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**KAMPUCHEA ACTION TO PROMOTE  
EDUCATION  
( KAPE )**

**Gender Equality, Disability  
and Social Inclusion (GEDSI)  
Policy**

## Table des matières

1.	Context .....	3
1.1	Vision.....	3
1.2	Regulatory framework.....	3
2.	Goal.....	4
3.	Objectives.....	4
4.	Scope of application .....	5
5.	Good practices to promote GEDSI mainstreaming .....	5
5.1	At the corporate level.....	5
5.2	In the planning process.....	5
5.3	During implementation .....	6
6	Common Standards in Support of GEDSI mainstreaming.....	6
6.1	Enforcement and GEDSI Focal Point (GFP).....	6
6.2	Hiring .....	6
6.3	Advancement .....	7
6.4	Communication .....	7
6.5	Monitoring and Evaluation Section .....	7
7	Staff Conduct and GEDSI Policy .....	7
7.1	GEDSI Guidelines.....	8
8	Definition for KAPE GEDSI Policy .....	8
9	Policy review .....	11
	ANNEX 1 – GEDSI self-assessment tool .....	12
	ANNEX 2 – Employment contract annex for GEDSI policy compliance for staff members ...	18

## 1. Context

### 1.1 Vision

KAPE is committed to creating, with our Partners, and beneficiaries, a better world for all, a world where any inequality of any grounds, be it sex, age, geographical area, ethnicity, place of origin, educational background, economic status, class, religion, disability, sexual identity, health status, or other factors is finally overcome.

### 1.2 Regulatory framework

As Cambodian organization, KAPE registers its action in compliance with the legislative framework of the Kingdom of Cambodia. Below, as a reminder, are mentioned the main laws that apply for KAPE's action.

#### **Constitution law**

The article 31 of the Constitution mentioned: "The Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human rights, the covenants and conventions related to human rights, women's and children's rights. Every Khmer citizen shall be equal before the law, enjoying the same rights, freedom and fulfilling the same obligations regardless of race, color, sex, language, religious belief, political tendency, birth origin, social status, wealth or other status. The exercise of personal rights and freedom by any individual shall not adversely affect the rights and freedom of others. The exercise of such rights and freedom shall be in accordance with the law."

#### **International law**

The Kingdom of Cambodia has signed and ratified the below international conventions:

- International Convention on the Elimination of All Forms of Racial Discrimination, November 1983
- International Covenant on Civil and Political Rights, May 1992
- International Covenant on Economic, Social and Cultural Rights, May 1992
- United Nations Convention Against Torture, October 1992
- Convention on the Elimination of All Forms of Discrimination Against Women, October 1992
- Convention on the Rights of the Child, October 1992

- Convention on the Rights of Persons with Disabilities, December 2012

## **Other Cambodian laws related to GEDSI**

- Law on Prevention of Domestic Violence and Protection of Victims, 2005
- Law on the protection and the promotion of the rights of persons with disabilities, July 2009

## **2. Goal**

Through this Policy, KAPE commits itself to ensure that Gender Equality, Disability and Social Inclusion (GEDSI) is fully incorporated in all KAPE work, both as an end in itself as well as a means to overcome poverty more effectively, through education. KAPE seeks to promote equal realization of dignity and human rights for girls, women, boys and men, including all marginalized groups, and the elimination of poverty and injustice.

The accompanying implementation guideline sets out mechanisms and minimum common standards for all KAPE members. This policy statement therefore strives to make our collective programming efforts more effective, builds on commitments made in the existing Policy Statements and reflects subsequent developments in gender equality policies of development organizations working to end poverty and social injustice. It thereby, sets the stage for increased accountability.

## **3. Objectives**

The GEDSI Policy wants to establish minimum standards on Gender Equality, Disability and Social Inclusion (GEDSI) policy to be assimilated and applied in all KAPE processes and by employees and related personnel to ensure that roles, responsibilities and expected standards of conduct are known and applied within KAPE. This policy aims to articulate the main areas of the GEDSI mainstreaming strategy of KAPE.

The objectives of this policy are:

- To advance equal participation of all people, regardless of gender identity, sexuality, disability, age, race, ethnicity, socio-economic status as decision makers in shaping a sustainable development in Cambodia's society.
- To support all people girls, women, boys and men, including all marginalized groups in the realization of their full human rights.

- To reduce gender inequity in the Cambodia society in the projects and in work environment.
- To participate in empowerment of people with disabilities and promote their human rights through access to education.
- To guarantee a GEDSI sensitive environment in all KAPE interventions and within the organization.
- To taking steps to ensure that a GEDSI perspective is integrated in all KAPE's actions, including programs, advocacy, reporting and policy documents.
- To promote equal opportunities for men and women and person with disability at all staff levels within the organization.
- To ensure that other vulnerable groups are identified and included in KAPE's development efforts so that no one is left behind.

## 4. Scope of application

The Policy applies to all the people working with KAPE or in our behalf in any capacity, including employees at all levels, directors, officers, agency workers, external consultant/workers, volunteers, interns, agents, contractors, third-party representatives, suppliers, and business partners, both on and off-duty.

## 5. Good practices to promote GEDSI mainstreaming

The policy is accompanied by proposed implementation arrangements, common standards and supporting definitions (see "8. Definition for KAPE GEDSI policy").

### 5.1 At the corporate level

- Senior managers, governance bodies and staff are conscious on gender, disability, and social inclusion issues.
- Accountability frameworks that guarantee the application of the GEDSI policy.
- Every two years, KAPE completes self-assessment to ensure GEDSI integration in the organization by GEDSI Focal Point (see Annex 1).

### 5.2 In the planning process

- All program's activities are recognized the GEDSI concepts.
- GEDSI analysis is carried out before any intervention definition.
- During the design of the projects, cross-cutting issues are taken into account, which include GEDSI.
- GEDSI sensitive indicators are present and monitored in the programs.

### **5.3 During implementation**

- Performance measurement.
- GEDSI results are explicitly expressed and highlighted and reported through qualitative and quantitative indicators.
- Quantitative data, desegregated by sex, age as socio-economic and ethnic groups, and disability are collected.
- Qualitative data are collected in order to measure changes in knowledges, attitudes and practices towards inclusion.
- Participatory approaches are used, where women and men participate in any decision-making process, and implementation activity.

## **6. Common Standards in Support of GEDSI mainstreaming**

All official actions within the agency in the area of hiring, advancement, communication and general interaction between staff members should conform to the basic principles of GEDSI concepts. In order to ensure enforcement of this policy, a GEDSI Focal Point (GFP) is appointed by the agency to monitor compliance with GEDSI policy.

### **6.1 Enforcement and GEDSI Focal Point (GFP)**

- The Senior Management Team within KAPE appoints a single individual to act as a GFP. The GFP is responsible for attending GEDSI and child protection capacity building/meetings held at national and subnational level and disseminating information to all staff members upon their return to KAPE.
- The GEDSI Focal Point could be either a full-time or part-time position. The GFP may hold another position within the agency but from time to time will be responsible for adjudicating conflicts relating to GEDSI or report instances of non-compliance with the GEDSI policy to the Senior Management Team for appropriate action.

### **6.2 Hiring**

- All advertisements for vacant positions should include a statement that hiring decisions will be made without prejudice relating to gender, ethnicity, or disability. For example, all advertisements should encourage both men and women with or without disabilities to apply, except in cases where one's gender

or disability may interfere in carrying out a particular duty (e.g., counseling young girls; counseling young boys, etc.).

- Interview committees should contain members of both sexes.
- Hiring decisions should be free of any prejudicial treatment based on gender, ethnicity, or disability.
- Employment contracts should contain an annex document requiring staff members to read and comply with the agency's GEDSI Policy (see attached declaration in Annex 2). This declaration must be signed before a contract can be considered to be valid.

### **6.3 Advancement**

- Decisions relating to the advancement of individuals within the agency should be free of gender or social inclusion bias.
- Decisions to advance individuals within the agency should promote a balance between men and women and person with disability at management level.

### **6.4 Communication**

- Inclusive language is used in communications and refraining from using language that reinforce negative stereotypes.
- A gender-neutral writing process in internal working documents and external publications is used.
- Respect, well-being, and inclusion must be sought.
- Promoting GEDSI in all the communications.

### **6.5 Monitoring and Evaluation Section**

- For each project, data collection tool is designed to apply to GEDSI mainstreaming.
- M&E role is to reflect and integrate GEDSI during design data with project manager and collection of data on the field.

## **7. Staff Conduct and GEDSI Policy**

KAPE adheres to a policy of 'zero' tolerance for harassment of individuals. Individuals engaging in sexual harassment, moral harassment or professional harassment will be subject to disciplinary action and possibly dismissal.

## 7.1 GEDSI Guidelines

1. Individuals who feel that they have been harassed should report any such incidences to the GEDSI Focal Point (GFP).
2. The GFP will make a preliminary investigation of the complaint to assess its validity.
3. If the GFP determines that the complaint is valid, he/she will report the matter to Human Resources Department for the appropriate action.
4. Based on the recommendation of the GFP, Human Resources will review the complaint and take appropriate disciplinary action against the offending individual, as necessary.

## 8. Definition for KAPE GEDSI Policy

### **Bias or Gender Bias**

Bias or gender bias is a stated position; an assumption or situation which shows a preferred view or treatment of one sex over the other.

### **Cross-cutting issues**

are those which relate to and must be considered within other categories to be appropriately addressed, e.g. gender, age, equality, disability, and HIV and AIDS.

### **Disability**

Refers to a person with a disability which means someone with an episodic or long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.<sup>1</sup>

### **Discrimination**

Discrimination is when decisions are made based on a person's social attributes such as gender, race or ethnic origin, religion, association, physical characteristics and/or other differentiations.

### **Equal Employment Opportunity**

Equal employment opportunity (EEO) means that employees are given an equal opportunity in accessing jobs, training, promotion, work conditions and other career development opportunities.

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<sup>1</sup> United Nations Convention on the Rights of Persons with Disabilities, Article 1.



## **Gender**

refers to the social differences between females and males throughout the life cycle that are learned, and though deeply rooted in every culture, are changeable over time, and have wide variations both within and between cultures. “Gender,” along with class and race, determines the roles, power and resources for females and males in any culture. Historically, attention to gender relations has been driven by the need to address women’s needs and circumstances, as they are typically more disadvantaged than men. Increasingly, however, the humanitarian community is recognizing the need to know more about what men and boys face in crisis situations.

## **Gender Equality**

or equality between women and men, refers to the equal enjoyment by women, girls, boys and men of rights, opportunities, resources, and rewards. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.

## **Gender Equality Programming**

is an umbrella term encompassing all strategies to achieve gender equality. Important examples include gender mainstreaming, gender analysis, promotion and protection of human rights, empowerment of women and girls, and gender balance in the workplace.

## **Gender Equity**

Justice in the distribution of resources, benefits and responsibilities between women and men, boys and girls. The concept recognizes that power relations between girls and boys, men and women are unequal, and that such inequalities should be addressed.

## **Gender Mainstreaming**

is a globally recognized strategy for achieving gender equality. The Economic and Social Council of the United Nations defined gender mainstreaming as the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and

inequality is not perpetuated. For KAPE, mainstreaming gender means applying gender analysis to all aspects of our work, including advocacy and communications. Gender is not a separate issue; it crosscuts all issues and sectors.

### **Gender-based violence**

is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honor killings; and widow inheritance.

### **Harassment**

Harassment refers to unwanted or uninvited behaviour that is offensive, intimidating and humiliating. Common forms of harassment that have been identified are sexual, religious, bullying, physical disability, physical attack, threat etc.

### **Sex**

Identifies the biological differences between men and women, such as women can give birth, and men provide sperm. Sex roles are universal.

### **Sexual Exploitation**

The abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another. (UN SGB Definition)

### **Sexual Abuse**

The actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions.

### **Social inclusion**

Means that all members and segments of a society enjoying equal rights and benefits in the political, economic, and social spheres, without discrimination based on sex, age, geographical area, ethnicity, place of origin, educational background, economic status, class, religion, disability, sexual identity, health status, or other factors.<sup>2</sup>

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<sup>2</sup> UN DESA <https://www.un.org/development/desa/socialperspectiveondevelopment/issues/social-integration.html>

### **Women's Empowerment**

Involves awareness raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions, which reinforce and perpetuate gender discrimination and inequality. Empowerment comes from within; women empower themselves. Increase women's power through power to work together without one dominating the other using each individual abilities.

## 9. Policy review

The staff will work collaboratively to undertake a review of this common GEDSI policy. This will take place after 2 years.

<b>Date</b>	<b>Version</b>	<b>Review Description</b>	<b>Reviewed by</b>	<b>Approved by</b>

## ANNEX 1 – GEDSI self-assessment tool

### Governance

KAPE SELF EVALUATION ON GEDSI				
<b>GOAL: measure how the GEDSI issue is integrated in KAPE organization and how to improve it</b>				
<u>How to use this tool:</u> the following questions are to help think about GEDSI issue inside the organization. You can complete the different points and see where there is some gaps and where to improve the GEDSI mainstreaming				

Composition of governance authorities				
	Femal	Male	Person with disability	Person from minority
<b>Total number of members of governing body</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Presidency				
Vice presidency				
Board of directors				
Senior management Team				

	Comments
Is the number of women and men well equilibrate? Who is in charge of the positions of responsibility? Are there people with disability or from minority in charge of positions of responsibility?	
How does it evolve year after year? Is there a change?	

Institutional culture	
To what extent women and men relations are egalitarian inside the organization?	
To what extent the women's opinions are valued as much as men's in same job position?	
To what extent the opinions of persons with disabilities are valued as much as person without disabilities in same job position?	
Are women and men working together or separately?	
What are the relationships between people who occupy positions of power and those who are considered to be subordinate to them?	

*Gender Equality, Disability and Social Inclusion Policy*

<b>To assess the power dynamics related to gender in the decision-making and implementation of policies and strategies</b>	
How integrated and transparent are the decision-making processes?	
Are both men and women involved in the decision making? Can they speak and be heard?	
Are the decisions made in concertation with the team? And do the women really participate in these processes?	
Is the "real" decision making take place in informal situations that exclude women?	

<b>To assess institutional language and behavioral codes</b>	
What are the behaviors codes inside the governance authorities?	
Is sexist language often used between colleagues?	

<b>To assess the capacity of the governance team to understand the gender issue</b>	
Do women and men in the governance bodies understand what are the gender inequalities and why they need to be addressed?	
Are trainings about GEDSI and social inclusion organized?	

<b>To assess women &amp; men engagement for GEDSI</b>	
Are they totally engaged for the change or are they just doing it because it is asked?	

<b>To assess modes of access to the institutional governance</b>	
Are they inclusive, egalitarians and no discriminatory?	
Do they meet parity requirements?	
Do selection criteria and job descriptions require skills on GEDSI issue?	

<b>To evaluate the institutional processes of responsibility and the rights of directors</b>	
To what extent women are involved in the arbitration of decisions made by the governance bodies?	
Do both men and women administrators have the same rights inside the organization?	

**Human Resources**

**KAPE SELF EVALUATION ON GEDSI**

**GOAL: measure how the GEDSI issue is integrated in KAPE organization and how to improve it**

How to use this tool: the following questions are to help think about GEDSI issue inside the organization. You can complete the different points and see where there is some gaps and where to improve the GEDSI mainstreaming

	Female	Male
How many staff are employed in the organization?		
How many staff with disability are employed?		
How many staff from a minority are employed?		
How many people are in a team management position?		
How many people with disability are in a team management position?		
How many people from a minority are in a team management position?		
Among the people in management positions, how many have benefited from internal promotions during their career?		
How many people are in a full-time job?		
How many people with disability are in a full-time job?		
How many people from a minority are in a full-time job?		
How many people are in a part-time job?		
How many people with disability are in a part-time job?		
How many people from a minority are in a part-time job?		
What is the average annual salary?		
Who were the people involved in the decision in the last five hires?		
Who made the final decision?		
How many people participate in trainings?		
How many people with disability participate in trainings?		

*Gender Equality, Disability and Social Inclusion Policy*

	Comments
Is there significant differences between female and male staff and people with disability and people from minority? At which level?	
Does the gender distribution of salaries vary?	

**Focus on disaggregated data on disability**

In order to collect data on disability, you can use the following questions. The diseggregation is done after the data collection. It is important to ask the questions as they are written.

Introduction: The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing steps?
4. Do you have difficulty remembering or concentrating?
5. Do you have difficulty (with self-care such as) washing all over or dressing?
6. Using your usual language, do you have difficulty communicating, (for example understanding or being understood by others)?

Each question has four response categories, which are read after each question.

1. No, no difficulty
2. Yes, some difficulty
3. Yes, a lot of difficulty
4. Cannot do it at all

Note: Disability is determined, according to the WG-SS, as anyone having at least 'a lot of difficulty' on at least one of the six questions.

Source: <http://www.washingtongroup-disability.com/>

**Communication**

<b>KAPE SELF EVALUATION ON GEDSI</b>		
<b>GOAL: measure how the GEDSI issue is integrated in KAPE organisation and how to improve it</b>		
<p><u>How to use this tool:</u> the following questions are to help think about GEDSI issue inside the organisation. You can complete the different points and see where there is some gaps and where to improve the GEDSI mainstreaming</p>		

	YES	NO
Is the communication team composed both of female and male staff?		
Are there persons with disability in the team?		
Are there persons from minority in the team?		
Have the team members any skill about GEDSI? If not, were female staff, persons with disability or GEDSI-sensitive organizations consulted in the development of the communication strategy and actions?		
Is a preliminary reflection on GEDSI approach taken systematically into account before any communication action?		
Is the GEDSI dimension systematically taken into account in the development of the communication content?		
Are GEDSI-specific indicators used?		
Are gender-neutral writing processes in internal working documents and external publications used?		
Are the visuals represent as many women as men?		
Are there as many women as men speaking in the communication supports?		
Are there as many women as men invited for speaking in the events organized by the organization?		
Is the speech fairly distributed between women and men during the events?		

	Comments
In what postures are the women and men in the visuals of the organization? Are they represented with characteristic colors? How are the people portrayed? What are the topics addressed by women and men?	
Are people with disability or from minority represented in the visuals of the organization?	
In the events organized by the organization, what are the roles of women and men (reception, note-taking intervention, coffee preparation...)?	



Gender Equality, Disability and Social Inclusion Policy

To go further	
	Comments
How is the gender approach integrated in your contents?	
Is the message in the publications aimed as to women as to men?	
Do the visuals used by the organization through its communication value women as much as men and people with disability or from a minority?	
How the GEDSI dimension is integrated into the content of the event?	
Do you notice any differences between the roles of women and men in the events organized by your organization?	

## ANNEX 2 – Employment contract annex for GEDSI policy compliance for staff members



**អង្គការសកម្មភាពសម្រាប់ការអប់រំនៅកម្ពុជា**  
**Kampuchea Action to Promote Education (KAPE)**

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### **GEDSI policy compliance**

I have read and I comply with Kape's GEDSI policy

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**(PRINT NAME)**

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**(SIGNATURE)**

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**(DATE)**