



Save the Children
UK

Making a Difference

Training materials to
promote diversity
and tackle
discrimination

Published by

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Preface

These materials have been prepared for Save the Children UK to help programme staff analyse how discrimination impacts on the lives of children, in order to plan effective programming responses. They have been designed to be used within organisational systems in Save the Children UK, such as country and thematic planning and review processes and global impact monitoring. Equally, we hope the materials will be used more widely by colleagues in the International Save the Children Alliance and by those in other organisations wishing to explore issues of diversity and discrimination.

The materials were compiled and adapted by Ingrid Lewis. They have been piloted by Save the Children UK's Angola, Bangladesh and Wales country programmes. Many thanks to these programmes for their time and suggestions for improvements to the materials.

The creation of this training pack would not have been possible without the valuable work carried out by the original Issues of Difference and Discrimination project team within Save the Children UK's former Policy Section in the 1990s, led by Marilyn Thomson, Sue Stubbs, Edda Ivan-Smith and Lyn Elliot.

The original project team benefited greatly from the advice and resources provided by Derek Hooper at Equality Works (notably with respect to power and oppression issues and frameworks). The current training materials also draw on activities developed by the Enabling Education Network – EENET.

Numerous other Save the Children planning documents and workshop reports have provided ideas for the materials finally presented here, and thanks go to all the staff involved, though they are too numerous to mention.

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Exercises from 'Get Global!' have been adapted for use with permission. Many thanks to the organisations involved.

*Ingrid Lewis
Tina Hyder, Diversity Adviser Save the Children UK
October 2005*

Explanation of Save the Children's organisational terms/processes

Child rights programming (CRP)

Save the Children's framework for planning, managing, implementing and reviewing its work.

Child rights situation analysis

Analysis revealing how the legal, social, economic and political factors in a country promote or constrain the realisation of children's rights.

Country Planning and Review Process

Save the Children's programme cycle setting out how work is planned, approved, implemented and reviewed.

Country Strategic Plan

Sets out the direction and proposed areas of work for a country programme.

Global Impact Monitoring (GIM)

Save the Children's integrated system for planning and measuring the impact of our work. GIM has five elements (dimensions of change) reflecting the principles of child rights programming.

Objective areas and supporting strategies

The thematic areas of work prioritised by Save the Children. There are four main objective areas: right to education, right to health, right to protection, right to freedom from hunger. Work will also be undertaken in four additional areas (sometimes in combination with the main objectives): child rights, HIV/AIDS, humanitarian policy, economic policy and poverty reduction.

Thematic Programme Plan (TPP)

Outlines proposed work in a thematic area within the framework of the GIM five dimensions of change. The TPP sets out the anticipated impact of a programme and outlines how impact is to be achieved.

Introduction to these training materials

"Human rights are based on respect for the dignity and worth of each and every human being... Human rights capture those qualities of life to which everyone is entitled, regardless of their age, gender, race, religion, nationality, or any other factor."

The International Save the Children Alliance (2005) 'Child Rights Programming', p.9
www.crin.org/hrbap/index.asp?action=theme.docitem&item=4761

1. Why have we created these training materials?

- **Organisational commitment**

Everywhere we look in Save the Children we are reminded that we should be thinking about diversity issues and promoting non-discrimination in all our work. We're reminded through our Vision, Mission, and Values and through the UN Convention on the Rights of the Child (UNCRC), around which we have built our child rights programming approach. Reminders also exist in various documents guiding us on the country planning and review processes and on global impact monitoring.

However, it is easy to state that something should be done, it is quite a different matter actually doing it!

Staff in many programmes struggle either because it is hard to integrate action on discrimination into programming, or because it is not easy to gather or convey information about what is being done. This training resource has therefore been designed to tie in with existing guidance documents, to help you feel more prepared to answer many of the questions that arise when working to reduce discrimination and promote diversity.

- **Building on past experience**

Save the Children's programme and advocacy work has, for decades, tackled issues affecting disabled children, children discriminated against on the basis of gender, working children, refugees, children from minority ethnic groups, children affected by HIV or conflict, and so on. Such work has, however, tended to be 'vertical' or specific to just one 'issue of difference'.

- **Becoming more holistic**

Increasingly we (and other agencies) are embracing the idea that people cannot be 'categorised' in isolation. For instance, a girl is not just a girl, she may also have an impairment, or belong to a lower caste, or speak a minority language, or be affected by HIV. These other 'identities' will interact and impact on her experience of being a girl child, and therefore on her needs and the degree to which her rights are upheld or violated. We also increasingly acknowledge that diversity offers society a positive resource, a wider pool of experiences, ideas and beliefs (in the workplace, in a programme context, etc), rather than presenting us with a problem.

- **Recognising the challenges**

This way of thinking aligns with Save the Children's commitment to a holistic interpretation of child rights: no right is achieved or violated in isolation from other rights. But how can everyone learn enough information about so many 'issues of difference' to address them all effectively throughout their work? The simple answer is: they can't!

It is impossible for all staff to become experts in gender, disability, refugees, linguistic and ethnic minority issues, HIV and AIDS, and all the other issues of difference experienced by children. And even when staff do become 'expert' in one or two issues of difference (eg, gender and ethnicity) they still often lack awareness of other issues (eg, disability). It is also impossible for a few specialist staff to assist and monitor every programme to ensure 'their' issue of difference is being suitably addressed. The latter can actually result in such issues becoming further sidelined as busy staff 'pass the buck' to the specialist, or as issues compete with each other for organisational recognition and resources.

What is possible, however, is for all staff to understand and embrace the *principles* of diversity, the *underlying causes* of discrimination against any group and the kind of *broad approaches* they can use to include such issues in their programme and advocacy work – from planning, to implementation, to evaluation.

"The process of awareness raising on these diverse issues is not one of adding layer after layer of information, it is more like training the muscles of perception (seeing, hearing) to be able to focus on marginalised groups and individual difference, and to recognise how one's own limitations influence perception"

Sue Stubbs (2005) 'Avoiding Issue Overload', Save the Children
www.eenet.org.uk/theory_practice/avoiding.shtml

This paper outlines the original inspiration behind the Issues of Difference and Discrimination approach.

2. What can these materials help you do?

They will take you and your colleagues through activities designed to retrain your 'muscles of perception'!

The workshop activities are divided into four categories:

- A. Awareness:** for use with participants who have a limited awareness of diversity and discrimination issues; or who have a detailed knowledge of one issue of difference, but no experience of integrating other issues of difference into their work.
- B. Assessment and analysis:** for participants who already have an initial awareness of diversity and discrimination issues, but who lack, confidence or ideas for how to get started in applying the theory to practical planning, implementation and review. Some of these activities can also be adapted

for use with partners and stakeholders as part of baseline research in planning and review processes, not just as staff training activities.

- C. **Action:** provides frameworks to help participants implement actions to promote diversity and non-discrimination.
- D. **Gathering and verifying information:** provides ideas for different ways of collecting and checking the information that participants will draw on when analysing the current situation and developing plans for intervention.

These activities will guide you through what we hope is a simple process, culminating in an overall framework that you can use to get started on diversity analyses in your own context.

They will take you through these stages:

1. feeling comfortable, as a 'non-expert', about taking on work to promote diversity and tackle discrimination, including understanding why it is so important to Save the Children
2. understanding what makes humanity 'diverse' (multiple identities)
3. understanding where discrimination comes from (power relations and the cycle of oppression)
4. looking at the concept of 'barriers' to see how unequal power relations, oppression and discrimination are manifested in reality
5. looking at potential ways to break down barriers
6. tying all of these stages together into a framework to help you analyse your context and your work.
7. putting into place the foundations for action on diversity and non-discrimination.

The materials will not give you the answers to specific problems you may be facing in tackling discrimination in your context, because everyone's context is different. Every programme will be facing different causes and manifestations of discrimination, different stakeholders, different resources and starting points. It is impossible to prescribe solutions that would match everyone's needs. But they will help in developing confidence and direction, so that you feel empowered to tackle the issues.

"There is no need to establish specific/separate projects to address issues of difference."

"Issues of difference is very much a problem of attitudes more than resources."

Comments from participants of Save the Children's 'Issues of Difference and Discrimination' workshop Ethiopia, 1998

3. How to use the materials

- **Don't rush**

The approach is based around making fundamental changes to the way we view difference and discrimination, and to the way we work with colleagues, partners and stakeholders. This is not something that can be done in a few hours just before a project plan or review is due to be completed! Build the materials into a programme's workplan, or spread out training sessions over several weeks. This may allow more time for participants to 'internalise' what they are learning and relate the learning to their real-life experiences in between sessions.

- **Be flexible**

Choose a balance of activities from the four sections to suit the levels of awareness of the participants. Each activity states clearly its objectives. Many activities will probably (but do not have to) be facilitated by someone in programme management. You may decide to hold formal workshops, or just drop a few activities into a regular meeting.

- **The medium is the message**

Many training participants prefer to be 'taught' in a traditional lecture style. You should resist resorting to a 'teacher-pupil' style for this training. Facilitators should aim to make the activities as participatory and inclusive as possible for everyone taking part. Try to follow the idea that 'the medium is the message'. In other words, if participants experience inclusive practices, participation, freedom of speech, peer support, etc, through the *medium* of your training activities, then they will be much more likely to understand and embrace the *message* about diversity, non-discrimination, participation and inclusion.

- **Staff issues**

Although not specifically designed as a training pack for use in dealing with human resource issues, participants will inevitably be interested in discussing experiences relating to discrimination in the workplace. Facilitators are encouraged not to stifle discussions on human resource issues, since we cannot expect to promote diversity and tackle discrimination in our programmes, unless we are prepared to do the same within our organisation.

If you feel that discussions are becoming too focused on human resource issues, and not enough on programme issues, we suggest you create a 'parking lot'. Put a flipchart on the wall onto which participants can write about the human resource issues that they feel need attention, but which could not be adequately addressed during the training. The programme can then use this list as an agenda for further meetings or training, or to develop a strategy for investigating and tackling the issues raised.

- **Timing of activities**

Many of the activities can be done in a relatively short time (around 30 minutes or less), but could be adapted and expanded to fill more time.

Some activities are much more time-consuming (in particular the sessions on power, oppression, barriers and solutions). They tackle quite complex concepts and

therefore if they are rushed they may leave participants confused. You should aim to allocate as much time as possible to these activities.

As with any training you may need to increase the time you allocate to a session if you are:

- using the materials for the first time
- working through spoken language or sign-language interpreters, or working in English with participants using English as their second or third language
- working with participants who are unfamiliar with 'active learning' techniques (such as group work, role plays, etc)
- working with participants who have very limited previous knowledge or understanding of the concepts being presented
- working with participants who are resistant to some of the concepts being presented.

In some contexts the 'awareness' activities could be fitted into a day, and the 'assessment/ analysis' and 'action planning' activities completed in two more days. For other groups, the 'awareness' activities may be very demanding, especially for participants who are new to the ideas, and therefore may be too much for one day. The 'assessment/ analysis' activities and 'action planning' work, may also need to be spread out – particularly if you want to use them to train staff and then to engage partners and stakeholders.

Of course you do not need to do – and may not have time for – all of the activities. In Appendix B1 we present a few sample session plans to help you choose activities for short, medium and long training courses.

- **Personal responsibility**

Diversity is basically about people and their relationships. There is only so much that can be done to capture this in frameworks and checklists. At some point, each of us has to acknowledge our personal responsibility for the relationships we have with others, to work at building communication, participation and inclusion, even if the most direct channels seem blocked.

Useful reading

Save the Children UK (2005) 'Some Helpful Notes on Impact Assessment: The Process of GIM' (see *Policy and Learning pages on SC UK Intranet, Learning and Impact Assessment section*)

Save the Children UK, 2005, 'Diversity/Non-discrimination Primer' (see *Policy and Learning pages on SC UK Intranet, Diversity section*)

Save the Children UK, 2005, 'Country Planning and Review Processes' (available from *SC UK International Operations*)

Save the Children UK, 2004, 'Global Impact Monitoring Guidelines' (see *Policy and Learning pages on SC UK Intranet, Learning and Impact Assessment section*)

The International Save the Children Alliance, 2005, *Child Rights Programming: How to apply rights-based approaches to programming* (see www.crin.org/hrbap/index.asp?action=theme.docitem&item=4761)

UN Convention on the Rights of the Child (see www.unicef.org/crc/crc.htm)

All the above resources can also be found on the Effective Programmes CD-ROM, available from effectiveprogrammes@savethechildren.org.uk

A.

Awareness activities

Overall objective of the awareness section

To raise participants' basic awareness of diversity and discrimination issues and to help them feel confident enough to start including these issues into programme planning, implementation, and monitoring and evaluation activities, and into advocacy work.

Introducing the training session

Aims

- to introduce the aims of the training and to clarify participants' expectations
- to introduce participants to the wider group.

Resources needed

- pens
- paper.

Activity details

1. The facilitator ask participants to introduce themselves to the group.
Alternatively, s/he ask participants to get into pairs. Each person should introduce him/herself to their partner (name, place of work and area of work). Each participant then introduces his/her partner to the rest of the group.
2. The facilitator distributes two pieces of paper (or 'post-its') to each participant, and gives the following instructions:
On one piece of paper, write your concerns about this training. On the other, write down what your hopes are.
3. After a few minutes the facilitator asks participants to share their hopes with the group, and then their concerns.
4. The facilitator arranges the 'hopes' and 'concerns' into clusters. S/he then introduces the following aims and issues to be covered in the training:

This training course cannot:

- train you to become an expert in every issue of diversity and discrimination (the UNCRC has identified 50+ issues!).
- train you to become an expert in specific issues of diversity and discrimination.

This training course can:

- show the different options you may have for bringing a diversity and non-discrimination approach to your child rights focused work
- give you a good understanding of what a diversity and non-discrimination approach really means and why it is so important for a rights-based organisation like Save the Children
- help you feel more confident in talking about these issues and feel that you have a more informed starting point when asking others for advice – so you do not feel silly or embarrassed, as we all do sometimes when we are admitting we do not know the answers!
- give you more strength when asking your colleagues/partners to join you in embracing diversity and tackling discrimination, because you cannot do it on your own.

Each activity will help you to answer some of the questions being asked in the country review and planning process, in the global impact monitoring process, and in the organisation's overall drive towards promoting diversity and tackling discrimination.

Power lines

Aims

- to introduce/summarise concepts of power and identity which are key to understanding issues of difference and discrimination
- this activity could be done as a warm-up.

Resources needed

- sticky labels or cards
- two signs (see no.1 below).

Activity details

1. The facilitator draws a line (real or imaginary) across the room. At one end of the line is a sign saying 'most likely to succeed' and at the other end there is a sign saying 'least likely to succeed'. The facilitator gives each participant a label indicating their profession (or the profession they are hoping for). S/he gives the following instructions:
 - Think about the identity I have given you.
 - Place yourself on the line according to whether you think someone in your profession will be very successful, very unlikely to be successful, or somewhere in between.
 - Feel free to discuss with other people if you think they are positioning themselves too high or too low on the line.
2. The facilitator gives each participant another label indicating whether they are male or female. S/he gives the following instructions:
 - Think about whether this additional identity (being male or female) affects your position on the line.
 - Does it make you more or less likely to be successful?
 - You can move yourself up or down the line, or stay in the same place.
 - Again, you can talk to other people about your decision.

3. The facilitator gives each participant a final label indicating a third identity (eg, HIV-positive, single parent, blind, illiterate, has rich parents, university graduate, etc). S/he gives the following instructions:
 - Move up or down the line, or stay where you are, depending on how your third identity is likely to impact on your chances of success.
 - Again, you can discuss with other people if you want to.

4. Once all participants have settled in their final chosen position, a discussion is facilitated, covering:
 - Why did you position yourself on the line at a certain point? What made you think your identity would make you more or less successful?
 - Why did you move or not move when your other identities were revealed?
 - What actions could be taken by yourself or by others to enable you to move further up the success line?

Note to facilitator

This is supposed to be a fun, active exercise. There are no right or wrong answers.

It does have a serious purpose though, and it is hoped that participants will raise in their discussions, issues such as:

“I was given the identity of a doctor. I moved down the line when I realised I was from a minority language group because I would probably have had a poor education (the schools use only the majority language). Plus the health system managers speak the majority language and they assume doctors from minority language groups won’t be able to communicate properly with the patients. So I think I am less likely to have a chance of succeeding as a doctor because of the stereotypes held by the managers and because of the institutional discrimination of our education system.”

Image-based alternative

Rather than presenting participants only with written labels, you could try adapting this activity by using pictures of people cut from newspapers or magazines. Participants could attempt to place the pictures on a success line, and discuss why they have reached these decisions.

What is all this jargon?

"Not everyone will have the same level of literacy or understanding of language. The level and style of language you use...will make your message more – or less – accessible and give people more – or less – chance of participating."

Save the Children UK (2000) 'Access for All', p.7

Aims

- to get participants thinking about the key words/terminology that will be used in the subsequent activities, and feeling comfortable about discussing or asking about the terms.

Resources needed

- facilitator may want to have with them a sheet of definitions for reference (see Appendix A1)
- flipchart and pens.

Activity details

1. The facilitator puts the participants into pairs. (The facilitator may have to allocate terms to each pair, to ensure that all terms are discussed.) S/he displays on the wall a list of key terminology relating to diversity and discrimination and asks participants:
 - In your pairs, I want you to take one term and discuss what you think it means.
 - How would you define it in one or two sentences?
 - Discuss and make notes in your pairs and then stick onto the wall the definition you have devised.

Note to facilitator

The list of key terminology to use is:

diversity	prejudice	stereotype
(non)discrimination	power	equity
inclusion	social identity	oppression

A glossary of key terminology can be found in Appendix A1 – you should make sure you have this with you during this activity. You could ask participants to discuss all of the terms listed in the appendix, if you have plenty of time available.

2. The facilitator displays the definitions taken from Appendix A1 alongside the definitions produced by participants.
3. Participants move around the room viewing the definitions and discussing issues arising.
4. The facilitator presents a version of these key points, depending on the nature of the subsequent training that is planned:
 - Terminology around diversity and discrimination can be confusing and complicated.
 - These training activities will help you to understand all of the key terminology, so that you will be confident about using it in your work.
 - If at any point you do not understand the meaning of words being used by myself or other participants, you must feel free to say so, and ask for clarification.

Alternative

Depending on the knowledge and awareness of the group, the facilitator may decide just to display the definitions, without asking participants to discuss and share their own ideas for definitions.

Says who?

“Human rights principles and standards express a clear vision of what people – including children – need in order to survive and to live a life of dignity and fulfilment. This includes protection from violence and discrimination...”

*The International Save the Children Alliance (2005)
'Child Rights Programming', p6*

Aims

- to set work on promoting diversity and non-discrimination in a wider context
- to get participants thinking about the various organisational and international/national commitments that Save the Children has made or endorsed in relation to promoting diversity and non-discrimination
- to help participants understand that promoting diversity and tackling discrimination is a non-negotiable aspect of all our work.

Resources needed

- facilitator may find it useful to have the following reference material with him/her:
 - list of international instruments/conventions in which diversity and non-discrimination feature (see Appendix A2)
 - list of national instruments or details of national endorsements of international instruments for the country in which the training is taking place (if relevant and available).
- a prepared card (see no.1 below)
- flipchart and pens.

Activity details

1. The facilitator gives a card to one participant (or if available, to another facilitator) to read out. The reader is pretending to be ‘an average staff member’ complaining about ‘the management’! The card says:

“Why do I need to bother thinking about promoting diversity and non-discrimination in my work, I’m too busy already with my existing plans. I’m just an average member of staff in an average programme. I don’t have special knowledge about gender, disability, racism or anything like that. Isn’t this just another new idea from my manager that will be forgotten soon anyway?”
2. The facilitator asks the other participants to pretend to be people who are lobbying the ‘average staff member’ on why s/he has to embrace diversity. They must state who they are and give a brief explanation of a ‘rule or regulation’ that

compels the staff member to embrace diversity and tackle discrimination. If there is time, the participants could be given a few minutes to think about who they will be and what they will say.

Note to facilitator

Examples of who participants might pretend to be:

- International Director of Operations explaining that child rights programming is integral to our work and includes non-discrimination at its core
- Eglantyne Jebb explaining about Save the Children's vision and mission for all children
- a special rapporteur for the UNCRC explaining about the article on non-discrimination
- a government minister explaining that the country has signed a certain convention or created a certain law protecting children or specific groups of children from discrimination.
- a young person from a discriminated-against group who is actively involved in the work of the country programme.

3. The facilitator writes a list of commitments, instruments, policies or 'rules' as they are mentioned. After all of the participant have contributed, the facilitator asks:
 - Are there any commitments, instruments, policies or 'rules' that you think are still missing from this list?
 - Are there any in the list that you disagree with?
4. The facilitator adds any important commitments, instruments, policies or 'rules' that may still have been overlooked by participants.

Alternative

If you think this role play idea will be too complicated for the group, or you have limited time, then a simple brainstorm of the internal and external policies, conventions, etc, could be done instead.

Agree – disagree

“My belief was that whenever you see a child with albinism you have to spit saliva on your chest, so I imagined that touching him would affect me.”

Teacher discussing her beliefs before she became involved in an inclusive education programme
Source: EENET (2004) 'Learning from Difference' CD-ROM

Aims

- to get participants thinking about their own beliefs, prejudices etc.

Resources needed

- a prepared list of statements relating to discrimination issues in your context (see Appendix A3 for ideas)
- two prepared signs (see no.1 below).

Activity details

1. The facilitator places a sign on the wall on one side of the room saying 'agree'. On the opposite side of the room s/he hangs a sign saying 'disagree'. A line (real or imaginary) is drawn between the two signs.
2. The facilitator reads out some statements relating to diversity and discrimination in the country/context in which the training is taking place.

Note to facilitator

A selection of examples for statements is given in Appendix A3, but you are encouraged to create your own examples that suit your context. Statements should cover positive and negative view points. Some could be common stereotypes from your context which you know participants will have heard people say often. There should be some that offer extreme view points, and some that offer more ambiguous opinions. Statements should cover a range of discriminated against groups (obvious ones like girls and less obvious ones like children who speak a different language at home from the language used in school). Try to be as controversial as you can!

3. After each statement has been read out, the participants have to stand next to the 'agree' or 'disagree' sign – or somewhere along the line between them if they only partly agree or disagree, or do not have an opinion either way.

Note to facilitator

As this is a task involving physical activity, think carefully about how you implement it if you have participants who are less mobile. Make sure no one is excluded from the task because they cannot stand up and move quickly to another part of the room. Make sure the area near and between the signs is clear of furniture to allow easy access (especially for those using mobility aids, or who have visual impairments). If some people cannot move around, consider adapting the activity so that participants each have signs saying 'agree' and 'disagree', which they can hold up when the statements are read out.

4. The facilitator asks participants:

- Why have you chosen this position on the agree-disagree line?

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

Note to facilitator

It is not the purpose of the activity to reach a position where everyone agrees or disagrees with the statements in line with the '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.

How many issues?!

*"One community may accommodate many different interests."
Participant, Issues of Difference and Discrimination Workshop,
Ethiopia, 1998*

Aims

- to help participants to think about the very many types of difference present in society which may or may not be linked with discrimination and exclusion
- to help participants see positives and negatives in relation to the issues of diversity
- to highlight the range of potentially excluded children
- to help participants begin to see some of the 'causes' and 'solutions' to discrimination.

Resources needed

- facilitator may find it helpful to have a copy of the UNCRC list of 50+ types of difference identified in reports to the UNCRC Committee – on an acetate if possible (see Appendix A4)
 - participants may also want to receive the list on a handout
 - flipchart and pens.
1. The facilitator asks participants to discuss, in pairs or small groups:
 - Who experiences discrimination in this country?
 2. The facilitator then asks participants to share their ideas with the larger group. S/he compiles a comprehensive list of 'who experiences discrimination' on a flipchart.
 3. Once this list appears to be finished the facilitator asks participants to share what they believe to be the causes of the discrimination, (eg, superstition, ignorance, misinformation).
 4. The facilitator conveys these key points:
 - The flipchart shows many different types of difference and underlying causes of discrimination.

- 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).
- Not all will apply in every context.
- We need to have our eyes open to see the obvious and much less obvious types of difference and potential grounds for discrimination in the places where we work.

Who are you?

"It is our thinking, feeling and perception that makes people different, normal or abnormal."

*Participant, Issues of Difference and Discrimination workshop,
Ethiopia, 1998*

Aims

- to help participants understand the concept of multiple identity
- to raise awareness of the need to target sub-groups within broader groups of children.

Resources needed

- small pieces of paper
- flipchart and pens.

Activity details

1. The facilitator puts participants into random pairs, gives each participant two small pieces of paper and presents these instructions:
 - On one of the pieces of paper write down words that describe who you are (words that describe your identity).
 - Underline or draw a circle around the *one word* which you feel describes the identity with which you most associate yourself.
 - On the second piece of paper write down one word that you think best describes the identity of the person you are paired with.
 - Do not discuss this with your partner or show them what you are writing yet!

Note for facilitator

Participants may need to be given an example, to illustrate what sort of words relate to 'identity'. You should think of an example that is appropriate to your context. The example presented below is just for your guidance:

"A glasses-wearing married mother whose family comes from the south of the country and who is working as a manager in a humanitarian organisation might use words like 'manager', 'visually impaired', 'powerful', 'mother', 'wife', 'altruist', 'southerner' to describe who she feels she is (her identity). She might underline the word 'southerner' if she feels she has a particularly strong attachment to her place of origin and wants primarily to be identified as part of the group of people who come from that place."

2. After a few minutes the facilitator gives these instructions:
 - Discuss the words you have written with your partner. Have they used the same or different words to describe your identity? How does their view of your identity differ from your own view? How do you feel about the way they have categorised your identity?
 - Be honest, but do not get angry with each other if someone has categorised you in a way you do not like! Use the opportunity to have a discussion about why they categorised you this way, and why you find it upsetting.
3. After a few minutes the facilitator asks each pair to say whether their views of each other's identities were the same or different. S/he makes a note on the flipchart of the number of times pairs agreed or disagreed.
4. The facilitator then asks for participants to call out words that describe how they felt when they found out how their partner had categorised their identity. S/he writes these on the flipchart. If possible s/he highlights any common words, or works with the participants to group the words into those relating to happy feelings and sad feelings.
5. The facilitator presents the following key points:
 - Most of you probably wrote at least three words to describe yourself. You see yourself as a complex person – you cannot be identified just by one single feature. You may even have found it quite difficult to decide which single word, or label/identity, you most wanted to be associated with, because they may all be really important to you.
 - Looking at what your partner had written, you may have realised that other people categorise your identity differently from how you want to be categorised. They are giving you a different label. You felt insulted/hurt/pleased by this [facilitator needs to adjust this depending on the real results!].
 - We all have multiple identities. We cannot be labelled just by one word or associated with a single group. Some of our identities may be more important to us, others may be more noticeable to other people.
 - If we do not know a person very well then we tend to see only the identities that are most obvious (female, disabled). In a development context this means we may try to meet a child's needs based on this superficial view of their identity. But the child may have other identities (minority language speaker, working child), and if we do not take time to find out what they are, we may end up responding inappropriately or incompletely to their needs.

Personal experiences of discrimination

"Differences in society is a normal thing."

*Participant, Issues of Difference and Discrimination Workshop,
Ethiopia, 1998*

Aims

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

Resources needed

- pieces of paper
- drawing materials (if alternative option is chosen).

Activity details

1. The facilitator asks participants to work in pairs. Each participant is given a piece of paper.
2. The facilitator gives these instructions
 - On one side of your piece of paper, write a paragraph about a situation in which you experienced discrimination. Choose three words to describe how you felt during or after this situation.
 - On the other side of the paper, write a paragraph about a situation in which you felt particularly included and respected, despite there being differences between you and the other people involved in the situation. Choose three words to describe how you felt during or after this situation.
3. After a few minutes, the facilitator gives 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 details, 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.

Depending on the time available, the facilitator may choose to hold a plenary discussion, S/he may compile a flipchart list of the various words used to describe feelings about the situations of discrimination and inclusion, and facilitate a discussion about how we react to such situations.

Image-based alternative

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

A rather complicated case

"The inter-relatedness of issues of identity means that it is important to have a unified strategy to tackle discrimination, particularly multiple discrimination."

Save the Children (2005) 'Diversity/Non-discrimination Primer'

Aims

- to help participants understand the concept of multiple identity
- to demonstrate to participants how our programmes can and should be affected by the multiple identities of our target beneficiaries.

Resources needed

- the story on a handout
- flipchart and pens.

Activity details

1. The facilitator reads out the following story:

"There was a young girl. She had a hearing impairment and her parents had died. Her uncle had been looking after her for the last few years, and he helped pay school fees, but he also died recently from an AIDS-related illness. She spent a few weeks living on the streets of her home town, not attending school. But then a strange woman took her and sold her as a domestic worker to a family in the distant city, where she was abused by the family's eldest son. He got angry at her when she did not hear him calling instructions. She ran away after a year, and was found wandering lost by a driver who worked for an NGO.

The NGO had many programmes in the country: an HIV programme, a child protection and anti-trafficking programme, a community-based rehabilitation (CBR) programme for disabled children, and an inclusive education programme.

The driver was confused – he wanted to take the girl to one of the programme staff, but he did not know which programme would be best able to help the girl. So he took her to the NGO's main office, where the management staff held an urgent meeting to discuss the case."

2. The facilitator puts participants into groups of about five and gives these instructions:
 - You are going to role play being the programme managers and advisers in this urgent meeting to discuss what to do with this girl. You can allocate yourselves specific roles if you want to (eg, someone can be the director, someone can be the CBR programme manager or the education adviser), or you can stay as an unspecific group of managers. In particular you need to think about:
 - What are the problems the girl faces?
 - What makes her particularly vulnerable?
 - What would be the best way for the NGO to help her?
 - How can the NGO make sure that her most urgent needs and vulnerabilities are addressed?
 - What issues does the case raise for the NGO's programme strategy in general?
 - What changes might the NGO make to the way it works as a result of lessons learned while dealing with this girl?
3. After the allocated time the facilitator invites each group to make a very short presentation of their discussion and their conclusion about what to do with the girl (if they were able to reach one!) The facilitator makes a note of the main discussion points and conclusions on a flipchart. In plenary the participants then discuss with, and question, each other, and see if there are any common points/conclusions between the groups.
4. The facilitator then presents these key points:
 - While this may seem like an extreme case, there are many instances where the children we target in a particular programme have complex, multiple identities and needs.
 - This complexity has to be acknowledged if all children in the programme are to gain equal access to whatever rights the programme seeks to uphold.

Alternative

If there is sufficient time, this activity could be expanded to discuss real life situations (this may be important if participants have shown any resistance and dismissed the above example as being too extreme and unlikely to happen!). Participants (alone or in project/programme groups) could be asked to write one paragraph describing how a similar situation could arise (or has arisen) in their own work, and how it could be (or was) tackled. Possibly not everyone will be able to think of something, but those that do can feed back to the group and the group can offer ideas for how they might handle the situation.

Note for facilitator

Depending on how the discussions have gone, you may choose to elaborate or explain in more detail. For example, you could use the following points to explain the case story presented above:

- The girl could have been placed straight into the CBR programme because she is a disabled child (if this identity was the most obvious to the driver who found her).
- Maybe she more urgently needed some support to help her deal with the trauma of having been a trafficked and abused child worker; or with the stigma she experienced through her uncle's HIV status; or with having missed years of education.
- The rehabilitation interventions are likely to be inappropriate or fail unless the programme staff are aware of diversity issues, find out about the girl's other 'identities' and know how to facilitate the process of addressing the needs associated with these identities.
- This would not necessarily mean having CBR programme staff with specialisms in HIV/AIDS or trafficking and abuse. But it would mean having staff who have their eyes open and see the other potential issues a disabled child may face, who know how to find the right solutions for such a child, and who have built up the necessary networks/partnerships with other programmes to achieve this.
- Such diversity-aware staff would be embracing the holistic ideals laid out in Save the Children's 'child rights programming' approach. They would not just be addressing in isolation the child's health or rehabilitation rights as a disabled child.
- They could use their awareness and partnerships to acknowledge her right to not suffer as a result of abuse; to not be discriminated against because of her family's HIV status; to be reunited with other family members in her home town; to receive a quality education with her non-disabled peers, etc.

"Number of children at double risk (children with disabilities who are refugees or internally displaced persons, belong to ethnic/linguistic minority, are of female gender, live in remote, rural areas, live in poor families) included in the programmes (expressed as an absolute number and as a percentage of total number of children with disabilities in community/country)."

Example of an indicator used in a Save the Children programme in Serbia. The indicator clearly acknowledges the issues of multiple identities and multiple discrimination.

Power plays

"...rights-based approaches hold powerful people and institutions accountable for their responsibilities to those with less power...

Rights-based programmes support rights holders – especially the poor, powerless and discriminated-against – to claim their rights"

*The International Save the Children Alliance, (2005)
'Child Rights Programming', p16*

Aims

- to help participants reflect on what power means to them
- to show participants that power is not a finite resource, but can be divided and shared to make society more equal and less discriminatory.

Resources needed

- facilitator will need an acetate or flipchart showing the definitions of power and the four types of power
- a handout for participants may also be appropriate
- flipchart and pens.

Activity details

1. The facilitator puts participants into pairs or small groups and gives the following instructions:
 - Create a very short play – two minutes maximum.
 - The play must illustrate 'power'.
 - You can choose who your characters are and what situation they are in.
2. After 10 minutes of preparation the participants perform their plays. If there is not enough time and/or lots of groups, the facilitator should randomly select just a few groups to perform their plays.
3. Once participants have performed, the facilitator leads a brief plenary discussion about the plays to draw out some of the key features of the situations depicted (who had/lacked power, how was the power manifested, etc?). Participants are also asked to offer suggestions for the definition of power, which are listed on a flipchart.

4. The facilitator presents these key points:

There are many different sources of power or factors in life that provide people with power, which we as individuals draw on, either consciously or unconsciously. For example:

knowledge	work experience	status and wealth
listening skills	position in hierarchy	interpersonal persuasiveness
analytical skills	control over resources	problem solving ability

Power can also be personal or collective, as the following definitions show:

“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.”

“At the collective level, power is the ability to combine different sources of individual power to bring about desired change that benefits groups rather than individuals.”

Power can actually be categorised into four distinct types:

Power over: most attempts to increase individual power assume that power is finite – when one individual or group gets more power, the others get less

Power to: this type of power refers to the individual aspect of empowerment. It enables the individual to control or manage a situation to her/his benefit

Power with: this includes collective power and is experienced when a group tackles problems together and creates energy that is greater than simply the sum of the individuals making up the group

Power within: this type of power resides within the individual and represents internal strength. It is based on self-acceptance and self-respect, which in turn extends to respect for others and acceptance of others as equals.

5. The facilitator asks participants:

- What type of power do you think your plays illustrated?
- Was one type of power more common in the plays?
- Do you agree with these categorisations of power? If not, how else would you categorise power?

6. Facilitator presents these key points:
 - 'Power over' is the way we usually see power.
 - We usually assume that if one person/group in a relationship is powerful, then the others in the relationship must be less powerful. We assume that if the less powerful gain new power, then the more powerful inevitably have to lose some of their power, because there is only a restricted amount of power to be shared!
 - This is seen in gender debates, where men may be frightened of women gaining power because of the negative impact they assume it will have on men. Society often believes that gender equality means that men will have to hand some of their power over to the women and consequently men will lose their position and status.
 - This view of power in which one side can only gain if the other side loses will not help us to achieve a diverse and non-discriminatory society in which the disempowered who face rights violations become empowered rights-holders. Inevitably under this perception of power, the side which stands to lose will not willingly help us to change the balance of power!
 - To achieve our goals we therefore need to change the way we (and others) perceive power. This means finding ways to facilitate in our work more instances of 'power within' and 'power to' – and more understanding of power as an infinite resource – there's enough for everyone!

7. The facilitator asks participants to make up some more short plays to depict a situation in which other types of power are seen ('power with', 'power to', 'power within'). Or s/he asks participants to write, and share with each other, short paragraphs about situations they have known in which other types of power have been observed or experienced.

Note to facilitator

You may not have time to do no.7, it depends on your schedule and how much more time you feel the participants need to spend on understanding the different types of power. You may also choose not to do no.7 if the participants initial plays did actually demonstrate types of power other than 'power over'. You might also choose to incorporate the alternative activity (below) instead of, or in addition to no.7.

Alternative

If time is limited, or if participants will not react well to doing plays, the facilitator could try this simpler activity instead of the plays. If time is not a problem, or participants need to spend more time getting to grips with power issues, this activity could be done in addition to the plays.

Give participants a piece of paper. On one side they must write a few lines describing a situation in which they felt powerful (or they could draw a picture). On the other side they must describe a situation in which they did not feel powerful. In each case they should choose one word to sum up how they felt and also state what (if any) impact there was on themselves or others as a result of their power/lack of power.

Volunteers are asked to read out their examples and the group discusses the key features of the relationship/activity that was described.

The facilitator then presents the four types of power as above (power over; power to: power with; power within) if not already presented. Participants discuss which types of power were illustrated in the examples read out previously. They are then asked to think of ways in which the people involved in the examples could have handled things differently to avoid a situation of 'power over'. And/or participants could be asked to discuss examples of situations where they have participated in, or witnessed, a different type of power relation taking place.

The labels game

"When you point one finger at a person, four fingers are pointed at you."

An Ethiopian saying

Aims

- to help participants understand what stereotyping is and to empathise with people who are affected by stereotyping.

Resources needed

- sticky labels.

Activity details

1. The facilitator sticks a label onto the back or forehead of every participant and tells them:
 - The labels you are wearing describe an identity
 - You must not look at your own label to find out what your identity is.

Note to facilitator

See Appendix A5 for examples of labels you could use or adapt.

2. Facilitator gives these instructions:
 - Mingle around the room.
 - Look at the label on the back/forehead of another participant.
 - Think what stereotype exists about the person described on the label, and tell this to the participant wearing the label.
 - The label-wearer has to guess what their identity is based on the stereotype they have just heard. It may take more than one attempt before they are able to guess the right identity!

Note to facilitator

Possible 'answers' from participants could be:

- they might tell someone wearing the unmarried teenage mother label "people like you are usually sex workers"
- they might tell someone wearing the refugee/asylum seeker label "you claim to be fleeing persecution but you just want the chance to steal our jobs".
- they might tell someone wearing the disabled woman label "no man will marry you because you can't do household chores or have children"

You may need to offer participants an example before they get started.

3. The facilitator then asks participants (in pairs, groups or plenary, whichever is preferred) to discuss the stereotypes they have raised. Guidance questions could include:
 - Do you believe the stereotype?
 - Where do you think the stereotype came from?
 - How did it feel (or might it feel) to know this stereotype exists about you?
 - How do you think people would treat you if you really were the person on your label?
 - How did it feel (or might it feel) to be treated by other people purely on the basis of the stereotype?
4. The facilitator presents these key points:
 - There are stereotypes about almost every group of people on earth.
 - Stereotypes are oversimplified and rigid generalisations about a particular group.
 - When the person met you and saw that you were, for example, an unmarried teenage mother, they instantly generalised about the kind of person you were, the reasons for you having a child so young without a husband, etc. They saw you in terms of the stereotype that society has developed about unmarried teenage mothers. But they had only known for a few seconds that you were an unmarried teenage mother and they knew nothing about your identity beyond that. The stereotype is therefore a very unfair generalisation by people who do not know the real you and who have not taken the time to find out.
 - If we go through life treating people on the basis of stereotypes think about how upsetting it is for the people we are treating unfairly just because we choose to believe the stereotype rather than find out for real what the person is like.

- Also think about how many people we may be avoiding or missing contact with because of this. We might be missing the chance to make new friends, recruit new colleagues or enrol new stakeholders, simply because we cannot see beyond the stereotype that we believe about a certain person.

Alternative

The facilitator may choose to use an alternative to this activity, if s/he feels participants may not react well to having to wear the labels, or if s/he is worried that any of the identities might cause offence or upset (eg, asking someone to wear the label “HIV infected man” might be insensitive if one of the wearers is actually HIV+ and does not want this known).

The alternative activity involves placing a sticker on the participants (on foreheads or backs). The sticker may be red, green or blue (or whatever colours are available), or may have the words of the colour written on them. Participants must treat people wearing a certain coloured sticker in a certain way. The facilitator can choose what reactions participants should apply (eg, greet red sticker people as old friends you trust and want to greet warmly; greet blue sticker people as trouble-makers whom you want to avoid, even though they have never harmed you; greet green sticker wearers as someone you quite like, but do not want to bother chatting to.) Participants have to guess the colour of sticker they are wearing, based on the greetings they receive from others.

Participants can then have a discussion about how it felt to be greeted according to their sticker. What did it feel like to receive warm greeting? What did it feel like when people greeted you with distrust and tried to avoid you?

The facilitator can tie this activity in with ideas of stereotyping and discrimination in real life. There are some people we are inclusive towards and some people we exclude, often on insubstantial bases or because we have learned that the way they look or the label they have been given by society means we should treat them in a certain way.

Oppression

"This programme is very well designed because children are taught to accept interpersonal differences naturally, while they are still very young."

Parent participating in Save the Children's impact assessment process in Serbia

Aims

- to help participants understand the concept of oppression and its link with power
- to help participants understand how oppression is perpetuated
- to help participants begin to identify how to intervene in the cycle of oppression.

Resources needed

- facilitator will need acetates or flipcharts showing the Diamond of Oppression, the Cycle of Oppression and the table to be used in no.6 below
- a handout of these may also be appropriate
- flipchart and pens.

Activity details

Note to facilitator

This can feel like a long session, and involves quite a bit of 'teaching' by the facilitator, therefore start with the energiser (and refer to it throughout the session). Try to schedule the session for a time when participants will be most alert, or when you can offer a refreshment break midway through! And try to adapt the activity as much as possible so that you do not lecture too much, but allow plenty of opportunity for participants to ask questions or discuss difficult points.

Energiser

Split participants into two groups. One group forms a circle and begins walking around in the circle. The second group is told they must try to stop the circle from continually spinning. They can use all sorts of methods to interrupt the movement of the circle – physical or verbal – but must not get aggressive or violent!

As this is a task involving physical activity, think carefully about how you implement it if you have participants who are less mobile. Make sure no one is excluded from the task because they cannot move quickly/easily.

Refer to the activity at appropriate points throughout the following exercise.

Diamond of Oppression

1. The facilitator presents these key points:

- This diagram (the 'Diamond of Oppression') shows how oppression operates. It can be applied to any context. It could represent the global situation, a national or local situation in relation to a specific issue, etc).
- The diamond depicts the relationship between people in the top (those who have power) and people in the bottom (those who have least power). The people in the top are the so-called 'mainstream', they are the 'normal' people. In the bottom are the 'others', people who are different from the norm and who are excluded.
- Example – in a global context, the top would be the 'North', where the world's wealth and power is found, and the bottom would be the 'South' where countries and people have less power and limited resources. You can use the model to describe all sorts of issues: gender, race, disability, age, HIV status, etc.
- The diagram also helps us to explain the relationships and the distribution of power in a given situation.
- People in the top and bottom are not totally isolated from each other. People from the bottom (eg, women) can enter the top (eg, the male dominated world of business), but it is usually a temporary and superficial move that is made. At the end of the day the person moves back to the bottom of the diamond where they continue facing the same discrimination and lack of power.
- Example – the woman who enters the male-dominated business world may have power while she is at work, but the rest of the time she is in a society that denies her power, discriminates against her, excludes her from some of the other male-dominated arenas, expects her to do most of the childcare and housework, and still perceives her as not being the 'norm'.
- People can also move from the top to the bottom, but again it is usually a temporary movement.
- Often the cause of the problem (which results in people in the bottom being disempowered) is located among those in the top. For example, in a global context, this would explain the powerlessness of Southern countries as being caused by factors in the Northern countries.
- Despite this, most of the research into the problem actually takes place in the bottom, because this is where most people still think the problem is located.
- Example – while disability is largely a social issue (people with impairments are disabled by the attitudes and practices of those non-disabled people in the top of the diamond), most of the research takes place in the bottom (focusing on the disabled people themselves). For instance, rather than working on fundamentally changing the mainstream education system so it includes disabled children, the focus for years has been on finding the best ways to

rehabilitate and change the individual disabled learners so that they can fit into the existing, unchanged, 'normal' education system.

- Those in the bottom of the diamond are problematised by those in the top.
- The research and attempted solutions to disempowerment are being focused in the wrong place, which means they are unlikely to make any real impact on the existing balance of power.

2. The facilitator gives these instructions:

- Have a discussion with the person sitting next to you about the diamond.
- Try to apply another issue of difference to the diamond, and see how it might help you to explain the relationships between the powerful and less powerful (eg, between non-disabled and disabled, or between majority and minority ethnic groups, or between adults and children, etc).

3. The facilitator handles any queries from participants in order to help everyone understand the diamond.

Cycle of Oppression

4. The facilitator presents these key points:

- The 'Cycle of Oppression' shows us how ideology replicates itself.
- Every society has a set of dominant ideas which are believed to be normal – the **dominant ideology**. As individuals, we are born into the dominant ideology of our culture, and this ideology informs and influences all of the institutions that we come into contact with, from the day we are born.
- As children we experience the world through these institutions which have been influenced by the dominant ideology (the household, school, etc). It is through these institutions that we experience and learn the **stereotypes** present in our society.
- As we get older we see lots of things happening around us which 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.
- Then 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), then this is **discrimination**.
- When discrimination is carried out over time, and by multiple individuals, this creates and then 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. New people are born into this

existing ideology, and the cycle which causes and maintains oppression continues.

- Stereotypes from which the oppression develops are based on an incomplete picture of someone's identity. A person can face prejudice and discrimination on the basis 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. Their other identities (class, university graduate) might, under different circumstances, 'qualify' them for a position in the top half of the diamond of oppression. But, because the 'powerful' group does not see (or does not want to see) these other identities, they are confined to the bottom of the diamond, where they face discrimination.
 - Some people face discrimination (from the same or different group of 'powerful' people) on the basis of more than one of their identities (eg, being discriminated against because you are female, and from a lower caste, and disabled).
 - It is important for Save the Children to acknowledge the diversity of identities within target groups, and address all of the forms of discrimination they may be facing – otherwise the cycle of oppression will just keep on spinning.
5. The facilitator handles any queries from participants in order to help everyone understand the cycle.
6. The facilitator gives these instructions:
- Work in groups.
 - Think of an example of discrimination against, or exclusion of, children that you have witnessed in your own context (your personal experience).
 - Try to apply the cycle of oppression to the example of discrimination or exclusion that you have chosen. There is a table you can fill out which may help you to do this.
 - 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?
 - Think about how 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 to facilitator

The following table can be used by participants to help them record their ideas. Two examples have been presented here. You may need to show participants a worked example (relevant to their context) 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.

Personal experience – something you witnessed	Stereotype – generalised rigid beliefs	Prejudice and replicated experience	Discrimination – acting on the rigid beliefs	Structural / institutional oppression
A young girl being circumcised with a group of other girls	Circumcised women are faithful wives, uncircumcised women are dirty and unfaithful	Circumcised women look down on uncircumcised women, believing them to be promiscuous	Uncircumcised girls are denied marriage – mothers won't let their sons marry them	Women's sexuality is controlled
Disabled child being ignored by the teacher	Disabled children are stupid	Teacher believes disabled children will fail academically	Disabled children are excluded from academic subjects and only given basic vocational training	Disabled children receive limited education and face restricted life chances

7. After the allocated time, participants present some of their examples in plenary, and have a discussion. The facilitator handles any queries and asks groups to clarify their examples if necessary.
8. The facilitator asks
 - Think back to the circle exercise (energiser) we did earlier: how many different ways did you try to interrupt the flow of the circle?

Participants have a brief brainstorm.

9. The facilitator presents these key points:
 - We can try to break the cycle of oppression.
 - When you tried to stop the circle from moving, you did not just pick one point in the circle – you attacked it in different places. The same can be done with the cycle of oppression.
 - It is possible to stop stereotypes and prejudice from developing and being taught to children, to stop people acting out their beliefs in the form of discrimination, and to tackle the combined discrimination that has built up into

a whole system of oppression, so that new children are born into a system where they do not learn the stereotypes and perpetuate the cycle.

- To break the cycle at the point of the stereotype, 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 “maybe women don’t always have to do the cooking”).
- We start to form new beliefs (we might think “men can cook, and women can do car maintenance!”).
- Through these new beliefs we start to notice other new evidence (eg, “men actually enjoy looking after the children, women make great engineers!”), and we can begin to influence other people and institutions.

10. The facilitator gives 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?
- 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!).

Note to facilitator

No.10 is meant to be a thought-provoking exercise, but not a detailed action planning exercise, so it does not need to take long. Participants need to think of interventions that *might* work, though if possible they should also be encouraged to draw on experience of things that *have* worked in their context.

B.

Assessment and analysis activities

Overall objectives of the assessment and analysis section

To help participants move beyond the theory of diversity and non-discrimination and to begin using concepts and tools which they can adapt for use in their own specific planning, implementation and review contexts.

To help participants translate awareness of diversity and discrimination issues into more effective programming. Specifically, the materials will help to assess and analyse their specific situation regarding diversity and discrimination – either for gathering information for planning/implementation purposes (eg, Thematic Programme Planning), or to help them with review and impact monitoring processes or with advocacy work.

Advertising diversity

"We realised we were already 'doing' inclusion – we just didn't call it that name."

Teacher in Zambia participating in an action research project which used this activity

Source: EENET (2004) 'Learning from Difference' CD-ROM

Aims

- to help participants to begin thinking about what they may already be doing to promote diversity and tackle discrimination, even if they have not thought of it under this heading before
- to enable participants to begin to think about how to build on programme achievement.

Resources needed

- writing/drawing paper and pens for participants
- a handout of the instructions may be helpful for participants
- flipchart and pens.

Activity details

1. The facilitator arranges participants into groups (grouped by programme, project, theme – whatever is most appropriate).
2. The facilitator gives these instructions:
 - Pretend that a donor has announced that new funding is being made available, but it is conditional. The condition is that it will go to programmes or projects that attract lots of people from other programmes/projects on study tours. This is because the donor is really keen on promoting sharing between programmes/projects. You think it is a bit of a silly approach, but you really need some new funding, so you decide to give it a try.
 - But first you need to attract people to your programme/project on study tours. The donor is giving you the chance to write an advert to go on their website. An insider has told you that there are a lot of people wanting to do study tours to places that are showing signs of integrating the promotion of diversity and non-discrimination into their work. But of course there are hundreds of programmes/projects competing for their attentions (and the funding)!
 - Write a short advert which tells people about your programme/project and why it is doing well.

- Focus particularly on what you have done to promote diversity and tackle discrimination against marginalised groups (of children).
 - Think about the large and small things you do to address these issues. Particularly think about things you do to fight discrimination which may not officially be labelled as such in your proposals and plans. These may not be treated as separate activities in the programme/project, they may be just things you do on a day-to-day basis with no extra fuss or resources.
 - There is one further condition. You have to be 100% truthful. If the donor finds you have not told the truth in your advert, not only will you not get study tour visitors or the funding, but the donor will name and shame you on the website. So be truthful, do not make anything up!
3. After the allocated time the facilitator asks each group (or a few groups, if time is short) to read out their adverts. The facilitator makes a list on the flipchart of all the different examples of activities to promote diversity and tackle discrimination that are mentioned. If there is time, a general discussion can follow, covering areas such as:
- How many of the activities are formally written into your plans as separate tasks and how many do you just do as integral with other tasks?
 - Did anyone discover things that were happening in their programme/project that they did not know about before?
 - Are you already doing more than you thought you were?

Image-based alternative

If you have time, and you think your participants would enjoy it, you could provide drawing materials and allow participants to be creative with their adverts. They could make artistic (yet still visually accessible!) advertising posters. Perhaps they could even rise to the challenge of drawing what a diverse project looks like, or what a non-discrimination intervention looks like.

Barriers

"I learned how to exercise my freedoms, by saying the things I don't like and like."

12-year-old girl participating in an action research project that uses barrier analysis approaches, Zambia

Source: EENET (2004) 'Learning from Difference' CD-ROM

Aims

- to help participants think about the various barriers that children may face in gaining equal access to a service or equal rights in their context
- to understand how the same barriers may be preventing a range of groups of 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.

Resources needed

- handouts/acetate reminder of instructions
- flipchart and pens
- drawing paper/pens for participants (if any of the alternative activities are used).

Activity details

1. The facilitator presents these key points
 - To stop discrimination, we need to have a clear idea of how it is manifested.
 - The following activities focus on analysing the manifestations of discrimination – the practices and attitudes that form a barrier, excluding certain groups from accessing their rights and from experiencing power.

Barrier analysis:

- does not help you to look in isolation at one excluded group and then try to work out what is causing them to be excluded. You could do this, eg, by conducting a full gender analysis, then a full disability analysis, then an analysis to help you work out why refugee children are not accessing your programme. Separate analyses might take a lot of time and resources, and they may also not help you to see the links between, and common problems being faced by, more than one discriminated against group.
- attempts to be more holistic, participatory and focused on problem solving than issue-specific analyses, yet at the same time simpler for users with limited time, resources and experience.

- does not fully replace the need for group-specific analysis but can help users pinpoint where exactly they need to invest in a more detailed analysis and make them feel better prepared and confident to take on that detailed analysis.
 - can offer a more user-friendly starting point for assessing discrimination, as well as a minimum level for analysis.
 - cannot offer all the answers you need about discrimination and exclusion, but it gathers a sufficient amount and helps start users on the path to finding solutions
 - aims to help identify more excluded groups than you may initially be aware of. This is because the same barrier can affect more than one group.¹ So if you take an approach to detect and break down barriers, you can actually address the needs of more than one excluded group – and create a situation that is overall much nicer for those already included
 - is ideal for participatory work, and by involving a wide range of stakeholders in the analysis can help you identify more excluded groups than you initially knew about
 - offers more scope for people to tell you what else they know. They are not confined to telling you what they know about girls being discriminated against, or disabled children being excluded, but are given the space to tell you about other discrimination issues that may be hot on their agenda, but missing from your checklist!
2. The facilitator groups participants according to programme/project/thematic area (where possible) and gives these instructions:
- Think about barriers that children face in your context. Choose a specific project that you know about or are working on.
 - a) First make a note of the goal of the project and what right(s) it aims to uphold for children.
 - b) Next make a note of which groups and sub-groups of children the project targets (not forgetting that all rights apply to all children!).
 - c) Then think about which children definitely or possibly are not accessing the service you provide or the rights you are striving for. It may help you to keep in the back of your mind the list of 50+ issues of difference that we mentioned earlier (remembering that this is not a definitive list!). Your

¹ eg, physical inaccessibility affects not just disabled people, but also elderly people, women carrying children or pregnant women

a linguistically complex HIV education message fails to reach not just children who speak your language as a second language, but also children with learning difficulties, those who do not have time to study the message because they have to work, girls because they have received less formal education and experience lower literacy

a rigid school timetable affects not just those children who have to work, but also girls who have to help with childcare before/after school, rural/poor children who have a long journey to school and cannot afford the bus, disabled children who may find the schedule mentally/physically exhausting.

own list does not have to be based on proven evidence at this stage – it is a list 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/adults you meet daily
 - plus any number of other formal and informal methods for acquiring information.
- Then brainstorm a list of the barriers you think children might be facing, which are stopping them from being a part of your project or enjoying certain rights promoted by your project. At this stage your list of barriers is just a brainstorm, some of it may be based on hard evidence, some of it may be assumption. If you want you can mark which barriers you believe are proven and which you've just guessed.
 - Try thinking about these different types of barriers:
 - attitudes and levels of awareness
 - environment
 - policies and rules
 - practices and actions
 - resources
 - decision-making and control.
 - Think about whether the barriers are resulting from discrimination by individuals, and/or whether they are the result of a much wider, systematic institutional discrimination (eg, is it individual staff members being discriminatory, and/or are the organisation's policies discriminatory; does one teacher discriminate and/or does the government's national education policy discriminate?)
3. After the allocated time the facilitator gives these instructions:
- Think about who is affected by the barrier and how they are affected.
 - Do not just think about the obvious groups – think laterally about who *e/*se could actually be experiencing exclusion as a result of the discrimination or the situation that arises from the discrimination.

Note to facilitator

You may need to give participants a worked example, such as:

Your project aims to raise HIV awareness in order to promote children's rights to health. You are targeting *all* children aged 5-18 within a specified geographical area.

You have listed deaf children as one group who are definitely or possibly not being addressed by your project. You have gathered this information by:

- observing (you have never seen a deaf child at the HIV awareness clubs)
- talking to adults (a parent of a child who does attend mentioned in passing that they have a deaf daughter you have never seen)
- talking to children
- reading (you saw an article somewhere that deaf communities are being hardest hit by HIV).

You have listed one of the barriers as: education messages are only given orally at a club or in writing on leaflets.

In thinking who is affected by this barrier you obviously list deaf children (because they cannot hear the oral messages and because their reading skills are limited by a poor overall education). But you also list children with learning disabilities (because they also find it hard to understand what they hear/read sometimes); and girls (they also have lower literacy in your area so cannot read the leaflets, but have lots of chores to do, so cannot attend the clubs). From this you also wonder if other working children (boys and girls) might be affected in a similar way to the girls.

So, although you started off thinking about deaf children being excluded, when you identified one of the barriers that was holding them back you realised that you could also be holding back two or three other groups of children.

4. The facilitator presents these key points:

- The information elicited through these brainstorms 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, etc.
- 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: to find out if they agree with your assessment of the barriers that exist, whether they know about different 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.)

Finding out more

In the example presented above, based on the ideas you have come up with, you might want to find out more about the discriminatory barriers and their impacts from people such as:

- other HIV project staff: Do they see deaf children at the clubs? Why do they think they do not attend? What have they heard from listening to the community?
- Parents: Do they have more 'hidden' deaf children or children with other disabilities? What do they think about deaf/disabled children in relation to issues of health and sexuality?
- Children: Who has taken part in the project? What do they think of it? Who hasn't and why? Do they know children in the community who do not take part, who are they, where can they be found?
- deaf people's organisation or an NGO working with/for deaf people: Have they done research into deafness and HIV issues? What do they think of your project?
- colleagues/NGOs dealing with working children and/or education equality issues: Have they got any information that could validate your assumptions about girls and working children not benefiting from your project?

Image-based alternatives

There are numerous ways you could approach the barrier analysis exercise. Our brains all work differently, and we have all had different levels and styles of education. Diversifying the tools you use will increase your chances of finding a communication method to suit everyone you need to communicate with! Above we have just presented barrier analysis as a brainstorm and discussion activity, but you could try one or more of the following:

Mind maps

A mind map (or spider diagram) can offer participants an alternative way to record what they are expressing in brainstorms and discussions. Some people will prefer to see things presented in a more visual form, rather than as lists or prose. Mind maps also offer you more scope for adding information. You can add lines to show links between elements, you can add colours to differentiate and categorise, you can place things in boxes or circles to emphasise them. (See example in Appendix A8).

Participants should keep their maps as they can be used and added to in later activities relating to 'solutions to barriers'.

Mountain diagram

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 (eg, in Tanzania participants were told they were drawing a Kilimanjaro diagram).

At the top of the mountain participants 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 there are 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; pot holes could be environmental barriers; quicksand could be policy/rule barriers, etc. They could also draw (or write) who is being blocked by the boulders (or falling into the holes, etc). (See example in Appendix A8).

Participants should keep their mountain diagrams as they can be used and added to in later activities relating to 'solutions to barriers'.

Brick wall diagrams

In this exercise the bricks are the discriminatory barriers, and they add together to build a big wall of oppression! Again participants can be inventive. For example, different coloured bricks could signify attitude barriers, policy barriers, etc. They could add words or drawings to show which bricks are proving particularly impenetrable for which groups of children. (See example in Appendix A8).

Again the diagrams should be kept for possible use in later activities.

Survey mapping

Participants could draw a map of a given area (the village; the area covered by a health outreach project, etc). On it they could draw the places where they or others encounter barriers that stop them from accessing a certain set of rights or services. They could draw representations of the barriers (eg, 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). (See example in Appendix A8).

Remember

In all activities like this, the image/diagram alone may not tell you all the information you need to know. But it can be an excellent prop to help participants/stakeholders to begin talking about the issues. For example, after a participatory exercise like this in groups, a facilitator could spend some time 'interviewing' individual people, or conducting focus group discussions to see what the diagram means to them, to elicit more in-depth views/explanations on the barriers they face or witness others facing, how they feel, etc.

Framework outlining the barriers/solutions approach

This framework summarises key points from Tasks 14, 15 and 16.

- 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 the project 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?**
 - 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 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?**
 - To help break this down into manageable analysis, think about:
 - 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 affected indirectly by a certain barrier?
 - Do some children have multiple or hidden identities which may mean they face more than one barrier, or are affected more seriously (multiply) by a certain barrier?
- 5. At what level are they affected/excluded?**
 - To help break down the analysis, think about:
 - Are some children present in the project/situation but not actively participating? Who? Why?
 - Are some children present and actively participating, but still not achieving or benefiting? Who? Why?
- 6. What has caused the barriers to exist and/or persist?**
 - To help break down the analysis, think about:
 - What stereotypes, prejudices and personal/institutional discrimination has led to the situation where each barrier prevents these children from accessing their right(s)?
 - Do some barriers have more than one underlying cause (not just the one that seems most obvious)?

- What power relations are involved in this situation (to cause the barrier to exist and continue)?

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 build on or learn from?
- What can be done to stop the discrimination being carried out by individuals?
 - Who would be involved?
 - What has already been done that we could build on or learn from?
- What can be done to tackle the discrimination that is taking place at the level of institutions ('the system')?
 - Who would be involved?
 - What has already been done that we could build on or learn from?
- What can be done to empower the necessary group/groups?

It should be remembered that information gathered using these questions can act as baseline data, and then the questions can be adapted to enable you to review work towards diversity and against discrimination. Questions and participatory activities around them can be revised, to help you assess if barriers still exist after intervention, whether they have changed in nature/impact and what worked/did not work in efforts to make these changes.

Solutions and strategies

"Good development practice has been concerned with such issues as: sustainability, power, participation, multi-sectoral approaches, and non-discrimination."

*The International Save the Children Alliance (2005)
'Child Rights Programming', p6*

Aims

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

Resources needed

- flipchart and pens.

Activity details

1. The facilitator presents 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 when they should be. Think back to the advert you wrote and remind yourself that you do already know how to begin tackling these problems, and you have in fact already started.
 - This activity is going to focus more closely on solutions. How do we tackle discrimination, how do we break the barriers and cause the cycle of oppression to end?
 - We first 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 situation where each barrier prevents these children from accessing their right(s)?
 - Do some barriers have more than one underlying cause (not just the one that seems most obvious)?
 - What power relations are involved in this situation (to cause the barrier to exist and continue)?

Note to facilitator

You may need to offer a worked example.

For ideas look at the example of deaf children being discriminated against by an HIV awareness project that only offers oral information or written information that poorly educated deaf children cannot read (see Appendix A9 and Appendix A10 for details of the story).

What stereotype and prejudice underlies this? You might guess, or find evidence that the people creating the materials believe disabled people are not sexual beings or are unlikely to become sexually active. Perhaps they think deaf children and young people do not 'get out' as much as other youngsters so are unlikely to visit risky places or engage in risky behaviour. Perhaps the parents of the deaf children do not believe their children will ever be able to live independently, and so did not push for them to receive the same instruction into adult life as their non-deaf peers when the project was being planned with the community.

There could be any number of rigid, generalised beliefs that have caused this situation of exclusion for deaf children.

2. The facilitator gives these instructions:
 - Refer to one or two of the barriers you identified earlier, and the analysis of who these barriers are discriminating against.
 - For each barrier, try to suggest² what stereotype and prejudice might have led to this discrimination happening.
3. After the allocated time the facilitator asks volunteers to share a few examples of barriers and underlying stereotypes/prejudices, and there is a brief plenary discussion.
4. The facilitator gives these instructions:
 - Look at one of the barriers you identified.
 - Brainstorm any solutions you can think of to these barriers – things you have already tried, things you have never tried.
 - Spend a few minutes just throwing ideas at the flipchart!
5. After the allocated time the facilitator gives these instructions:
 - Discuss in your groups in more depth.
 - Think more strategically about the barriers.
 - Ask yourself:

² In a real life, non-training situation, participants would be finding evidence, not just suggesting.

- What can be done to stop the stereotype/prejudice that has 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?
- What can be done to stop the discrimination being carried out by individuals? 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 the level of institutions ('the system')? 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 that barriers are broken down at all levels: not just so that children can be present in the project, but can participate and really benefit from it as well.

Alternatives

The way you handle this activity will depend a lot on how participants have responded to the activities so far, and on who your participants are. Some options include:

Theory or reality?

The task could be built around

(a) theoretical solutions/strategies: "how *could* you address the barriers/discrimination you have listed?"

(b) tried and tested solutions "how *have* you addressed (some of) the barriers/discrimination you have listed?"

(c) both.

For some participants it may be more appropriate to keep the solutions session (at least to start with) at a theoretical level. This might be the case if the facilitator knows that the participants work in a situation where very few solutions have been tried, or they have failed, and the facilitator does not want to demoralise or demotivate the participants at that point.

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

Cross-programme/thematic opportunities

Another variation with this activity 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. This would encourage the idea of cross-programme or cross-thematic learning: eg, the solutions used by a health programme to tackle discrimination against people from a minority ethnic group might be very useful to a food security programme working with the same or a similarly affected

ethnic group. Yet it is likely that these programmes would not normally share their experiences in this way.

Tools to use

The facilitator can choose how participants represent the information they discuss in this activity. For some participants a simple written list may be the most appropriate. For other participants, this could be an opportunity to build on the tools used earlier. But be careful – some diagrams can only accommodate so much information without becoming confused jumbles!

Mind maps

The map probably already shows the barriers and the people excluded by them. Participants could add on (in different colours or styles) information relating to the causes of the discrimination and solutions. Links could be drawn on to show which barriers have common causes and which solutions might help break down multiple barriers.

Mountain diagrams

The diagram probably already illustrates the goal, the path to the goal that is blocked in places, and who is being held back by these blocks. Participants could now add illustrations of who put the barriers (the boulders, pot holes or quicksand) in the path. In other words who believes the stereotypes, who acts out their beliefs as discrimination? They could illustrate who is going to get rid of these problems and how, what tools will they use? They could find ways to represent positive/successful measures already taken along the path (eg, some participants in the past have used elements such as pretty flowers, watering points, shelter, etc, to represent positive steps towards the goal).

Brick wall diagram

The diagram probably already depicts 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 could add to their existing maps by illustrating who and where the causes of the discriminatory barriers are. They could find a way to highlight where the solutions will probably be found, or where successful solutions have already been found.

Planning and evaluation

It should be stressed that 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*).

Participation

As with the barrier analysis activities, these activities can be adapted for use in real-life situations, to work with stakeholder groups, partners, etc, to elicit information for planning, reviewing, etc. Indeed, they evolved mostly from use in real-life situations, not as training activities.

Note to facilitator

Throughout this activity the facilitator needs to ensure that participants remember the cycle of oppression and the concept of finding solutions/strategies that interrupt the cycle to end the discrimination and change the system that perpetuates the oppression. They need to be reminded of power relations and the concept of finding solutions to discrimination and disempowerment which move us away from the traditional vision of 'power over' and towards a vision of infinite shared power (power to/with/within). In short, solutions need to encompass elements which acknowledge and address underlying causes of discrimination, and which empower the discriminated against groups to gain and hold onto their rights.

In, but still out

“More people know [about disability] and are better informed, but everything remains on the surface. People want to hear, but not to do something about it.”

Participant in Save the Children's impact assessment process, Serbia

Aims

- to help participants understand the complexity of discrimination and the barriers it causes
- to help participants recognise that being included is just one step on the road to reducing discrimination.

Resources needed

- flipchart and pens.

Activity details

1. The facilitator asks participants to brainstorm what the words ‘presence’, ‘participation’ and ‘achievement’ mean.
2. The facilitator presents these key points:
 - Discrimination is complex.
 - The barriers that children face in trying to enjoy their rights are multi-layered.
 - Often we see a child from a marginalised group present in one of our projects and we assume we have taken a step towards diversity and away from discrimination.
 - It is possible for a child to be present in a project (or family, community, society), without actually participating in it. If they do not participate then they are probably still facing some form of discrimination which is stopping them joining in fully with the other children and enjoying their rights.
 - Even if that child is participating fully in the activities of the project (family, community, society), it is still possible that they are not achieving anything from their participation, not benefiting from it. So their rights are still not being fully realised, and there is probably still some sort of discriminatory barrier holding them back from achieving/benefiting.
 - When assessing the discrimination that may be putting up barriers for some children we have to dig below the surface, although as outsiders in most development contexts we cannot do this alone.

- Example - we may see what is on the surface (a disabled child is sitting in class; a working child is attending a primary healthcare centre) but not, on our own, see what is happening below the surface. The disabled child may be present in class but just sits quietly on his own (not participating) and never learns anything (not achieving). The working child may be present at some healthcare appointments, but is too busy to go back for follow-up (does not participate in the full service), and does not get better after medical intervention because she still works in an unhealthy environment (does not benefit from the service).
 - To answer the question posed in the Global Impact Monitoring Guidelines: “which children have we reached and which haven’t we reached”, we need to use a broad definition of ‘reach’, and look beyond just who is present in our project.
3. The facilitator gives these instructions:
- Think about a project in which you are involved, and answer these questions:
 - In your project, what groups of children are present?
 - How might a child (from one or more of these groups) be present, but not truly participating?
 - What might the causes of this lack of participation be (what barriers)?
 - How might a child participate in the activities of the project, yet still not benefit from it, or achieve anything as a result of participating?
 - What might be causing this (what barriers)?
 - How might children’s active participation in a project actually help you achieve your goal of reducing discrimination?
4. Groups feed back in plenary and discuss.

Alternative

If you have chosen to use any of the alternative activities mentioned in Task 16 then you could ask participants to see if they can find a way to represent the levels of presence, participation and achievement/benefit on their mind maps or other diagrams.

Planning for and measuring changes in discrimination using Save the Children's Global Impact Monitoring system

Tasks 17a and 17b both help you to think about the changes you make and how to measure them. Task 17a is designed specifically for Save the Children UK programmes; 17b will be relevant to non-Save the Children UK programmes.

Aims

- to help participants set achievable objectives for reducing discrimination, and to help measure progress towards realising such objectives
- to support programmes developing their Thematic Programme Plans.

Background

At each stage of the thematic planning process key questions about issues of discrimination and diversity will have been posed. For instance, when beginning to plan the thematic programme the following questions should be addressed (taken from the generic thematic planning guidance 2005):

- Has the thematic situation analysis provided information about patterns of discrimination and power relations in the country?³
- Has the analysis identified which children experience the greatest rights violations within the thematic area?
- When identifying key groups to work with, is account being taken of children affected by multiple discrimination?
- Are there other groups experiencing discrimination and rights violation about whom you require additional information? How will you collect this data?

Engaging in activities set out in this training manual – particularly the barriers and solutions exercises – will also help build a picture of patterns of discrimination.

³ This information could come from, among others, UNCRC, CERD, CEDAW reports, domestic legislation, other human rights reports, programme documents, research, basic services data, eg, gender analysis in the education and health sectors, etc.

Planning for change

Every thematic plan will contain a clear over-arching objective. This objective will state what the programme is aiming to change for children over a set period of time. Examples in each thematic area include:

Education: 50,000 children out of a population of 250,000 in three regions and 15 districts will access a high quality education by 2010.

Protection: Children from 60,000 families, out of a population of 500,000, in the southern administrative zone will be better protected and experience less abuse because of the provision of community-based protection programmes over the next five years, by 2010.

Health: Ten thousand young people aged between 12 and 18, representing 25 per cent of the population of this age, will experience a decrease in the transmission of STDs and HIV because of improved access to sexual and reproductive health services by 2008.

Freedom from hunger: All children aged five or under from one region will be better protected from the impacts of food shortages through the creation of effective early warning systems based on high quality information from detailed household economy analysis by 2010.

Over-arching objectives will then be broken down into sub-objectives linked to the Global Impact Monitoring system's five dimensions of change which are:

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

'Dimension 4: changes in equity and non-discrimination' is the focus for this exercise.

Developed example: Education

Over-arching objective

Education: 50,000 children out of a population of 250,000 children in three regions and 15 districts will access a high quality education by 2010.

Based on earlier information, analysis and investigation, it is apparent that up to 50 per cent of children from a sizeable linguistic minority – of about 15,000 children within the 50,000 target group – while gaining access to school are not remaining in school after year one. The issue appears to be that the curriculum is delivered in the national language, which most children from the minority group do not speak when they enter into school.

Therefore a realistic sub-objective for Dimension 4 will be:

- 80 per cent of children from the minority linguistic group of 15,000 children will remain in school beyond year one by 2010.

Indicator (impact)

- percentage of children from minority linguistic group remaining in school beyond year one (quantitative indicator)
- percentage of children and parents reporting greater interest and pride in their home language (qualitative indicator).

Milestones

Year 1

- 20 per cent of children from the linguistic minority report greater interest and involvement in learning
- 20 per cent of parents report increased pride in the home language.

Year 2

- 30 per cent of children from the linguistic minority stay in school beyond year one
- 60 per cent of children from the linguistic minority express a wish to stay in school
- 60 per cent of parents report greater pride and competence in the home language.

Indicator (process)

- training workshops (on working with bilingual learners) for teaching staff in one district lead to greater involvement of linguistic minority groups in educational activities.

Milestones

Year 1

- 50 training sessions are carried out in three districts in the target area
- 30 per cent of teachers in the target area are trained by the end of the first year of the programme.

Year 2

- 150 training session are carried out in ten districts in the target area
- 60 per cent of teachers in the target area are trained by the end of the second year of the programme.

Activity details

1. The facilitator/manager finds an example of an over-arching objective. S/he can use an example from above, or use one that the programme is intending to develop.
2. The facilitator divides participants into groups of about five. Each group is given a piece of paper on which is written the over-arching objective. The facilitator asks the groups to devise a sub-objective for Dimension 4.
3. Once sub-objectives have been devised, the facilitator asks each group to present their sub-objectives and to highlight what they found difficult about the task.

Note to facilitator

Normally, while it might be obvious that discrimination is occurring – eg, a linguistic minority is not able to realise rights to education – an achievable objective is quite difficult to set. This is because objectives need to be measurable and realistic, and action on issues of discrimination is sometimes hard to quantify.

The next stage is to select one of the sub-objectives and, again in groups, ask participants to devise suitable process (activity) and impact indicators. See Save the Children UK (2005) 'Some Helpful Notes on Impact Assessment: The Process of GIM'.

It might prove helpful to ask someone with a background in monitoring and evaluation to assist with this exercise.

Aims

- to provide a general introduction to thinking about impact and setting indicators
- to help participants begin to think about what changes they are setting out to achieve and how to measure progress towards promoting diversity and tackling discrimination.
- to help participants set indicators that demonstrate a reduction in discrimination through:
 - changes in attitudes in the community/local decision-makers/national government
 - increased access to services for marginalised groups
 - provision of better quality services
 - increased opportunities for participation for children and young people from discriminated against communities.

Resources needed

- handout of the story.

Activity details

1. The facilitator reads this story to participants (and may provide it on a handout):

A school gave all staff training on diversity and discrimination issues. The teachers worked together to analyse the current diversity situation in the school – what the barriers might be and how these could be solved. They then started to implement changes. For example, they had identified the physical environment of the school as a barrier, because disabled children struggled to enter the classrooms which were all raised above the ground and accessed via at least five rickety wooden steps (following local traditional building styles). As a result, only children with mild mobility impairments could access the school, and so many did not attend at all.

The school inspection committee helped the teachers to draw up some indicators, which would help them assess their progress towards diversity in

the school. There were indicators for several discriminated-against groups. The indicators for disabled learners were set as:

- By the end of next term, every classroom will have a ramp.
- By the end of the year, every class will have at least one disabled child enrolled and attending.

The teachers then asked parents for help and were able to develop a plan of action involving collaboration with the community to construct access ramps from locally available materials. After six months the teachers used a regular staff meeting to discuss progress, and were all delighted to report that they each had at least one disabled child in their class. The school inspection committee visited and gave them a very positive report. But after a few more months there were no disabled children in the school again.

2. The facilitator gives these instructions to participants:

- Think about what issues the school and the inspectors may have overlooked: what barriers might still exist in the school which mean that disabled children feel their basic presence in class is not enough to justify continued attendance, or which mean that continued attendance is impossible?
Specifically:
 - What discriminatory practices might still be happening?
 - What policies might be guiding these practices?
 - Where else might physical/environmental barriers be present, other than just the classroom entrances?
 - Whose attitudes might still be causing barriers?
 - What mistakes might the teachers have made when they worked on their initial analysis?

Note to facilitator

Participants will hopefully brainstorm a wide range of answers, such as:

- What discriminatory practices might still be happening?
 - The highly competitive and academic end of term/year exams are impossible for disabled children to pass if they cannot hold a pen easily and write fast, or if they cannot manipulate materials easily in science classes. Disabled children therefore feel demotivated.
 - Disabled children excluded from practical activities (eg, a biology class which went to the river to collect and study tadpoles).
- Where else might physical/environmental barriers be present, other than just the classroom entrances?
 - The toilets are pit latrines, and few children with physical or visual impairments can use them safely and cleanly. They are forced to go to the toilet behind bushes, where others might see them.
- Whose attitudes might still be causing barriers?
 - Disabled girls are sexually harassed by male pupils and teachers who see them as an 'easy target' for sexual advances.
 - Other pupils bully disabled pupils for being 'weird'.
 - Some parents do not want to waste resources on schooling a disabled child because they believe even with education they will not get a job (or marry a suitable husband) in order to assist the family financially.
 - Some parents believe their disabled children are an embarrassment and keep them at home.
- What mistakes might the teachers have made when they worked on their initial analysis?
 - They only asked for parents' help once they had already identified the barrier and decided on a solution
 - They did not ask children (disabled and non-disabled) to participate in the analysis
 - They did not ask disabled adults or disability organisations to participate or to advise

3. The facilitator gives these instructions:

- Brainstorm what mistakes you think the teachers and school inspection committee made in setting their indicators. Specifically:
 - Why were their indicators not helpful?
 - Based on the ideas you have had as to what other barriers might still persist in the school, brainstorm potential indicators (quantitative and qualitative) which would help you to assess whether these barriers have been removed or reduced.

Note to facilitator

Answers might include, for example:

- At least one successful application has been made to the national exam board for a disabled pupil to be allowed to sit an exam over an extended period, or to have an assistant to write what they dictate.
- Disabled pupils' absenteeism rates have reduced by at least 30% (especially around exam periods) after one year.
- Lesson plans have been revised in at least one practical subject to ensure the participation of physically/sensorially/learning disabled pupils (with input from disabled and non-disabled pupils in the re-design of the lessons).
- Disabled pupils report that they are more likely to enjoy attending school and believe it to be worthwhile, than they did one year ago [evidence gathered during participatory activities, eg, focus groups].
- At least one toilet has been adapted (or built) that offers access to disabled pupils, after one year; following consultation with at least five disabled pupils and adults, and with the local disabled people's organisation.
- Disabled pupils report feeling less shy about attending school and dealing with daily living activities than they did one year ago [evidence gathered during participatory activities, eg, focus groups].
- Instances of formal complaints about sexual harassment have increased by at least 20% after six months (following interventions to raise assertiveness among disabled girls and encourage 'whistle-blowing').
- Instances of sexual harassment have decreased by 50% after two years (following interventions to tackle attitudes of, and violent behaviour among male teachers and pupils).
- Disabled girls report a greater sense of security and enjoyment in school than they did two years ago [evidence gathered during participatory activities, eg, focus groups].
- At least one parent of a disabled child has joined the PTA within one year, and remained on the group for at least one year (following interventions to engage disabled children's parents in the activities of the school).
- 20% more parents of disabled children now attend meetings with teachers in school.
- At least five home visits are made by teachers to disabled children's homes/parents each term to discuss progress/problems and/or to encourage parents to change their attitudes towards their disabled children.
- Parents report more commitment to their disabled children's education than they had one year ago [evidence gathered during participatory activities, eg, focus groups].

C.

Action planning

In this section we present a selection of activities. Facilitators can use them to train participants in the use of such action planning activities, or they can use them with programme teams to plan actual interventions.

Facilitators may choose to introduce all the tools to participants, or introduce just one or two and work through them in detail.

Action planning frameworks⁴

"The action plan needs follow-up, not to be kept on the shelf!"
*Participant, Issues of Difference and Discrimination workshop,
Ethiopia, 1998)*

Aims

- to provide ideas for tools which can help programmes decide on the actions they will take to promote diversity and tackle discrimination.

Activity details

Tool 1: What do we want?

The facilitator asks participants to discuss ideas for this timeline:

The situation now is	
What we want it to be like	
What are we going to do?	

They are then asked to fill it in. Participants can write words, or stick drawings or even photographs onto the chart, to show the current and desired situations and the activities they will do to achieve the desired situation. Using images may be particularly helpful if you are conducting this activity with children, people with learning difficulties, or people from minority language groups.

⁴ These eight tools have been taken and adapted from *Get Global! A skills-based approach to active global citizenship* (2003). Produced by ActionAid, CAFOD, Christian Aid, Oxfam, Save the Children UK, Department for International Development.

The facilitator asks participants to discuss whether actions are SMART or SPICED

S	specific	it can be clearly defined
M	measurable	any change can be measured
A	achievable	it is possible
R	realistic	it can happen given any constraints of money or people
T	time-bound	it is possible in the time available
S	subjective	
P	participatory	
I	interpreted	(communicable)
C	cross-checked	
E	empowering	
D	diverse	

Tool 2: Action tree

The facilitator (or the participants) makes the shape of a tree in the middle of the floor. The tree shape can be drawn on several sheets of flipchart paper stuck together, or can be created on the floor using wood or other materials.

The participants write words (or use drawings or photographs) to show the issues that need addressing and the actions and inputs needed. The words or images are stuck on the tree in the following way:

Part of tree	Words or images represent
Trunk	The issues to be addressed
Fruit	Possible actions
Branches	Ways of achieving these actions
Roots	The resources needed to do the actions (eg, skills, materials, contacts)

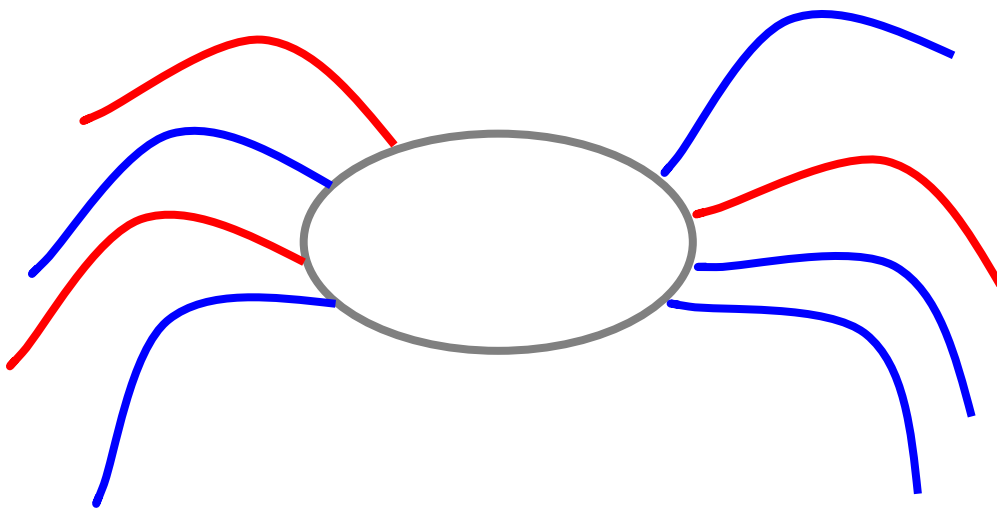
The facilitator uses the tree and the words/images stuck on it to encourage the participants to discuss:

- Whose power do we need to help us make the changes?
- Who can influence those people?
- What can we do to influence them?

This information can be added to the tree or presented as a flow-chart.

Tool 3: Spider's legs

The facilitator asks participants to write a possible action in the body of the spider. The participants are asked to think about the possible consequences of the action (both positive and negative). These consequences are represented in the diagram as the spider's legs. Participants repeat the activity for each different action they want to consider. They can compare the different spiders to help them assess which action or actions are most feasible. Participants should be encouraged to be creative with their diagrams, to help them compare the different spiders more easily: for example, using left legs for potentially positive outcomes and right legs for potentially negative outcomes, or different coloured legs to represent different types of possible consequences.



Tool 4: River timeline

The facilitator (or the participants) makes the shape of a river in the middle of the floor, or on a wall display area. The river shape can be drawn on several sheets of flipchart paper stuck together, or can be created using other materials.

The river represents what needs to be done, in chronological order, to complete a chosen action. The source of the river represents the situation now, and the mouth of the river represents the completed action.

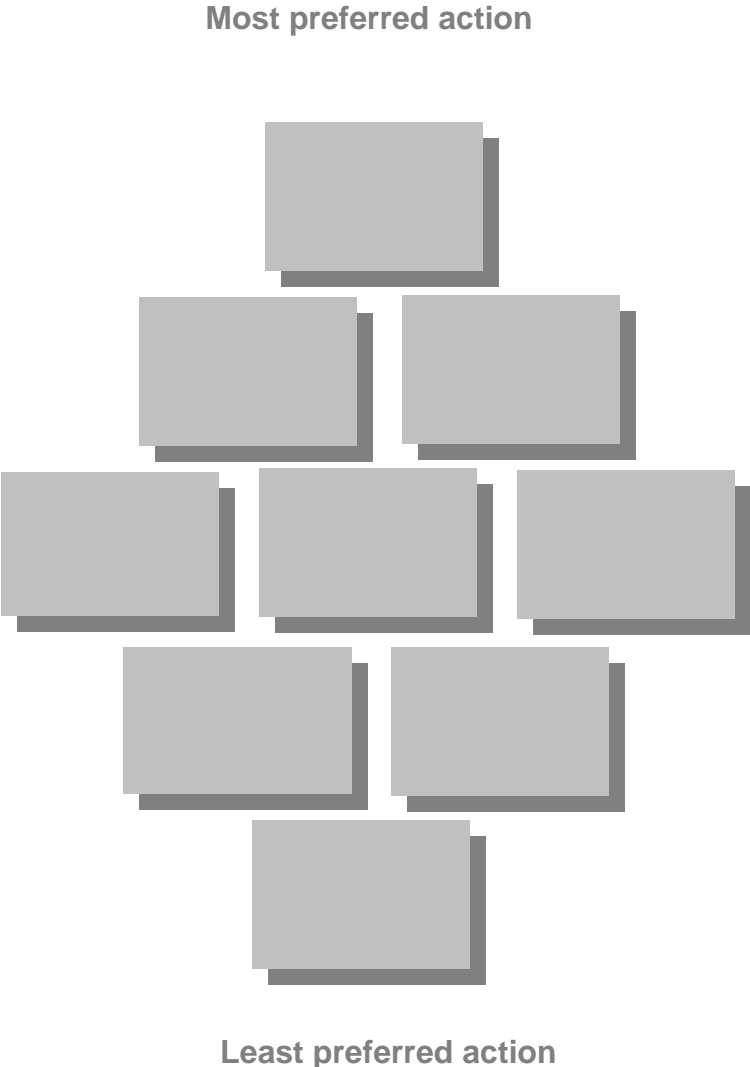
The river should have tributaries joining it at various points. These represent the tasks that need to be done, and they are placed along the river in the order that the tasks need to be done. Potential obstacles to achieving the action can be depicted, for example, as boulders, waterfalls or whirlpools in the river. The river diagram can be added to as the planning process progresses.

5. Action card-game

The facilitator asks participants to generate a list of nine potential actions that they are considering. Each one is written (or drawn) on a card or 'post-it'.

The participants discuss the options for action, to see which ones they prefer. The facilitator should encourage them to think about which actions would have the biggest impact on ending discrimination and promoting diversity, and which actions are the most practical to do.

Participants arrange the nine cards in a diamond pattern, with the single most preferred action at the top, followed by seven less preferred actions in the middle, and finishing with the least preferred action at the bottom of the diamond.



6. Which action?

The facilitator asks participants to create a list of actions that they are considering. Participants are then asked to fill in the following table:

Action	How long will it take to plan?	How easy is it for us to do?	How much impact will the action have – locally and globally?	Who can help us?	Who might make it difficult for us?	Any other questions

When the table is complete, participants can work together to choose which action seems most feasible, given any constraints.

7. Impact matrix

The facilitator asks participants to list the possible actions that could be taken to address their chosen issue. Participants are then asked to discuss the possible actions, how easy or difficult they might be, and their potential impact. They then enter each action into the following table.

	High Impact	Medium Impact	Low Impact
Easy to do			
Moderate to do			
Hard to do			

Any actions placed in the bottom right hand corner are probably best left alone!

You're not alone

"We needed support of all kinds, not only funding and materials, but also access to wider information and knowledge than was available here."

Parents of disabled children, Romania.

Source: EENET (2002) 'Family Action for Inclusion in Education'.

Aims

- to help participants think through the formal and informal networks and partnerships they have which may help them take forward their diversity and non-discrimination work
- to facilitate direct contact and sharing between people who could help each other.

Resources needed

- pens and paper
- 'post-its'.

Activity details

1. The facilitator gives these instructions:

It is important to remember that you are not alone in your efforts to achieve diversity and combat discrimination in your work – even if it sometimes feels that way. Brainstorm [in project/programme/thematic groups] a list of the people (organisations/individuals) you already work with (formally as partners, informally as networkers, etc) whom you know have theoretical knowledge or practical experience of diversity issues (one or more issue of difference). What are your links? What diversity issues could these contacts be helpful with, or have they already been helpful with?

2. After a few minutes the facilitator gives these instructions:

Make a list of individuals/organisations that have diversity knowledge and/or experience with whom you *do not* yet work or network. Why don't you work/network with these people? Is there any potential to do so in future (directly or indirectly?)

3. The facilitator then gives these instructions:

In your groups draw a diagram to demonstrate the networking links you already have and those they want to pursue in future.

Note to facilitator

Participants should find a way to represent the networking visually, so that it shows the different levels of networking (community, local/regional, national, regional/inter-country, international). An example is given in Appendix A11.

Alternative

If the group of participants is diverse (eg, staff from different countries, people from different organisations in country, etc) then the following exercise might be useful:

Participants are given some 'post-it' notes or pieces of paper. The facilitator places two large sheets of paper on the wall. One is headed "I can offer... I can share..."; the other is headed "Can you help with... I would like... I need..."

Participants are asked to think about their knowledge, skills and experiences in relation to diversity (as a broad concept) or individual issues of difference or other issues related to equal rights. They should write down the skills/experience they could share with others. For example:

- "experience of including disabled children in an HIV education project"
- "knowledge of applying gender analysis techniques in a child rights framework"
- "access to a library containing rights and equality materials"

These should be placed on the relevant sheet of paper.

Participants should then write down the things they most need help with in their project in order to tackle discrimination and take forward a diversity approach. For example:

- "information about minority ethnic groups in this country"
- "contact names of people working with street children and details of disabled peoples organisations"
- "examples of research or policy from other NGOs working on diversity and non-discrimination".

Participants should write their names on each piece of paper. There should be time allowed at the end of this session (or during a break) for people to look at the sheets to see if anyone is offering the skills they need, or if anyone is asking for something they can help with.

The facilitator should remind people that although we are all busy, we have to pool our knowledge and experience, and make an effort to communicate and share, as that will offer the most effective way of tackling discrimination and promoting diversity. We cannot all hold enough knowledge and experience ourselves, so we have to find and work with people who can offer us new insights – be they stakeholders (children and adults), policy makers, NGO staff, etc.

D.

Gathering and verifying information

In this section we provide a selection of activities to help participants develop a better understanding of issues surrounding the collecting and checking of information relating to discrimination and diversity.

The dodgy bus

We are all experts in our own reality.

Aims

- to show there are many ways to solve a problem
- to show that lack of technical knowledge should not hold us back
- to show that 'experts', 'expertise' and solutions can be found in many places.

Resources needed

- flipchart paper and pens.

Activity details

1. The facilitator puts participants into groups of at least five, and gives these instructions:

Pretend one person in your group is the owner/driver of a bus. The bus keeps making a strange noise, though it is not clear where the noise comes from. Although you are the owner, you know nothing about mechanics, but you are worried that your bus might fail when it is full of passengers. This might cause inconvenience for your passengers, loss of income for you, and a danger for everyone. There are not many specially trained bus engineers in your country, and although there are many different types of buses on the roads it may take weeks before a specialist engineer could look at your bus. Since your bus runs on a cross-country route, you are taking a break at one of the refuelling stops along the way. While you take this break, you have a chat with your passengers about how you might diagnose and solve the strange engine noise.

2. The facilitator gives these instructions:

- In your groups, discuss all the different ways the owner/driver could approach the problem.
- Think about the obvious and less obvious solutions.
- Write these solution on a sheet of paper (because the owner/driver has a bad memory!).

Alternative

The facilitator can save time, or offer the groups more direction in this task, by presenting participants with a list of the points that were discussed by the driver and his passengers. Small groups are not needed in this case.

Note to facilitator

It is anticipated that the groups might offer answers such as:

- driver should **read** some books and **learn** about engines and bus mechanics so he can assess and mend his own bus
- driver could **ignore the problem** and hope that no-one notices the noise and that it does not have bad consequences later on for himself and his passengers
- he could **ask the advice of a specialist** bus mechanic (but he may have to travel a long way to get to the garage, or wait ages for the mechanic to give him an appointment)
- he could **ask his peers**, eg, someone who owns a similar bus to see if s/he has encountered the same problem in the past
- he could **ask his customers** if they have any ideas – maybe because they sit in a different part of the bus they will hear the noise more clearly and be able to diagnose what it is
- he could **join a club or association** for bus drivers where he might be able to meet other drivers/owners to discuss buses – maybe he could even solve some of their problems.

If participants do not offer a wide enough range of answers that cover points such as reading/research, asking experts, asking peers, asking customers, entering discussion forums, etc, you may have to add a few points of your own.

3. The facilitator asks participants:

- Which of the solutions listed do you think will be most likely to ensure the driver's bus continues to work efficiently and safely, and which might be less helpful?

Participants discuss in plenary for a few minutes.

4. The facilitator asks participants:

- What if we were to apply the same principle to the issue of diversity and discrimination?
- You know there is a problem – you need to combat discrimination in your work/programmes – but maybe you do not know how to do it?
- What can you do to solve this problem?

- Which approaches are most likely to be successful?

Participants give their answers in plenary and the facilitator writes them on a flipchart.

Note to facilitator

Participants should offer answers similar to those given about the bus problem. You need to guide participants towards an understanding that solutions involving talking with/listening to other people (not just qualified experts, but people who experience the issue from a different position); doing research, etc, are the successful ones; whereas solutions that rely just on waiting for specialist experts or ignoring the issue are the least likely to help you in your work.

5. The facilitator asks participants:

- Using both the examples we have just discussed, what key skills or personal traits do you think we need in order to make the solutions we have highlighted work well?

Participants give their answers in plenary and the facilitator writes them on a flipchart.

Note to facilitator

Ideally participants will offer answers such as:

- research and reading/learning skills
- listening/comprehension skills
- ability to find useful people, especially if they are not formal experts listed in the telephone book
- knowledge of where to find the specialist expert and how to convince him/her to help you when he/she is overwhelmed with work
- communication skills
- sharing/networking skills to help you received and give info
- an interest in/commitment to gaining and sharing knowledge and experience.

6. The facilitator presents:

- These are some of the key skills that you need for promoting diversity and tackling discrimination in your programme.
- They are skills that a Save the Children programme team should already have plenty of.

There are more than _____ three sides to the triangle!

Aims

- to remind participants of the many sources of direct and indirect information
- to help participants to find and triangulate information.

Resources needed

- flipchart and pens.

Activity details

1. The facilitator gives participants these instructions:
 - Brainstorm all the different ways you could find out about the current situation regarding who is included/excluded from which aspects of society/services, who faces discrimination and what sort of impact this has on their rights, etc.
 - What methods could you use?
 - Where could you look for the information you need?

Note to facilitator

This should just be a quick-fire brainstorm, without much discussion. There are no right or wrong answers. Participants should hopefully provide answers like:

- reviewing NGO reports
- analysing government statistics
- conducting primary or secondary research
- conducting surveys
- using participatory activities such as PLA with stakeholder groups
- reading documents from stakeholder groups
- reading academic research papers
- the media (radio, newspaper, magazines)
- drama
- keeping your eyes and ears open on the bus to work!

2. The facilitator presents these key points:

- In all research we need to check if the evidence we gather using one methodology matches or contradicts evidence about the same issue gathered using other research techniques.
- This cross-checking is particularly important in the context of diversity and non-discrimination.
- We need to build up a comprehensive picture of the situation from all angles, and gather a wide range of ideas about how to make the situation less discriminatory, if we are to ensure that the work we do really does uphold the rights of *all* our target groups and sub-groups.
- Adults are not the only sources of information. Children's views and evidence should be included.

Participatory methods

"[Child] participation transforms the power relations between children and adults, challenges authoritarian structures and supports children's capacity to influence families, communities and institutions"

*The International Save the Children Alliance (2005)
'Child Rights Programming', p29*

Aims

- to get participants thinking about all the different ways that exist to engage people and ensure that they can participate and be fully included in activities to assess and analyse diversity and discrimination.

Resources needed

- flipchart and pens.

Activity details

1. The facilitator gives these instructions:
 - Brainstorm all the different types of participatory approaches, methodologies and tools you know of which might be useful to someone wanting to assess and analyse a context in terms of diversity and discrimination.

Note to facilitator

The list should include tools such as:

social mapping	seasonal calendar
role play	focus group discussions
timelines	Stepping Stones
PRA/PLA	wealth ranking

The list should be long and reflect participants range of skills and experiences in different sectors (eg, tools specific to community health work, to agricultural extension work, to emergency response work, etc).

2. The facilitator asks participants:
 - Can you see any ways in which the tools you have listed could be categorised?

- For example, could you categorise them according to the processes they help with, or the target groups they can be used with, or the thematic areas they can be used within?

Note to facilitator

It is anticipated that participants will be unable to agree on groupings, because so many participatory approaches can be adapted and used in a variety of contexts with various target groups. If participants do categorise the tools quite rigidly, you should facilitate a discussion to draw out the versatility of some of the categorised tools. For example, if someone categorised Stepping Stones as only for use in HIV thematic work, you could mention that it has been adapted for use in a disability context, or that seasonal calendars are not just a tool for livelihoods/agriculture workers, but could be adapted to help a child discuss issues around sporadic school attendance.

3. The facilitator gives these instructions:
 - Come up to the flipchart and write your name next to the tools that you are most familiar or experienced with.
 - Only write your name against methodologies that you feel confident with.

The facilitator can then go through the list and ask everyone with certain skills to stand up, so the rest of the group can see who has which skills.

4. The facilitator presents these key points:
 - Use this activity as the basis for sharing experiences with each other, now that you know who from the group has which skills and experiences in participatory approaches.
 - Each person should be willing to share their experience with others, even if they are from different programmes, projects, NGOs, thematic areas, etc. The approaches to participation cross boundaries and can be relevant to many different contexts. Equally, the approaches to promoting diversity and tackling discrimination can cross thematic boundaries.
 - Example – tackling gender discrimination in the education system may offer lots of helpful lessons to someone struggling to combat gender discrimination in an HIV programme – so it is important to pick each other's brains as much as possible to maximise what we know about participation, diversity and non-discrimination!

Note to facilitator

Depending on who your participants are, no.3 and no.4 might not be appropriate. But if you can you should still find a way to emphasis the importance of learning from people working in other sectors.

Using photography

"We don't see things as they are, we see them as we are."
(attributed to Anaïs Nin)

Aims

- to help participants re-evaluate a situation with which they are very familiar
- to help participants share views and experiences
- to jog memories, or offer a starting point for a discussion on 'what is happening and how has this impacted on...'
- to help people discuss issues that may be sensitive or complicated
- to help participants make comparisons from which they can begin to assess and discuss if they are doing well or could be doing things differently.

Resources needed

- a range of photographs.

Activity details

Purpose

This activity will give training participants a chance to look again at a familiar context – to see if they have managed to 'retrain their muscles of perception' and can now identify discrimination/diversity issues in a situation they already know, or identify possible causes of discrimination in a scene they are just glimpsing in an unfamiliar snapshot.

Beyond a training context the activity can be adapted as a participatory tool to help stakeholders express their views on their inclusion/exclusion from a certain context, their feelings about who they are and what is happening to them, etc.



This activity is based around the fact that everyone will see something different in a picture. What they see, and what they think the picture shows, will be influenced by what they personally have experienced and felt.

For example, different views on this photograph have ranged from:

“children do woodwork in this school, it’s good that girls are included in such activities” (an outsider’s interpretation);

to:

“it’s appalling the way we have to use broken chairs and desks all the time, some of us won’t even come to school anymore because when we have to sit on the floor our parents and teachers beat us for getting dirty” (a response from a child in a neighbouring village).

This activity can offer a ‘safe’ mechanism for people to begin expressing their feelings and experiences. It can also offer us the chance to see a situation from the perspective of other people, or to think more deeply about a situation we have become ‘too familiar’ with. Both are essential, particularly if we want to learn about unintentional impacts of our work.

There are numerous activities like this that facilitators could use to help elicit people’s views on their experiences of diversity and discrimination. Photo elicitation was chosen as an example here because image-based activities are still under-used in many places. They nevertheless have great potential in helping people (young and old, literate/non-literate, disabled/non-disabled) to tackle difficult, sensitive issues – such as those present in situations of discrimination.

Experience has shown that these sorts of techniques (including drama, drawing, etc) can particularly help children and others from marginalised groups to express their views more confidently, and more coherently, especially if they are not used to participating in the kind of (adult, ‘Northern’) workshops that NGOs run, or to being interviewed by strangers, adults, people from majority groups, etc.

How to handle the activity

The facilitator selects photographs which will be relevant to the context. They may or may not be pictures of Save the Children’s own project/programme. In a review situation, however, at least some of the pictures should show the programme being reviewed, while the others can be pictures that offer useful comparisons and/or lessons from other programmes.

The photographs do not have to depict what you feel to be ‘obvious’ cases of diversity (eg, a child in wheelchair in mainstream class) or discrimination (a girl fetching water while boys sit under a tree being spoken to by an adult/teacher). They need to show a range of situations, because – don’t forget – where you might be seeing diversity (from your perspective as an ‘outsider’) another person might see discrimination, based on what they have experienced ‘inside’ the context (or a similar context).

For example, if a fellow pupil were to look at the photograph of the disabled child in class he might tell us “ah, yes, that’s John/just like a boy in our class. He comes to class but the teacher ignores him and the other boys tease him”. Not a good situation after all – you might need to look at awareness raising among teachers/pupils.

(continued overleaf)

If another person were to look at the picture of the girl fetching water they might not see discrimination against the girls while the boys benefit from education: “yes, this is what happens in our school as well, the girls fetch the water for making mortar and the boys are given instructions before beginning maintenance work on the classroom for an hour. All the children have to do heavy chores to keep our school in good condition. We all find it difficult”. From this you might identify the barrier of both boys and girls being excluded from the chance to achieve in school because they are too tired to learn after doing chores. Not what you had expected at all. Rather than specific gender equality interventions to help the girls go to school, perhaps there needs to be some work with the school/community on children’s rights to education and protection from work/abuse, and efforts made to find alternative ways for the school to maintain its buildings.

Photographs can be paired if desired (to show opposing or alternative methods or situations). They can be captioned or uncaptioned, depending how much guidance you want to give participants. An uncaptioned photograph will not influence the participants’ perceptions as much. A captioned photograph may influence participants (which can be undesired), but on the other hand may offer information to help them extract more from the picture. For example, a caption might explain that the child sitting alone at the back of the ‘mainstream’ classroom is deaf. You might not be able to see this in a picture, but knowing this information might help you better reflect on the situation of diversity or discrimination occurring in the picture.

Participants can work alone or in pairs/groups – the facilitator should decide based on who the participants are and whether they are more likely to open up or become shy and quiet in pair/group work. Participants are given the photographs to look at.

Guiding questions

Participants can be given guiding questions to help them analyse the photographs. The questions obviously should be tailored to participants. The ones below are questions you might ask a group of project staff:

- What do you see in each (pair of) photograph(s)?
- What ‘story’ does the photograph tell?
- If this is a photograph(s) of your project/programme/community, have you seen anything in the photograph(s) that you hadn’t noticed before, or that you feel you need to know more about?
 - Could this new observation have an impact on the way the programme embraces diversity and tackles discrimination?
 - Why do you think you hadn’t noticed it in the programme before?
 - How could you find out more about this ‘new’ observation?
- What information about discrimination can you gather from each photograph/pair of photographs?
 - How does/might this impact on the people in the picture, and on our programme generally?
- What information about diversity can you gather from each photograph/pair of photographs?

- How does/might this impact on the people in the picture, and on our programme generally?
- Brainstorm, [and then discuss], the main features of each photograph/pair, and group the features into categories (eg, categories like: positive and negative; barriers and solutions; attitude/behaviour/policy barriers and resource/environment barriers, etc)
- If these are not photographs of your own project/programme, which pictures reflect similar practices around diversity and non-discrimination to your project/programme/location, and which do not?
 - Why/how is your context and experience the same as or different to that depicted?

Participants can give feedback and discuss each others' perceptions and experiences in plenary, or the facilitator can conduct semi-structured interviews to elicit their thoughts and feelings about the photographs – whichever is more appropriate.

Alternative

A simpler version of the activity

Use a collection of pictures and ask participants to put them into two piles (a) pictures that are happy/make them feel happy (b) pictures that are sad/make them feel sad. Participants could even make a display of the happy and sad photographs. They could then be interviewed by an appropriate person (including peers) to find out a bit more about why they believe some picture to be happy or sad. Or they could make a drama, role play or puppet show to explain the pictures. Such approaches may be useful if particularly sensitive issues are likely to be raised – for example, negative/unintentional impacts of our work on stakeholders – which participants might not feel able to express outright; or if participants are younger children, or less able/used to verbal communication, especially in groups and with 'outsiders'.

Until you try this activity you may feel that it will not be very effective at eliciting information on, and raising awareness about, diversity and discrimination – because a picture can only show a small amount of information about a small time frame. But because everyone who looks at an image does so through 'experience-tinted' eyes, it can bring out a great deal of previously hidden information: feelings of inclusion/exclusion and happiness/unhappiness; empathy with/stereotypes towards people in the picture; application of experience gained in a different situation, etc. If well facilitated this can lead to us learning lots about our own experiences/feelings and about others people's experiences/feelings.

Appendix A

Facilitator reference sheets and examples

Culture: values, attitudes, norms, ideas, internalised habits and perceptions, as well as the concrete forms or expressions they take (eg, social roles, structures and relationships, codes of behaviour and explanations of behaviour shared to a significant extent 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 and social barriers.

Discrimination: the systematic and institutionalised mistreatment of certain groups by dominant groups in society (or in a given situation) in order to deny equal access to resources.

Diversity: difference, a variety, encompassing ethnicity, ability/disability, gender, culture, etc. Promoting diversity or diversity approaches suggests: valuing (and therefore making appropriate responses to) the differences between and within groups; and a taking a unified approach to tackling the causes and outcomes of discrimination.

Equality: when one group is not routinely privileged or prioritised over others. Gender equality refers to the absence of discrimination on the basis of sex.

Equal opportunities: an approach based on the recognition that members of some groups experience discrimination and oppression. An equal opportunities approach aims to counter the impact of discrimination by active acknowledgement of its existence and the promotion of equality in economic, social, political and cultural life.

Equity: equity differs from equality in that the focus is on fairness and access. It implies that there are differences in what groups and individuals will require to redress the impact of discrimination.

Ethnicity: an umbrella term identifying a group on the basis of shared features such as 'race', culture, language, religion, values, customs, country of origin and so on.

Gender: cultural interpretations and constructions of the roles, behaviours and ideal characteristics of women and men, boys and girls.

Identity/social identity: characteristics imposed by society or upheld by an individual themselves as a means of identification. Identities are complex and multi-layered but often single elements are pulled out as labels to sum up the individual, eg, a woman, disabled, black, child, etc.

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.

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, (it follows a pattern) and is based on social identity (ie, an identity based on being a member of a particular group).

Prejudice: a pre-judgement about a group or person. Beliefs, behaviour, opinions or attitudes based on ignorance or incorrect information.

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: biological and physiological features and characteristics of females and males.

Stereotype: an oversimplified and rigid generalisation about a particular group based on gender, ethnicity, race, religion, age, disability, sexuality, HIV status and other types of difference.

There are many international treaties, declarations and conventions relevant to discrimination. A selection has been listed here with web links. For a full list see www.hri.ca/uninfo/treaties/index.shtml

General	
Convention on the Rights of the Child (CRC)	www.unicef.org/crc/crc.htm
Convention against Discrimination in Education	www.hri.ca/uninfo/treaties/14.shtml
International Covenant on Economic, Social and Cultural Rights	www.hri.ca/uninfo/treaties/2.shtml
Universal Declaration of Human Rights	www.un.org/Overview/rights.html
Children in the justice system	
United Nations Rules for the Protection of Juveniles Deprived of their Liberty	www.hri.ca/uninfo/treaties/37.shtml
United Nations Standard Minimum Rules for the Administration of Juvenile Justice	www.hri.ca/uninfo/treaties/48.shtml
Disability	
Declaration on the Rights of Disabled Persons	www.hri.ca/uninfo/treaties/73.shtml
Salamanca Statement and Framework for Action on Special Needs Education	www.unesco.org/education/pdf/SALAM_A_E.PDF
UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities	www.un.org/esa/socdev/enable/dissre00.htm
Gender	
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	www.un.org/womenwatch/daw/cedaw/
Convention on the Political Rights of Women	www.hri.ca/uninfo/treaties/23.shtml
Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages	www.hri.ca/uninfo/treaties/64.shtml
Fourth World Conference on Women Platform for Action	www.un.org/womenwatch/daw/beijing/platform/plat1.htm
Race, religion and language	
Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief	www.hri.ca/uninfo/treaties/17.shtml
Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities	www.hri.ca/uninfo/treaties/20.shtml
International Convention on the Elimination of All Forms of Racial Discrimination	www.hri.ca/uninfo/treaties/10.shtml
United Nations Declaration on the Elimination of All Forms of Racial Discrimination	www.hri.ca/uninfo/treaties/9.shtml
Refugees	
Convention relating to the Status of Refugees	www.hri.ca/uninfo/treaties/82.shtml

The following statements have been used in previous workshop activities. You can be selective, adapt them, or create new statements, to suit your context.

All children are the same and have similar backgrounds.

Children should be taught in their own mother tongue language.

Blind children cannot look after themselves and need to be cared for all the time.

Access to employment/education should not be based on ethnicity.

It is natural for men/boys to be leaders and for women/girls to be followers.

Disabled children do not need HIV education because they do not/will not have sex.

Pastoralists/travellers should be made to settle in one place.

Girls are born to become wives and mothers.

Children with learning disabilities cause disruption in a mainstream classroom/project and should be dealt with separately.

Refugees cause increases in poverty and crime.

I would be happy for my son/daughter to marry a disabled spouse.

Gentle boys won't grow into real men.

Children should learn about other religions.

We have to prioritise 'normal' children in our programmes.

Children choose to leave school and start work because they are not very clever.

Children have a contribution to make to society (while they are still children).

Sign language should be treated as a separate language in its own right.

UNCRC list of bases for discrimination identified in state reports

- gender
- disability
- race, xenophobia and racism
- sexual orientation
- particular castes, 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

Labels for task 11

A 5

The following labels have been used in previous workshop activities. You can be selective, adapt them, or create new labels, to suit your context.

A street boy

A street girl

An HIV-positive girl

An HIV-positive boy

A girl who has not undergone FGM

An unmarried teenage mother

A person from an 'untouchables' caste

A disabled mother

An HIV-positive elderly man

A deaf young man

A child factory worker

A refugee man

A boy child soldier

A girl child soldier

A woman with a mental illness

A successful businessman

A successful businesswoman

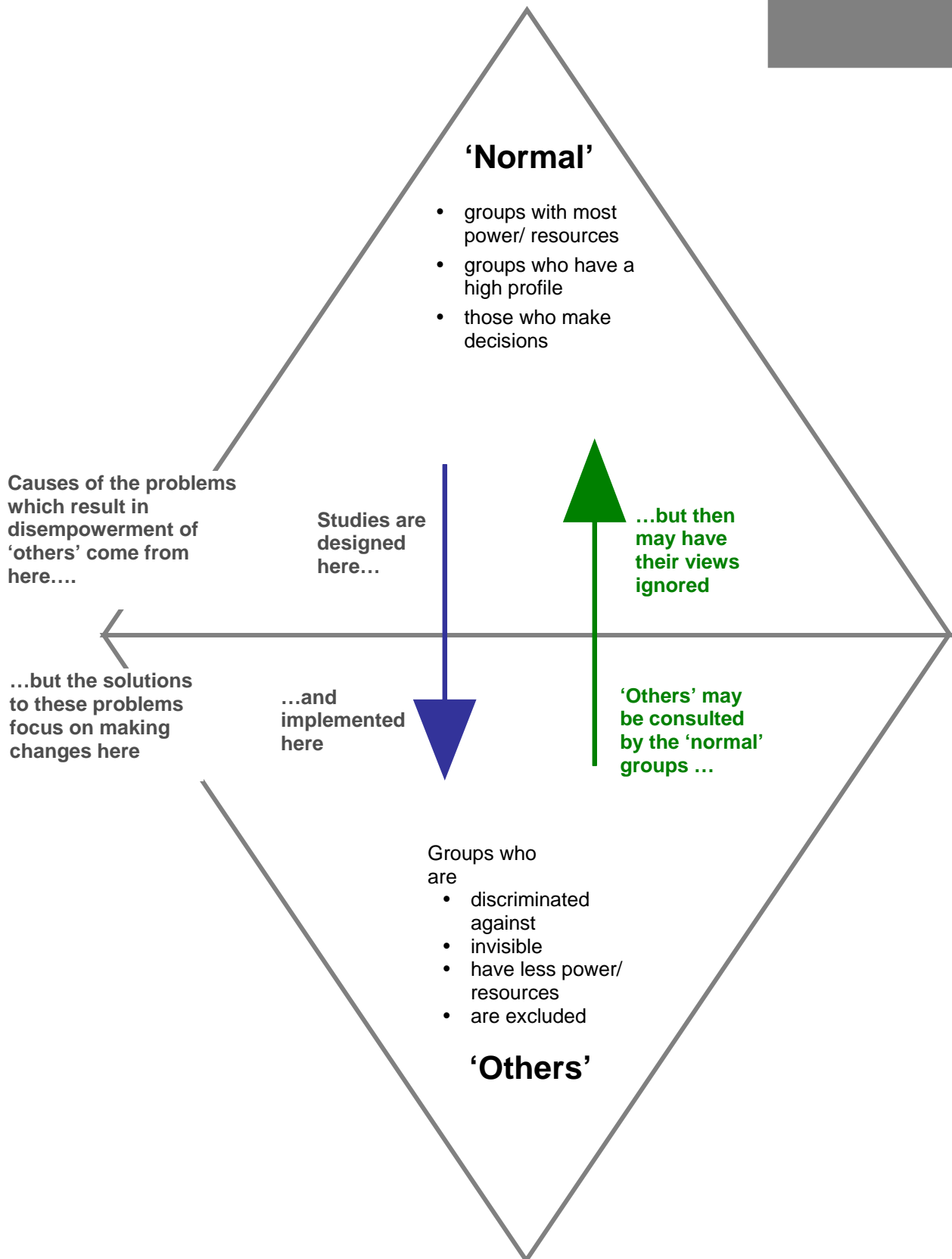
An unmarried 30-year old woman

An orphaned child

A school pupil who speaks a minority language [*state which*]

A badly behaved boy

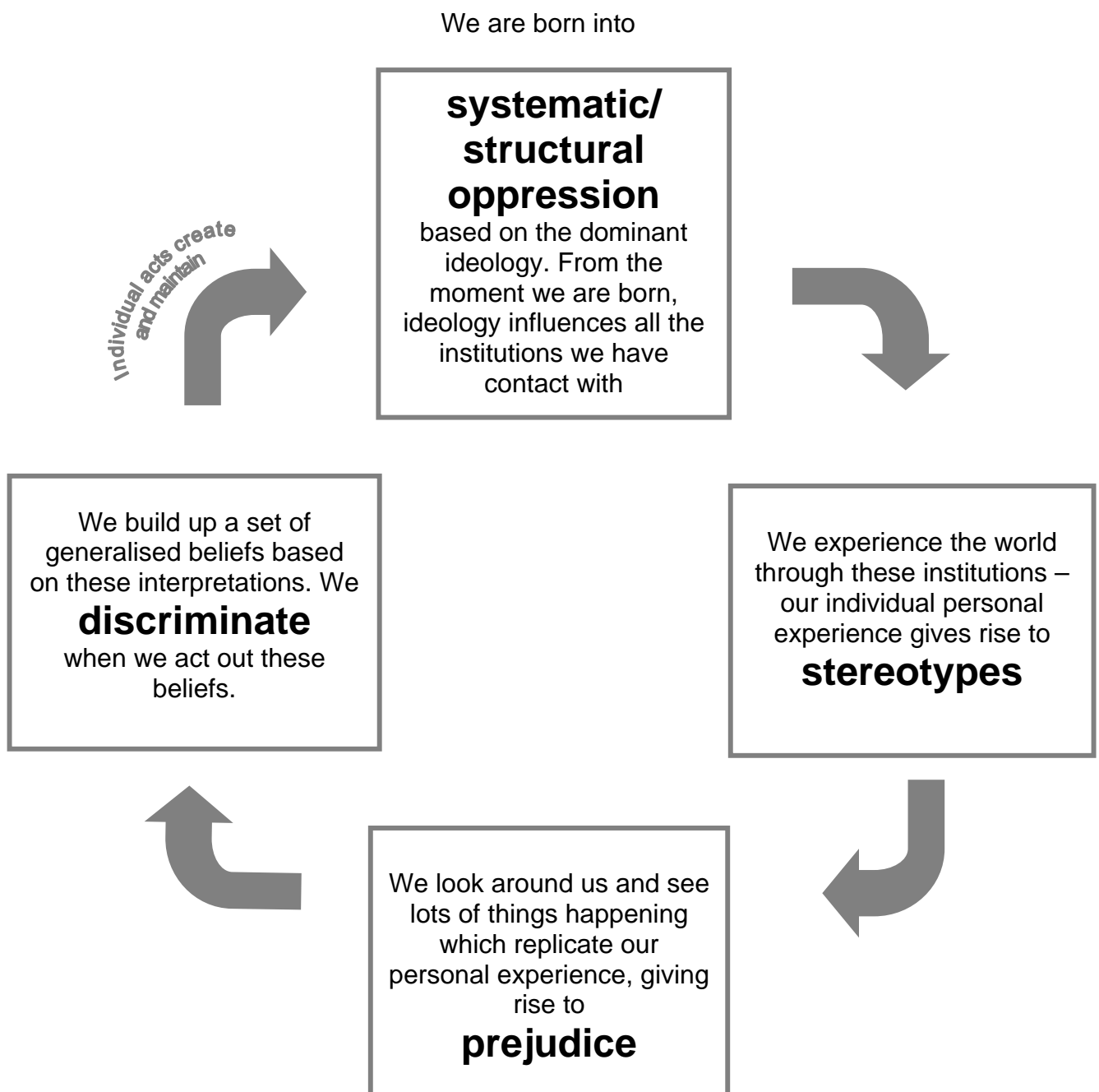
Diamond of oppression



Cycle of oppression

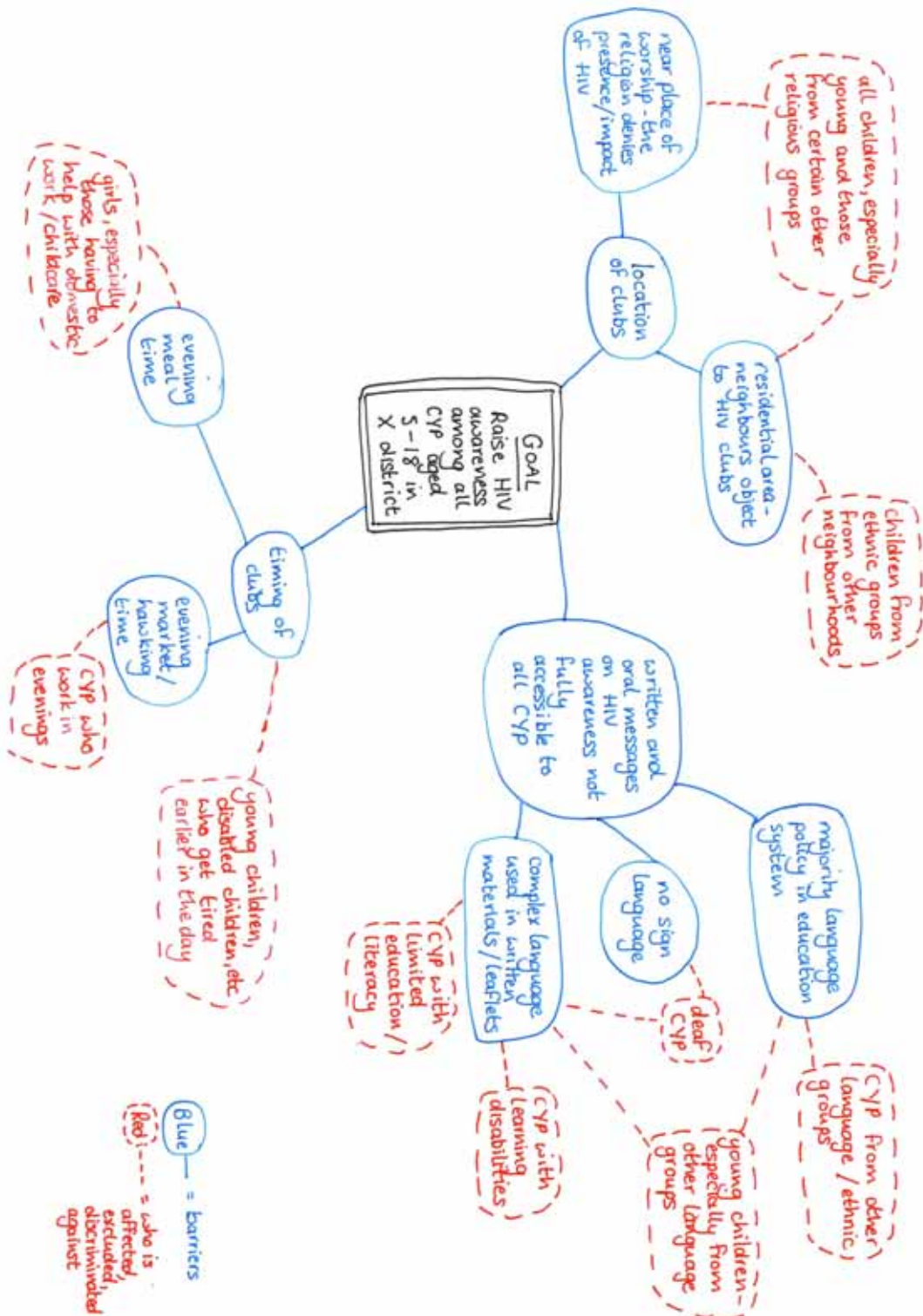
A 7

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', 'normal'.

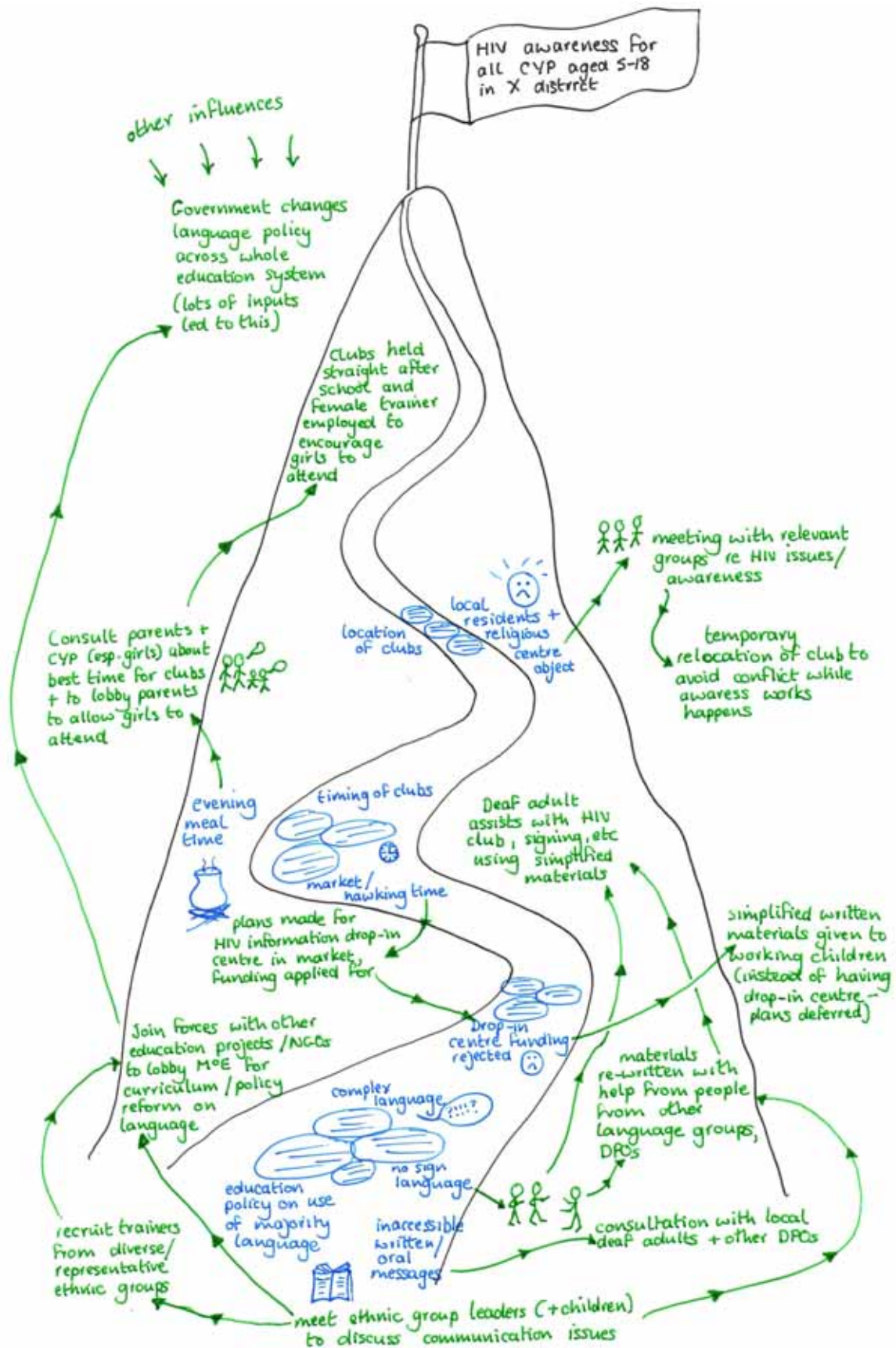


Examples for barrier/solution analysis

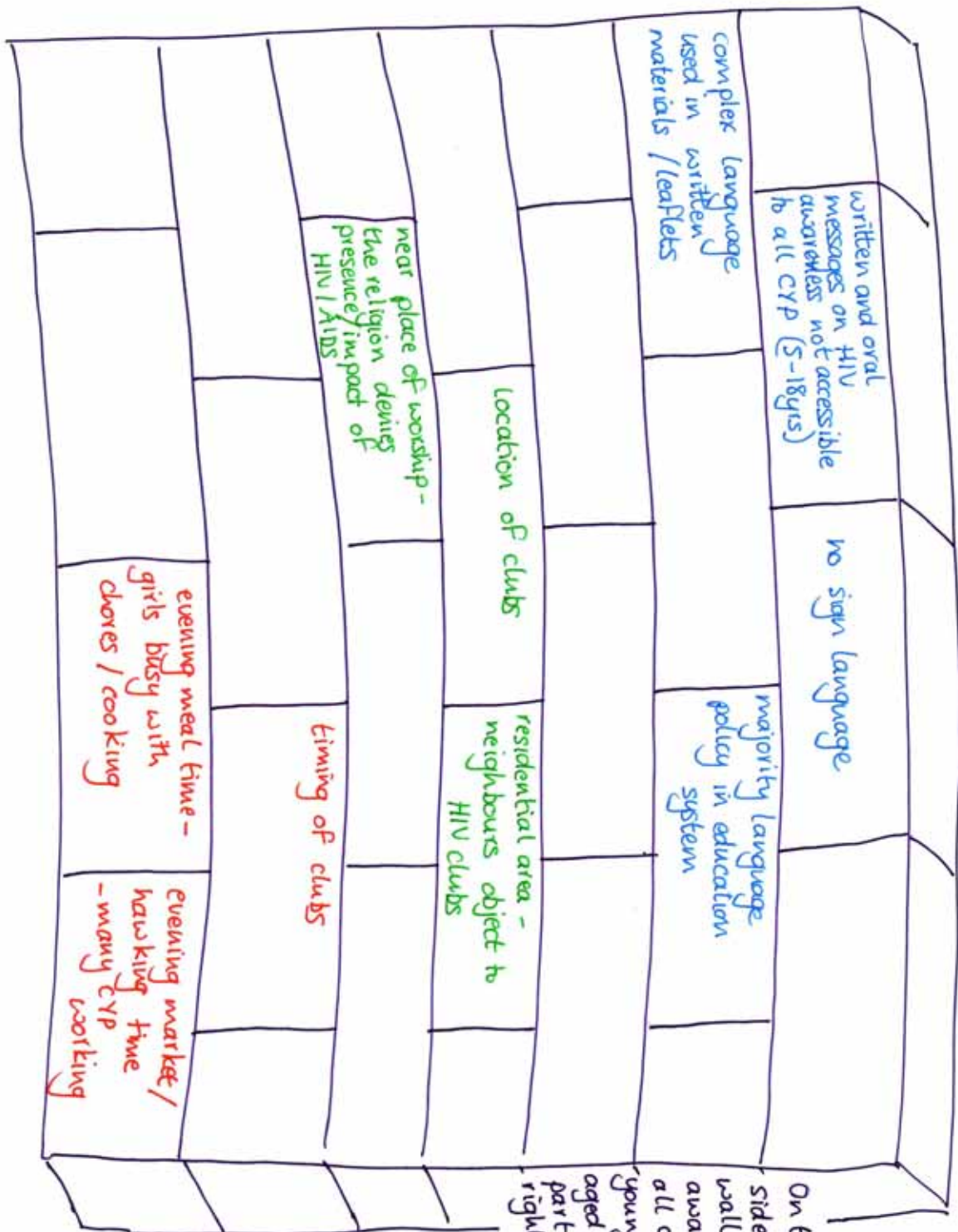
Mind map



Mountain diagram

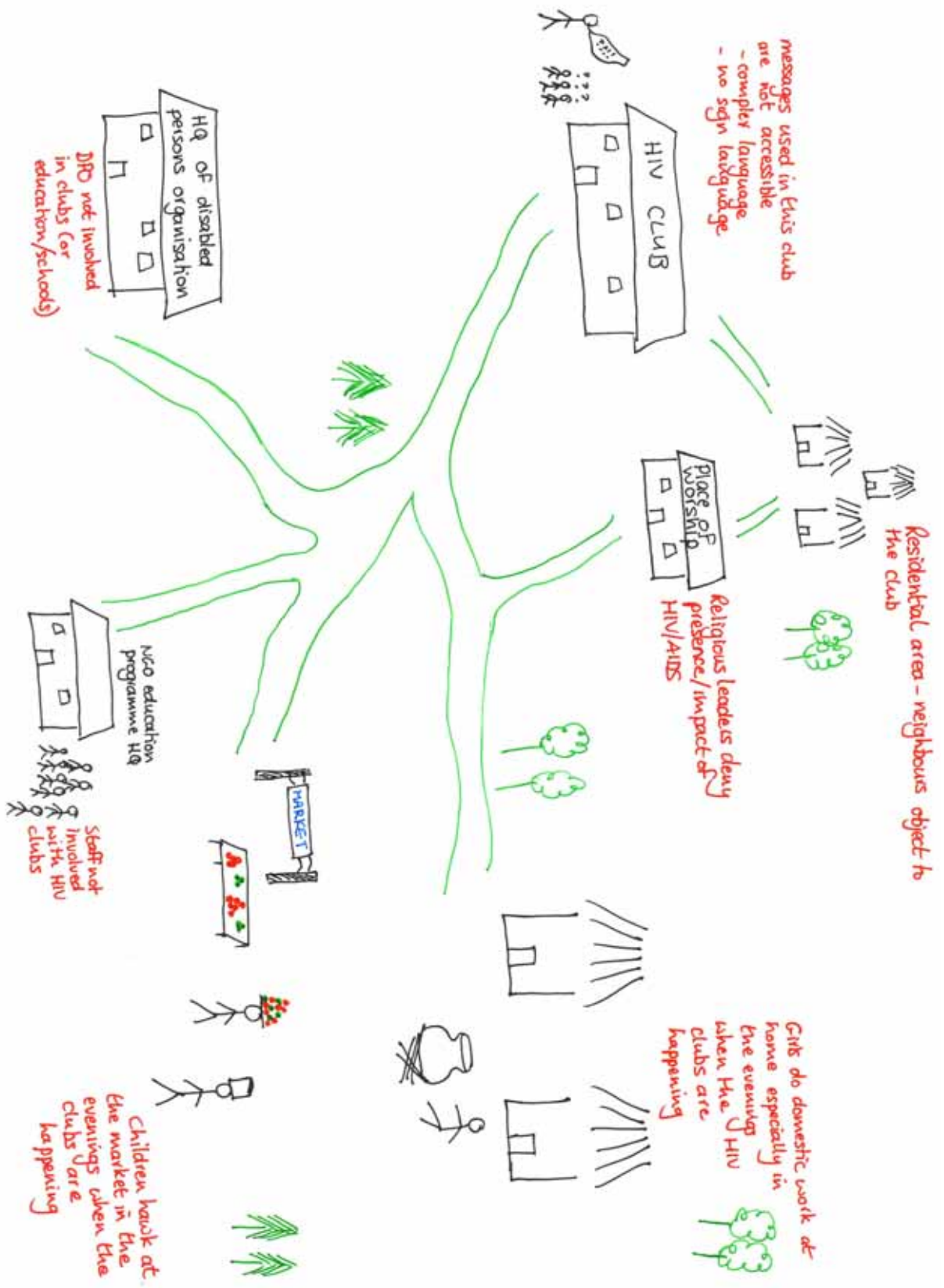


Brick wall diagram



On the other side of this wall is HIV awareness for all children and young people aged 5-18, as part of their right to health.

Survey map



Throughout these training materials there is a consistent case example, which has been used to illustrate various activities and frameworks.

The outline of the story is as follows:

An NGO is running an HIV programme, primarily an awareness-raising programme. It is targeting children and young people aged 5-18 in a specific geographical area. The main project activity is the development and running of extra-curricular clubs, at which children learn about the causes and effects of HIV and are given the space to share their thoughts, experiences, hopes and fears.

The clubs are held in the evenings although this clashes with the time when domestic chores and cooking are happening in many households, or when children are earning extra income for their families by hawking in the market.

The clubs follow a basic curriculum specified by the Ministry of Education nationally. The Ministry is protective of its curricula in all subjects, but localisation is permitted sometimes. There are existing curriculum materials available from the Ministry, but they are not always sufficient or appropriate. The learning materials available for children tend to use quite complex language (one set of materials covers the full age range), and (like all official Ministry-produced materials for all school subjects) they are only available in the language of the majority ethnic group, although in the project area, several ethnic/linguistic groups live in close proximity.

The trainers at the clubs are mostly men and only speak the majority language and no facilities are available to offer sign language to deaf children.

The clubs are held in a venue that is close to a residential area and also quite close to a place of worship for one of the religious groups of the area. Both residents and religious leaders have objected to the club on the grounds that they do not want 'immoral teachings' happening near their homes/place of worship. Some children attending the club have received threats or taunts.

Facilitators are encouraged to use their own case story to illustrate concepts and tools if this story is not appropriate in their context.

Sample barrier/solutions analysis table

Goal/rights	Target children	Barriers	Who is affected & how	Level of affect	Underlying causes	Potential solutions
Raise awareness of HIV through extra-curricular clubs in order to empower children to protect themselves and fulfil their right to health	All children ages 5-18 in a certain geographical area	HIV information presented in written and oral form (in the language of the majority ethnic group) according to curriculum (resource barrier, and/or policy barrier)			Deaf/disabled groups and minority language groups lack power, not represented in decision making levels/politics. Their stakeholder groups are often banned as subversive.	
			Children from minority ethnic group (can't understand language well)	Sometimes present but don't participate or benefit much	People from those language/ethnic groups should be teaching their own children – they have 'different' sexual behaviours to us <i>(st'yppe prejudice by trainers/curriculum writers)</i>	<ul style="list-style-type: none"> Lobby curriculum writers to revise HIV education 'rules' to end systematic discrimination on basis of language Awareness work with trainers on ethnic minority rights Recruit trainers from other ethnic groups who can help translate and show other trainers that they behave in the same way
			Deaf children don't understand – written language of majority group is a second	May be present but don't participate of benefit much	Deaf children are stupid if they can't learn to read like 'normal' children <i>(st'type/prejudice by trainers/curriculum writers)</i>	<ul style="list-style-type: none"> Awareness/training work with trainers re deafness, what sign language is and how deaf children use written language as a 2nd language affecting

Goal/rights	Target children	Barriers	Who is affected & how	Level of affect	Underlying causes	Potential solutions
			language for them as well, and they've received limited education			<p>their reading skills</p> <ul style="list-style-type: none"> Partnership with deaf organisation/local adults to develop appropriate materials for deaf people on HIV and/or to give training Awareness work on deaf/disability issues/rights
			Deaf children can't hear the messages	Not present at all	Deaf people are not likely to have sexual relationships, go out, do risky things, not a priority for HIV messages <i>(st'ype by parents, teachers, curriculum writers)</i>	<ul style="list-style-type: none"> Lobby curriculum writers to develop materials better suited to sign interpretation and 2nd language speakers Partnership with deaf organisation/local adults to develop appropriate materials for deaf people on HIV and to find adult role models and interpreters Develop system of deaf representation on local planning committee
			Learning disabled children also struggle to understand. Few are encouraged/ allowed to attend by parents	Very few present, never participate/benefit	<p>People with learning disability will always be 'children' so won't live adult, sexual lives <i>(st'ype/prej by parents, trainers)</i></p> <p>Learning disabled children are an embarrassment, we don't want to take them out in public <i>(prej of parents)</i></p>	<ul style="list-style-type: none"> Awareness/rights work with parents, trainers etc (l.d. people have same rights and needs as other re sexual health) Partnership with DPOs etc to find role models &/or l.d. representatives for planning committee

Goal/rights	Target children	Barriers	Who is affected & how	Level of affect	Underlying causes	Potential solutions
		Oral information only presented within HIV awareness club, which take place after school, that's when trainers/teachers prefer to do the sessions (Practice barrier)			Girls/women lack power in society, few women in decision-making/politics. Educated people hold most power, less educated denied opportunities/power. Children have very limited power among adults.	
			Girls cannot attend, they are busy helping mothers prepare dinner	Not present at all	Girls belong at home doing domestic work. Girls aren't sexually active until marriage and then their husbands will make decisions for them – we only need to educate the husbands (<i>st'type/prej of all society, parents, etc</i>)	<ul style="list-style-type: none"> Reschedule the clubs to help girls attend (eg, lunch time, or for shorter periods straight after school) Meetings with parents to discuss importance of the clubs and girls' needs/rights to attend Recruit female trainers and discuss curriculum with parents so parents/girls less likely to worry about 'inappropriate' messages given to girls by older men
			Many children work in the market in the evenings, they can't attend either	Present only sometimes, rarely participate or benefit	Children who don't attend school/clubs regularly are lazy/stupid and don't deserve education, we won't waste our time on them if they don't give their time to attend (<i>st'type prej by teachers</i>)	<ul style="list-style-type: none"> Reschedule the clubs to help working children attend (eg, lunch time, or for shorter periods straight after school) Run an outreach club in/near the market, perhaps for 'drop-in'

Goal/rights	Target children	Barriers	Who is affected & how	Level of affect	Underlying causes	Potential solutions
					Children who work are 'adult' and already know about adult things (<i>st'type/prej by parents and teachers, and children themselves</i>)	<p>advice</p> <ul style="list-style-type: none"> • Awareness work with trainers re rights of working children and being flexible to individual needs • General child rights work – children are not adults and need advice even when they are already playing adult roles (working)
		Location of club – near a religious place of worship – religious leaders object to HIV club and protest and their children taunt attendees (attitude / environment barrier)	All children feel worried about going to the club in case they upset the religious leaders. Children from other religions fear getting caught up in religious conflict (which is not uncommon in the country)	Present sporadically, though participate and achieve when possible	<p>HIV is disease for non-believers and prostitutes. Children don't have sex and our religion bans sex outside marriage. We should not expose our children to these issues or give the information to encourage promiscuity (<i>st'type/prej of religious leaders</i>)</p> <p>Religious leaders are powerful in the community, other leaders/religions lack power.</p>	<ul style="list-style-type: none"> • Meetings with religious leaders (or key leader) to raise awareness of HIV. • Find other key figures in the religion who do speak positively about HIV awareness work, or who are HIV+ and willing to talk • Recruit someone from the religion as a trainer • Move location of club as a short-term answer • Incorporate assertiveness training into the clubs so children don't feel so intimidated by taunts

In this example the NGO gathered information on the barriers, who is affected, how and probable caused, and developed ideas for how to solve the problems through:

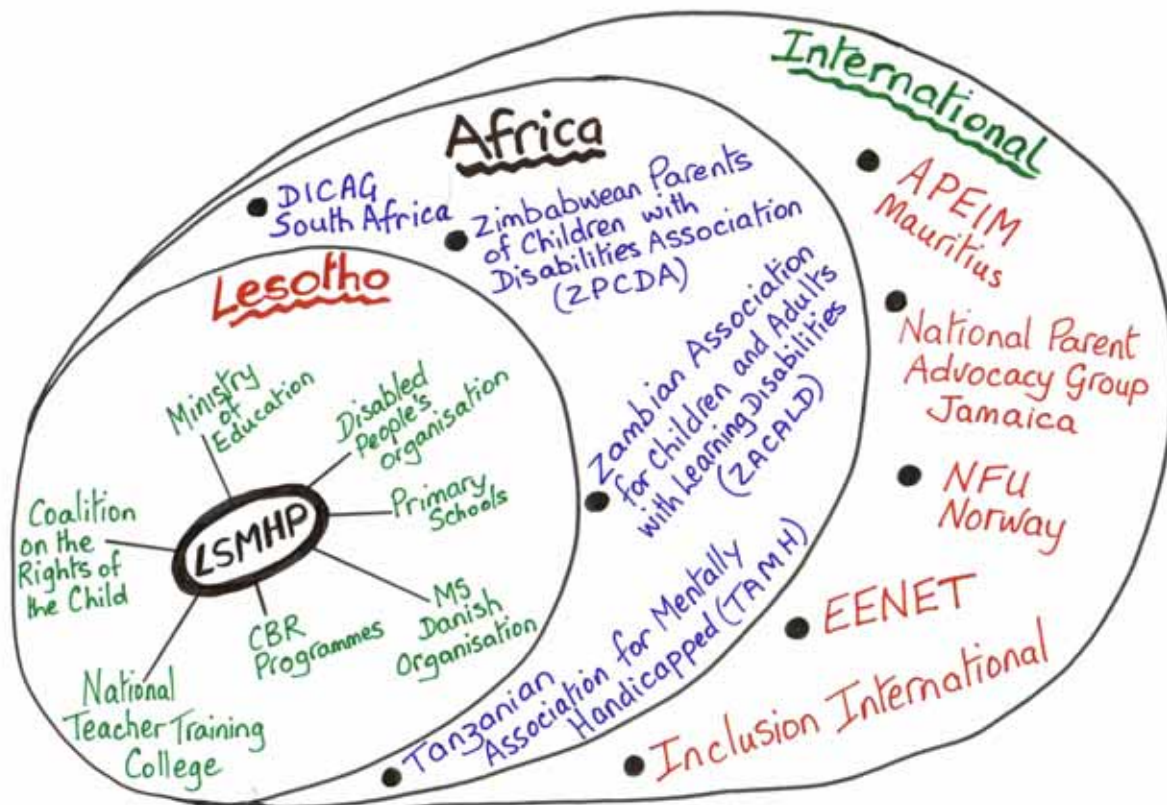
- reading reports of the club's activities and enrolment lists
- reviewing the curriculum and talking to the people who had written it
- observing several club sessions
- initial brainstorm, etc, with staff/partners to gather suggestions of who might be excluded and guide further investigations
- focus groups and semi-structured interviews with children at the clubs
- a fun but educational survey activity with children through which they identified other children they know who are absent from club/school and why
- talking to parents of club attendees, and of the 'missing' children identified by the children's survey
- observing the markets in the evenings and holding a focus group with some of the working children
- meeting disabled people's organisations and individual deaf/learning disabled people identified by the DPO
- reading a few key texts on disabled children's rights provided by head office
- talking to mothers trading in the market about their daughters
- reading reports from other programmes/countries regarding their handling of diversity/discrimination issues and talking to their key staff.

The information was gathered over the course of many months. Most of the work was integrated into staff members' existing workload. For example:

- in the course of their regular meetings with the club – each time they went to the club they just tried to do a few different activities (eg, short focus group with the children)
- at a regular staff meeting they held a brief brainstorm for ideas from HIV project staff and staff from the other projects (education, livelihoods, water/sanitation)
- at a regular HIV project meeting they did some more detailed barrier analysis activities
- in the course of outreach work for other elements of the overall HIV programme they took the opportunity to talk to parents, etc, about girls and deaf/learning disabled children in the family/community. It was through these interactions that they became increasingly aware of the working children issues as well, which they had not initially identified during their first brainstorm.

Networking diagram

A 11



Source: EENET, 2002, *Family Action for Inclusion in Education*, Manchester: EENET

Appendix B

**Further information for
planning workshops and
follow-up activities**

Every training session will need to be tailored to the needs of the programme, and take into account the amount of time available and the existing level of awareness among participants. The following three suggested training agendas assume that participants have a moderate level of awareness about issues of discrimination and diversity. However, if participants have a very low level of awareness, you may then choose to spend the majority of your time on activities from the 'awareness' section. If they already have a high level of awareness, but lack ideas for integrating the issues into their work, you may choose to spend more time on the activities from the 'assessment and analysis' and 'action' sections.

Remember to make the most of opportunities to use the activities in non-training situations. For example, an activity could be incorporated into a monthly staff meeting.

Remember to make the training sessions as varied as possible, to cater for the various learning styles of participants. In the scenarios we have tried to suggest agendas which incorporate a range of styles of activity (presentations, moving, writing, group discussion, drawing, etc).

Half day

Aim: to introduce participants to the concepts of power and multiple identity, and to begin thinking practically about the barriers that can prevent groups from participating equally in society or in a project. Awareness of the concepts of power and identity is important for understanding the complexity of barriers. It can be hard for people to see the many different layers of barriers that exist if they do not first understand how power affects people, and how our identities are not limited just to the one identity that may be most visually obvious.

Task	Time allowed	Style of activity
Brief introductions	15 mins	Presentation
Power lines (us as a warm-up)	40 mins	Movement and discussion Presentation of some information from the 'power plays' activity
How many issues?	30 mins	Group and plenary discussions
Break	15 mins	
Who are you?	30 mins	Writing Paired discussions Presentation
Barriers	60 mins	Presentation Group discussion Writing Drawing
Time for discussion, clarification, slippage, evaluation	20 mins	

One day

Aim: to introduce participants to the concepts of power, multiple identity and oppression. To help them to begin thinking about the practical impacts of oppression and discrimination (in the form of barriers) and the kind of solutions and strategies to address this. In a one-day training you will only be able to introduce ideas for action planning to tackle barriers, but should not expect to achieve full action plans by the end of the day. Participants may require more time to understand the more complex concepts (eg, oppression). You may find you cannot effectively move participants on to look at barriers, solutions and action planning until these initial concepts are understood. So your agenda needs to be flexible!

Task	Time allowed	Style of activity
Introductions	30 mins	Presentation Plenary discussion
Power lines (use as a warm-up)	40 mins	Movement and discussion Presentation of some information from the 'power plays' activity
What is all this jargon?	30 mins	Paired discussion Movement
How many issues?	5 mins	Presentation Handout UN CRC list
Break	15 mins	Participants may read/discuss handout
Who are you?	30 mins	Writing Paired discussions Presentation
Oppression	60 mins	Movement Presentation Group discussion Writing
Lunch	60 mins	
Barriers	45 mins	Presentation Group discussion Writing/drawing
Solutions and strategies	45 mins	Presentation Group discussion Writing/drawing
Break	15 mins	
Feedback (on barrier/solution activity outputs)	30 mins	Presentation Plenary discussion
Action planning	30 mins	Plenary discussion Group work
Time for discussion, clarification, slippage, evaluation	15 mins	

Three days

Aim: to introduce the concepts of power, identity, and oppression; introduce and practise barrier analysis and solutions and strategy activities; and undertake action planning.

Task	Time allowed	Style of activity
Day 1		
Introductions	25 mins	Presentation Plenary discussion
Power lines (use as a warm-up)	20 mins	Movement and discussion Presentation
What is all this jargon?	30 mins	Paired discussion Movement
Says who?	15 mins	Role play Plenary discussion
Break	15 mins	
Agree-disagree	15 mins	Movement and discussion
How many issues?	15 mins	Group and plenary discussions
Who are you? *	20 mins	Writing Paired discussions Presentation
Personal experience of discrimination *	20 mins	Writing/drawing Paired and plenary discussion
A rather complicated case *	30 mins	Group and plenary discussion
Lunch	60 mins	
Power plays	50 mins	Role play Presentation
Labels game	20 mins	Movement Paired and plenary discussion
Break	15 mins	
Oppression (starts with an energiser)	60 mins	Movement Presentation Group discussion Writing
Time for discussion, clarification, slippage, evaluation	30 mins	

* You will probably not have time for all three activities relating to identity and personal experiences – choose one or two that best suit your plans.

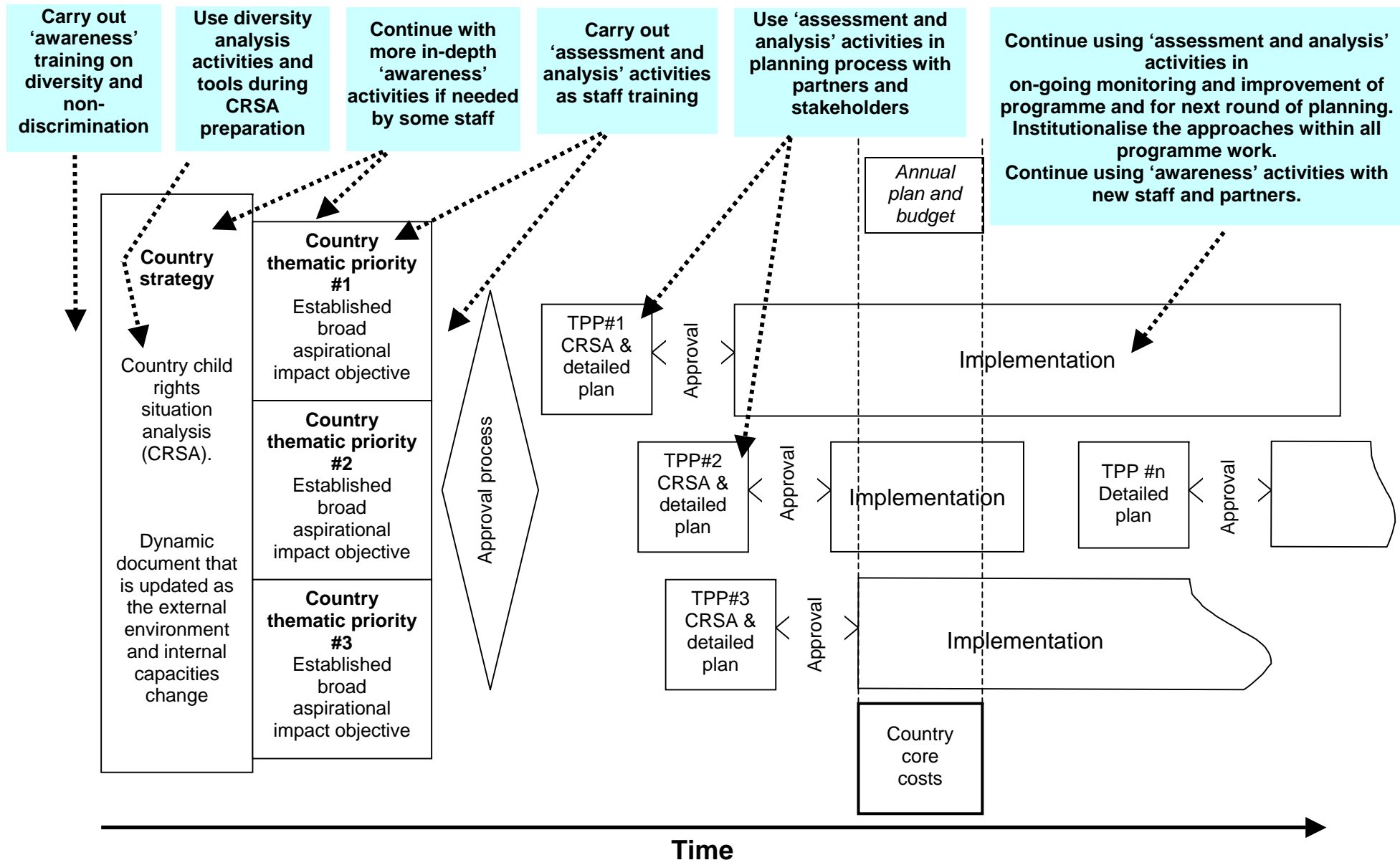
Task	Time allowed	Style of activity
Day 2		
Summary of previous day	30 mins	Plenary discussion Questions
Advertising diversity	30 mins	Writing/drawing Group and plenary discussion
Barriers	30 mins	Presentation Group discussion Writing Drawing
Break	15 mins	
Barriers (<i>continued</i>)	45 mins	
Photo elicitation	30 mins	Pair, group and/or plenary discussion
Lunch	60 mins	
Dodgy bus ** (use as a warm-up)	20 mins	
Solutions and strategies	45 mins	Presentation Group discussion Writing Drawing
Break	15 mins	
Solutions and strategies (<i>continued</i>)	30 mins	
Impact and indicators	60 mins	Group and plenary discussions
Time for discussion, clarification, slippage, evaluation	15 mins	

** You may choose to do 'In But Still Out' instead of this warm-up activity, if participants have not fully understood the importance of looking at barriers to presence, participation and achievement/benefit.

Task	Time allowed	Style of activity
Day 3		
Summary of previous day	30 mins	Plenary discussion Questions
Participatory methods *** (use as a warm-up)	20 mins	
Action planning (based on barrier/solution analyses from previous day)	40 mins	Group discussions Writing/drawing
Break	15 mins	
Action planning (<i>continued</i>)	60 mins	
There are more than three side to the triangle ***	15 mins	Plenary discussion
Lunch	60 mins	
You're not alone! ***	20 mins	Group discussion Writing/drawing
Next steps – taking forward what we've learned and building on initial action plans (context specific session, to be devised by the facilitator)	60 mins	Group and plenary discussions
Time for discussion, clarification, slippage, evaluation	30 mins	

*** You may decide not to include these activities if you need more time for action planning, or if you need to continue some activities from Day 2 (eg, if you need to do Task 19 on GIM in addition to doing the general 'Impact and Indicators' activity).

Fitting this training into Save the Children's planning cycle



Next steps in applying barrier analysis in programmes

"...no framework will do the work for you. It may help you plan the work that can be done... Afterwards, the work must still be done."

*(March et al (1999) 'A Guide to Gender-Analysis Frameworks',
Oxford: Oxfam, p22)*

Using barrier analysis to kick-start deeper investigation

One of the key reasons why diversity and discrimination issues are not well analysed and integrated into programme planning and reviewing is a fear of the unknown. A water and sanitation programme worker may quite understandably be frightened about engaging with gender or disability issues if these issues have not formed a part of his/her training and work experience to date. We can imagine how a gender or disability adviser might feel if they were asked to create a water and sanitation project for a refugee camp, from scratch, with just one or two introductory workshops into the principles of water purification and sewage systems!

While the activities in this training cannot provide all the answers to the complexity of diversity and discrimination issues, they are ideal for reducing participants'/ programmes' fears of the unknown and confusion about where to start planning or evaluating interventions with a diversity and non-discrimination focus. They therefore offer a sound basis for undertaking the kind of in-depth analyses that may have been too daunting before.

An initial barrier/solution analysis may do one or more of the following:

1. highlight one or two issues that are obviously 'bigger' and more urgent than others in your context – in your opinion and of course in the opinion of partners and stakeholders
2. identify staff members, partners or stakeholders who have (perhaps previously unknown-about) experience or skills relating to a certain issue of difference or to tackling discrimination and exclusion
3. inspire some staff (or partners) to become interested in, even passionate about, a particular issue that they may not have had the opportunity or support to think much about in the past (because they believed it was the domain of a specialist staff member or because they generally had their 'eyes closed' to such issues)

Various opportunities may therefore arise, which you could (and should) capitalise on:

Gaining confidence in diversity analysis

Having identified some priority issues the programme may feel less overwhelmed by the 'problem' of promoting diversity and tackling discrimination – you may feel that you now know where to start. You can then think about what other information you still need in order to give you the full picture about these issues. You can work out who can best help you to get this information and how.

Having identified a certain diversity/discrimination issue as high priority you may feel more comfortable about spending your scarce programme budget on a specialist, knowing you really need their input. You may feel more confident about committing precious staff time to learning about and conducting an in-depth analysis because you have evidence that it is really needed.

Making the most of what you have got

If you have been lucky enough to have identified staff/partners with previously-hidden knowledge/experience, or who have been 'fired up' by a particular issue, it is important that the programme makes the most of this. Do not let a participant's new-found passion for a particular diversity issue die the moment a training course ends! It is important to remember that this is not extra to their main jobs. *Promoting diversity and tackling discrimination are central to everyone's jobs.* So if someone shows a desire to take forward research or analysis on these issues, the programme should welcome and support this.

And if an unexpected person shows an interest in a diversity issue, do not fall into the trap of forcing people 'back into their boxes' just because their job descriptions do not specifically state that they should be dealing with that issue. In one example known to the author, an administrator became so fired up by her involvement in a barrier analysis activity that she went on to conduct action research into the issue of early marriage and its negative effects on children's education in her community. She gathered information that proved very useful to the wider education initiative, and her unexpected enthusiasm for the issue inspired (or possibly shamed!) other more senior staff into action.

Allocating deeper analysis 'projects'

Even if your staff have not spontaneously expressed a wish to look in more depth at an issue, you can facilitate them to do so. Having conducted a barrier analysis, you could ask participants to select one issue from the analysis (eg, one item from the brainstorm list, mind map, mountain picture, etc) and research it in more depth. After a period of time everyone could meet again and share their findings and experiences. These can then be compiled and any gaps that still exist, or new questions that have arisen, can then be investigated.

For example, using the case study given in the sample barrier analysis table, one staff member might choose to look in depth at the issue of girls' domestic labour (which prevents girls from participating in the HIV club, and in other things no doubt). Another may choose to find out more about deafness, deaf people and accessible

communication issues in the community/country. They may choose any number of methods for these further investigations: from continued participatory research and learning activities during the course of day-to-day work, to more formal analyses (for example, using the disability analysis framework given in Appendix B3) or simply reading reports and publications.

It is important to stress that these deeper analysis activities will not necessarily be big research projects, needing big budgets and intensive staff time (though you might choose this route for some of the issues). Ideally the follow-up analyses would just be worked into the day-to-day activities of the staff.

Of course, the best approach would be for the programme to 'institutionalise' the concept of ongoing diversity and discrimination analysis and research, for example:

- by formalising that everyone has a certain amount of time each month to work on finding out about their chosen issue for the good of the whole programme
- by placing diversity issues on the agenda of all staff meetings so that staff have an open forum in which to share what they have done or learned this month
- by including a responsibility for diversity and non-discrimination work into all job descriptions.

Monitoring and evaluation, and institutional learning

If an initial barrier/solutions analysis activity identified some solutions that have already been tried, then participants could choose a solution each which they will then investigate, perhaps to assist in putting together the impact assessment report, or in a wider process of documenting experiences for ongoing institutional learning. They might look at: what exactly was done, who was involved, how did it work, what were the results and impacts, what didn't go so well, what can we learn from the experience, etc? Again this could be done through ongoing participatory work with partners and stakeholders and/or using various analysis frameworks or other research techniques.

Case study

In Zambia an education project used barrier/solution analysis approaches to help school communities to work out how to address various discrimination issues. Discrimination was affecting learners and preventing all children from benefiting, despite policy initiatives such as universal primary education and a national programme to promote girls' education.

Initial barrier/solution analysis

Initial analysis activities were conducted mainly with the participation of teachers. After conducting an initial barrier and solutions analysis, participants realised several important things that would direct their future investigations and interventions:

- they had already tried out quite a few good ideas about how to tackle discrimination. However, in their minds they had labelled this simply as 'good teaching' or 'child rights', they had not previously thought of it in terms of diversity and non-discrimination. They had therefore not evaluated their work in these terms either, so in their formal reports they appeared to be doing very little to promote diversity and tackle discrimination.
- there were a number of groups of 'less obvious' children facing discrimination which they had not noticed before, such as children living apart from their parents
- the reasons why children were excluded from education were complex and not easily 'blamed' on just one obvious cause, such as unsupportive parents or resource/ environmental problems.

Deeper investigation

In following up the initial analysis activity, participants selected one or two barrier or solution issues each from their mind maps and carried out deeper investigations. They used a variety of methods, from interviews with parents and participatory activities with school children, to reading policy documents from the government and observing classroom/school practices.

Some participants worked in pairs to share the workload of their chosen analysis, although all of them undertook the work as part of their daily duty to deliver quality education for all children, and improve their own policies and practices.

After about six months, the participants finally wrote up their findings. They wrote about the situations of discrimination they had discovered, any changes taking place during the period of the deeper analysis, and/or assessments of solutions already in place and their positive or negative impact on discrimination. These findings were collated and shared with teachers, education officials, parents and even with education practitioners in other countries.

Results

The participants have subsequently been able to use their findings from the initial barrier/solutions analysis and the deeper investigations in what they call their 'handbook for inclusion'. The findings have guided them as to where the discrimination is occurring and why, so they can target their interventions more effectively. The findings also offered ideas and starting points for planning targeted

work on the basis of learning from past experience.

In the short time since the education project has used the barrier/solutions analysis approach teachers are already reporting improved attendance and achievement among:

- girls who are pregnant or who have babies. This has been achieved by developing interventions which changed attitudes among teachers so they would accept the girls back into class and comply with the government policy on this; among pupils so they stopped bullying and sexually harassing the young mothers; and among parents so they understood the value of girls' education and girls' rights to continue in school, and were assisted to make adjustments to domestic arrangements to facilitate baby care
- children who had previously been absent due to the pressure of domestic or income-generating work. This has been achieved by developing interventions which changed school practices so that absenteeism or lateness is no longer automatically punished, but is investigated and followed up with parents to devise solutions that meet the needs of the family, child and school.

Final thoughts

There is no simple way to investigate and solve discrimination problems, or to analyse and assess existing interventions for their impacts on diversity and discrimination. In the end it still comes down to commitment and initiative: do people want to try out the various tools and frameworks; have they got the initiative to experiment with, learn from and adapt approaches across contexts and sectors?

Gender analysis

DFID's framework

There are a number of gender analysis frameworks. In the box at the end of this section we list where to find more information about them. We will not present them in detail here, due to lack of space and the fact that so many other publications already exist.

Instead we will present just one gender analysis framework, published in the DFID Gender Manual. This framework combines several of the well-known gender analyses. Within one framework it assist you to look at:

- the roles and responsibilities of women/girls and men/boys
- the assets they can access or are denied
- the role they play in decision-making, and their consequent power status
- their needs, priorities and perspectives.

DFID's framework offers a relatively simple starting point from which you could move on to using other gender frameworks, which might then help you investigate these four areas of information in more depth. Or you may find that the DFID framework provides you with sufficient information to suit your current needs.

It is important to remember that while this framework refers to men and women, in the context of Save the Children's work we must ensure than any such analysis looks specifically at boys and girls.

Worked example

A sample framework is given below (Table B), again based on the HIV-awareness raising programme that has been used as an illustration throughout this pack. This more detailed gender analysis was initiated as a result of the barrier analysis activity. That analysis highlighted that girls do not attend the HIV-awareness clubs due to domestic chores, or if they do attend, then they cannot read and/or understand the complex messages because their education has been limited.

The sample framework is only partially complete – you could facilitate workshop participants to brainstorm ideas for the kinds of information that might be found for the rest of the analysis.

Table A

Category of enquiry	Issues to consider
<p>Roles and responsibilities</p> <ul style="list-style-type: none"> • what do men/women do? • where (location/patterns of mobility) • when (daily and seasonal patterns)? 	<p><i>productive roles</i> (paid work, self-employment, and subsistence production)</p> <p><i>reproductive roles</i> (domestic work, childcare and care of the sick and elderly)</p> <p><i>community participation/self-help</i> (voluntary work for the benefit of the community as a whole)</p> <p><i>community politics</i> (representation/decision-making on behalf of the community as a whole)</p>
<p>Assets</p> <ul style="list-style-type: none"> • what livelihood assets/opportunities do men/women have access to? • what constraints do they face? 	<p><i>human assets</i> (eg, health services, education, knowledge and skills)</p> <p><i>natural assets</i> (eg, land, labour)</p> <p><i>social assets</i> (eg, social networks)</p> <p><i>physical assets</i> (eg, transport, communications)</p> <p><i>financial assets</i> (eg, capital/income, credit)</p>
<p>Power and decision-making</p> <ul style="list-style-type: none"> • what decision-making do men and/or women participate in? • what decision-making do men/women usually control (able to make decisions)? • what constraints do they face? 	<p><i>household level</i> (e.g. decisions over household expenditure)</p> <p><i>community level</i> (e.g. decisions on the management of resources and services)</p> <p><i>local government level</i></p> <p><i>national government level</i></p>
<p>Needs, priorities and perspectives</p> <ul style="list-style-type: none"> • what are women's and men's needs and priorities? • what perspectives do they have on appropriate and sustainable ways of addressing their needs? 	<ul style="list-style-type: none"> • "practical" gender needs (needs arising in the context of the <i>existing</i> gender roles/assets) • "strategic" gender needs (requiring changes to existing gender roles/assets to create greater equality of influence, opportunity and benefit, eg, increasing women's access to decision-making) • perspectives on improved services and delivery systems such as prioritised services; choice of technology; location, type and cost of services; systems of operation, management and maintenance

Table B

Category of enquiry	Issues to consider
<p>Roles and responsibilities</p> <ul style="list-style-type: none"> • what do boys/girls do? • where (location/patterns of mobility) • when (daily and seasonal patterns)? 	<ul style="list-style-type: none"> • productive roles <ul style="list-style-type: none"> – boys hawk in market (evenings) – girls look after chickens for elderly relatives (mornings) – some girls hawk (evenings) – boys and girls harvest maize in July • reproductive roles <ul style="list-style-type: none"> – girls cook meals in household (evenings) – girls care for younger siblings (morning and evening) – some girls care for parents with HIV – boys undertake above roles sometimes if sisters are ill, too young, married and left home • community participation/self-help <ul style="list-style-type: none"> – boys and girls work during school lunch break to help make bricks for new classrooms • community politics <ul style="list-style-type: none"> – neither boys nor girls have any decision-making roles in the community
<p>Assets</p> <ul style="list-style-type: none"> • what livelihood assets/opportunities do boys/girls have access to? • what constraints do they face? 	<ul style="list-style-type: none"> • human assets <ul style="list-style-type: none"> – boys attend school to end of primary and 30% go to secondary school – 80% girls leave school before end of primary and experience high absentee rates even prior to dropping out, 5% go to secondary school – early marriage and pregnancy, as well as domestic chores, account for majority of absenteeism/drop-out of girls – health services are limited for boys and girls – girls struggle to access written health information due to poor education – boys have access to technical training after primary but girls cannot access this as it trains ‘men’s trades’ (carpentry etc) • natural assets • social assets • physical assets • financial assets <div data-bbox="979 1839 1377 1962" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Try to suggest your own ideas for possible findings under these headings.</p> </div>

<p>Power and decision-making</p> <ul style="list-style-type: none"> • what decision-making do boys and/or girls participate in? • what decision-making do boys/girls usually control (able to make decisions)? • what constraints do they face? 	<ul style="list-style-type: none"> • household level <ul style="list-style-type: none"> – boys are able to keep some of their hawking income and may choose how it is spent – most girls surrender all hawking income to mothers and have not choice in how it is spent (mainly on food or sisters' clothes, school fees etc) mothers can choose how to spend daughters' income, but husband decides how to spend his and his wife's income • community level • local government level • national government level <div data-bbox="1078 568 1406 723" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Try to suggest your own ideas for possible findings under these headings.</p> </div>
<p>Needs, priorities and perspectives</p> <ul style="list-style-type: none"> • what are girls' and boys' needs and priorities? • what perspectives do they have on appropriate and sustainable ways of addressing their needs? 	<ul style="list-style-type: none"> • “practical” gender needs <ul style="list-style-type: none"> – alternative time/location of clubs/education – improved cooking facilities (quicker) • “strategic” gender needs <ul style="list-style-type: none"> – changes to domestic chore/childcare arrangements – improved healthcare for adults with HIV to relieve girls of burden of care – improved awareness among girls/parents about education benefits – basic literacy ‘catch-up’ for girls

Disability analysis framework⁵

This analysis framework helps you to think about obstacles that might prevent a disabled child from participating in or benefiting from a certain project or situation. It also helps you to begin identifying any opportunities that might present you with a starting point, a precedent or an ally in your efforts to address the obstacles disabled children are facing.

In the past, interventions which have included disability issues have focused too much on the disabled individuals and not enough on the people and systems around them that impact on their lives. Inevitably many interventions have failed to address fully the needs and rights of disabled children. This analysis therefore encourages you to look at obstacles and opportunities that exist not just at the level of the individual (disabled child) but also at the level of the family and household; the wider community; the local institutions (schools, local government and NGOs, etc); and the wider system or structures (the national government, policies, economic systems, etc). This should enable a more thorough analysis of the problem and therefore the development of more appropriate solutions.

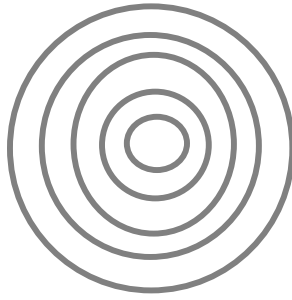
A simplified analysis could involve a table with just two columns: obstacles and opportunities. You may feel this is more appropriate to start with. Or you may feel that you can gather and make sense of information more effectively if you divide up the obstacles and opportunities into those that relate to:

- basic needs of disabled children and young people (food, income, health, education, etc)
- attitudes towards and levels of awareness about disability and disabled children within the chosen context (including disabled children's/adults' own attitudes and levels of awareness)
- access/accessibility issues for disabled children
- participation of disabled children, their families and interest groups (such as disabled people's organisations)
- control and decision-making powers of disabled children, their families and interest groups.

Alternative way to present the analysis

An alternative way of presenting information, which might offer a more accessible and attractive option especially when working with partners and stakeholders, is using circles, as follows:

⁵ This analysis framework has been adapted from an analysis activity published in Save the Children's core book on inclusive education, *Schools for All: Including disabled children in education* (2001)



The smallest circle in the middle represents the disabled child/young person, the next represents the family/household, then the community, the local institutions, and the largest represents the wider systems (eg, economic, political, education systems, etc).

You and your participants could record the results of discussions and brainstorming in the circles, using different colours or symbols to show the obstacles or opportunities in the chosen context. Pictures can supplement or replace words.

You could use pieces of sticky paper ('post-its') which might enable you and the participants to move obstacles/opportunities between the levels/circles. For instance, using the HIV programme example, people may hold different views on where the problem of deaf children not being able to understand complex written messages about HIV actually originates. Some may believe it is simply a problem with the child, others may locate this as a problem with a local institution (the school has not taught them to read properly). Others may locate this as an obstacle in the overall education system, which does not prepare teachers to teach reading to deaf children and which does not develop reading materials appropriate to second language readers (which deaf children are). Participants can move the obstacle around and debate each others' reasons until a decision can be made (the decision may be that the obstacle does indeed originate from more than one place!).

Note of caution

This analysis does not specifically guide users to investigate the multiple identities of disabled children which may mean they face different or extra discrimination and barriers to inclusion (eg, as a result of being a disabled girl, a disabled refugee, or a disabled working child). Users should bear this in mind and may find ways of adapting the analysis to include issues of multiple identities in their context. This tool is therefore best used in conjunction with the barrier/solution analysis tool, which does help users to gain a more holistic view of identities and relationships.

Adapting the analysis for other groups

This framework can be adapted to help you analyse the obstacles and opportunities that exist for other groups. For example, rather than focusing on disabled children you could use the framework to assess the obstacles and opportunities facing working children in the programme, or children from a certain ethnic/linguistic group.

Chosen context for worked example: HIV awareness-raising programme/clubs

	Obstacles					Opportunities				
	Basic needs	Attitudes/ awareness	Access issues	Participation	Control and decisions	Basic needs	Attitudes/ awareness	Access issues	Participation	Control and decisions
Disabled individual(s)	Some learning disabled children struggle with daily living activities such as feeding or toileting – they therefore feel unhappy about leaving the house and going to school or HIV clubs	Many deaf children believe the myths they've grown up with that their impairment is the result of a curse and that they could 'infect' others, so they stay away from large gatherings	Deaf children cannot understand the complex written HIV materials and cannot hear the spoken lessons		Disabled children have no control over decisions relating to their own health, rehab, education				Deaf children already play with hearing children outside school <i>(idea = could child-to-child and twinning ideas be tried in the clubs?)</i>	
Family	Families cannot afford assistive aids for disabled children Families struggle with daily care needs	Parents believe learning disabled children will always be children – never sexually active adults		Disabled children rarely participate in day-to-day activities in the household – either considered impossible	Families have limited control over health, rehab, education decisions relating to their disabled children – control lies		Some parents are disabled themselves and one is the chair of a DPO which actively campaigns for disabled people's	Some parents use sign language with their children <i>(idea = can they help with interpretation at clubs?)</i>		

	Obstacles					Opportunities				
	<i>Basic needs</i>	<i>Attitudes/ awareness</i>	<i>Access issues</i>	<i>Participation</i>	<i>Control and decisions</i>	<i>Basic needs</i>	<i>Attitudes/ awareness</i>	<i>Access issues</i>	<i>Participation</i>	<i>Control and decisions</i>
	of some learning disabled children	Two families have more than one deaf child and we have heard that they neglect the basic needs of the deaf girls because they believe these girls can never marry or bring a husband's wealth to the family, so it's a waste of money investing in them		by parents or child is over-protected – this then spills over into lack of participation in wider community activities	with the 'professionals'		rights <i>(idea = can we engage these parents more in our HIV club activities, planning, sign interpretation etc?)</i>			
Community		Believe learning disabled are cursed, to be avoided		Community was not involved in original planning of HIV clubs so did not have a	Local community councils have poor relationship with local ministry staff and		A near-by community has recently elected a deaf man to be a councillor <i>(idea = can</i>	Deaf adults in the community have worked with an NGO on formalising local sign	An income generating scheme run by community members has already accepted 2	

	Obstacles					Opportunities				
	Basic needs	Attitudes/ awareness	Access issues	Participation	Control and decisions	Basic needs	Attitudes/ awareness	Access issues	Participation	Control and decisions
				chance to identify disability or other possible exclusion issues and has little interest in working to see the project develop	are denied their right to join in local MoE planning meetings where localisation / adaptation of curriculum could be debated		<i>we consult him on practical issues or on lobbying for appropriate training approaches for deaf learners re HIV?)</i>	language. We have a partnership with this NGO in a different sector – child labour. <i>(idea = can we learn from how this project worked and bring in the people to help with communication development in the clubs? Can we build on an existing relationship with the NGO even though it's in a different thematic sector?)</i>	learning disabled women who weave baskets <i>(idea = can we use this as a positive role model to raise awareness that disabled can participate, learn and contribute?)</i>	

	Obstacles					Opportunities					
	Basic needs	Attitudes/awareness	Access issues	Participation	Control and decisions	Basic needs	Attitudes/awareness	Access issues	Participation	Control and decisions	
Local institutions		<p>HIV trainers believe learning disabled children will always be children – never sexually active adults</p> <p>Trainers believe deaf children are stupid and cannot learn because they cannot communicate 'normally'</p>	<p>HIV club trainers have no experience with sign language</p> <p>They use govnt-prepared written materials in complex language – no adaptation to suit local audience needs</p>	<p>Local DPO has an all-adult membership, no children or young people involved – sets poor example re disabled children's involvement in community and institutions</p>	<p>HIV club has no power to re-write HIV education materials without MoE staff approval</p>	<p>In one local school a teacher has successfully used twinning approaches so that non-disabled children help disabled children with certain basic needs activities (<i>idea = can we consult this teacher and her pupils for ideas that might help the HIV club to develop child-to-child approaches ?</i>)</p> <p>The next village has a community-</p>					<p>A national DPO umbrella organisation last year ran a youth conference and many participants debated HIV issues (<i>idea = is there any report we could read, or any organisers / participants we could consult?</i>)</p>

	Obstacles					Opportunities				
	<i>Basic needs</i>	<i>Attitudes/ awareness</i>	<i>Access issues</i>	<i>Participa- tion</i>	<i>Control and decisions</i>	<i>Basic needs</i>	<i>Attitudes/ awareness</i>	<i>Access issues</i>	<i>Participa- tion</i>	<i>Control and decisions</i>
						based rehab project run our own NGO! <i>(idea = can we work with these colleagues to make the HIV clubs more accessible and appropriate for disabled learners?)</i>				
Wider systems		School system and all subject curricula nationally are exclusive towards disabled learners		Deaf people or DPOs have so far had no input into design of HIV or any other curricula	HIV education curriculum controlled by govnt, Only 2 disabled govnt-level politicians – assigned jobs in transport policy and have no influence in other		HQ MoE staff recently attended an IE training course <i>(idea = can we find out who ran the course and if linking with them might help open doors to the MoE re changing HIV</i>			DPOs have successfully influenced govnt policy on making transport more accessible to disabled users <i>(idea = is there any report we could read, or any campaigner we could</i>

	Obstacles					Opportunities				
	<i>Basic needs</i>	<i>Attitudes/ awareness</i>	<i>Access issues</i>	<i>Participa- tion</i>	<i>Control and decisions</i>	<i>Basic needs</i>	<i>Attitudes/ awareness</i>	<i>Access issues</i>	<i>Participa- tion</i>	<i>Control and decisions</i>
					sectors		<i>curriculum and other curriculum to be more accessible to disabled learners?)</i>			<i>consult?)</i>

Diversity analysis matrix – protection example

Vulnerable groups	Discriminating Factors	Abuses – Violations – Issues (<i>examples</i>)					
		Bonded & child labour	Child sexual abuse	Juvenile justice	Corporal punishment	Early marriage	Drug abuse
Street children	<i>Gender</i>						
	<i>Disability</i>						
	<i>Ethnicity</i>						
	<i>Location</i>						
Working children	<i>Gender</i>						
	<i>Disability</i>						
	<i>Ethnicity</i>						
	<i>Location</i>						
Minority children	<i>Gender</i>						
	<i>Disability</i>						
	<i>Ethnicity</i>						
	<i>Location</i>						
Children with disabilities	<i>Gender</i>						
	<i>Disability</i>						
	<i>Ethnicity</i>						
	<i>Location</i>						
Refugee/ displaced children	<i>Gender</i>						
	<i>Disability</i>						
	<i>Ethnicity</i>						
	<i>Location</i>						

The aim of developing a diversity analysis matrix is to build a visual picture of rights abuses, vulnerable groups and those affected by discrimination within a thematic area. This is particularly useful in those instances when many groups of discriminated-against children are potentially affected by the work of a programme.

The diversity analysis matrix should be developed through the process of compiling a comprehensive child rights based situation analysis. Every country programme will at some point work on such an analysis as part of the overall Global Impact Monitoring process.

The matrix will help you to highlight, define and/or categorise key aspects and issues faced by vulnerable groups of children and young people. It will also help you to see the complex inter-relations between issues and vulnerable groups, and get a better understanding of the multiple discriminations and rights violations that some groups of children are facing in your context.

Such a matrix could be annexed to a Thematic Programme Plan, to help you demonstrate the inclusion of diverse groups of children in your thematic programming.

The matrix can also be expanded to include:

- additional issues/violations
- other vulnerable groups of children
- other discriminating factors.

How was this example created?

The matrix shown above were generated through the following process:

1. Protection was the thematic area under discussion.
2. Consultants were asked to produce a report highlighting the violation of protection rights among vulnerable groups. They identified street children, working children, ethnic minority children, children with disabilities and refugee communities. The report highlighted rights violations and abuses in protection, such as bonded and child labour and child abuse.
3. Stakeholders from a range of NGOs in different parts of the country were called together to discuss, with reference to the consultants' report:
 - the most prevalent rights abuses in their region
 - identification of the most vulnerable groups in their areas.
4. Following the stakeholders meeting, a summary of findings was presented to a bigger group.
5. The matrix was constructed in order to capture the complex picture of vulnerable groups; to show rights abuses mapped against discriminating factors.
6. Comments on geographical location; presence of other NGOs etc, were written onto the matrix, providing a simple but easy to consult picture of coverage by other agencies in specific areas in respect of particular groups. This provided an opportunity for Save the Children to plan its interventions accordingly.

CARE's profile tools

CARE has produced an extensive handbook aimed at helping its staff assess the (beneficial and harmful) impact of their work. The handbook contains many tools which you may find helpful when developing diversity/discrimination-aware situation analyses, plans or reviews.

Below we will present the tools developed by CARE for profiling or learning about a particular context. You may find it helpful to use some of these, or adapt them, when you are doing follow-up investigations after your initial barrier/solutions analysis.

To see all of the tools (including impact tools) and read about how to use them you can download the 'Benefit-Harms Handbook' (CARE, 2001) from the CARE website: www.careinternational.org.uk/resource_centre/toolsandmanuals.htm

Political profile tool

I. Political and social groups in the community		
Type	Identify the political or social group in the community	Which individuals/groups have power/influence
Racial, colour, tribe, caste, language or ethnic groups		
Political, religious or social change groups		
Age, gender, sexual orientation or disabled		

II. Political power and discrimination	
Which groups in the community have most resources/power? What are the sources of their power?	
Which groups have least access to resources/power? Do they face discrimination? Why have they been marginalised?	

III. Community's political rights and freedoms	
Are people protected equally and fairly by the law? Do they have rights to a fair trial that treats them as innocent until proven guilty?	
How does the community participate politically? Are there free and fair elections?	
How free are people to gather together to share ideas, or form organisations or groups?	
How free are people to express their political or ideological opinions, or practice the religion of their choice?	

Security profile tool

I. Inter-community conflict	
What are the main forms of conflict between community members and others <i>outside</i> the community?	
What are the stated reasons for the conflict?	
How does this conflict directly impact community members?	

II. Conflict between groups <i>in</i> the community	
What are the main forms of conflict within the community?	
What are the stated reasons for the conflict?	
How does this internal conflict directly impact community members?	

III. Conflict resolution profile	
What are the forms of conflict resolution and judicial enforcement relied upon by the community, both legal/judicial and /or traditional/cultural? Are they effective and fair?	

Economic, social and cultural profile tool

I. Key economic assets/deficits in the community		
<i>The right to</i>	<i>Assets and capacities</i>	<i>Deficits and vulnerabilities</i>
Work and adequate income		
A healthy environment		
Health and healthcare		
Food and adequate nutrition		
Education		
Shelter		
Clean water		

II. Social attitudes	
Which groups have a significant number of members that show these capacities: self-reliance; independence; confidence; partnership; shared values; co-operation; mutual respect?	
Which groups have a significant number of members that show these vulnerabilities: dependency; fatalism; lack of confidence or energy; distrust; hostility; fear; lack of shared values?	

III. Cultural practices and coping mechanisms	
What are key traditional ways in which the community has addressed project-related needs?	

Rights, responsibilities and underlying causes profile

I. Identify the issue to be considered	
<i>Identify the symptom or issue</i>	<i>Identify the human rights concern most closely related to the symptom</i>

II. Analysing actions, attributes and artifices		
Actions	Issue & human rights concern	Who is responsible for this situation?
What are the actions or failures of action that led to this human rights concern?		
Attitudes	Issue & human rights concern	Who is responsible for this situation?
What are the attitudes or behaviours that caused these actions?		
Artifices	Issue & human rights concern	Who is responsible for this situation?
What artifices (systems or structures) cause these behaviours or attitudes?		

Source: The above frameworks are taken from CARE, 2001, *Benefit-Harms Handbook*, Georgia USA: CARE

Diversity and non-discrimination

EENET (2004) 'Learning from Difference. An action research guide for capturing the experience of developing inclusive education', CD-ROM (version 1, August)
Manchester: Enabling Education Network

(For an extensive range of articles, case studies and training materials relating to diversity and non-discrimination within education, and for information on using image-based approaches, visit www.eenet.org.uk or email info@eenet.org.uk.)

Miller, C (2004) 'Gender and Diversity: A GAD Network Think Piece', London: GADN
(Email: info@gadnetwork.org.uk)

Save the Children (2005) 'Diversity/Non-discrimination Primer', London: Save the Children UK

(Available from the Policy and Learning pages on SC UK Intranet, Diversity section, or email effectiveprogrammes@savethechildren.org.uk)

Save the Children (2004) *Think of Me, Think of You: An anti-discrimination training resource for young people by young people*, Belfast: Save the Children UK

(Download at:
www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1586_ThinkofMe.pdf)

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(Available to Save the Children UK staff on the CD-ROM 'Child Rights Programming and Diversity Resources', email effectiveprogrammes@savethechildren.org.uk)

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Sweetman, C (ed) (2004) *Gender, Development and Diversity*, Oxford: Oxfam

Gender

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Derbyshire, H (2002) *Gender Manual: A practical guide for development policy makers and practitioners*, London: DFID
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Leach, F (2003) *Practising Gender Analysis in Education*, Oxford: Oxfam

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Save the Children (2003) *Demystifying Non-Discrimination and Gender for Effective Child Rights Programming*, Kathmandu: Save the Children Sweden/Denmark
(Available to Save the Children UK staff on the CD-ROM 'Resource Kit for Effective Programmes', email effectiveprogrammes@savethechildren.org.uk)

The International Save the Children Alliance (2003) *Gender Guidelines for Child Rights Programming*, CD-ROM
(Available to Save the Children UK staff on the CD-ROM 'Resource Kit for Effective Programmes', email effectiveprogrammes@savethechildren.org.uk)

Disability

Crawford, J, Lewis, C and Sygall, S (eds) (2002) *Loud, Proud and Passionate: Including women with disabilities in international development programs*, Mobility International USA
(For details see: www.miusa.org/publications/books/loudproud)

Harris, A, and Enfield, S (2003) *Disability, Equality, and Human Rights: A training manual for development and humanitarian organisations*, Oxford and London: Oxfam and ADD

Heinicke-Motsch, K and Sygall, S (eds) (2004) *Building an Inclusive Development Community: A manual on including people with disabilities in international development programs*, Mobility International USA
(For details see: www.miusa.org/publications/books/inclusivedevelopment)

Save the Children, 2004, *Starting With Choice: Inclusive strategies for consulting young children*, London: Save the Children UK

Save the Children (2001) *Disabled Children's Rights: A Practical Guide*, Stockholm: Save the Children Sweden
(Also available in French and Portuguese from EENET, email: info@eenet.org.uk)

Save the Children (2001) *Schools for All: Including Disabled Children in Education*, London: Save the Children UK
(Available in Arabic, English, French, Portuguese, Russian, Spanish, and English Braille and audio-cassette from EENET, email: info@eenet.org.uk)

Save the Children (1999) *Including Disabled People in Everyday Life*, training manual with video, London: Save the Children UK
(Also available in Russian from EENET, email: info@eenet.org.uk)

Race, ethnicity, culture, religion

Donati, F (2001) *Reporting on Ethnic Discrimination against Children: A Reference Guide*, Stockholm: Save the Children Sweden

Eade, D (ed) (2002) *Development and Culture*, Oxford: Oxfam

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(Available to Save the Children UK staff on the CD-ROM 'Child Rights Programming and Diversity Resources', email: effectiveprogrammes@savethechildren.org.uk)

Save the Children UK planning and approaches

Save the Children UK (2005) 'A Brief Guide to Child Rights Situation Analysis (CRSA)'

Save the Children UK (2005) 'Country Planning and Review Processes'

Save the Children UK (2005) 'Diversity/Non-discrimination Primer'

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Save the Children UK (2004) 'Global Impact Monitoring Guidelines'

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The International Save the Children Alliance (2005) *Child Rights Programming: How to apply rights-based approaches to programming*, London: Save the Children
(Download at:
www.crin.org/hrbap/index.asp?action=theme.docitem&item=4761)

For any of the above Save the Children UK resources email
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