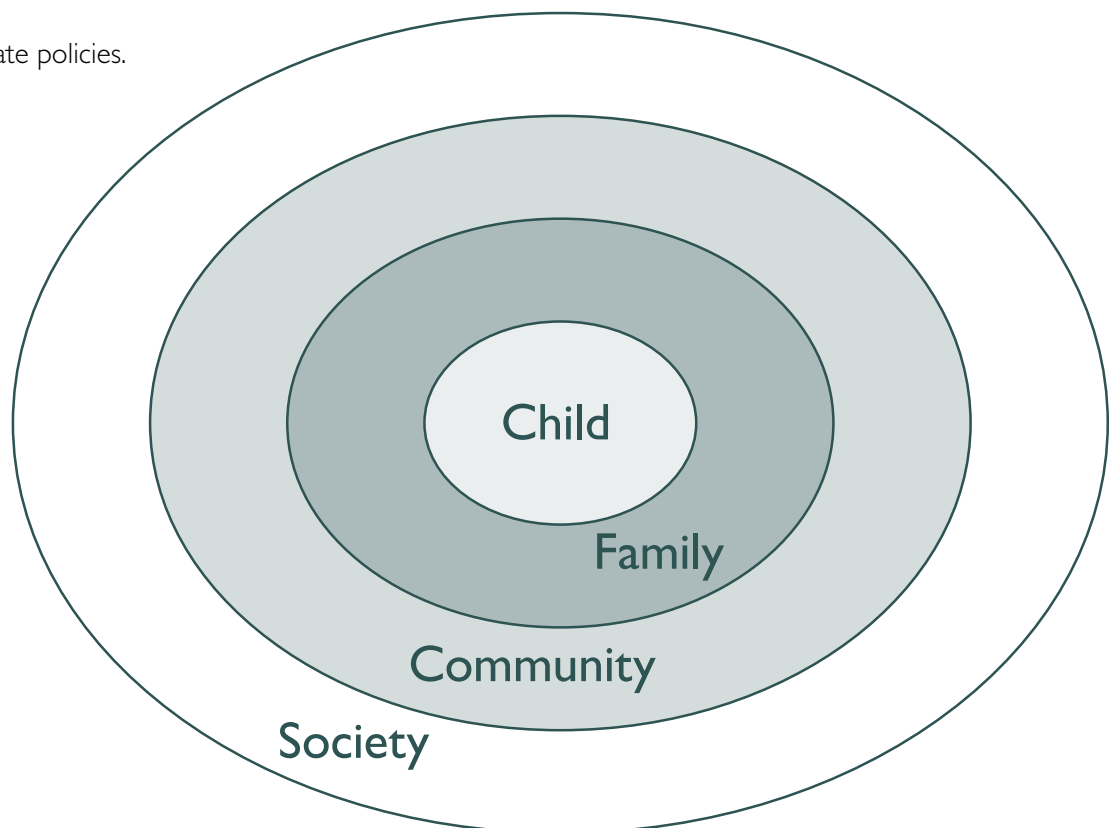
## PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES

3. Each group presents their life cycle for girls and boys. Compare protection risks facing girls and boys at different ages (participants from each side may want to add more to each other's presentations).
4. Group discussion:
  - Encourage participants to think about additional risks or protection factors for children from different ethnic groups; children in rural/urban contexts; children living in situations of conflict; children with disabilities; and situations of poverty.
  - What are the implications for child rearing/care and practice? What policies can further protect children from risks and build upon protective factors (in individual children, families, communities and societies)?

### Notes for facilitators

Examples of protection factors at different levels may include:

- Individual child – their confidence and willingness to speak out to prevent abuse.
- Family – love and care for their child and impact of emergency on family integrity.
- Community – close knit community which monitors what is happening to the children despite the impact of the emergency.
- Society – has adequate policies.



## PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES

### USE THIS TO:

- Brief staff who are new to working with children in emergencies.
- Illustrate children's strengths.

# Exercise 15: Reflection on childhood capacities in an emergency

*(Children's abilities to help during emergencies and how/if they are recognised by adults – see slide 37)*

### Aim

- For participants to reflect on their own experiences of making a difference as children and young people, and use this to assess how children's capacities can be strengthened during an emergency.

The objectives are to:

- appreciate children's capacities;
- consider the barriers children face in getting adults to recognise their capacities during an emergency.

### Resources required

- Space

Time required: **for approximately 20 participants 1 hour**

### Activities

- Ask participants to form small groups and share childhood experiences about a time when they individually or collectively achieved something that was significant for them. What did they do? What capacities or skills did this require? Did adults recognise or value their achievement? If participants are staff, they could take an example of what children from the community they work with could individually or collectively achieve.
- Ask volunteers to share one or two examples, then hold a whole group discussion on what factors promote or hinder children's agencies and adults' recognition of children's capacities.
- Discuss in the whole group how children's capacities can be undermined or even strengthened in different emergency situations. Does this vary on the nature of the emergency? How do agencies set about working to strengthen and build upon children's capacities?

**PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES**

## Exercise 16: Timeline of a day in the life of a child in an emergency

*(Different children's responsibilities throughout the day during an emergency and how adults recognise these – see slides 38 & 39)*

### Aims

- To recognise children's strengths through analysis of their daily activities in an emergency context.
- To compare ways some children are forced to play, or are prevented from playing, an active role in the wider world.
- To assess how children's capacities and contributions are valued by the wider world.

### Resources required

- Flipchart paper
- Pens
- Identities (see below)

Time required: **for approximately 20 participants 1 hour**

### Activities

1. Explain to participants that they will use a timeline of a day in a life of a particular child to explore the kinds of activities children are regularly engaged in.
2. Divide them into groups and distribute similar case studies:
  - a 13 year-old girl who is married, from a minority ethnic group in a rural context, in a country undergoing ongoing civil disruption;
  - a 2 year-old boy who is the son of a rich business man, in an urban context in an earthquake zone;
  - a 10 year-old boy who is disabled and the son of parents who both sell fruit in the market, who are IDPs (internally displaced people);
  - a 14 year-old orphan who is engaged in exploitative activities (e.g. child labour) and is a demobilised child soldier;
  - a 5 year-old girl living with extended family in a rural community, subject to regular famines because of drought;

### USE THIS TO:

- Aid understanding of the impacts of an emergency on children already experiencing discrimination.
- Enable children themselves to reflect on their lives and capacities.
- Create a forum for participants to challenge each others assumptions.

## **PART 6: ASSESSMENT AND ANALYSIS OF NON-DISCRIMINATION IN EMERGENCIES**

- a 17 year-old girl who is HIV+ and a main carer of her siblings, having just survived a hurricane which devastated the surrounding area.

**3.** Ask each group to imagine the timeline of these children. Build a timeline (visually or with words) which shows the responsibilities of or key tasks undertaken by the child, from the time they get up to the time they go to sleep at night. Ask them to think about what skills and competencies are needed to undertake these tasks.

**4.** Ask each group to present their timeline.

- Get participants to recognise where children are demonstrating their strengths.
- Reflect on whether the adults around them recognise and/or value children's contributions.
- Note how the emergency context affects each child's ability to function.

(**Note:** participants may want to add thoughts to the timelines of others.)

**5.** As a group, reflect upon:

- different childhoods (experiences, responsibilities, opportunities, capacities);
- the ways some children may be forced to, or are prevented from, playing an active role in their families, schools or communities;
- how much adults value the contributions made by different children;
- how much children are undermined or gain competency because of the emergency;
- how this links back to adults' perceptions/expectations of these different children.



## Introduction

A humanitarian response programme must be consistent with child rights programming principles, including that of non-discrimination. This may lead to a shift in our way of working, even if specific activities remain the same.

*(See Part 10 for Useful information/checklists to inform all aspects of implementation)*

## PART 7: IMPLEMENTATION

### USE THIS TO:

- Ensure no-one is misused in a response.
- Enable children and adults to work together so that adults become aware of the real barriers facing children.
- Raise issues with partners.
- Think about cross sectoral working.
- Note: The exercise can be shortened!

# Exercise 17: Barriers to overcoming discrimination

*(Barriers to equality for children during an emergency, what types of children are affected and how to remove these barriers – see slides 40-44. See with Exercise 18)*

### Aims

- To help participants think about the barriers children may face in gaining equal access to a service or equal rights in an emergency.
- To understand how the same barriers may prevent children from gaining equal access.
- To work with partners and other stakeholders to build up a full picture of which groups of children are excluded.
- To suggest solutions to the barriers.

### Resources required

- Flipchart and pens
- Drawing paper/pens for participants (if any of the alternative activities are used)
- **Handout 16** to remind participants of their instructions (or you could display these on an overhead projector)
- **Handout 17** to continue the exercise

Time required: **approximately 20 participants 90 minutes**

### Activities

#### 1. Introduce the exercise:

- To stop discrimination, we need to have a clear idea of what it looks like.
- The following activities focus on analysing forms of discrimination – the practices and attitudes that create a barrier, excluding certain groups from accessing their rights and from experiencing power.

#### 2. Put people in groups according to programme/project/thematic area and give the following instructions:

- Think about barriers that children face in your context. Choose a specific project that you know about or are working on.



**PART 7: IMPLEMENTATION**

- Make a note of the project's goal and what right(s) it aims to uphold.
- Make a note of which groups and sub-groups the project targets – not forgetting that all rights apply to all children!
- Think about which children definitely or possibly are not accessing relief, rehabilitation or the rights you are striving for. The list of 50+ issues of difference (see **handout 7**) may be of some help.

**ii** Try thinking about these different types of barriers:

- attitudes and levels of awareness;
- environment;
- policies and rules;
- organisation and community practices and actions;
- resources;
- children's responsibilities;
- decision-making and control.

**iii** Think about whether barriers result from discrimination by individuals, and/or whether they come from a much wider, systematic institutional discrimination. Think also about which barriers have arisen as a result of the emergency or have been made worse by the situation.

Your own list does not have to be based on proven evidence – it is just to get your thought processes started. In the real world you might develop this list through a mixture of:

- observation and gut feelings – what you see on the ground;
- reading reports – information you acquire in the course of your work;
- analysing the statistics issued by the government;
- talking/listening to the range of children and adults you meet every day;
- plus any number of other formal and informal methods for acquiring information.



## PART 7: IMPLEMENTATION

### 3. After the allocated time, give these instructions:

- Think about who is experiencing the barrier and how they are affected.
- Not just the obvious groups – think about who else could be experiencing exclusion as a result of the discrimination.

## Example

### The barriers identified for one project

Your project aims to create a safe space for all children in a community that has been devastated by an earthquake. Families are living in temporary housing with poor access to basic services. Schools have been badly damaged and efforts are being made to provide emergency education.

There is an issue in the community about girls leaving the family home unaccompanied and it is not common practice for girls to participate in mixed groups. Few adolescent and younger girls are attending your safe space facilities.

Despite information to the contrary, there is little evidence of children with disabilities attending either.

Information about the safe space has been circulated through word of mouth during assessment visits. Normally the head of the household (most often an older male) is informed.

You realise that the elders may not think it appropriate for girls and disabled children to attend the safe space. This is a barrier that needs to be addressed.

### 4. Present these key points:

- What comes out of these brainstorming sessions is from your perspective. It is based on your views, on what you have observed or listened to, your interpretation of what you have read and researched.
- The way we interpret facts is influenced by who we are, what we believe (the stereotypes we have been brought up with) and what we have experienced.
- It is essential to ask other people what they think before taking any step towards addressing the discriminatory barriers. You should find out if they agree with your assessment of the barriers that exist, whether they know about other ones, whether they feel different groups are being affected by a certain barrier and excluded from your project.

- Promoting diversity and tackling discrimination requires a high level of participation from all sectors of society (see 'alternatives' box below for ideas of activities that may help you do this).

## Example

### Ways to find out more once barriers have been identified

In the case study presented opposite, you might want to find out more about the discriminatory barriers and their impacts from people such as:

**Local staff:** Did girls and children with disabilities come to projects before the emergency? Are there other groups of children missing out too, such as children from religious or ethnic minorities?

**Parents and other members of the community:** What do mothers think about girls and disabled children attending the safe space? What do fathers think?

**Children:** What do the children already attending the safe space think is the best way to attract others? Who do they think is missing out and why?

**Staff from other organisations:** Are they encountering the same issues? Is it difficult to ensure that all children attend services? Have they developed successful recruitment policies, e.g. running girls-only groups; employing female staff; running outreach sessions for disabled children?

- Conclude by distributing **handout 17**.

## PART 7: IMPLEMENTATION

### USE THIS TO:

- Enable children and adults to devise solutions together.
- Revisit programmes established at the beginning of a response.

## Exercise 18: Solutions

*(Possible solutions for discriminatory barriers during emergencies – see slide 44)*

### Aim

- To help participants begin thinking about the solutions to discriminatory barriers.

### Resources required

- Flipchart
- Pens
- Information generated from the barriers exercise
- **Handout 6** and **handout 7**

Time required: **approximately 20 participants | 1 hour**

### Activities

#### 1. Present these key points:

- Do not feel depressed if you have identified a lot of barriers and lots of groups of children who are actually or potentially not being reached by your project.
- This activity focuses on solutions. How do we tackle discrimination in an emergency context? How do we break the barriers and end the cycle of oppression?
- First, we have to work out what might be causing the barrier to exist or persist. For this we need to think about:
  - What stereotypes, prejudices and personal/institutional discrimination has led to the barrier preventing children from accessing their rights?
  - What of the above has been provoked or strengthened by the emergency? Have any discriminatory factors become weaker?
  - Do some barriers have more than one underlying cause (not just the one that seems most obvious)?
  - What power relations are involved to cause the barrier to exist and continue?
  - What strategies need to be put in place to overcome the barrier?

#### 2. Give these instructions:

- Refer to one or two of the barriers you identified earlier and the analysis of who/what these barriers are discriminating against.

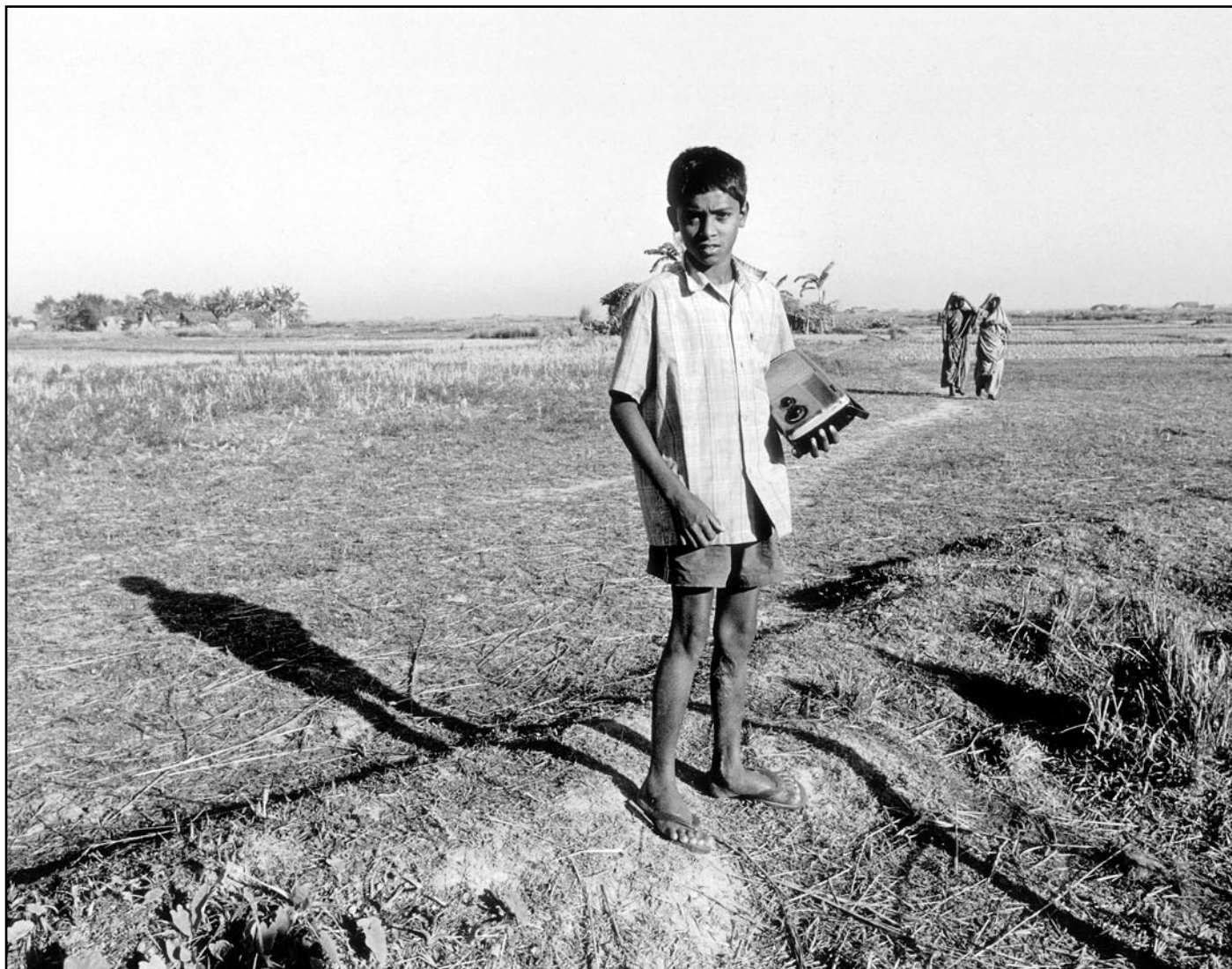
**PART 7: IMPLEMENTATION**

- For each barrier, try to suggest what stereotype and prejudice might have led to this discrimination happening.
  - Note how the emergency worsens or offers an opportunity to overcome the barrier.
- 3.** After the allocated time, ask volunteers to share a few examples of barriers and underlying stereotypes/prejudices, and lead a brief group discussion.
- 4.** Give these instructions:
- Discuss in your groups in more depth.
  - Think more strategically about the barriers.
  - Ask yourself:
    - What can be done to stop the stereotype/prejudice that caused the barrier? Who would be involved? What has already been done in this project or in the community/society that we could build on?
    - Are there opportunities within the context of the emergency response that can be used to challenge discriminatory attitudes and practices?
    - What can be done to stop the discrimination? Who would be involved? What has already been done in this project or in the community/society that we could build on?
    - What can be done to tackle the discrimination that is taking place at institutional level? Who would be involved? What has already been done in this project or in the community/society that we could build on?
    - How might children's active participation reduce discrimination?
  - Think about solutions that will ensure barriers are broken down at all levels: not just so children can be present in the project, but can participate and really benefit from it as well.

*For alternative methods to the above exercise see section 2 – training tips.*

*It is also possible to run an integrated and shorter form of the barriers and solutions exercises by limiting the focus on barriers to the following question: Which children are missing out and why? Once these barriers have been identified, solutions can then be suggested.*

## PART 8: MONITORING AND EVALUATION



# Introduction

It is important that work with discriminated-against groups in emergencies is monitored. This is because marginalised groups, who are normally disempowered and hard to reach in non-emergency contexts, will be more so in an emergency. The make-up of the overall population should be mapped from the outset, including all the sub-groups that comprise the wider population, particularly those that may be subject to discrimination. Emergency interventions then need to identify and target the most marginalised.

- Ensure the emergency response is informed by the existing Child Rights Situation Analysis, Emergency Preparedness Plan and rapid child rights assessment, as well as an internal assessment of human and financial resources. This information will also inform the monitoring and evaluation framework.

## PART 8: MONITORING AND EVALUATION

- Monitoring and evaluation frameworks must have clearly set objectives and indicators to measure changes in discrimination.
- Plan periodic stakeholder meetings or other means of looking at unintended (positive and negative) impacts of programme interventions on different groups<sup>6</sup>. An example of an unintended impact is the increased number of adolescent boys who did not return to school following the tsunami, as they were drawn into work on fishing boats due to the large number of boats donated by aid agencies.
- The time required for planning, monitoring and evaluation may be in tension with traditional ways of working in an emergency, as the process implies the involvement of a range of stakeholders, including children.
- Ideally we want children, including those who are subject to discrimination, to be involved in deciding what we do in an emergency, and then to say how effective we've been.
- This approach demands systematic planning with stakeholders (including children) to respond to immediate survival rights (immediate causes) and longer term development rights (addressing underlying and root causes, strengthening capacity of civil society and the state). Issues of non-discrimination are relevant in both the short and long term in emergency responses.

Save the Children uses an impact assessment framework with five dimensions of change to plan for, monitor and assess the impact and outcomes of our work. The five dimensions reflect the principles of child rights programming. Dimension 4 is of particular interest as it requires programmes to assess reductions in discrimination in children's lives.

### The five dimensions of change are:

1. Changes in the lives of children and young people.
2. Changes in policies and practices affecting children's and young people's lives.
3. Changes in children's participation and active citizenship.
4. Changes in equity and non-discrimination of children and young people.
5. Changes in communities' and civil society's capacity to support children's rights.

Monitoring, evaluation and learning, which is applied systematically throughout the programme, will enable continuous review and adaptation. It also provides appropriate information for feedback to children, their carers and communities. You will also be well positioned to use learning for national and international advocacy.

### USE THIS TO:

- Establish, at the beginning of a response or emergency preparedness, what change is being sought.
- Devise indicators to measure change.
- Work with children and communicate to find out what changes they want.
- Ensure that monitoring occurs throughout the programme.

<sup>6</sup> Objectives and monitoring frameworks need to be developed with marginalised groups. The purpose of monitoring should be to check, not only whether we are making progress, but whether objectives (and indicators) are still relevant.



## PART 8: MONITORING AND EVALUATION

### USE THIS TO:

- Set change objectives and indicators at the beginning of a response.
- Bring staff teams and partners together to clarify issues and strategies.

## Exercise 19: What change for children?

(How to address discrimination against children during emergencies – see slide 45)

### Aim

- To enable participants to consider what has to be done to address discrimination being faced by children in the context of an emergency

### Resources required

- Charts
- Markers
- Case Study
- **Handout 19** and **handout 20**

Time required: **One and a half hours**

### Activities

1. Split participants into groups and distribute the case study.
2. **Part 1:** Members of each group are an emergency response team and must, based on their reading of the case study, identify groups which are most vulnerable and subject to discrimination.

Ask groups to write their responses on the flipchart.

3. **Part 2:** Place participants into groups, but this time give each one an identity:
  - a. children, some of whom are from discriminated-against groups;
  - b. a range of adults from the community/group;
  - c. potential partners – including government officials and representatives from organisations representing interest groups such as women's groups;
  - d. emergency staff (flown in recently) and longer term development staff from the aid agency.

It may be helpful for members of all groups to develop specific identities.

Ask each group, using the information from the case study and their own understanding of the situation, to assess:

- i. What issues are faced by the most discriminated-against groups?
- ii. What changes (in which areas e.g. health, education) are required to reduce discrimination experienced by the most discriminated-against groups? Think about changes in:
  - a. access to relief or services;
  - b. changes in attitudes;
  - c. changes in policies and practices;
  - d. changes in the abilities of discriminated-against groups to claim their rights.

**PART 8: MONITORING AND EVALUATION**

iii. What evidence will be required to assess whether or not such change has been achieved?

iv. How will it be measured?

v. How will information be collected, how often and by whom?

vi. How should children receive feedback?

Answers should be entered into a grid as follows:

Discriminated-against groups (note multiple discrimination – e.g. girls from IDP groups)	Example: Girls	Example: Children with disabilities	Example: IDPs	Example: Religious minorities
What issues are they facing?				
What changes (in which thematic areas e.g. education) are required – consider the following issues:				
Access				
Attitudes				
Policies and practices				
Ability of group to claim rights				
What evidence is required to assess whether or not such change has been achieved?				
How will it be measured?				
How will information be collected, how often and by whom?				
How will children receive feedback?				

Each group presents their grid to the whole and then discusses together how it felt to be in a role and what differences emerged between the different actors. What are the implications of the differing perspectives for practice?



## PART 9: WORKSHOP FORMATS FOR DIFFERENT AUDIENCES

### USE THIS TO:

- Gain an insight into children's experiences & perspectives on discrimination.
- Improve the effectiveness of the emergency response.
- Use early on in the response.

# Introduction

This section sets out a series of proposed workshop outlines for a range of different audiences. These are suggestions only, and can be adapted to suit the needs of a range of different audiences.

## Workshop Outline I (2 hours)

### Audience

Children and young people

### Purpose

Opportunity for children to convey their experiences and observations about discrimination.

### Factors to note

Methods may have to be adapted depending on the age and (dis)abilities of children involved. Bear in mind the fact that some may not be literate.

Exercise	Purpose	Workshop method	Slide	Time allowed
Aims	To explain to children why they are there and what's going to happen.	Presentation	6	10 mins
Introductory exercise (option 4)	A fun way to introduce everyone.	Drawing	11	30 mins
Exercise 10: Body mapping of different childhoods in an emergency	A creative way for children to identify issues, strengths and risks facing children in emergencies.	Participatory exercise	29	50 mins
Conclusions: Which children are missing out and what needs to be done?	Identification by children of their experiences and ideas about what agencies need to address in their responses.	Group discussion summarising main points		30 mins

**PART 9: WORKSHOP FORMATS FOR DIFFERENT AUDIENCES**

## Workshop Outline 2 (3.5 hours)

### Audience

Community leaders (approximately 20)

### Purpose

Identification of discriminated-against groups in the community.

### Factors to note

Some participants may not be literate, so it is important to use workshop methods that don't rely on the written word. Some of the following exercises will have to be adapted to support the inclusion of non-literate partners.

**USE THIS TO:**

- Understand power relations in the community.
- Assess if the emergency response is reaching all potential beneficiaries.
- Work alongside the community with members co-facilitating the workshop.

Exercise	Purpose	Workshop method	Slide	Time allowed
Workshop aims and agenda	To clarify the purpose of the session and order of events.	Facilitator presentation	5 & 7	10 mins
Introductory exercise (option 4)	To introduce participants to each other.	Drawing and presentation	11	20 mins
Exercise 16: Timeline of a day in the life of a child in an emergency	To establish what happens to children (specifically though groups who experience discrimination) in an emergency.	Participatory exercise(s)  NB – this and the following exercises could be merged	38 & 39	45 mins
Exercise 7: How many issues? Who experiences discrimination in emergencies?	To consolidate learning from earlier exercises and to identify discriminated-against groups.		25	15 mins

BREAK (20 mins)

Exercise 17 and 18 (shortened form): Barriers and solutions to overcoming discrimination	To identify who is missing out in emergency interventions and to identify solutions.	Participatory exercise	40-41	1 hour
Agree actions	To agree practical actions and by whom.	Plenary		10 mins

## PART 9: WORKSHOP FORMATS FOR DIFFERENT AUDIENCES

### USE THIS TO:

- Focus & orient a staff team on issues of discrimination.
- If time is very limited use Exercises 17 & 18 (barriers & solutions) & Checklist 6.

# Workshop Outline 3 (1 day)

## Audience

INGO workers/staff from partner agencies.

## Purpose

To raise awareness of issues of discrimination as they impact on affected communities.

## Factors to note

In the heat of an emergency, issues of discrimination may be overlooked. A short workshop on the issues may remind staff to make efforts to target harder-to-reach and more marginalised groups.

Exercise	Purpose	Workshop method	Slide	Time allowed
Aims and agenda	To clarify the purpose of the session and the order of events.	Presentation	2,7,12	30 mins
Introductions exercise (signature sheet)	To introduce participants to each other.	Participatory exercise	8	30 mins
Exercise 2: What is discrimination?	To verify key concepts.	Group exercise	13,14,15	45 mins
Exercise 5: Personal experiences of discrimination	To connect participants with the experience of discrimination.	Individual and paired exercise	23	45 mins

**PART 9: WORKSHOP FORMATS FOR DIFFERENT AUDIENCES**

## BREAK

Exercise 8: Agree-disagree	To examine attitudes to issues of non-discrimination.	Group exercise		30 mins
Exercise 12: Why does discrimination occur in an emergency and which institutions perpetuate it?	To understand the complexity of oppression and discrimination.	Group exercise	31, 32, 33	1 hour

## LUNCH

Exercise 13: Non-discrimination in the emergencies programming cycle	To highlight how action on non-discrimination can be accounted for at all points of the planning cycle.	Group exercise	34 & 35	1 hour
Exercises 17 & 18: Barriers to overcoming discrimination	To assess the barriers facing discriminated-against groups of children and to construct solutions.	Group exercise	40-44	40 mins
Exercise 19: Solutions	To establish clear change objectives.	Group exercise	45	30 mins
Action planning	To devise next steps.	Individually and in plenary		30 mins

## PART 9: WORKSHOP FORMATS FOR DIFFERENT AUDIENCES

### USE THIS TO:

- Engage government officials, bearing in mind that discussion of 'discrimination' may be sensitive, focus instead on inclusion & exclusion.

## Workshop Outline 4 (1 day)

### Audience

Government (approximately 20)

### Purpose

To enable government officials to map and respond to the rights' violations experienced by discriminated-against groups.

### Objectives

- To introduce the concept of vulnerability, inclusion and non-discrimination to the members of a government relief committee.
- To highlight intentional and non-intentional differences in the way relief is distributed.
- To develop strategies on reaching out to hard-to-reach groups.

**PART 9: WORKSHOP FORMATS FOR DIFFERENT AUDIENCES**

Exercise	Purpose	Workshop method	Slide	Time allowed
Welcome and Introduction	To introduce participants to the workshop and each other.	Presentation	2 & 17	45 mins
Exercise 2: What is discrimination?	To verify key concepts.	Group exercise	13-18	45 mins
Exercise 4: Discrimination in emergencies – which rights of children are violated?	To assess the specific impacts of discrimination on children.	Group exercise	22	1 hour
Exercise 14: Life cycle analysis of what children need protection from in an emergency	To analyse the protection and risk factors.	Group exercise	36	1 hour

## LUNCH

Exercise 9: Cycle of Oppression – understanding discrimination	To demonstrate the systems that perpetuate discrimination.	Presentation and group exercise	26 & 27	45 mins
Exercise 17 and Exercise 18: Barriers and solutions	To assess the barriers and construct solutions facing children who experience discrimination.	Presentation and group exercise	40-44	1 hour and 30 mins
Action planning	To discuss and agree action.	Individual and plenary		45 mins

**PART 10: USEFUL INFORMATION/CHECKLISTS****USE THIS TO:**

- Provide examples of how emergency responses can challenge discrimination & be more inclusive.

## List 1: Good practices in promoting non-discrimination in thematic areas in emergencies

Promoting non-discrimination in access to food and material relief

- **Food rations: targeting women to reach children**

Parents mediate children's access to food rations soon after disaster. In India, post 2004 tsunami, food rations and cash were initially given to men by the government, but it was found that they often sold the rations and spent the cash on alcohol. So, the government started distributing food rations directly to women, thus benefiting children as well.

In contexts where polygamy or bigamy is common, it becomes all the more important to target women. Oxfam put women and children at the centre of their large-scale food distribution programme to pastoralists in the Turkana region of north west Kenya following the 1990-94 drought. They defined the household as comprising a woman, her children and dependants who would normally eat together. Larger households got proportionally more food. Women's authority increased due to their access to food rations and the nutritional status of women and children was strengthened.

- **Food for work programme: making exceptions for marginalised**

In situations where food relief is tied to providing labour in 'food for work programmes', it is essential to make exceptions for pregnant women and elderly women/men who look after their grandchildren (especially in contexts where large sections of a generation has been lost to HIV/AIDS). In Ethiopia, Save the Children is piloting an initiative where pregnant women can access food rations without taking part in food for work.

- **Providing age-appropriate food and clothing**

Infants and children under six years do not eat the same food as adults. Infants need mashed food and milk in instances where the mother has died as a result of the disaster. Children under six may not be used to eating spicy food. In the initial days after the 2004 floods in Nepal, the government overlooked these age-specific needs. Several INGOs, including Save the Children, provided milk and mashed food (kitchdi) to children and their families.

Age-appropriate clothing is another issue. This was ignored by the Indian government post tsunami. The government provided only dresses worn by adults such as saris, shirts and lungis. Again it was the INGOs, through their partners, which met the need for age-appropriate clothing, including much-needed underwear for adolescent girls.

**PART 10: USEFUL INFORMATION/CHECKLISTS****• Sanitary kits**

Unlike Thailand, where the government provided sanitary pads as part of relief post 2004 tsunami, in India sanitary pads were not provided by the government. Adolescent girls consequently found it a huge problem when they were in relief camps. INGOs provided sanitary kits to adolescent girls and women in India in the aftermath of the tsunami.

**Promoting non-discrimination in access to education**

The Inter Agency Network for Education in Emergencies has developed the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE). The minimum standards are a commitment to ensuring the rights of children, young people and adults to education during emergencies. The standards are divided into five categories:

- community participation and analysis (assessment, response, monitoring and evaluation);
- access and learning environment – partnerships that promote access to learning opportunities;
- teaching and learning curriculum, training, instruction and assessment;
- teachers and other education personnel – administration and management of human resources;
- education policy and co-ordination: policy, planning and implementation.

Concrete interventions of Save the Children (apart from raising awareness) to promote MSEE are discussed below.

**• Strengthening infrastructure and teaching methods post earthquake**

The earthquake of 2005 led to catastrophic damages to education infrastructure in Pakistan. Save the Children provided tents and mobilised the community to send children to schools, with a particular focus on girls. It subsequently entered into a contract with communities so that collectively they could build transitional classroom structures close to their old schools. While the community provided land, labour and local material, Save the Children met the other costs. Save the Children also negotiated with the government for strengthening teaching methods and teacher capacities so that they were child friendly. Parent Teacher Associations were established in these schools.

**• Tuition centres for children in emergencies facing exams**

Studying and sitting for national exams are major challenges in crisis situations. In Aceh, Indonesia the 2004 tsunami happened in the middle of the school year, disrupting over two months of education. The Indonesian government waived the national matriculation exam for primary schools but not for middle and secondary schools. Without additional support, students taking these exams would be at a



## PART 10: USEFUL INFORMATION/CHECKLISTS

significant disadvantage to those in other parts of the country. Save the Children initiated a rapid school-based tutorial system to help over 2,000 students catch up and clear the exams.

- **Integrating migrant children into schools**

Children of illegal Burmese migrants into Thailand did not have access to formal education even before the 2004 tsunami, while some dropped out post-tsunami. Recognising this Grassroots Human Rights Education (GHRE), a partner of Save the Children, initiated a migrant learning centre project. Children who have never been to Thai schools, as well as those who attend school irregularly, receive support to facilitate their integration into Thai schools. Children who participated in these learning centres expressed that they were less intimidated by Thai people because of their participation. However, not all Burmese migrant boys could be pulled out of child labour and brought back into the education system. GHRE is now reaching out to parents of such children to persuade them to enrol them.

### Promoting non-discrimination in shelter

Child, girl and disabled-friendly houses, toilets, bathing spaces and play areas are all necessary to prevent discrimination against children. Discussed on the next page are examples of good practices in this direction.

- **Child, disabled and girl-friendly toilets**

Save the Children constructed toilets with seats and bolts that were suited to the height of children in temporary camps and permanent shelters falling in its partners' area of operation in India (post 2004 tsunami). Toilets, and access paths to them, were also well lit so that children would not be afraid to use them.

Where necessary, Save the Children (Tsunami Rehabilitation Programme) fixed toilets with ramps and other infrastructure so that physically disabled children could use them.

In Turkey, the government made an effort to locate toilets for male and females at some distance from each other in temporary camps constructed after the 1999 earthquake. Apart from lighting and water, secure bolts and access roads were particularly important for girls.

- **Child friendly houses**

In India, Save the Children built model permanent houses in Tamil Nadu and Andaman and Nicobar Islands with a space on the veranda for children to play (when it rains). It also constructed a platform on the veranda for children to study in peace (if it is noisy inside).

- **Prioritising houses for women-headed households:**

In Bam, Iran, wherever it was safe, the government rehabilitated people in the same place after the 2003 earthquake. Priority was given to repairing houses and toilets of women-headed households as the women and children in these households were considered vulnerable to sexual abuse.

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- **Strengthening housing of tenants and their children**

In Turkey, as in many countries, tenants did not receive assistance from the government to build permanent houses in the aftermath of the 1999 earthquake. There was also no guarantee that owners who received such assistance would continue renting the house to them. And even if they did, they could no longer afford to pay the same rent, due to the collapse of their livelihoods. The government, due to pressure from NGOs, provided credit through banks to women tenants to buy land, form housing co-operatives and build houses. Women were also trained in non-traditional masonry, plumbing, electrical and other skills.

- **Strengthening houses of marginalised communities affected by tsunami**

In India, the livelihoods of dalits (untouchables) and Irulas (tribal peoples) living along the coast have been affected by the 2004 tsunami. Their housing conditions were abysmal before the tsunami, and far worse than those of traditional fishing communities living near the coast. Though not many coastal dependent dalit and Irula houses were destroyed by the tsunami, in an effort to reduce disparities, INGOs have prioritised strengthening housing conditions of dalits and Irulas living near the coast. This has positively affected dalit and Irula children's wellbeing and self-esteem.

### Promoting non-discrimination in access to child-friendly spaces

Child-friendly spaces in temporary and permanent shelters are important for psychological recovery of children from emergencies. They also help in protecting them from abuse. However, not all children have equal access to the same. Some of the strategies adopted by INGOs and partners to expand access to child-friendly spaces like recreation centres, play areas and children's camps are discussed below.

- **Improving access of children with learning difficulties**

Children with learning disabilities, autism, hyperactive children, those who have problems at home and children with behavioural problems are often excluded from children's camps as teachers who select them often pick the best academic performers from their schools. Recognising this, Save the Children Thailand and its partners initiated the Child at Heart project, which focuses on building confidence and capacities of such children through camps and promoting their effective integration in schools. Another endeavour is to consciously include children with learning difficulties and children from difficult circumstances in the children's centres run by partners.

- **Improving girls' access to child-friendly spaces**

In one of its visits, Save the Children staff observed that girls were coming to the environmental camps less than boys, due to restrictions on their mobility (in particular, those from Muslim communities). With slow persuasion of parents, girls' participation in environmental camps is increasing.

- **Addressing discrimination against children whose parents do not have citizenship**

The displaced Thais received limited relief from the government of Thailand

## PART 10: USEFUL INFORMATION/CHECKLISTS

following the 2004 tsunami. Foundation for Children, a partner of Save the Children in Thailand, realised that while young people took part in children's centres in their own village, they felt excluded in inter-centre sports camps and other events organised by the foundation. They held discussions with both the displaced Thai children and children of parents with citizenship, and the gap between the two groups is slowly being bridged.

- **Addressing discrimination against religious minorities**

Yet another excluded group is children from the Moken or Muslim community, who are a religious minority in Thailand. One of Save the Children's programme staff noted during a visit that Moken children were very shy when they took part in children's clubs organised in the tsunami affected areas. They did not take part as actively as children from Buddhist communities. Special efforts were made to make them open up and join in. After taking part in several disaster risk reduction activities, they gained more confidence and participated actively.

### Preventing exploitation: protection of children in emergencies

Opening of child-friendly spaces and reopening of schools are two ways of protecting children from child labour, trafficking, sexual abuse or kidnapping in the context of disasters. Girls, orphans, semi-orphans and disabled children are more vulnerable than others. Available literature points to several other good practices in protecting children from abuse.

- **Placing semi-orphans in front of official eyes in camps**

Following the 1999 earthquake, the government of Turkey decided to place single women and their children and orphans within 'eye view' of the tent in which officials administered relief. The government could then monitor who went into their tents and who came out, as well as what relief reached them.

- **Banning adoption temporarily and encouraging relatives to take care of orphans**

In Sri Lanka, the government banned adoption of children post 2004 tsunami to prevent trafficking of children. Instead relatives were encouraged to bring them up. Only in instances where relatives were not forthcoming were children accommodated in orphanages and these were government managed.

- **Deposits on the name of orphans**

In India, deposits were placed by the union/state government in the name of tsunami orphans, which will mature when they turn 18. It was specified that the amount was to be used for higher education. The deposits act as incentives for relatives to keep the orphans with them, though it remains to be seen what proportion of the deposits will go to the orphans when they mature.

- **Encouraging semi-orphans to continue in school**

The government of India has evolved a policy whereby it provides the surviving parent of semi-orphans with a monthly allowance for sending their children to school. This ensures that children are not pulled out for child labour and are kept in the comparatively safe environment of school.

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- **Provision of legal aid**

Post tsunami, the World Bank is supporting Thailand NGOs to provide legal aid to relatives of orphans to assume guardianship, as well as to single parents who wish to relocate and who have lost birth certificates of their children. NGOs also provided legal aid support to women and children subject to sexual violence in relief camps or in permanent homes.

- **Tracking of semi-orphans and orphans**

In India, UNICEF, Save the Children and the state/union government have set up a system of tracking the wellbeing of tsunami orphans and semi-orphans, with the involvement of NGOs. In addition to co-facilitating this intervention, Save the Children has initiated child protection committees in areas where its partners work, which keep track of semi-orphans, orphans, girls and disabled children's wellbeing.

- **Combating violence against adolescent girls**

In Sri Lanka and India, Oxfam has trained adolescent girls in temporary camps and permanent shelters in self-defence techniques. Meeting places like water collection points and health centres are used for displaying messages against gender-based violence. Teachers in schools are being trained in the issue.

- **Child help line**

Post 2001 Gujarat earthquake, the government established 'child line' in Kutch district with the help of Save the Children. Children have used the child line for accessing information or sharing their grievances. In the past, children with disabilities, orphans, semi-orphans, adopted children, working children, and physically, mentally and sexually abused children have used the child line. The child line in turn has established contacts with several NGOs and government organisations for providing legal, counselling and other support to children. Save the Children subsequently promoted district and Taluk boards consisting of NGOs and relevant government officials to monitor and provide ongoing support.

- **Cash transfers to vulnerable families**

The Ethiopian government initiated a new Productive Safety Net Programme (PSNP) in two drought-prone districts, which entails cash transfer to highly vulnerable households. One objective is to protect children of these families and ensure that they have access to education. An evaluation of the programme revealed that, while it did strengthen household food security and protect children to a large extent, food prices rose with the demand created by cash transfers, reducing access of others who were not so poor. However, the problem may have been the huge number of families covered. In India temporary and selective cash transfers by INGOs, through its partners, were noted not to not have had such adverse impact.

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### Non-discrimination and children's participation in emergency relief and reconstruction

Often it is adults who take part in decision-making on emergency preparedness, relief and reconstruction – adults from government, funding agencies and the communities. Fortunately, a few initiatives can be found that promote children's participation.

- **Children's participation in disaster preparedness**

Following the 2004 tsunami, Save the Children initiated an exercise on disaster preparedness in Sri Lanka called 'school mapping'. The exercise entailed children locating their school and surroundings on a map, identifying possible sources of disasters, safe areas for evacuation and high-risk areas, and identifying possible evacuation routes. Children then visited the safe areas and high-risk areas, and practiced a mock drill of evacuation. This exercise is now being replicated on a larger scale.

- **Children's participation in identifying the vulnerable**

Often the factions and power relations between adults come in the way of identification of real victims of disasters. Children are to a large (but not full) extent above these politics. In the 2004 floods in the Terai region of Nepal, the Bal Committees were involved by a partner NGO in identifying the badly-affected households and the extent of the damage. While politicians mentioned that 200 children were in dire need of support, the estimate provided by children was 14!

- **Children's participation in rescue, relief and protection**

In Bangladesh, adults were sceptical about the role of children in disaster relief and reconstruction. In 2004, when a large fire broke out in Dhaka slums, some of the members of Child Brigade (a platform for children formed by Save the Children) saw children running away from the slums, by themselves and in panic. They knew that the children were in danger of being abducted or trafficked. Some children were stuck in houses locked from the outside by parents who had gone to work.

Child Brigade members divided themselves into groups. Some rescued children from locked houses others gathered youngsters trying to run away and calmed them down. A third group informed parents where the children were. By evening the Child Brigade contacted NGOs they knew to mobilise food, clothing and medicines. They got the permission of the mosque to house children (girls and boys separately) who were not picked up by their parents, and a few leaders stayed with them for protection. The Child Brigade continued working on relief and reconstruction in the coming months, and were soon recognised by adults for the role they had played.

- **Children, media and raising awareness and funds**

In the context of post-conflict rehabilitation, Save the Children organised a children's media organisation. Children were trained how to communicate their concerns through the media and, in two years, they were familiar with using radio, television and magazines. Their programmes are aired twice a week on radio, one focused on children in general and the other on adolescents. Through media channels, the organisation collects funds for reconstruction and decides on their use.

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## List 2: Working with others to overcome discrimination

### USE THIS TO:

- Illustrate how action to tackle discrimination is central to child rights programming in emergencies.

Information adapted from *Getting It Right for Children: A Practitioners' Guide to Child Rights Programming*, 2007, Save the Children

Working with children to challenge discrimination in emergencies

The circumstances of emergencies can make involving children, particularly those who are subject to discrimination, appear more challenging, with teams under pressure to assess and plan fast and demonstrate immediate results. At times this may well be the case, though reasons for not involving or limiting the involvement of children would need to be carefully justified, e.g. in northern Uganda directly and publicly involving children puts them at risk of violence and abduction. Nevertheless, many emergency responses have shown that it is not only possible to involve children at every stage of the programme cycle, but that it has an impact on the children – both immediate and through a longer term empowering process.

In practice this means:

- creating opportunities for all children to influence and shape preparedness plans and engage meaningfully in responses;
- initiating strategies to encourage the participation of children from discriminated-against groups;
- acquiring the knowledge, understanding and skills to ensure the safe, meaningful and ethical participation of children;
- being familiar with protection procedures is paramount;
- preparing child-friendly materials;
- developing and ensuring safe and supportive environments are created;
- strengthening children's capabilities;
- increasing adults' capacities to engage with children;
- exploring opportunities for children to influence advocacy and reconstruction phases;
- learning from emergency responses and using this to strengthen child participation;

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- using existing programmes to elicit views and respond actively to children;
- working effectively with individuals and organisations already engaging with children, particularly those working on issues of non-discrimination;
- training and supporting staff to have the confidence and skills to work with children and on issues of non-discrimination.

Understanding who the most vulnerable children are and countering any form of discrimination against them is challenging in the complex and highly pressured environment of a humanitarian situation. But it is this understanding that will form the very basis of your emergency response, both in terms of immediate operational responses and advocacy and policy development work which aims to address the underlying causes of the situation.

A Child Rights Situation Analysis (CRSA) should already have identified different groups of vulnerable and marginalised children. Regular review of the evolving situation should also ensure that groups of vulnerable children do not fall through any gaps.

Avoiding stereotypes, analysing patterns of power; cross checking information – from children as well as other community members – will go some way towards creating this understanding. In countries where direct access to groups of vulnerable children is limited (for example in parts of DRC or Darfur in Sudan) it is important to maintain a focus on the obligations of the state, whose responsibilities to children within its borders do not change. Making strategic choices, including assessing risks to your teams, will have the most impact on children's lives.

An understanding of how inequalities and power relations influence both capacities and vulnerabilities involves looking at:

- the difference between the security and protection needs of girls and boys, including children from different ethnic groups and those who are differently able;
- who holds what responsibilities, who does what work, and who controls resources;
- the differences (and the commonalities) in the priorities of different groups;
- how those who are more marginalised (women, those from different ethnic groups, with disabilities) are currently organised or participating in social, economic, political and religious structures;
- the capacities of the above groups to participate in decision-making and reconstruction;
- how different social identities influence vulnerabilities, needs and priorities;
- the differences among members of different groups;

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- the opportunities to narrow gender gaps and support equitable participation in decision-making of those who are more marginalised.

### Working with affected communities

Stakeholder participation during humanitarian responses is affected by time pressures, limited access (especially to the most disempowered groups), and the need to maintain impartiality and security considerations. And yet stakeholder participation is crucial because:

- it increases the effectiveness of interventions because programmes are informed by the widest range of people all impacting on the lives of children;
- it recognises and values the contributions of different stakeholders to children's lives, with a particular focus on those who may normally be voiceless;
- it creates a growing understanding and awareness of children and their rights across society;
- it creates a basis for accountability and transparency;
- it creates an understanding of the role of your organisation, goals, objectives and plans, creating potential support through the implementation of programmes;
- it helps achieve regular feedback and co-ordination mechanisms;
- it avoids undermining local capacity;
- it increases capacity for less powerful groups to take control of their lives;
- it avoids dependency;
- it promotes disaster risk reduction;
- it promotes sustainability;
- grass root organisations are more aware of the situation on the ground and how to reach out to the most vulnerable.

### In practice this means:

- undertaking a stakeholder analysis as part of your CRSA, to understand who the different individuals and groups are, their roles and capacity. In emergencies, power dynamics are likely to change, demanding a review of the analysis during rapid assessments and further updating as the programme evolves. With the change of power dynamics comes a change in capacities (including the willingness and authority of different stakeholders);



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- identifying different stakeholders (those with power and those who are less powerful) during the planning process, with their roles and expectations clearly defined, given the limitations of your operating environment;
- implementing programme interventions with stakeholders;
- monitoring and evaluation that consults a wide range of stakeholders, encouraging their views of both the process of implementation and the impact of projects and programmes.

### Working in partnership to challenge discrimination

Working with others during a humanitarian response can at first appear distracting and a bad use of resources. There are challenges, including the capacity of local partners themselves having to adjust to the emergency; time pressures demanding quick results; security considerations; the potential of impartiality issues with partners perceived to have specific alliances; and short funding. This will change depending on the scale and nature of the emergency. However, many of these challenges can be turned to your advantage if you are able to analyse and plan in advance.

### Working in partnership is important because it:

- increases the effectiveness of interventions because programmes are informed by organisations with knowledge and understanding of the local environment and culture, especially where you can work with pre-existing partners who may be aware of those groups who experience discrimination and may in fact be drawn from them;
- recognises the different contributions and roles of partners in collaborating to improve children's lives and offers an opportunity for us to learn from them;
- ensures the long-term impact of interventions, with your partners' presence likely to remain after international agencies have left;
- increases the potential of access, scale and scope, especially where local partners are integrated into communities that, due to security situations, national and international organisations do not have access to;
- creates knowledge and understanding of children (particularly those who are more invisible), and their rights beyond your organisation, creating the potential for change beyond the situation children were living in before the emergency;
- creates networks of organisations with the capacity to support the fulfilment of children's rights at all levels of society;
- builds the capacity of partners.

### Working with the state to challenge discrimination

As mentioned above, the state remains the prime duty bearer, even during times

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of conflict, natural disaster and protracted complex emergencies. A Child Rights Programming (CRP) approach in emergencies creates a framework for working constructively with the state, holding it to account for its obligations to children, supporting it as it tries to meet these obligations and strengthening civil society to be able to hold the state to account.

During emergencies it is likely that the state is unable to meet its obligations to all populations, but particularly the most marginalised. This can be due to shocks to its local structures (such as destroyed schools and health centres, and displaced personnel), but also to an unwillingness and/or lack of authority in the country (such as budgets prioritised for military spending, geographical areas of the country no longer under central control and policies aimed at further marginalising particular groups of people).

### **In practice this means:**

- clarifying the different roles of the state, international agencies and local organisations with a constructive and transparent approach;
- assisting the state as prime duty bearer; for example, in terms of technical capacity, funding and co-ordination mechanisms;
- sharing awareness and understanding with the state of human rights principles, international humanitarian law, non-discrimination and child rights programming, through a demonstration of good practice in your own programmes, research, advocacy and policy development;
- identifying ways during the planning process through which the state can contribute, with their roles and expectations clearly defined;
- implementing programme interventions with state partners;
- monitoring and evaluation that develops and applies systems and indicators in collaboration with the state in data gathering, analysis and feedback processes;
- maintaining impartial and transparent positions in relation to the state, particularly in respect of those groups that may be subject to discriminatory action by the state itself;
- risk analysis as you make strategic decisions that could involve the state.

### **Empowering civil society to challenge discrimination**

When emergencies take place, the longer they are sustained the more likely civil society is to become weak, disempowered and marginalised as it feels the impact of the shocks of the emergency. If the international humanitarian response does not build on civil society's capacity, this is more likely to be the case, especially for those groups that experience discrimination. However, it is only through an empowered civil society that effective and sustainable responses to the emergency will occur.

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### In practice this means:

- an effective analysis of civil society throughout the programme cycles (the Child Rights Situation Analysis, Emergency Preparedness Plan, rapid assessment and monitoring, review, learning and feedback systems), with an analysis of its perceived role, power dynamics and changing capacity;
- as your emergency response evolves, sharing awareness and understanding with civil society of the human rights principles including non-discrimination and child rights programming;
- collaborating with civil society, particularly those with an interest in non-discrimination in the elaboration of Child Rights Situation Analysis, Emergency Preparedness Plan and child rights rapid assessment in both the data gathering process and the analysis, so benefiting from their insight into the experience of discrimination;
- identifying appropriate ways during the planning process through which civil society can contribute, with their roles and expectations clearly defined;
- implementing programme interventions with civil society partners;
- monitoring and evaluation that develops and applies systems and indicators in collaboration with civil society in data gathering, analysis and feedback processes.

Codes of conduct	Human rights and child rights programming principles
The humanitarian imperative comes first.	Application of principles of universality and inalienability
Aid is given regardless of the race, creed or nationality of the recipients and without a diverse distinction of any kind. Aid priorities are calculated on the basis of need alone.	Application of principles of non-discrimination
Aid will not be used to further a particular political or religious standpoint.	Application of principles of non-discrimination
We shall endeavour not to act as instruments of government foreign policy.	Understanding of power, capacity, marginalised and vulnerable populations (linking to the CRSA) to ensure both accountability of the state and assist in strengthening its capacity
We shall respect culture and custom.	Understanding and analysis of social, cultural, economic and political context (building on the CRSA), including the perspective of children and young people

Table above from *Getting It Right for Children: A Practitioners' Guide to Child Rights Programming*, 2007, Save the Children

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## List 3: Non-discrimination checklist for working with partners in emergencies

**USE THIS TO:**

- Assess potential partners' approach to tackling discrimination.
- Supplement the standard assessment tools for partners.

These questions are meant as prompts and aim to provide an assessment of partners' current commitment to action on non-discrimination.

Even if a partner doesn't currently score highly, the information gathered could provide base-line data that will enable you to build a picture of change over time.

At a later point, additional questions could be asked: whether groups have written statements on their commitment to promote non-discrimination and diversity; what training has been received in the past on these issues and what training is needed; and also what strategies are needed to promote diversity in the wider community.

**The following questions aim to:**

- build a profile of the beneficiaries (in which children and young people are involved);
- provide details of the make-up of staff teams;
- give a picture of programme/project focus on issues of discrimination and diversity.

**Questions for partners on non-discrimination/diversity**

- Which groups of children, young people or communities do you work with?  
Ask for details, if not immediately offered, of gender, religious and ethnic groups, disability, HIV status. Ask for specific numbers of children and young people. Even if numbers are not available or recorded – this tells you something about the project's perspective on diversity.
- How has the emergency affected children's and communities' experiences of discrimination? Give examples.
- What about the staff team/volunteers/management? Can you give a breakdown of the numbers of men and women, different religious and ethnic groups, and disabled people working in the project?
- How, in your view, does discrimination affect the children and young people you work with?
- How does your programme aim to tackle discrimination and promote diversity? Have you consulted children and young people about their views of diversity and discrimination and its impact? If so, what were the conclusions?

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- How will you take into account non-discrimination issues in your emergency work?
- Are there groups you would like to work with but cannot? What are the barriers? What plans do you have to overcome these barriers?
- What successful strategies have you undertaken to promote diversity and tackle discrimination? Give examples.

**PART 10: USEFUL INFORMATION/CHECKLISTS**

## List 4: Checklist for non-discrimination and proposals

**USE THIS TO:**

- **Ensure that action to challenge discrimination is included in all proposals.**

- Is information about groups broken down into gender, disability, ethnicity and other relevant factors of identity?
- Has the initial assessment and subsequent planned response accounted for groups who may experience worsened discrimination as a result of the emergency (e.g. children with disabilities, adolescent girls)?
- Are groups who may be overlooked in an emergency response, because they are not immediately visible, being accounted for in our proposals?
- Are resources being allocated to raise the awareness of staff and partners on issues of discrimination?
- Do proposals take into account the need to measure the impact of work on a range of discriminated-against groups?

**PART 10: USEFUL INFORMATION/CHECKLISTS****USE THIS TO:**

- Quickly assess if all aspects of programme implementation address discrimination.
- Support other HR/management tools such as performance management.

## List 5: Checklist for human resources in emergencies

(from *Working with the most Vulnerable in Emergencies*, Save the Children UK, 2005)

Ensuring that people most at risk are given priority in emergency activities requires having staff with the appropriate skills and knowledge. A strong commitment by senior managers is key. Developing staff capacity is a long-term process, which involves ongoing training and an institutional shift in thinking about these issues. Here is a checklist to help managers ensure the most vulnerable groups are given priority in emergencies.

### Checklist for managers

**Diverse staff** Managers should strive to reflect the diverse make-up of the population with its own staff members – including having a gender-balanced, ethnically diverse workforce.

**Inductions** Managers should ensure that inductions of emergency staff include, as a matter of course, information and guidance on Save the Children's fundamental commitment to child rights and prioritising work with the most vulnerable people in emergencies.

**Training** Training on how to work with vulnerable groups, for all levels of staff working in emergencies, should be undertaken on an ongoing basis. This might include separate training on specific issues such as gender, ethnicity, disability, children's rights, HIV/AIDs etc.

**Working with partners** A key criteria for choosing partners to work with in emergencies should include potential partners' perspectives on working with those who are discriminated against. In some emergency situations, there may be little choice about which organisations you work with. In this instance, a concerted effort should be made to ensure partners are made aware of, and accept the principle of, prioritising work with people who are discriminated against. As a minimum, partner agencies must agree to work within Save the Children's staff code of conduct to ensure behaviour does not condone, or at worst encourage, discrimination and that partners do not abuse the power they have as humanitarian workers.

**Disciplinary Action** Where staff or partners break the rules laid out in the staff code of conduct, managers need to take disciplinary action.

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**Commitment to prioritising vulnerable groups** Managers need to constantly reiterate the need for Save the Children to prioritise work with vulnerable children and their communities in emergencies. In practice, they can do this by routinely asking for regular feedback on outcomes and impact of activities targeted at the most vulnerable groups. Where outcomes and impacts are poor, or where information is lacking, a serious commitment by managers to assessing where capacity or systems are falling short must be carried out and changes made.

**Gender-based violence protocols** Ensure that in any emergency there is a protocol for dealing with gender-based violence, that staff are aware of it and act upon it.

**Emergency preparedness plans and rapid assessment indicators** Managers need to ensure that emergency preparedness plans are kept up-to-date and that plans detail how the most vulnerable groups will be given a priority in emergency responses. Managers should also ensure that rapid assessment emergency processes include indicators for prioritising the most vulnerable groups.

**Translation and distribution of briefing material** Make sure this briefing is translated into appropriate languages, that all staff receive a copy as part of their induction and are shown it again prior to working in any emergency situation. Also make sure staff working in partner agencies receive a copy in the appropriate language.



**PART 10: USEFUL INFORMATION/CHECKLISTS****USE THIS TO:**

- Provide an easy-to-use tool for staff to assess how issues of discrimination are addressed throughout the programme cycle in a humanitarian response.

## List 6: Checklist for a diversity-aware humanitarian response

### Assessment

- Marginalised and discriminated-against groups of children and young people are identified and included in all aspects of programme planning and evaluation.
- Impact of the crisis is assessed in terms of differential impact on marginalised and discriminated-against groups.
- Data is disaggregated.
- Teams include someone with experience of diversity issues and team composition is also diverse.
- Data is collected from and about discriminated-against groups within the overall population to ensure impacts can be adequately assessed.

### Analysis

- Resources are allocated to assess and address discrimination and inequality.
- Local knowledge about issues of discrimination is sought, understood and included in planning, programming and evaluation.
- Impact indicators reflect interests and priorities of discriminated-against groups.
- Views of children and young people from marginalised and discriminated-against groups are included in analysis, planning and evaluation.

### Implementation

- All activities promote non-discrimination and diversity.
- Opportunities for interventions to address inequalities are identified.
- Children and young people from affected groups are active participants in all interventions.
- Advocacy activities promote non-discrimination and diversity.

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### Monitoring and evaluation

- Impacts, outcomes, participation of and benefits to discriminated-against and marginalised groups are measured.
- Success of the programme in including children and young people from discriminated-against and marginalised groups is assessed.
- Effects of interventions on reducing discrimination and changing attitudes are assessed.
- Effectiveness of partners in tackling issues of discrimination is assessed.
- Commitment and effectiveness of all staff in tackling discrimination is identified.
- Distribution of resources is monitored in relation to issues of discrimination.

### Participation

- Programmes are based on consultation with children and young people including those from discriminated-against groups.
- Strategies are developed locally to ensure representative access to and participation in services.
- Concrete measures are put in place to ensure principles of non-discrimination are included in all local services.
- Strategies promote the participation of children and young people including from discriminated-against groups.

### Awareness, training and implementation

- All staff and partners are aware of issues of discrimination.
- Assessment is carried out identifying groups at risk.
- Staff are aware of services for groups at risk and know how to refer children and young people appropriately.
- Interventions are established to counter the impacts of discrimination.

### Reporting

- All human rights violations are monitored, reported and referred.

## PART II: SLIDES

### Non-Discrimination in Emergencies Training Manual and Toolkit

Introductory session

Slide 1

### Aims

- To improve awareness of discrimination and its impacts on children in emergency affected communities
- To assist the development of approaches to overcome discrimination in an emergency context

Slide 2

### Aims: Save the Children staff

- To enable partners to identify and respond to non-discrimination issues
- To target interventions to groups experiencing discrimination
- To develop checklists and indicators to measure progress on tackling discrimination

Slide 3

### Aims: Partners

- To promote non-discrimination in internal practices
- To develop checklists for measuring action on non-discrimination
- To advocate for action on non-discrimination

Slide 4

### Aims: Civil Society

- To improve awareness of issues of discrimination as they affect children in emergencies
- To plan/influence responses and interventions accordingly

Slide 5

### Aims: Children

- To be able to raise awareness of how discrimination changes children's lives
- To be able to work with others to challenge discrimination

Slide 6

## Agenda

- Aims/Expectations
- Introductions
- What is discrimination?
- How does it impact on children's lives in emergencies?
- Which children are most affected and how?
- What do we do: action planning

Slide 7

## Introductory exercises Option 1

- Each participant takes a 'signature sheet' (handout)
- Circulate round the room talking to as many people as possible
- The aim is to get a full sheet of signatures as fast as possible

Slide 8

## Introductory exercises Option 2

- Participants are in pairs
- Each pair spend 5 minutes exchanging the following information:
  - Names (family origins and meaning)
  - Job (area of responsibility/organisation)
  - Their expectations of the meeting
- Ask each participant to introduce their partner to the whole group briefly with:
  - Name and summary of meaning/origins
  - Job (area of responsibility and meaning)
  - Expectation of meeting

Slide 9

## Introductory Exercises Option 3

- Write 3 statements about yourself on to a sheet of paper which you can then stick or pin to yourself so others can see it
- Two of the statements should be true
- One statement is untrue
- Example of statements: I like walking/ I hate ice cream
- Participants move round the room talking to each other – trying to guess which statements are true and which are untrue
- This exercise reveals how we make assumptions based on appearances

Slide 10

## Introductory Exercises Option 4

- Participants are placed in pairs
- Each participant is handed a piece of A4 paper and a pen and is asked to draw their partner
- Participants form a large group and introduce their partner to the group by name and then pin their drawing onto a wall (the name should be added to the drawing)

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## Agreeing how the workshop will be run:

- Listen
- Participate
- Take responsibility for your own learning
- Contribute
- Turn off mobiles
- Keep to time

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**PART II: SLIDES**

**Definitions – key terms**

**Discrimination:**

- A situation where people are exploited or denied their rights, by dominant groups, because of differences in ethnicity, colour, language, age, gender, disability and class, amongst other factors.

**Equality:**

- When all groups have the same opportunities, and one group is not privileged over another

Slide 13

**Definitions – key terms**

**Inclusion:**

- The acceptance and valuing of differences resulting in the full social, political and material participation of oppressed groups in society. Exclusion or social exclusion is one of the impacts of discrimination

**Prejudice:**

- Pre-conceived beliefs leading to bias against people from specific groups

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**Definitions – key terms**

**Stereotype:**

An oversimplified and rigid generalisation about a particular group based on gender, ethnicity, race, religion, age, disability, sexuality, HIV status and other aspects of identity

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**Legal definitions of Non-Discrimination**

**Human Rights Committee:**

'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, disability, sexual preference, HIV/AIDS status, political or other opinion, national or social origin, property, birth or other status, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing of all rights and freedoms'

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**Legal definitions of Non-Discrimination**

**United Nations Convention on the Rights of the Child (UNCRC):**

Article 2: States 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 parents' legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

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**Legal Definitions of Non-Discrimination: Other instruments**

- Universal Declaration of Human Rights (1948)
- International Covenant on Civil and Political Rights (ICCPR, 1969)
- International Covenant on Economic, Social and Cultural Rights (ICESCR, 1969)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979)
- International Convention on the Elimination of all Forms of Racial Discrimination (CERD, 1966)

Slide 18

## What is an emergency?

Natural disaster  
Complex emergency  
Chronic emergency

### Phases of an Emergency Response

- Immediate: first few hours
- Phase 1: 4 – 6 weeks
- Phase 2: Rehabilitation and Recovery: 1 month to a year
- Development: Ongoing

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## Phases

- Relief – save lives
- Rehabilitation – material and social structures restored
- Reconstruction – building physical structures
- Reunification – reconnecting children with families or new communities
- Reintegration – accommodating affected families into new and existing communities

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## Frameworks for Child Rights Programming in an Emergency

- International Human Rights Instruments
- International Humanitarian Law and the Geneva Conventions
- Humanitarian standards
  - Code of Conduct for ICRC
  - SPHERE
  - INEE
  - Paris Principles
  - HAP

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## Discrimination in Emergencies

- Which right is violated?
  - e.g. right to life
- Forms of discrimination in an emergency
  - e.g. parents saving boys over girls in an emergency

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## Raising Awareness of Discrimination in an Emergency

- Personal experiences of discrimination
  - Write a few words about a situation where you experienced or witnessed discrimination
  - Choose 3 words to describe your feelings
  - Write a few words about a situation where you felt particularly included and respected
  - Choose 3 words to describe your feelings

Slide 23

## The Sticker Game

- Green sticker – this is a person who is very important to you who you haven't seen in ages – they are very powerful
- Yellow sticker – this is someone you pass everyday. You greet them casually – they are similar to you
- Red sticker – this is someone you don't want to see and is not useful to you

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**PART II: SLIDES**

**How Many Issues?**

Who experiences discrimination in this country?

- When there is an emergency?
- When there is no emergency? Do new groups of children become vulnerable in an emergency?

What are the causes of discrimination?

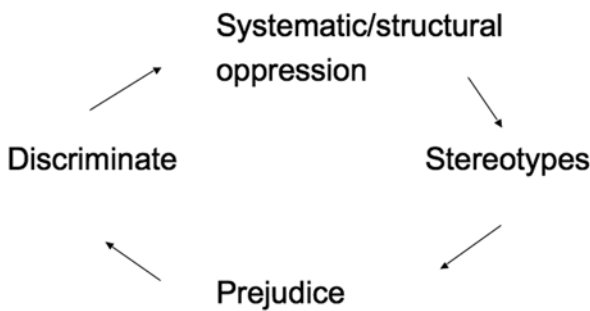
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**Cycle of Oppression – understanding discrimination**

- Action
- Stereotype
- Prejudice (beliefs) and replicated experience
- Discrimination – acting on beliefs
- Structural/Institutional Oppression

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**Cycle of Oppression**



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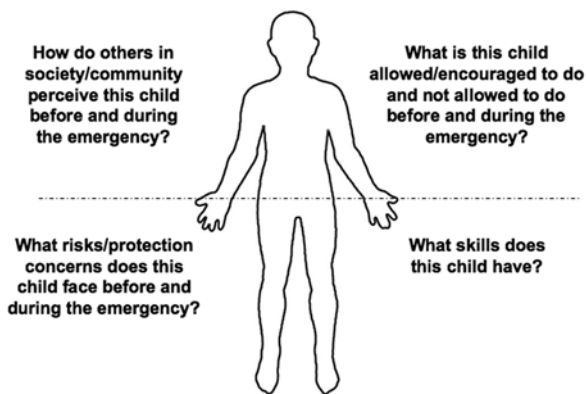
**Impact of Emergencies on Children**

**Identities**

- Girl aged 3 years living in an earthquake prone area
- Boys aged 16 years living in well-off family in an insecure state slipping into civil war
- Girls aged 13 years in an urban context in a war zone
- Boys aged 15 years (may be orphan or street child) working in an urban area in a city experiencing regular flooding
- Boys aged 5 years with disabilities in a rural area where drought is becoming increasingly common
- Girls aged 7 years from a minority religious community perceived as a threat to the state
- Girls aged 17 years who is HIV+ and a main carer of her siblings in a zone run by armed militia

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**Body mapping**



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**What happens to children who are subject to discrimination in emergencies?**

- |  |   |
|--|---|
| <p><u>Forms of discrimination - exclusion</u></p> <ul style="list-style-type: none"> <li>• Survival</li> <li>• Education</li> <li>• Health</li> <li>• Food and nutrition</li> <li>• Shelter</li> <li>• Participation</li> <li>• Rest and recreation</li> </ul> | <p><u>Forms of discrimination -exploitation</u></p> <ul style="list-style-type: none"> <li>• Child labour</li> <li>• Child sexual abuse</li> <li>• Child abduction</li> <li>• Child conscription</li> <li>• Child marriage</li> </ul> |
|--|---|

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### Why does discrimination occur in an emergency and which institutions perpetuate it?

- Individual
- Family/household (nuclear or joint)
- Community (religious organisations)
- Market (workplaces, economic structures)
- Local government/State (services, legal frameworks)

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### Sources of Discrimination

- Socio-cultural discrimination – arises out of social norms
- Policy induced discrimination – produced as the consequence of government, INGOs or local NGOs
  - Commission or Omission

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### Sources of Discrimination

- Identity
  - Individual (age, gender, disability etc)
  - Family/parents’ identities (class, occupation, citizenship status)
  - Community identity (race, caste, religion)

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### Non-Discrimination in the Emergencies Programming Cycle

- Preparedness
- Assessment
- Planning
- Implementation
  - Relief
  - Recovery
  - Rehabilitation
- Monitoring and Review
- Learning

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### Steps to promote Non-Discrimination

- Map pre-existing sources and forms of discrimination
- Look out for new sources and forms of discrimination in the emergency
- Map the most vulnerable children taking into account the factors above
- Identify how old and new sources and forms of discrimination affect children’s access to relief, rehabilitation, protection and participation
- Ensure that programme responses take account of discriminated against groups
- Build in-house capacity to address discrimination

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### Life Cycle Analysis: Risk and protection factors

- On separate sheets of paper draw a circle indicating the life cycle of a girl and then a boy, highlighting the following ages:
  - 0 - 1 year;
  - 2 - 3 years;
  - 4 - 7 years;
  - 8 - 12 years;
  - 13 - 18 years
- Identify the risks that each face at particular ages and also the protective factors

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## PART II: SLIDES

### Childhood Capacities in an Emergency

- In pairs or small groups take turns to discuss a time when you achieved something significant in childhood
- What factors helped or had to be overcome to achieve this?
- Discuss and note how children's capacities are undermined or potentially strengthened in an emergency
- How do agencies build upon children's capacities?

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### Day in the Life of a Child in an Emergency: Identities

- 13 year-old married girl, from a minority ethnic group in a country undergoing ongoing civil disruption
- 2 year-old boy, son of a rich businessman, in an earthquake zone
- 10 year-old disabled boy, son of fruit sellers who are IDPs
- 14 year-old male orphan engaged in child labour and is a demobilised child soldier
- 5 year-old girl living with the extended family in a rural community subject to regular famines
- 17 year-old girl who is HIV+ and a main carer of her siblings, having just survived a hurricane which devastated her area

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### Day in the Life of a Child in an Emergency

- Imagine a daily time line for each child
- Note responsibilities and key tasks for each child from morning to night
- Discuss and note the skills and competencies required to undertake their tasks
- How does the emergency context affect children's capacities?

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### Barriers and Solutions to Overcoming Discrimination

- What is the goal of the project/programme?
- Which groups of children are the targets?
- Which children are not accessing the intervention?
- Why – what are the barriers/which are emergency specific and which existed before?
  - Attitudes and levels of awareness
  - Environment
  - Policies and rules
  - Organisation and community practices and action
  - Resources
  - Children's responsibilities
  - Decision-making and control
- What needs to happen to overcome each barrier?

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### Implementing Non-Discrimination in Emergencies

- Access
- Changes in attitudes, policies and practices
- Actions of children and young people

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### A Child Rights Programming Approach to Non-Discrimination in Emergencies

- Non-discrimination and impartiality
- Limitations and abuses of power
- Participation of children and other beneficiaries
- Targetting of the most vulnerable children, their families and communities
- Collaboration and strengthening of civil society
- Holding the state to account to meet its obligations to all children
- Accountability to beneficiaries and other stakeholders

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### Operational constraints for non-discrimination

- Pressure for a fast response – limits scope for an assessment impacts badly on the most discriminated-against and voiceless
- Unpredictability
- Focus on technical areas – children viewed as victims not rights holders
- Focus on security
- Lack of availability of funding
- Unresponsive and disempowered children
- Limited access to the most marginalised children

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### Solutions exercise – further details

- Take each barrier and identify:
  - What stereotype and prejudice might have led to discrimination?
  - How does the emergency enable or prevent action to overcome the barrier?
- What can be done to address the above?
  - How can stereotypes be challenged? Who?
  - What opportunities can the emergency response provide to address the barriers and challenge discrimination?
  - How can discrimination at individual/institutional levels be addressed?
  - How can children be involved?

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### Monitoring and Evaluation

#### Dimensions of Change

- ...in the lives of children and young people
- ...in policies and practices affecting children's and young people's lives
- ...in participation and active citizenship
- ...in equity and non-discrimination
- ...in communities and civil society capacity to support children's rights

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## PART 12: RESOURCES

# Part 12: Resources

### International Human Rights Treaties

Convention on the Elimination of All Forms of Violence Against Women (1979)  
<http://www.un.org/womenwatch/daw/cedaw/>

International Covenant on Civil and Political Rights (1966)  
<http://www.ohchr.org/english/law/ccpr.htm>

International Covenant on Economic, Social and Cultural Rights (1966)  
<http://www.ohchr.org/english/law/cescr.htm>

Convention on the Rights of the Child (1989)  
<http://www.ohchr.org/english/law/crc.htm>

Universal Declaration of Human Rights (1948)  
<http://www.unhcr.ch/udhr/lang/eng.htm>

International Convention on the Elimination of All Forms of Racial Discrimination (1965)  
<http://www.ohchr.org/english/law/cerd.htm>

Convention on the Rights of Persons with Disabilities:  
<http://www.un.org/esa/socdev/enable/rights/convtexte.htm>

### Humanitarian guidelines and law

**ICRC International Humanitarian Law section** Explains international humanitarian law (IHL), its role in the protection of victims of war and its relationship with the work of the ICRC. The main treaties are the four Geneva Conventions of 1949 and their additional protocols.  
<http://www.icrc.org/eng/ihl>

**Guiding Principles on Internal Displacement (1998)** These guiding principles address the specific needs of internally displaced persons worldwide. They identify rights and guarantees relevant to the protection of people forcibly displaced and to their protection and assistance during displacement, as well as during return or resettlement and reintegration.  
<http://www.icrc.org/web/eng/siteeng0.nsf/html/57JPGL>

**The Sphere Project**  
<http://www.sphereproject.org/handbook/>

### **INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (2004)**

[www.ineesite.org](http://www.ineesite.org)

### **The Code of Conduct for the International Red Cross and Red Crescent Movements and NGOs in Disaster Relief (1995)**

Seeks to guard our standards of behaviour. It is not about operational details, such as how one should calculate food rations or set up a refugee camp. Rather, it seeks to maintain the high standards of independence, effectiveness and impact to which disaster response NGOs and the International Red Cross and Red Crescent Movements aspire. It is a voluntary code, enforced by the will of each organisation accepting it to maintain the standards laid down in the code.

<http://www.icrc.org/web/eng/siteeng0.nsf/htmlall/57JMNB>

### **Humanitarian Accountability Partnership – International – *The Manual for Humanitarian Accountability***

[http://www.hapinternational.org/pdf\\_word/249-Manual%20for%20Humanitarian%20Accountability.pdf](http://www.hapinternational.org/pdf_word/249-Manual%20for%20Humanitarian%20Accountability.pdf)

### **Inter-Agency Standing Committee (IASC)**

Established in 1992 for strengthened co-ordination of humanitarian assistance. It is a unique inter-agency forum for co-ordination, policy development and decision-making involving the key UN and non-UN humanitarian partners. IASC develops humanitarian policies, agrees on a clear division of responsibility for the various aspects of humanitarian response, identifies and addresses gaps in response, and advocates effective application of humanitarian principles.

<http://ochaonline.un.org/Coordination/MandatedBodies/InterAgencyStandingCommittee/tabid/1388/Default.aspx>

### **IASC Operational Guidelines on Human Rights and Disasters (2006)**

[http://www.humanitarianinfo.org/iasc/content/documents/working/OtherDocs/2006\\_IASC\\_NaturalDisasterGuidelines.pdf](http://www.humanitarianinfo.org/iasc/content/documents/working/OtherDocs/2006_IASC_NaturalDisasterGuidelines.pdf)

### **Action for the Rights of Children (ARC)**

Provides a flexible resource of materials for training as well as broader capacity building activities. Depending on the profile of the target group, as well as the political, economic, social, and cultural context of the particular region or country, learning needs can differ greatly. Facilitators are encouraged to adapt the materials accordingly.

<http://www.savethechildren.net/arc/files/main.html>

### **Camp Management Toolkit (2004)**

The toolkit addresses the technical and administrative, as well as the social aspects of camp management. It promote positive co-operation between the camp management, camp residents and the different agencies designated with responsibility in a camp.

<http://www.nrc.no/camp/>

## PART 12: RESOURCES

### Publications and Reports

Bartlett, Sheridan and Hart, Roger 2002, Children's Environmental Rights, Save the Children Sweden: Stockholm.

[www.rb.se](http://www.rb.se)

Chen, Jennifer and Guy Thompstone, Children and Young People Responding to the Tsunami, Report of the forum and fair *Child and Youth Participation in Tsunami Response*. UNICEF EAPRO, Bangkok, 2006.

Available from [eapro@unicef.org](mailto:eapro@unicef.org)

Clarhäll, Eva and Lind, Hans, 2004, Children's Right to a Good Physical Environment in Emergency Situation, Save the Children Sweden.

Available for download:

[http://se-web-01.rb/Shop/Archive/Documents/3175children\\_in\\_emergencies.pdf](http://se-web-01.rb/Shop/Archive/Documents/3175children_in_emergencies.pdf)

IASC Operational Guidelines on Human Rights and Natural Disasters, Protecting Persons Affected by Natural Disasters, Brookings-Bern Project on Internal Displacement.

[www.brookings.edu/idp](http://www.brookings.edu/idp)

ISDR, 2006, Let our Children Teach Us! – A Review of the Role of Education and Knowledge in Disaster Risk Reduction, ISDR System Thematic Cluster/Platform on Knowledge and Education.

[www.unisdr.org/knowledge-education](http://www.unisdr.org/knowledge-education)

Lillemor Andersson-Brolin, 2002, The Rights of the Child and the Physical Environment – The UN Convention on the Rights of the Child and other Relevant International Agreements, Save the Children Sweden.

Mclvor, Chris and Karen Myllenen, Children's Feedback Committees in Zimbabwe: An experiment in humanitarian accountability, Save the Children UK, Harare, 2005.

Available for download: [www.sarpn.org.za/documents/d0001151/P1270-Children\\_Feedback\\_Zimbabwe\\_Jan2005.pdf](http://www.sarpn.org.za/documents/d0001151/P1270-Children_Feedback_Zimbabwe_Jan2005.pdf)

Murthy, Ranjani.K. with Vasantha, Bimla, Renuka, Krishan, Gandhimathi, (Draft II) Gender and Tsunami Relief and Rehabilitation: Issues and Recommendations, Womankind Worldwide.

Available from [www.womankind.org.uk](http://www.womankind.org.uk)

O'Kane, Claire, Child Participation in Emergencies in Children and Young People as Citizens: Partners for Social Change, Save the Children, South and Central Asia, 2003.

Available for download: [www.savethechildren.net/Nepal/citizens.html](http://www.savethechildren.net/Nepal/citizens.html)

QED Consulting/ECB 2007 *The Global Diversity Game for International Relief and Development Organisations*

Save the Children, 2005, Making a Difference – Training Materials to Promote Diversity and Tackle Discrimination, Save the Children UK.

Save the Children Sweden, 2007, Lessons Learned from Child Led Disaster Risk Reduction Project (Thailand).

Save the Children Sweden-Denmark, Save the Children UK, UNICEF, 2006, *Watermarks* – Child Protection During Floods in Bangladesh, Save the Children Sweden Denmark: Bangladesh.

Shrestha, Bandana with Karkara, Ravi and Karlsson, Lena 2006, Discussion paper: Demystifying Non-Discrimination for effective Child Rights Programming in South and Central Asia, Save the Children Sweden – South and Central Asia Region: Kathmandu.

Sinart King, 2006, Child-Safe Organisations Training Toolkit – A Practical Child Protection Resource for Grassroot Organization, Save the Children UK: Bangkok.

## Training Tips and Materials

International HIV/AIDS Alliance: 100 ways to energise groups: games to use in workshops, meetings and the community. Available for download:  
[http://www.aidsalliance.org/custom\\_asp/publications/search.asp?search=yes&language=en&keywords=games&type=&publanguage=I&date=&order=](http://www.aidsalliance.org/custom_asp/publications/search.asp?search=yes&language=en&keywords=games&type=&publanguage=I&date=&order=)

Save the Children UK Train the Trainer Manual (available from Global HR as a pdf)

## Working with children

Save the Children Alliance (2003) So You Want To Consult With Children?: A toolkit of good practice  
[http://www.savethechildren.net/alliance/resources/childconsult\\_toolkit\\_final.pdf](http://www.savethechildren.net/alliance/resources/childconsult_toolkit_final.pdf)

## APPENDIX: HANDOUTS

# Handout I: Definitions (part I)

**Caste:** A social system prevalent in India and Nepal, and in parts of other south Asian countries, which determines one's position within a social (and related economic) system. Location within the caste system is determined at birth and cannot be changed. The most privileged group within the caste system are the Brahmins, and the most discriminated group are the dalits or untouchables.

**Class:** Refers, in general, to one's position within the economic life of a society, thus determining access to political, social and economic power. It also refers to the values and norms associated with membership of that class. It is common in many communities to distinguish between working class, lower middle class, middle class and the elite.

**Culture:** Values, attitudes, norms, ideas, internalised habits and perceptions, as well as the concrete forms or expressions they take (e.g. social roles, structures and relationships, codes of behaviour and explanations of behaviour shared among a group of people).

**Disability:** The lack or limitation of opportunities to take part in the mainstream of the community, due to external physical, attitudinal and social barriers.

**Discrimination:** A situation where people are exploited or denied their rights because of differences in ethnicity, colour, language, age, gender, disability and class, among other factors. Discrimination often occurs when those with power deny the rights of those without power.

**Diversity:** Difference, a variety, encompassing class (economic background), gender, ethnicity, language, religion, ability/disability, age, birth order, sexual orientation, marital status and citizenship status. Promoting diversity entails valuing these differences and adopting measures to ensure equity in life outcomes and fulfilment of human rights.

**Ethnicity:** An umbrella term that identifies a group on the basis of shared characteristics, and refers to culture, dress code and norms.

**Equality:** Denotes situations where all groups are given the same opportunities and one group is not privileged over others.

**Equity:** Denotes the equivalence in life outcomes (health, education, income, assets, rest and recreation) and enjoyment of rights (freedom from violence, freedom to move, etc) for all groups, to be achieved through strategies that recognise different needs and interests, and the need to redistribute power and resources.

**Gender:** Social characteristics of, and differences between, boys/men and girls/women determined by expectations of what it is to be masculine or feminine in particular cultural, economic and political settings. These expectations vary across societies and across time.

**Identity:** Characteristics imposed on an individual or upheld by the individual themselves as a means of identification. Identities are complex and multiple, but often single elements are pulled out to label an individual such as dalit, girl, disabled etc.

**APPENDIX: HANDOUTS**

**Inclusion:** The acceptance and valuing of differences resulting in the full social, political and material participation of oppressed groups in a society. Exclusion or social exclusion is one of the impacts of discrimination.

**Inter-sex:** Refers to a person who is born with genitalia and/or secondary sex characteristics determined as neither exclusively male nor female, or which combine features of the male and female sexes.

**Non-discrimination:** An approach that aims to prevent discrimination and is the term used in human rights instruments. The term anti-discrimination implies a more proactive approach to tackling the causes and impacts of discrimination.

**Oppression:** Discrimination which is structural, systematic, institutional and is based on social identity (i.e. an identity based on being a member of a particular group).

**Power and power relations:** Power is the ability to articulate personal goals and influence others to achieve those goals. It is the ability to get what we want, to hold on to what we get and to shape events the way we want to shape them. Power relations is the dynamic relationship between those with and without power.

**Prejudice:** Pre-conceived beliefs leading to bias against people from specific groups. Prejudice is often the basis of discrimination.

**Race/racism:** 'Race' is a contested term as racial categorisation is seen as an action that is not politically neutral. Racism can include attitudes, behaviours or institutional practices that exclude members of groups because of colour, race or ethnic differences.

**Sex:** These are biological and genetic characteristics of males and females, and the differences between them based on the female and male reproductive systems. These are universal differences, fixed before birth, and difficult (though not impossible) to change.

**Stereotype:** An oversimplified and rigid generalisation about a particular group based on gender, ethnicity, race, religion, age, disability, sexuality, HIV status and other differences.



## APPENDIX: HANDOUTS

# Handout 2: Definitions (part 2)

## Legal definitions of (non-)discrimination

**According to the Human Rights Committee:** '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, disability, sexual preference, HIV/AIDS status, political or other opinion, national or social origin, property, birth or other status, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.'

Article 2 of the United Nations Convention on the Rights of the Child (UNCRC) defines discrimination and the actions states are obligated to undertake to remove discrimination as:

1. *States 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.*
2. *States 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.*

Besides the UNCRC, other international human rights instruments guarantee the principal of 'non-discrimination' through 'universality' of equal rights of all peoples.

**Non-discrimination** is at the heart of the concept of human rights.

*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*

**UDHR (Universal Declaration of Human Rights, 1948), Article 1**

*Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.*

**UDHR, Article 1**

*Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.*

**ICCPR (International Covenant on Civil and Political Rights, 1969), Article 2.1**

*The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.*

**APPENDIX: HANDOUTS****ICESCR (International Covenant on Economic, Social and Cultural Rights, 1969), Article 2.2**

*For the purposes of the present Convention, the term 'discrimination against women' shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.*

**CEDAW (Convention on the Elimination of all Forms of Discrimination Against Women, 1979), Article 1**

*In this Convention, the term 'racial discrimination' shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.*

**CERD (International Convention on the Elimination of all Forms of Racial Discrimination, 1966), Article 1.1**

*'To consider proposals for a comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities, based on the holistic approach in the work done in the fields of social development, human rights and non-discrimination and taking into account the recommendations of the Commission on Human Rights and the Commission for Social Development.'*

**UN Convention on the Rights of Persons with Disabilities**

These documents are legally and morally binding on governments which have ratified the treaties. Some would argue that these treaties have become legally binding and are considered to be international customary law, which all states in the world are required to abide by whether they have ratified the conventions or not. Human rights treaties regulate the obligations of states towards persons within their own territory, rather than towards other states.

The role of states in protecting, fulfilling and promoting human rights of its citizens is to challenge ingrained prejudice, dismantle legal and de facto discrimination, and ensure that all are treated with dignity and respect. Furthermore, states cannot only respect, but need to be proactive in ensuring that rights are protected and promoted.

## APPENDIX: HANDOUTS

# Handout 3: What is an emergency?

By **emergencies** we mean: 'a situation where lives, physical and mental wellbeing or development opportunities for children are threatened as a result of armed conflict, disaster or complex situations and where local capacity is exceeded or inadequate'.

### Emergencies can be further categorised as:

**Natural disaster:** The consequences of events triggered by natural hazards overwhelm local response capacity and seriously affect the social and economic development of a region.

**Complex emergency:** A humanitarian crisis where significant breakdown of authority has resulted from internal or external conflict, requiring an international response that extends beyond the mandate of one single agency.

**Chronic emergency:** 'A number of natural or people-created situations are referred to as 'emergencies' but which may more usefully be considered as 'long-running complex situations'.<sup>6</sup>

An emergency response:

**1. Immediate response** – where search and rescue is the most important thing.

The first few hours where the emphasis is on 'saving lives' and trying to account for all people.

**2. Phase 1** which could last for 4-6 weeks and include such initiatives as food distributions, the reunification of children with families, immunisation and the creation of safe space.

**3. Phase 2** is the rehabilitation and recovery phase – this can last for a month to a year and involves putting back together the structures that have been damaged, physical, social, political and economic. It should build on the involvement of affected population including risk reduction and preparedness plans. It would be good to have the difference between rehabilitation and recovery spelt out.

**4. Development** – where the focus is on ensuring long-term, lasting changes, through working with community members and other partners.

**Relief:** The initial phase of an emergency when the main aim is to save lives through the provision of basic items (food, shelter, medical aid).

**Rehabilitation:** The phase when physical and social structures (such as rebuilding roads, providing education) are restored with the aim of rebuilding the material, political, economic and social life of a community.

**Reconstruction:** Linked to rehabilitation and is literally the restoration/building of new physical structures as the foundation of rejuvenating a community.

**Reunification:** The planned process of reconnecting children who have been separated from their families and their communities, while recognising the unique demands and needs created by the child's situation.

<sup>6</sup> Getting It Right for Children: A Practitioners' Guide to Child Rights Programming. Save the Children, 2007

**Reintegration:** Can include accommodating affected families into new or existing communities or through the establishment of new communities.

In summary, an emergency is defined as an acute, difficult and often life-threatening situation involving a large number of people – such as armed conflicts, displacement, natural disasters, epidemics, droughts and famines – a crisis situation that overwhelms the capacity of a society to cope using its resources alone.

### Non-discrimination and child rights programming in emergencies

The principles of child rights programming, including non-discrimination, are reflected in a number of internationally accepted guiding frameworks that inform emergency responses. These include:

- International humanitarian law and the Geneva Conventions
- Refugee law
- International human rights instruments, including the UN Charter and the UNCRC
- Humanitarian standards, including the Code of Conduct for the International Red Cross and Red Crescent Movements and NGOs in Disaster Relief (1994), the SPHERE Project Humanitarian Charter and Minimum Standards, the INEE minimum standards for education in chronic crises and early reconstruction, the Paris Principles and Guidelines for children associated with armed forces or armed groups, the Humanitarian Accountability Project minimum standards.
- International targets, including the Millennium Development Goals

One such framework states that: *'Persons affected by disasters should enjoy the same rights and freedoms under human rights law as others in their country and not be discriminated against.'* Protecting persons affected by natural disasters. IASC Operational Guidelines on Human Rights and Natural Disasters, 2006.

### Review of mandates in greater detail

#### **Humanitarian law and human rights law**

The two main international sets of standards relevant to humanitarian emergencies are humanitarian law and human rights law. The two sets are complementary. They strive to protect the lives, health and dignity of individual human beings. The International Committee of the Red Cross (ICRC) is the main international organisation monitoring international humanitarian law and its application.

The human rights treaties permit governments to suspend certain civil and political rights in emergency situations. However, most of the provisions of 'rights' stated in international human rights treaties must be upheld at all times. The UN Convention on the Rights of the Child (UNCRC) is such an example, which does not allow states to suspend children's rights under any circumstances. Children's rights are always to be prioritised.

In addition to the two types of laws, a number of standards have been developed by humanitarian organisations to guide emergency work and to define the responsibility of relief agencies. These standards are largely voluntary and have not been universally agreed.

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### Code of Conduct

The Code of Conduct for the International Red Cross and Red Crescent Movements and NGOs in Disaster Relief (1994) was developed by eight of the world's largest disaster response agencies to set standards for disaster response. The Humanitarian Charter and Minimum Standards in Disaster Response were launched in 1997 by a group of humanitarian NGOs and the Red Cross and Red Crescent movement. It sets minimum standards for disaster assistance in each of five key sectors: water supply and sanitation, nutrition, food aid, shelter and health services. This initiative led to the publication of the Sphere Handbook (second edition 2003). The Humanitarian Accountability Partnership International (2003), a permanent humanitarian accountability mechanism initiated by humanitarian agencies. The Inter-Agency Standing Committee has developed specific guidelines for gender, HIV/AIDS, internally displaced persons, separated children, protection from sexual abuse and other possible threats during emergencies.

### The UN Convention on the Rights of the Child

#### Emergency situations

The UN Convention on the Rights of the Child is the most effective international normative instrument to safeguard the rights of children and young people in general with its four principles: non-discrimination; the best interest of the child; the right to life and development; and the right to participation.

As mentioned above, the basic principles of the UN Convention on the Rights of the Child apply equally to all children in all situations, though some of articles may relate more specifically to emergencies (such as articles 20, 22-24, 28, 29, and 37-39). This means that children and adolescents in armed conflicts, forced migration, refuge or natural disasters have the rights to survival, to highest attainable standard of health, and standard of living. The rights need to be realised also in these very difficult circumstances.

### International agreements in emergencies

Women and children account for the vast majority of the world's refugees. Usually, they also constitute the major part of those who are affected by natural disasters. Therefore, the international community has developed a multitude of international norms, policies and guidelines to improve the protection and care of children.

#### UNHCR agenda for protection

The Agenda for Protection elaborated by UNHCR states the right of children and adolescents to participate in decision-making in all areas of refugee life. To inform refugee children about this and other rights is therefore seen as an important task, not only for UNHCR but also for concerned states and for other partners. The agenda also states that protection and age, gender and diversity sensitive approaches are to be applied at every stage of a programme, e.g. during development, implementation, monitoring and evaluation.

UNHCR is also encouraged to enhance its partnership with UNICEF and Save the Children to improve training and capacity building within the framework of the Action on the Rights of Children (ARC) project (see below).

#### The Humanitarian Charter and the Sphere Standards

During the 1990s a group of international and national NGOs, including Save the Children, initiated co-operation to develop a framework for, and commitment to, quality and accountability in humanitarian practice. One outcome was the Sphere Handbook. This includes the Humanitarian Charter and Minimum Standards.

The charter is concerned with the most basic requirements for sustaining the lives and dignity of those affected by calamity or conflict, as reflected in the body of international human rights, humanitarian and refugee law. It includes water supply and sanitation, nutrition, food aid, shelter and site management, and health services.

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The appropriate site of settlements and housing should provide access to health-care services, schools, child-care centres, and other social facilities and opportunities to livelihood. The way housing is constructed, the building materials used and the policies supporting these must appropriately enable the expression of cultural identity and diversity of housing.

In sum, the Sphere Handbook presents the rights of a good physical environment for everybody in emergency situations. It promotes the participation of both men and women. It also states that children constitute a group in need of special protection. Yet, it lacks a view of children as active persons with their own opinions and experiences.

**The Camp Management Toolkit**

The Camp Management Toolkit focuses on issues that most directly impact on the daily operations in a camp and highlights children's rights to a good environment. In fact, the right of children and adolescents to participate in decisions concerning them is often stressed.

The UNCRC principle of non-discrimination is stressed, pointing to the necessity to ensure that all children within the community have equal access to all services. For example, physical preconditions need to be reviewed in order to avoid gender discrimination at school:

*'The team must ensure that washing facilities and latrines are located close to the school premises and that access is safe and easy and guarantees privacy for women and girls. It is necessary to secure separate latrines for boys and girls, and female/male staff respectively. Sufficient lighting is vital. Similar safety aspects must be considered when allocating playgrounds.'*

On several occasions the toolkit states that all in a community should be involved. To attain such a goal is not easy and requires knowledge of cultural context as well as social differentiation in a community. Without taking such aspects into consideration actions may be carried out for children instead of with them, and they can become marginalised or even passed over. To make children and young people visible throughout the work in disaster situations, a child-rights perspective should be mainstreamed with the four main principles of the UNCRC.

**Action for the Rights of Children (ARC)**

In early 1997, UNHCR and the International Save the Children Alliance initiated a project that was gradually developed into the Action for the Rights of Children training and capacity building project (ARC). In 1999, UNICEF and the Office of the UNHCHR joined the project; the aim of which is to enhance the protection and care of children affected by armed conflict, disaster and forced displacement. One of the areas the project focuses on is the physical factors when it concerns children with disabilities or separated children.

Disaster risk reduction is one strategy to which Save the Children gives priority in the post-emergency response period. Having capacity to plan for what to do and how to reduce loss and damages if another disaster strikes will help communities to mitigate the impact of disasters, as well as to feel in control of their lives.

In the tsunami affected areas, similar to elsewhere, children were usually seen as recipients/victims who needed help. As a child rights based organisation, Save the Children sees this post-tsunami situation as another platform to ensure that the rights of all children, without discrimination, are protected. Save the Children has always given priority to promote children's roles as active citizens who are capable of participating in making a decision and taking an action on issues relevant to their lives.

[Links to the resources above in Part 12:](#)

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## Handout 4: The individual articles of the UN Convention on the Rights of the Child for printing on cards

Article 1: Definition of a child	Article 22: Refugee children
Article 2: Non-discrimination	Article 23: Disabled children
Article 3: Best interests of the child	Article 24: Health and health services
Article 4: Implementation of rights	Article 25: Periodic review of placement
Article 5: Parental guidance and the child's evolving capacities	Article 26: Social security
Article 6: Survival and development	Article 27: Standard of living
Article 7: Name and nationality	Article 28: Education
Article 8: Preservation of identity	Article 29: Aims of education
Article 9: Separation from parents	Article 30: Children of minorities or indigenous populations
Article 10: Family reunification	Article 31: Leisure, recreation and cultural activities
Article 11: Illicit transfer and non-return	Article 32: Child labour
Article 12: The child's opinion	Article 33: Drug abuse
Article 13: Freedom of expression	Article 34: Sexual exploitation
Article 14: Freedom of thought, conscience and religion	Article 35: Sale, trafficking and abduction
Article 15: Freedom of association	Article 36: Other forms of exploitation
Article 16: Protection of privacy	Article 37: Torture and deprivation of liberty
Article 17: Access to appropriate information	Article 38: Armed conflicts
Article 18: Parental responsibilities	Article 39: Rehabilitative care
Article 19: Protection from abuse and neglect	Article 40: Administration of juvenile justice
Article 20: Protection of a child without family	Article 41: Respect for higher standards
Article 21: Adoption article	Article 42: Dissemination of the Convention

## Handout 5: Consequences of discrimination – violation of child rights

Discrimination against children in emergencies leads to violations of their rights under: the 1989 United Nations Child Rights Convention; the 1966 International Covenant on Economic and Socio Cultural rights; the 1979 International Covenant on Civil and Political Rights. In addition, respectively, the Convention of Elimination of Discrimination Against Women, and the 1965 International Convention on Elimination of all forms of Racial Discrimination make reference to girl children and racial minorities who may experience discrimination in the context of emergencies. The Convention on the Rights of Persons with Disabilities also explicitly refers to the protection of the rights of disabled children.

As discussed, any form of discrimination against children directly violates Article 2 of the UNCRC convention which upholds the right of children to protection against discrimination. It states that: *'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 parents' or legal guardians' race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.'*

Non-discrimination is a general principle of the Convention on the Rights of the Child. The UNCRC was developed to prevent the discrimination of all children as opposed to adults, due to children's vulnerable status. The different articles of UNCRC address specific sectors or issues of discrimination. This is illustrated in the table on **handout 6a** – Discrimination in Emergencies and Violation of the UNCRC. Several of the forms of discrimination listed in it violate more than one right. For example, irregular attendance of children with motor and sight disability due to distance of school from temporary camps or new shelter not only violates right of children with disabilities to lead a full life (Article 23), but also their right to education (Article 28).



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## Handout 6a: Discrimination in emergencies and violation of the UN Convention on the Rights of the Child (filled)

<b>Which right is violated?</b>	<b>Forms of discrimination in emergencies</b>
Right to life (Article 6)	Parents saving boys over girls in emergencies.
Right of children with disability to lead a full life (Article 23)	Children with motor and sight disability in temporary camps and permanent shelters not attending schools due to distance.
Right to education (Article 28)	
Right to good quality health care (Article 24)	Dalit children in temporary camps having less access to health care due to fewer visits by health workers.
Right to nutritious food (Article 24)	Lack of mashed and non-spicy food in relief camps.
Right to same treatment as children born in the country (Article 22)	Lack of access of children of illegal immigrants to permanent housing as part of rehabilitation.
Right to have adults take your opinion into account (Article 12)	No access to participation in decision-making on relief, rehabilitation and protection measures.
Right to relax and play (Article 31)	Lesser access of children who are HIV positive (or whose parents are HIV positive) to child-friendly spaces in shelters.
Right to protection from dangerous work or work that harms one's education and health (Article 32)	Adolescent boys being pushed into livelihood work due to loss of income of affected families.
Right to not be kidnapped (Article 11) and abducted or sold (35)	Abduction of children separated from parents post emergency.
Right to protection from sexual abuse (Article 34)	Sexual abuse of orphans and semi-orphans by relatives and orphanages.
Right to protection from sexual abuse (Article 34) and from being abducted and sold (31)	Commercial sexual exploitation of children from poor families affected by emergencies.
Right to protection if under 16 from joining army, and protection in conflict areas (Article 38)	Forced conscription of adolescent boys in conflict-related emergencies.
Right to adults acting in your best interest (Article 3)	Increase in child marriage, in particular of adolescent girls post emergencies.

## Handout 6b: Discrimination in emergencies and violation of the UN Convention on the Rights of the Child (unfilled)

<b>Which right is violated?</b>	<b>Forms of discrimination in emergencies</b>
Right to life (Article 6)	
Right of children with disability to lead a full life (Article 23)	
Right to education (Article 28)	
Right to good quality health care (Article 24)	
Right to nutritious food (Article 24)	
Right to same treatment as children born in the country (Article 22)	
Right to have adults take your opinion into account (Article 12)	
Right to relax and play (Article 31)	
Right to protection from dangerous work or work that harms one's education and health (Article 32)	
Right to not be kidnapped (Article 11) and abducted or sold (35)	
Right to protection from sexual abuse (Article 34)	
Right to protection from sexual abuse (Article 34) and from being abducted and sold (31)	
Right to protection if under 16 from joining army, and protection in conflict areas (Article 38)	
Right to adults acting in your best interest (Article 3)	

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# Handout 7: UN Convention on the Rights of the Child – list of bases for discrimination identified in state reports

- Gender
- Disability
- Race, xenophobia and racism
- Sexual orientation
- Particular castes or tribes
- 'Untouchability'
- Language
- Children not registered at birth
- Children born:
  - a twin
  - on an unlucky day
  - in breech position
  - in abnormal conditions
- A 'one-child' or 'three-child' policy
- Orphans
- Place of residence
- Distinctions between different provinces/territories/states, etc
- Rural
- Urban
- Children living in slums
- Children in remote areas/islands
- Displaced children
- Abandoned children
- Children placed in alternative care
- Ethnic minority children placed in alternative care
- Institutionalised children
- Children living and/or working on the streets
- Children involved in the juvenile justice system
- Children whose liberty is restricted
- Children affected by armed conflict
- Working children
- Children subject to violence
- Child beggars
- Children affected by HIV/AIDS
- Children of parents with HIV/AIDS
- Young single mothers
- Roma children/gypsies/travellers/nomadic children
- Children of indigenous communities
- Non-nationals, including:
  - immigrant children
- illegal immigrants
- children of migrant workers
- refugees/asylum-seekers
- unaccompanied refugees
- children affected by natural disaster
- children living in poverty/extreme poverty
- Unequal distribution of national wealth
- Social status/social disadvantage/social disparities
- Children affected by economic problems/changes
- Economic status of parents causing racial segregation at school
- Parental property
- Parents' religion
- Religion-based personal status laws
- Children born out of wedlock
- Children of single-parent families
- Children of incestuous unions
- Children of marriages between people of different ethnic/religious groups or nationalities

## Handout 8: Non-discrimination, children and emergencies

Emergencies are caused by both natural and human-made events. The impact of these on survival, health, nutrition, education, livelihoods, shelter and bodily integrity of affected people is mediated by pre-existing economic, social, and political hierarchies in the affected area. Forms of discrimination that existed before emergencies are often strengthened during them, and in the relief and rehabilitation phase. Emergencies also lead to new forms of discrimination not found in non-emergency circumstances, such as parents saving boys more than girls in the tsunami in South Asia.

It is not uncommon to find that children as a group are discriminated against when compared to adults in emergency responses. For example, child-appropriate food, clothing, footwear and toys are rarely part of government relief packages. The adult is taken as the 'norm' in relief packages. More often, other identities of children lead to discrimination during and after emergencies, like abilities/disabilities, gender, children's access to parental support, HIV/AIDS status of the child etc. Further, identities of parents (e.g. occupation) and communities (e.g. ethnic background) to which children belong also have a bearing on the discrimination they may face during and after emergencies.

This handout presents some of the key concepts on discrimination against children during emergencies and in emergency responses, and draws out the implications for Save the Children for promoting non-discrimination in its emergency preparedness and responses.

### Forms of discrimination

#### **Exclusion and exploitation as forms of discrimination**

Discrimination against children may take the form of 'exclusion' from beneficial activities or resources or forced exploitation because of involvement in harmful activities or behaviours. An example of exclusion is children from poor households dropping out of school due to shortage of money. An example of exploitation is the greater incidence of child labour amongst children from poor households compared with well-off households.

#### **Discrimination with regard to what?**

Discrimination affects one's ability to survive emergencies. It can occur in access to food and nutrition, health, education and shelter. Exploitation can lead to the denial of bodily integrity and self-esteem, and push children into child labour, marriage, commercial sexual exploitation, sexual abuse and child conscription into armies. In the process children are denied parental support. Together, exclusion and exploitation of children lead to violations of different articles of the United Nations Child Rights Convention.

### Emergency and non-emergency specific discrimination

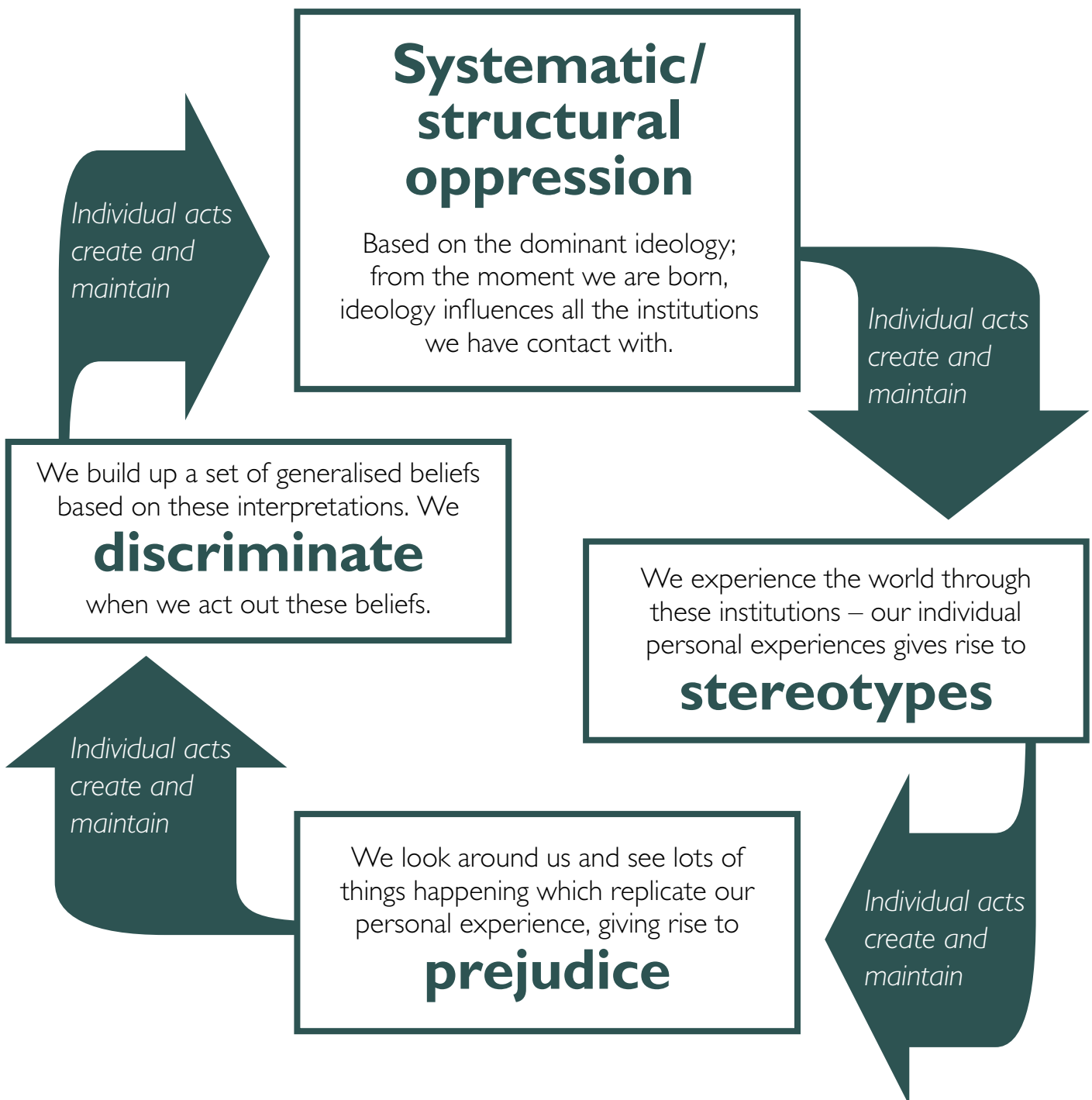
Discrimination against children happens in both emergency and non-emergency situations. Exclusion and exploitation are common to emergency and non-emergency situations. For example, children from poor families are pulled out of school due to poverty of their families in both non-emergency and emergency situations. The trend may increase in emergency times, as more households slip into poverty due to loss of livelihoods. However, discrimination is sometimes specific to emergency situations. An example from South Asia is when parents chose to save their sons over daughters during floods and tsunamis.

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# Handout 9

## The Cycle of Oppression

This diagram suggests how ideology replicates itself. Every society has a set of dominant ideas or values – these are often called ‘common sense’, ‘human nature’ or ‘normal’.



## Handout 10a: Discrimination in emergency and non-emergency situations – a few examples (unfilled)

Form of discrimination	Examples from non-emergency situations	Examples from emergency situations
<b>Exclusion</b>		
Survival	Killing of female foetuses & infants in parts of Asia.	Saving boys over girls in floods and tsunami in South Asia.
Education	Children with motor and visual disability dropping out of school due to lack of ramps and materials in Braille.	Children with motor and visual disability in temporary camps not attending schools due to increase in distance.
Health	Lesser access of dalit children to health-care due to lower levels of income and fewer visits by nurses.	
Food and nutrition	Lack of religiously appropriate food in primary schools.	
Shelter	Lack of housing security for illegal immigrants and their children who fear being evicted.	
Participation	Exclusion of children from age-appropriate participation in local governance systems.	
Rest and recreation	Discrimination against children from minority groups and who are HIV positive (or whose parents are positive) from group games.	
<b>Exploitation</b>		
Child labour	Children from poor families being compelled to work or support their earning mother, to supplement family income.	
Child sexual abuse	Sexual abuse of children (in particular orphans and semi-orphans) by relatives, older children, teachers, orphanage staff or religious leaders.	
Child abduction	Abduction of vulnerable children, including semi-orphans and orphans.	
Child conscription	Conscription of adolescent boys by poor families into lower rungs of armies as a survival strategy.	
Child marriage	Prevalence of child marriage in some communities.	

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# Handout 10b:

## Discrimination in emergency and non-emergency situations – a few examples (filled)

<b>Form of discrimination</b>	<b>Examples from non-emergency situations</b>	<b>Examples from emergency situations</b>
<b>Exclusion</b>		
Survival	Killing of female foetuses & infants in parts of Asia.	Saving boys over girls in floods and tsunami in South Asia.
Education	Children with motor and visual disability dropping out of school due to lack of ramps and materials in Braille.	Children with motor and visual disability in temporary camps not attending schools due to increase in distance.
Health	Lesser access of dalit children to health-care due to lower levels of income and fewer visits by nurses.	Lower access to health-care in relief camps dominated by dalits due to fewer number of visits by health workers.
Food and nutrition	Lack of religiously appropriate food in primary schools.	Lack of mashed and non-spicy food in relief camps, reducing the intake of infants and children.
Shelter	Lack of housing security for illegal immigrants and their children who fear being evicted.	Lack of access to housing compensation by illegal migrants and their children as they are not eligible for compensation.
Participation	Exclusion of children from age-appropriate participation in local governance systems.	Exclusion of children from participation in decision-making in relief, rehabilitation and protection measures.
Rest and recreation	Discrimination against children from minority groups and who are HIV positive (or whose parents are positive) from group games.	Lesser access of children who are HIV positive (or whose parents are positive) to child-friendly spaces in shelters.
<b>Exploitation</b>		
Child labour	Children from poor families being compelled to work or support their earning mother, to supplement family income.	Adolescent girls in households that have lost their mother being compelled into housework, and adolescent boys in poor household that have lost their father into productive work.
Child sexual abuse	Sexual abuse of children (in particular orphans and semi-orphans) by relatives, older children, teachers, orphanage staff or religious leaders.	Sexual abuse of some children (in particular orphans and semi-orphans) by similar groups, as well as relief workers.
Child abduction	Abduction of vulnerable children, including semi-orphans and orphans.	Abduction of children separated from parents, as well as emergency caused semi-orphans and orphans.
Child conscription	Conscription of adolescent boys by poor families into lower rungs of armies as a survival strategy.	Forced conscription of adolescent boys (and at times girls) by warring camps in conflict areas in return for protection of families.
Child marriage	Prevalence of child marriage in some communities.	Sudden spurt in adolescent marriages in disaster affected communities due to lack of safety in temporary camps.

## Handout II: The story of Rashidah and her children

Rashidah is a 35-year-old woman, living with her 40-year-old husband, Ahmed, her 15-year-old daughter, Alifia, her 13-year-old son, Murtaza, and her eight-year-old daughter, Munira, in a village in the north west province of Pakistan. Her husband is a small farmer and also trades in agricultural produce. Ahmed's earnings are the sole source of income for the family.

The earthquake strikes in a non-agricultural season when Ahmed is at home and Rashidah and Alifia are gathering fuel outside. The other two children are in school.

Unfortunately, the house collapses and Ahmed dies. The school fortunately only experiences minor damage and the children and mother survive, although the children are injured. Ahmed's death plunges the family into a financial and social crisis, similar to that being experienced by other members of the community.

Rashidah is in a state of shock, but her faith keeps her going. She is now wondering how she can look after her family. As a woman, for socio-cultural reasons, she cannot work. She also finds it difficult to access relief, and is concerned about the safety of her adolescent daughter in the relief camp. She does manage to dig into the meagre family savings to take her son to a private hospital for his injuries. However, she takes her youngest daughter to the government mobile clinic run in the relief camp, although her injuries were more severe than her son's.

Some weeks later, she and her late husband's

family arrange for her daughter's marriage. They also decide to pull the middle son out of school to help with farming. Her youngest daughter is not going to the temporary school in the camp, as she cannot walk unsupported.

In the meantime, there is immense pressure from her late husband's brother to become his second wife. He is also the one who can claim relief on behalf of Rashidah due to initial government policy (which was later revoked) of the collection of relief by an adult male family member only.

However, Rashidah resists the marriage and the fact that she has a small share of her husband's land as per the Sharia law strengthens her resolve.

Two months later her house is still not repaired, and she is finding it hard to negotiate with government and aid agencies as a single woman. Her son is still too young to help in this regard. She is also wondering how to market the produce from the farm.

A man from the neighbourhood offers to help but then expects sexual favours in return. She cannot talk about this openly but stops accepting his support. Her brother-in-law and the neighbour collude and the neighbour makes a false accusation that she made advances on him.

The community elders are meeting to decide her and her children's fate. The norm is to expel the woman, if accused, from the village, and hand the custody of her children to her husband's family.



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# Handout 12: Sources of discrimination

### Socio-cultural and policy induced discrimination

In both emergency and non-emergency situations, it is possible to distinguish between two sources of discrimination: socio-cultural and policy-induced discrimination. Socio-cultural discrimination arises out of social norms and practices deeply embedded in local institutions (see next section), while policy-induced discrimination is imposed by policies of the government, INGOs or local NGOs. Policy-induced discrimination can be due to unintended 'omission' or planned 'commission'.

Abuse of orphans and semi-orphans by relatives is an example of socio-cultural discrimination. An example of policy-induced discrimination (by omission) in the tsunami in India was the lack of availability of mashed and non-spicy food for infants in the first few days in some relief camps. The decision not to compensate illegal Burmese immigrants by the government of Thailand for losses during the 2004 tsunami is an example of planned commission. Some well meaning policies can also backfire, leading to discrimination.

Both socio-cultural and policy-induced discrimination reinforce each other during normal times and during emergencies. The Tamil Nadu (India) government policy of giving grants to parents who had postponed marriage of children post tsunami, and the socio cultural practice in the state of marrying off adolescent girls in times of insecurity, both reinforced each other to lead to a spurt of child marriages.

### Identities, multiple identities and discrimination

Socio-cultural discrimination and policy-induced discrimination can stem from construction of identities in societies. Identity refers to characteristics imposed on an individual by others or upheld by the individual themselves as a means of identification. A common identity of all children is their age – that they are 18 years or under, though their particular age group could vary (<1, 1-5, 6-12, 13-18 years) making for sub-identities. It must be remembered that in some communities, children above 13 years old are considered adults!

Apart from their age, children hold several other identities that stem from their own individual, parents' and communities' identities (see diagram opposite).

There is discrimination against children (when compared to adults) due to their age. These are mainly in the form of discrimination due to governments not taking their food, clothing, footwear and toy needs into account when providing relief; undervaluing the loss of children's lives over adults in ex-gratia payments; in not providing for their participation in decision-making on rehabilitation; and in not taking into account their specific protection needs.

There are more examples of discrimination against particular groups of children due to their other individual, parents', and communities' identities. In general girls, HIV positive children, disabled children, orphans and semi-orphans, and out-of-school children are more vulnerable to discrimination during emergencies. Children of poorer, non-literate, HIV positive, sick and substance-using parents, illegal migrants and families with poor political contacts are likely to be more discriminated against during emergencies. Children from dalit, religious and ethnic minority groups, who belong to racially discriminated groups and are from peripherally emergency-affected villages are likely to face discrimination (for example, no loss of lives or houses, but loss of livelihood).



### **Identities and discrimination against children**

Often these different identities interlock to lead to multiple sources of discrimination, leading to a more intense experience. One example is the case of a physically disabled girl in a temporary camp. She may find it more difficult to access schools because of her disability, and her vulnerability to sexual abuse may make her parents reluctant to send her to be educated further away. She is discriminated against on the grounds of her disability and her gender.

Some discriminatory identities are found in almost all contexts, while others vary. Gender, class, HIV status, disability and parental access based discrimination against children often cut across contexts (though the form they take may vary), while caste, race, religion and ethnicity based discrimination may be found in particular contexts and not in others. Ethnic differences are found in some pockets and not others. In villages where everybody belongs to the same religion, religious discrimination may be absent.

#### **Gender discrimination – against girls and boys**

Girls generally occupy a lower position than boys in the gender hierarchy. But in some cases, boys may be discriminated against because of the construction of masculinity. A case in point is the forced conscription of boys in armed conflicts, as they are supposed to be tougher and braver than girls. It is important not to simply define gender discrimination as discrimination against girls and women.

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## Handout 13: Causes of discrimination

Identities are shaped by socially constructed power relations in society. For example, the identity of a dalit child is shaped by unequal power relations with so-called 'upper' caste children. The latter are socialised to believe that they are superior and the former to feel she/he is inferior. If the dalit child challenges the rules, she/he is subject to violence either by children or adults of the upper caste group.

These power relations are reinforced through the ideology, structure/decision-making, norms and resources of institutions like the:

- household;
- community, such as religious institutions and local councils;
- state, such as government schools, child-care, health centres;
- markets, such as work place, private media, private schools, etc.

Each institution takes a variety of forms:

- Household may be nuclear or extended.
- Community institutions include religious organisations, village councils, caste or ethnic councils, watershed committees or self-help groups. Some even consider NGOs as a form of community institution.
- The market may take the form of agriculture and other markets, work places, the media and factories.
- The state as an institution operates through the executive, legislature and judiciary. The executive may range from service organisations (schools and health centres) to central departments.

These institutions and power relations lead to discrimination against children who occupy, or whose parents or community occupy, lower positions – even in the context of emergencies. For example in the Gujarat earthquake, the 'ideology' that dalits are inferior to the upper caste was reinforced by village 'structures' which were dominated by upper castes; the 'norm' that they handle all earthquake relief coming into the village; and the practice of cornering most relief by the upper castes (until NGOs intervened). The children from the dalit community hence suffered.

## Handout 14: Principles of non-discrimination in child rights programming in emergencies

Save the Children believes that child rights programming is an integral part of an emergency response.

*'Persons affected by disasters should enjoy the same rights and freedoms under human rights law as others in their country and not be discriminated against.'* Protecting persons affected by natural disasters, IASC operational guidelines on human rights and natural disasters, 2006.

Applying a child rights based approach in emergency situations should be no different from any other environment. The basic, underlying principles remain the same – the end goal is to achieve real and positive changes for children. Many of the standard tools can be applied but the practical reality of an emergency situation is somewhat different. Emergency situations pose particular operating challenges and demand specific responses that can hinder the effective application of child rights based approaches. Recognising both the value of a child rights based approach in emergencies, and the obstacles to its application, are the first steps in working towards an effective response.

### Applying non-discrimination principles in emergencies

In practice, this means programming to ensure that discrimination is challenged and reduced, and requires attention from the outset. Issues of discrimination must be accounted for from the situation analysis onwards. From then on, planning goals and implementation measures must reflect this commitment. At the end of the programming cycle, outcomes and impacts can be assessed to draw out lessons learned about what works for which groups of children and why. Equally valid lessons can also be learned from what hasn't worked, especially if unintended impacts have led to an increase in discrimination.

In an emergency, requirements of speed may mitigate against a thorough initial needs analysis: which groups experience discrimination; how it is manifest; the underlying causes; and what strategies might be successful in tackling both symptoms and root causes.

The following handout lists those principles that should inform an emergency response that will minimise vulnerability and tackle discrimination.

Adapted from *Getting It Right for Children: A Practitioners' Guide to Child Rights Programming, 2007*, Save the Children

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# Handout 15: Lessons for promoting non-discrimination

### **Lesson 1: Map pre-existing sources and forms of discrimination in all areas prone to emergencies.**

- Watch out for discrimination that excludes or exploits children with regard to survival, different basic needs, rest and recreation, and protection.
- Map age-specific, child, parental and community identity-specific sources of discrimination.
- Map cross cutting sources of discrimination (class, gender, disability, HIV status, etc); context specific ones (race, caste, religion, ethnicity etc) and those based on circumstance (refugee or IDP status).
- Examine which forms of discrimination stem from government or INGO policies and which from socio-cultural practices.
- Understand the consequences of discrimination for children's wellbeing and fulfilment of child rights.

### **Lesson 2: Look out for new sources and forms of exclusion, exploitation and discrimination arising in the context of the particular emergency due to:**

- new identities emerging as a result of the emergency, such as children with 'emergency-related injuries';
- a sudden increase in the number of children without parental support – orphans and semi-orphans;
- children whose parents or communities have been neglected in emergency relief and rehabilitation policies of government;
- INGOs investing more in some villages, communities and groups of children than others.

### **Lesson 3: Map the most vulnerable children, taking into account the pre-existing and emergency-induced sources and forms of discrimination**

- Class, gender, disability, HIV status and access to parental support are cross-cutting sources of discrimination.
- Both girls and boys suffer from gender-based discrimination in the aftermath of emergencies, though the intensity and form varies.

### **Lesson 4: Identify how old and new sources and forms of discrimination have a bearing on:**

- the survival of children who are vulnerable to discrimination;
- access to relief – food, nutrition, clothing, health-care, temporary shelter, footwear, toys etc;

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- access to rehabilitation – permanent shelter (including sanitation), education, health-care, nutrition, livelihood support for parents, rest and recreation, counselling etc;
- access to protection from abuse – child labour; abduction, child marriage, sexual abuse, commercial sexual exploitation etc.
- access to decision-making on relief, rehabilitation and protection measures.

**Lesson 5: Ensure that the elements of programming listed below reflect mapping of who is discriminated against (lesson 3) and how (lesson 4):**

- Selection of geographical area, villages, communities, households, children.
- Selection of partners – that they work in above areas and with above groups.
- Content of disaster preparedness, relief, rehabilitation, protection and participation measures.
- Content of community level and policy level advocacy to end discrimination against children.
- Indicators used for monitoring and evaluation.

**Lesson 6: Build in-house capacity to address discrimination through:**

- bearing in mind diversity issues and capacities required when recruiting programme staff;
- including non-discrimination in the job description of all staff and in performance evaluations;
- training all programme and administrative staff on non-discrimination in the context of emergencies;
- adhering to principles of non-discrimination in internal policies.

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# Handout 16: Framework outlining the barriers/solutions approach

This framework summarises key points to cover in the task.

1. What is the goal of the project/programme and/or what is the right(s) that needs to be upheld?
2. Which children does it aim to include and/or which children does the right apply to?  
(Remember all rights apply to all children)
3. What are the barriers that prevent some children from getting what they are entitled to?  
Which are emergency-specific and which are ongoing barriers from before?
  - What stops some children from accessing this right?
  - Why isn't every single child involved in the project and/or accessing this right?
  - To help break down a complex overall situation, think about:
    - What attitudes prevent them? (attitude barriers)
    - What environmental factors prevent them? (environmental barriers)
    - What resource factors prevent them? (resource barriers)
    - What responsibilities prevent them?
    - What policies or rules prevent them? (policy barriers)
    - What decision-making or control factors prevent them? (control barriers)
    - What practices or actions prevent them? (practice barriers)
4. Who is affected by each of the barriers you have listed, and how are they affected?  
How has the emergency strengthened barriers for some groups of children?
  - To help break this down into manageable information, ask yourself:
    - Can the same barrier affect more than one group of children (with the same or different results)?
    - Can some children be affected directly and others indirectly by a certain barrier?
    - Do some children have multiple or hidden identities that mean they face more than one barrier, or are more seriously affected by a certain barrier?
5. At what level are they affected/excluded?
  - To help break down the analysis, ask yourself:
    - Are some children present in the project/situation but not actively participating? Who? Why?
    - Are some children present and actively participating, but still not benefiting? Who? Why?

**APPENDIX: HANDOUTS****6.** What causes the barriers to exist and/or persist? What specific features of the emergency have contributed to this?

- To help break down the analysis, think about:
  - What stereotypes, prejudices and personal/institutional discrimination has led to each barrier preventing these children from accessing their right(s)?
  - What of the above is emergency-specific and what has changed as a result of the emergency?
  - Do some barriers have more than one underlying cause (not just the one that seems most obvious)?
  - What power relations are involved to cause the barrier to exist and continue?
  - How has the emergency situation heightened or lessened barriers?

**7.** What is needed in order for each barrier to be broken?

- To help break down the analysis, think about:
  - What can be done to stop the stereotype/prejudice that has caused the barrier?
  - Who would be involved?
  - What has already been done that we could learn from?
- What can be done to stop the discrimination being carried out?
  - Who would be involved?
  - What has already been done that we could learn from?
- What can be done to tackle the discrimination that is taking place at institutional level?
  - Who would be involved?
  - What has already been done that we could learn from?
- What can be done to empower the necessary group(s)?
- What factors specific to an emergency context must be taken into account?

**Generating baseline information**

Information gathered using these questions can act as baseline data and be adapted to enable you to review work towards diversity and against discrimination. Questions and activities can be devised to help you assess if barriers still exist after intervention, whether they have changed and what worked/did not work in efforts to make these changes.



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# Handout 17: Implementing non-discrimination in emergencies

Information adapted from *Getting It Right for Children: A Practitioners Guide to Child Rights Programming*. 2007.  
Save the Children

Effective implementation engages with and impacts on children from groups which are discriminated against and builds internal public awareness around issues of discrimination

An emergency response programme will generally follow a classic, good development practice programme cycle while adjusting to the evolving realities in the operating environment.

### Access

Services or projects must be inclusive for all groups that may experience discrimination. This may mean that different strategies and actions are required to ensure that all groups, including for instance girls and children with disabilities (physical or social), have access. However, the ultimate aim of the service is that all children, regardless of identity, enjoy their rights to use.

Projects focused on a specific group may also be required. Examples could include: safe play areas for children from specific ethnic groups; health initiatives aimed at children with disabilities; and education facilities targeting children from identified religious groups.

In an emergency, targeting the most vulnerable members of a community may require complex analysis of different forms of discrimination and how they intersect. Focusing on one group, perhaps of a certain caste, may cause attitudes towards that group to harden, leading to increased expression of prejudice and discrimination. At the same time some groups, such as lone female parents, are known to be particularly vulnerable and subject to discrimination in emergency situations – either deliberate or unconscious. In some cases, it may be appropriate to target them, bearing in mind that this may provoke a reaction in the community.

### Changes in attitudes, policies and practices

Changing attitudes towards a discriminated-against group requires a long-term plan. It will involve a combination of action to raise public awareness, for instance, of the experiences of refugee children, and work with both professionals and members of the wider community. Work may also have to be carried out in schools to counter the deeply held beliefs about some groups (for instance, about the origins of disability or the capacities of girls). The press also has a role in promoting greater tolerance and acceptance of diversity.

Attitude change alone may or may not lead to changes in behaviour. Alongside short-term interventions to challenge incorrect and prejudicial information about those experiencing discrimination, longer-term initiatives are also required, such as the creation and implementation of non-discrimination legislation.

In an emergency, particularly if based on conflict, there is an onus on agencies to put into place action to counter discriminatory attitudes between different groups. This may be about dispelling myths about other ethnic or religious groups, which may be extremely hard to achieve during conflict. Or information may be required about individuals in the community, such as girls recruited into fighting forces, when they are being reintegrated into their home communities.

## Actions of children and young people

The best lobbyists to overcome discriminatory attitudes are often children and young people themselves. The authenticity of young people describing what it feels like to be on the receiving end of discriminatory behaviours can have a powerful transformatory effect on others. Theatre and drama and other opportunities to speak out provide the platforms for children to be heard. Similarly, they can be powerful advocates for policy change in respect of action to promote equality. The use of children as advocates has to be balanced with issues of their protection. If advocating puts them at risk, then the severity of the risk(s) and consequences need to be taken into account before choosing to take part.

In keeping with the above principles, a Child Rights Programming (CRP) approach to emergencies will ensure:

- non-discrimination and impartiality;
- limitation of abuses of power;
- participation of children and other beneficiaries;
- targeting of the most vulnerable children, their families and communities;
- collaboration and strengthening of civil society. This should be given increasing priority as the humanitarian response progresses, but it needs to be rooted in an initial analysis (Child Rights Situation Analysis (CRSA), Emergency Preparedness Plans and rapid assessment);
- holding the state to account to meet its obligations to children, their families and communities;
- accountability to beneficiaries and other stakeholders, ensuring their input to and understanding of the response, feedback on its effectiveness and transparency in terms of planned programmes, implementation and evaluation.

The prime duty and responsibility to provide protection and assistance lies with national authorities of the affected countries. Those affected by natural and man-made disasters have the right to request and receive such protection and assistance. The main duty bearers are the governments and administrations of the countries concerned. Where the capacity and/or willingness of the authorities to fulfil their responsibilities is insufficient, the international community needs to support and supplement the efforts of the government and local authorities, while also holding them to account. The scope and complexity of many manmade and natural disasters calls for the active involvement of organisations and groups with special expertise and resources, including from among displaced/affected and discriminated-against communities, as well as civil society.

## Operational constraints for non-discrimination

Operational realities, which are often viewed as constraints, can be summarised as follows. They are a mix of both internal organisational constraints and those from the external environment:

- The pressure to respond fast. This restricts the ability to: undertake a CRSA; involve the hardest to reach (by default the most discriminated-against and voiceless); ensure sustainable impact; and plan advocacy strategic initiatives.
- The unpredictable nature of the operating environment. This makes planning difficult, demands flexibility and agility, and often restricts the possibility of implementing in keeping with a clear-cut programme cycle.

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- A focus on technical expertise. This limits our capacity to take a holistic view of children, mount integrated response and plan for the long term. Children are often viewed as victims and not rights holders, and issues of discrimination can be viewed as peripheral to survival.
- High staff turnover. This limits the effectiveness of capacity building and increases the likelihood of poor understanding of CRP and non-discrimination.
- A focus on security conditions. This limits stakeholder involvement and potentially puts children at risk if targeted and identified.
- Less secure/long-term funding is available. This creates a focus on immediate and tangible results.
- Unresponsive and disempowered children, particularly from groups experiencing discrimination, their carers and civil society at large. This limits the potential for involvement of children and other stakeholders, working in partnerships and co-ordinated advocacy.
- Limited access to the most marginalised children. This restricts informed decision-making due to a weak CRSA; planning and adult informed implementation; children's involvement through the programme cycle; their empowerment; and the possibility for long-term improvements to their lives.

# Handout 18:

## How to measure change

### Checklist for monitoring action on non-discrimination in emergencies

- Collect information in the rapid situation analysis about the impact of the emergency directly from members of these groups who are already subject to discrimination, e.g. girls, children with disabilities, those from ethnic, religious or linguistic minorities.
- Be clear about what the programme/project is setting out to change, based on issues raised in the situation analysis by the affected groups, so we are working on the changes they want.
- Ensure that action to reduce discrimination is included as part of or as a complete objective (information about discrimination must have been gathered in the initial analysis).
- Create indicators (both process and impact indicators). Process indicators will measure progress against activities and impact indicators will provide information about overall change achieved.
- Ensure that partners (including children from discriminated-against groups) are involved in establishing change objectives and contribute to devising the indicators that will demonstrate whether or not change has been achieved.

#### **Changes sought include:**

- improved access to relief or basic services;
- improvement in attitudes towards discriminated-against groups;
- changes in policies and practices to benefit discriminated-against groups;
- children from discriminated-against groups are involved in the delivery of community services to reduce discrimination;
- involve partners from discriminated-against groups in data collection, particularly to demonstrate changes in non-discrimination – if necessary provide training to enable them to do so;
- check with children from discriminated-against groups about the unintended, as well as intended, impacts of programme/project activities;
- remember to feedback to children on the wider activities and impacts of the programme.

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## Handout 19: Zamborra case study

The population of Zamborra has had a very difficult time during the last three years of conflict. Their town has changed hands between various factions several times. A ceasefire has now been signed and negotiations are underway for a government of national unity, although this has led to an escalation of tension.

Traditionally women have not worked, apart from in health and education, caring for and teaching women and girls. During the stable years prior to the conflict, women had started to work in other areas, although this had still been the exception rather than the rule. During the conflict, partly for security reasons, work opportunities for women had become more restricted.

During the conflict, many men and adolescent boys in Zamborra faced the difficult choice of joining one of the two rebel groups or staying in the town. If they stayed in the town, trading and other forms of employment were very restricted because of the dangers of travelling. Unless they had a profession, they also risked being questioned as to why they were not fighting. There was general concern about the safety of families, and men and boys who remained were often expected to look out for the security of the families of relations who were fighting.

Save the Children has been working in the country for 15 years and has run a number of successful education programmes that have influenced the national education system. However the growing instability and conflict has led to increasing numbers of children dropping out of school.

Zamborra is not a district that Save the Children has previously worked in but, as it is an area that has been severely affected by the conflict, an emergency assessment has been carried out to scope the viability of establishing a programme. The initial assessment has revealed that girls and women are feeling increasingly vulnerable as levels of violence are rising within the community. This in turn is leading to a reduction in the numbers of girls attending school. There are also concerns about members of an ethnic minority group who have, until recently, lived peacefully within the community but are increasingly being viewed as collaborators with an opposing faction. Children from this community are reporting growing hostility from the general population.

Furthermore, years of ongoing conflict have led to a relatively high proportion of adults and children in the town living with either mental or physical disabilities. There is virtually no medical or psycho-social provision or support for people with disabilities. However, the emergency assessment team found it hard to access people with disabilities and so this information has not been verified.

## Handout 20: An example of indicators using a dimensions of change framework

This handout illustrates how action to reduce discrimination can be taken in all sectors of work, even if the overall change objective and specific objective does not have a specific non-discrimination focus.

**Overall objective:** By 2010, there is a significant reduction in the extent of violence against, and neglect of, children in ten districts where Save the Children is operating, as a result of active community protection systems, children's participation, strengthened state policies, standards and service provision.

**Specific objective:** By 2010, 20,000 children without adequate parental care or facing family breakdown and separation in ten districts are better protected through access to community-based child protection mechanisms and support services.

### Example process indicators:

- Number of separated children identified and documented, an analysis of the proportion who are from discriminated-against groups of children, including minority groups, girls and those with disabilities.
- The number taking part in children's clubs and child protection committees, with a breakdown of the proportion who are from discriminated-against groups of children, including minority groups, girls and those with disabilities.
- Number of peer educators trained, analyse the proportion who are from discriminated-against groups of children, including minority groups, girls and those with disabilities.

Example impact indicators (in each of 5 dimensions of change)

### Changes in the lives of children

- Number of children newly entering residential institutions in last six months – analyse the proportion who are from discriminated-against groups of children, including minority groups, girls and those with disabilities.

### Changes in policies and practice affecting children and young people's rights

- Proportion of children living in residential institutions that are compliant with care standards.

### Children and young people's participation and active citizenship

- Number of children who report feeling confident to express their views and concerns to a range of audiences, including adults in the community – analyse the proportion who are from discriminated-against groups of children, including minority groups, girls and those with disabilities.

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### **Changes in equity and non-discrimination of children and young people**

- Proportion of re-integrated girls and boys (either from institutions or after demobilisation) who report feeling accepted in their community.
- Proportion of re-integrated girls and boys (either from institutions or after demobilisation) who are enrolled in formal or informal education.

### **Changes in civil society and communities' capacity to support childrens' rights**

- Proportion of adults sampled in the districts who can identify the protection risks and rights violations facing children in the community.
- Number of advocacy activities carried out by civil society groups around relevant child rights issues.





## NOTES