

Report

of

INTERNATIONAL STUDENTS' SEMINARS ON CURRENT ISSUES:

"THE STATUS OF WOMEN IN MY COUNTRY"

at

Indian Social Institute

18<sup>th</sup> March 2006

INSTITUTE OF SOCIAL STUDIES TRUST

BANGALORE

2006

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## INTERNATIONAL STUDENTS' SEMINARS ON CURRENT ISSUES:

### **Introduction**

#### About ISST

The Institute of Social Studies Trust is a non-profit organization involved in several inter-related issues of research. It is headquartered in Delhi with an office in Bangalore. Our research projects are geared to working closely with grassroots groups (particularly women's groups) in identifying information gaps, conducting research, and using these strategies to bridge the gaps between research, action and policy debates. In particular, we have focused on studies relating to public health, recognizing women's work and making women's contributions to the economy visible, strengthening local governance, and training grassroots practitioners in governance.

#### **International students' seminars on current issues:**

In recent years, Bangalore has seen more and more international students, many of them from other developing countries and the independent republics carved from the former Soviet Union, who come here to take advantage of the numerous educational institutions in the city. Among the countries which have sent students to Bangalore are Thailand, Vietnam, Indonesia, Sri Lanka, Yemen, Iran, Morocco, Uganda, Kenya, Kyrgyztan, Uzbekistan, and Tajikistan. Almost all these young people are extremely motivated and committed, apart from being very bright. Many of them are here on scholarships and fellowships.

These students constitute a potentially rich set of resources on which our community can draw, adding more vibrant skeins to Bangalore's already vivid multicultural tapestry. Looking for ways to explore, share and enjoy the information, skills and strengths these young people can bring into our community, we felt, would be a worthwhile endeavour. At the same time, this would contribute to building relationships with the students that would enrich their learning experiences.

As one effort in proactively appreciating this group of international students in our community, the Institute of Social Studies Trust (ISST) decided to organize a series of seminars which highlights common issues affecting the various countries represented by

the students. Presentations at these seminars would also simultaneously showcase the skills, resources, and opinions of this diverse student body, and introduce them in a positive way to the larger Bangalore community. Further, such presentations would, we felt, build solidarity and understanding about the common problems that face our countries, the differences related to these problems from country to country, our differing responses to these problems, etc.

Benefits to international students from participating in this venture might include:

- Doing basic independent/assisted research on a topic of interest
- Honing presentation skills
- Working on a collaborative project with highly motivated and exceptional students from other academic institutions
- Exposure to the larger community in Bangalore through these presentations, including possible exposure through the media
- A piece of work that the student can use towards the building of his/her resume

### **The first in the series**

The first seminar in the series was held on March 18, 2006, and, as a follow up to International Women's Day, the theme was "The Status of Women in My Country." This theme was arrived at through a consensus from several meetings with representatives of the international student population.

### **The presentations**

**Haithem Ali of Bahrain**, a second year student from CMR College, Bangalore was the first speaker of the afternoon. He began with a short introduction of his nation and then moved on to a description of the status of women in Bahrain. Apart from standard indicators such as life expectancy and education, he was also keen to point out that Bahraini women have had the right to vote since 2002 and have been strongly exercising their right to protest. He acknowledged that despite free and compulsory education women in Bahrain are usually unable to seek non-traditional employment. He highlighted the achievements of some exceptional Bahraini women who have become engineers, social activists, investment bankers, Olympic athletes and diplomats.

Haithem's presentation reflected the concerns of the young Arab man in our times who is continuously forced to defend his culture to an invisible, omniscient and prejudiced interlocutor. Through the presentation he attempted to show that what is perceived as Arab or Islamic culture is not monolithic or homogeneous. There are many regional variations which make for multiple nuances in the attitudes towards women's rights.

**Ajanta Debroy of Bangladesh**, like the other presenters, first offered a general introduction to her country before talking of the status of Bangladeshi women. She talked of the contribution of girls as young as 12 and 13 who support their families through hard labour. Violence against women was an important issue, one manifestation of which was the widely reported phenomenon of acid attacks on women in Bangladesh. Ajanta was also keen to introduce shades of grey in what is seen as the monolithic oppression of women in South Asian countries. She talked of

the difference educational and career opportunities have made in the lives of a section of the female population in Bangladesh in recent decades.

**Amin Mahdy**, from Iran, studies computers at Brindavan College in Bangalore. His presentation was of particular interest to many because of the gender-related controversies in Iran after the Cultural Revolution. He began from a point almost hundred years before the Cultural Revolution when women's movements in Iran were fighting a heated battle for women's education. He talked of how women from the Bahai and Babi movements fought social proscription, popular understanding of religion, and family opposition to set up schools for girls.

His presentation pointed to the irony that millions of women received education and employment *after* the Cultural Revolution *because* of the segregation of the sexes. The segregation required women to provide services of every kind to the female population. This expansion of the roles of women in the public sphere was of course tempered by what the state deemed important. So women are encouraged to take medical courses, particularly gynaecology and paediatrics, but not engineering.

The final section of this presentation focused on some well-known Iranian women. Shirin Ebadi and Christina Amanpour are practically household names around the world. Many of the women indicated in the presentation were famous for their achievements in higher education or politics. Amin also introduced Anousheh Ansari to the audience. Ansari is the genius behind the much-lauded US-based company Telecom Technologies Inc which has made valuable contributions to manned space flight.

A particularly interesting visual in the presentation was an Iranian newspaper clip from 1968 which read: "A quarter of Iran's Nuclear Energy scientists are women." The picture shows some female Iranian PhDs posing in front of a reactor.

**Emma Kikundwa** of Uganda has been studying pharmacology in Bangalore and is a few weeks away from returning home. Her presentation reflected her understanding of the important role played by women in the family, a traditional society, a modern economy and in the building of a nation in the context of her own

country. Uganda has Africa's first female vice president, a number of women policy-makers in parliament and at the level of local government. She said that many women in Uganda became politically active because they wished to return peace and security to a nation torn by war, particularly in the northern regions.

Emma touched on the challenges faced by women in Uganda because of poverty, war, lack of health care and a very high degree of illiteracy. However the thrust of her presentation was on the problems of the Ugandan mother, whether she was a single parent or a woman in a traditional family. She emphasized the importance of education to Ugandan women, also as a means of influencing the future generations of the country. She was also perhaps acknowledging the importance of the traditional role of the Ugandan mother who had a powerful voice in decision-making at the level of the community, a role which was diminished by the colonialism. Emma's presentation also provided a glimpse into the deep involvement of non-governmental organizations in contemporary Ugandan society. Ugandan NGOs work at the grassroots reaching education, health care, and income-generating activities to women.

Kazim Hooshmand from Afghanistan is a final year BCA student in Brindavan College, Bangalore. His short, crisp presentation, which focused on the education and political participation of women in his country, lingered on no horror stories. The reticence however only made his discussion of the issue of women's education in Afghanistan more poignant. He made it very clear that there were *no* opportunities for education for girls under the rule of the Taliban. In 2005, female literacy had fallen to 14 per cent, but women and girl children across Afghanistan have since returned to schools and university. This tenacious spirit is evident across the nation. Encouraging the women of Afghanistan are role models like Sabrina Sagheb, the 25-year-old development worker and basketball star, who is Afghanistan's youngest MP. Along with Sagheb, 582 other women had stood for elections in 2005.

After laying out some basic facts about her nation, Randhima Krishnarathne from Sri Lanka chose to focus on the twin phenomena of Sri Lanka's migrant women workers and the women working in the free trade zones in Sri Lanka. Between 1988 and 1995, over 4 lakh Sri Lankans are said to have emigrated from the country, out

of which 70% were women. A vast majority of these migrant women work as housemaids in the Middle East (ESCAP, 1997). In Sri Lanka remittances, primarily from housemaids working in the Middle-East, are the second leading net foreign-exchange earner, after the garment industry (also powered by women's labour) and are an important balancing element in the current account, actually offsetting around 60 per cent of the trade deficit. These housemaids frequently work in highly exploitative conditions. Non-payment of wages, long shifts, malnutrition, assault, rape and sexual harassment are all faced by these women. Every year hundreds of Sri Lankan housemaids working in the Middle East are reported dead in suspicious circumstances.

Equally exploitative are the conditions of the women working in the three export promotion zones in Sri Lanka. In 1992, about 91% of semi-skilled workers, 73% of the unskilled ones and 89% of trainees in the three export promotion zones were women. Typically, factories are set up in these zones by foreign companies whose focus is on quick and large profit margins. The workers are sourced from rural areas and are paid minimum wages. They cannot unionize or organize and are denied basic human rights.

Particularly striking was the text of a contract that workers in the export promotion zones were expected to sign that Randhima shared with her audience. Among the many exploitative stipulations, women workers were required to resign if they got married.

Simultaneously Sri Lankan women also face enormous social pressure. They are also blamed for creating fissures in the social fabric. It is implied that the rampant alcoholism among male labourers and widely reported cases of child abuse in the same communities are a result of their absence.

Several of the students said that preparing the presentation led them to some unexpected discoveries about their own countries. **Claire Maes** from **Belgium**, who is pursuing a master's degree in Philosophy, at Mysore University was one such. She was unsure that she would have much to say about the status of women in her country to start with, but discovered that the situation was very layered and complex.



She began by tracing the history of the Belgian monarchy and then the history of the legal rights of women in Belgium. Her presentation reflected some of the challenges faced by women in the First World. Of particular interest to her was the representation of women in the media, particularly in advertising. She raised concerns that Belgian women are inundated with messages from the media that they need to be youthful, physically attractive and consumerist. She argued that mainstream media, especially television, continued to be androcentric and required many more women media professionals in senior positions to rectify the imbalance. Claire also spoke briefly about sexual violence against women and children in Belgium.

Trishna Thapa from Kathmandu, Nepal made an extensive presentation on the status of women in her country touching on such diverse topics as the economy, population statistics, inheritance law, sexual violence against women and the impact of the Maoist movement on Nepali women. Trishna is a second year journalism student in Goodwill College in Bangalore.

There were striking parallels between the status of women in Nepal, Bangladesh, Sri Lanka and India. However, each presentation also yielded information on some unique social phenomena. In this presentation for instance the Nepalese inheritance laws raised eyebrows for its blatant discrimination against women. By law in Nepal, men are the sole inheritors of property. A law in 2002 broadened women's property rights but women cannot still sell, rent or otherwise transfer property without the consent of her spouse and sons. Little or no access to land restricts women's ability to be financially independent or get credit. This in turn restricts their ability to move out of violent or unhappy relationships.

Trishna also briefly touched on the massive mobilization of women in the Maoist movement. Reportedly 30% of all Maoist guerrillas are women. The leaders of the movement have been perceptive enough to fuel the hopes of the severely disempowered Nepali woman for a better tomorrow. In Nepal as elsewhere the impact of war and armed struggle has hit women and children hard.

**Nurdin Kaparov** from **Kyrgyzstan**, a driving force who helped ISST organize this seminar and a second year BCA student at Miranda College, Bangalore made a presentation that wove information about the culture and history of his nation into his presentation. His presentation on the status of women talked of the strong familial bonds and the respect for women who occupy important positions in this traditional society. He acknowledged that despite fairly equitable legislation the economic status of Kyrgyz women remains low with low employment and income.

**Mohira Suleymanova** from **Uzbekistan** is pursuing her master's degree in journalism in Mysore University. Mohira began her presentation by discussing some of the demographic features of this erstwhile Soviet republic. 42% of the of the Uzebek population are youths under 16 years. The average age of the men is 23 years and that of the women is 24.4 years, she said. One of the biggest problems facing this youthful population and its women is unemployment.

While the official unemployment rate is very low Mohira pointed out that these statistics do not take into account the underemployment of women in low paying and unskilled jobs. More recently, she says, 'a pleasant appearance' has become a common demand of employers hiring women thus perpetuating the beauty myth. This is also in keeping with the general trend of discrimination against older women who find it difficult to get employment. On the other hand young women are told that they can only be hired as contract employees because 'they will get married and take leave to have babies.' In the manner of unscrupulous employers everywhere these workers are then denied the benefits and rights of employees with more permanent tenure. Single mothers are the ones who have the hardest time finding secure or viable employment.

Uzbek society places a premium on tradition and respect for the family. Mohira said that the fallout of this is that when girls are as young as 12 or 13, families and the larger society begin the socialising process to create submissive wives and dutiful mothers. Young girls are told to obey the wishes of the family and particularly those of the male members of the family.

Her presentation, excellent in itself, was also sharply critical of presentations which may have attempted to gloss over less than ideal conditions of women in other nations in the region.

### **Question and Answer Session**

A brief but energetic discussion followed the seminar. Inevitably the question of the *hijab* came up again and again. Several of the presenters were from nations that followed Islamic law but it was clear that the specific notions about the hijab and the wearing of it differed from country to country. Another thread of discussion was the poor status of women in nations like Bangladesh and Sri Lanka whose governments have been led by women for decades. Since the presenters were also using the limited time available to each of them to introduce the audience to their countries, they had to strike a difficult balance between discussing the inequities deriving from gender imbalances in their societies and being goodwill ambassadors. However, fellow presenters and members of the audience challenged openly but in a good-natured way omissions and issues that needed to be teased out further to understand their complexities.

### **Follow-up**

There was an enthusiastic response from the students in the organising of the seminar and participation. There was a general consensus among the participants and the audience that more such seminars would be welcome. It was also suggested that the next seminar should be preceded by a workshop for potential presenters so that they could clarify their own perceptions among their peers before presenting them to a wider audience. Students were presented with certificates of participation and honoraria by Mr. N. Krishnan, Member of the Board of Trustees, ISST.

## **INTERNATIONAL STUDENTS' SEMINARS ON CURRENT ISSUES: A CONCEPT NOTE**

In recent years, Bangalore has seen more and more international students, many of them from other developing countries and the independent republics carved from the former Soviet Union, who come here to take advantage of the numerous educational institutions in the city. Among the countries which have sent students to Bangalore are Thailand, Vietnam, Indonesia, Sri Lanka, Yemen, Iran, Morocco, Uganda, Kenya, Kyrgyzstan, Uzbekistan, and Tajikistan. Almost all these young people are extremely motivated and committed, apart from being very bright. Many of them are here on scholarships and fellowships.

These students constitute a potentially rich set of resources on which our community can draw, adding more vibrant skeins to Bangalore's already vivid multicultural tapestry. It would be good to explore in what ways we can explore, share and enjoy the information, skills and strengths these young people can bring into our community, while simultaneously building relationships with them that would make their experiences as students in India more valuable to them.

As one effort in this larger endeavour of proactively appreciating this group of international students in our community, the Institute of Social Studies Trust (ISST) hopes to organize a series of seminars which highlights common issues affecting our respective countries. These presentations would also simultaneously showcase the skills resources, and opinions of this diverse student body, and introduce them in a positive way to the larger Bangalore community.

The Institute of Social Studies Trust is a non-profit organization involved in several inter-related issues of research. It is headquartered in Delhi with an office in Bangalore. Our research projects are geared to working closely with grassroots groups (particularly women's groups) in identifying information gaps, conducting research, and using these strategies to bridge the gaps between research, action and policy debates. In particular, we have focused on studies relating to public health, recognizing women's work and making women's contributions to the economy visible, strengthening local governance, and training grassroots practitioners in governance.

We hope to organize a series of seminars on issues which are currently of importance to several of the countries, particularly developing countries, represented by this student body. Having such presentations would, we feel, build solidarity and understanding about the common problems that face our countries, the differences related to these problems from country to country, our differing responses to these problems, etc.

The benefits to international students from participating in this venture include:

- Doing basic independent/assisted research on a topic of interest
- Honing presentation skills
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Seminar on

*"The Status of Women in My Country"*

By: Institute of Social Studies Trust, Bangalore

Venue: Indian Social Institute, 24, Benson Road, Bangalore

Date: 18<sup>th</sup> March 2006

<b>Time</b>	<b>Programme</b>
12.30 – 1.00	Lunch
1:00 – 1:05	Welcome and Introduction Dr. Meera Pillai, ISST
1:05 - 1:20	Presentation Mr. Hathem Ali, Bahrain
1:20 – 1:35	Presentation Ms. Ajanta Debroy, Bangladesh
1:35 – 1:50	Presentation Ms. Emma Kikundwa, Uganda
1:50 – 2:05	Presentation Ms. Randima Krishnaratne, Sri Lanka
2:05 – 2:20	Presentation Ms. Trishna Thapa, Nepal
2:20 – 2:35	Presentation Ms. Claire, Belgium
2:35 – 2:45	Break
2:45 – 3:00	Presentation Mr. Kazim Hooshmand, Afghanistan
3:00 – 3:15	Presentation Mr. Amin Mahdy, Iran
3:15 – 3:30	Presentation Mr. Nurdin Kaparov, Kyrgystan
3:30 – 3:45	Presentation Ms. Mohira Suleymanova, Uzbekistan
3:45 – 4:15	Question & Answer Session
4:15 – 4:25	Concluding Remarks
4:25 – 4:30	Vote of Thanks Mr. K. Ravi Shanker, ISHO
4:30	Tea

## Status Of Women In My Country (Afghanistan)

Educational Status



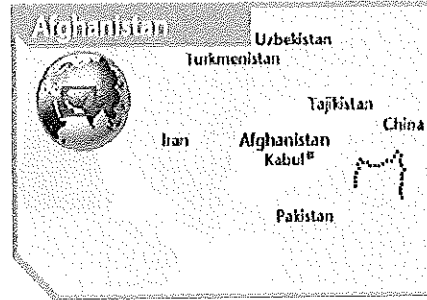
Political Status



Submitted: By Kazim Hoshmad  
Yves Sem BCA Brindavan College

## Heart Of Asia

Afghanistan is called heart of Asia because of its Strategic location



## Islamic Republic Of Afghanistan



Landlocked Afghanistan  
Neighbors:  
China  
Tajikistan  
Uzbekistan  
Turkmenistan  
Iran  
Pakistan



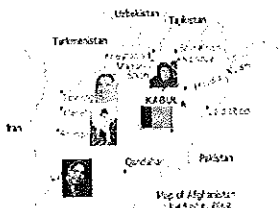
## Afghanistan Religions, Ethnicities and Languages

### Major Ethnicity:

- .Pashtun
- .Hazara
- .Tajik
- .Uzbek

### Other Ethnicity:

- .Turkmen
- .Arabs
- .Oirghiz...etc



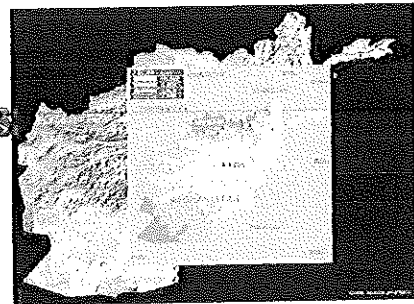
### Religions:

- 99% Muslim
- 1% Hindu and Sikhs

### Official Languages:

- .Persian
- .And
- .Pashto
- Other Languages:
- .Turkish
- .Uzbek
- .Oirghiz...etc

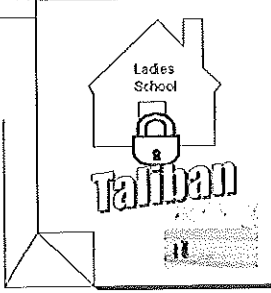
Rocky,  
Seasons  
Spring  
Summer  
Fall  
Winter




### Educational Status

Educational status of Afghan Women in three periods:  
Before Taliban era, In Taliban era and after Taliban era.

Ladies School




1995      2000




... My institution!!! I missed you so much, because Taliban did not allow me to visit you...

According to the recently report by ministry of education Out of 4,000,000 Afghan students 34% is female, how ever while Taliban era girls were not allowed to join secondary schools and upper level, At that time girls could join only Rural schools for religious subjects and Arabic language. But fast enough after Taliban fall the percentage of female students increased.


Primary school



To University




Lecture hall



### Political Status

Article 22 [Equality]







### Political Race For Afghan Women

President of human rights commission in Afghanistan  
(Formerly Minister of women affairs)

First candidate of women for presidential election (Now Minister of youths affairs)

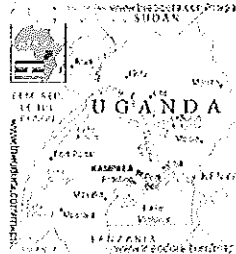
State governor



## About Uganda

- It is an East African country, located on the northwestern shores of lake Victoria, 800 km inland from the Indian ocean. Uganda extends from 1 south-4north latitude and 30-35 longitude. Its capital is Kampala.



## Culture in Uganda

- There are 52 districts in Uganda, and about 43 languages in use.
- English is the official language and the main medium of education.
- The vernacular languages differ from district to district.
- The religions practiced in Uganda include.
  - Christianity 88.96%
  - Islam 5.35%
  - Hindu 0.80%
  - pagans 4.02%
  - and Bahai 0.30%

## Status of women in Uganda

- Uganda like any other male chauvinistic society had it's days, when women were left behind in the decision making, due to factors such as:

Early marriage, preferential education of the boy child, religious beliefs e.t.c

However on realization that a woman spends more time with the children, thus being the educator, laws began to change in favor of women so as to equip them with the knowledge required to nurture their children.

## Problems faced by the women in Uganda.

- Illiteracy
- Single motherhood
- Abandonment by spouses
- Traditions
- Ignorance about rights
- Poverty
- wars



## Action being taken

- Free primary education for all children, privileges at university education
- Uganda has encouraged a lot of N.G.O educating women about family, planning.
- There are several organizations directed at protecting the rights of a married woman
- Traditionally women were not entitled to land ownership or inheritance making it difficult for single women or widows to fend for themselves
- Today the right to ownership extends to all
- An effort is being taken through women groups from grassroots to educate women on their rights

## Actions being taken.

- Creating small scale income projects.
- Ownership of land.
- Loans to group, as well as individual women projects.
- Education on how to exploit the available resources





## Activities under taken by women in Uganda

- WOMEN IN THE MARKET TENDING TO THEIR GOODS.
- UGANDA IS MAINLY AN AGRICULTURAL COUNTRY



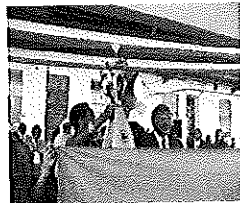
## Activities

- AWARENESS GROUPS AND ORGANISATIONAL MEETINGS.
- THE AIM IS TO IMPART KNOWLEDGE TO WOMEN AT GRASSROOTS.

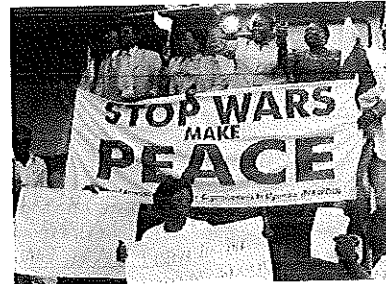


## INFLUENTIAL WOMEN

- Politics - Uganda has the first African female vice president
- Policy making - women held a quota in parliament, by default both at local and central government
- THE FIRST LADY AT A WOMEN'S RALLY

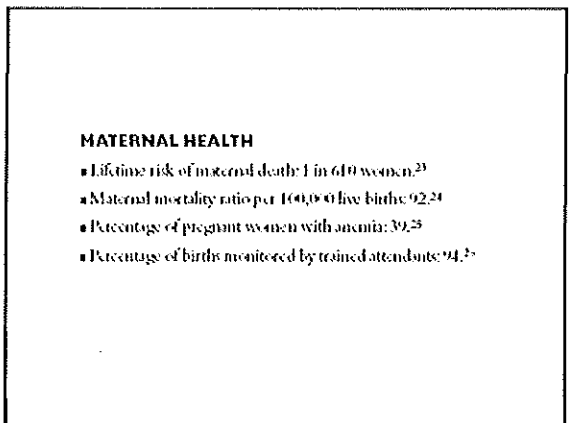
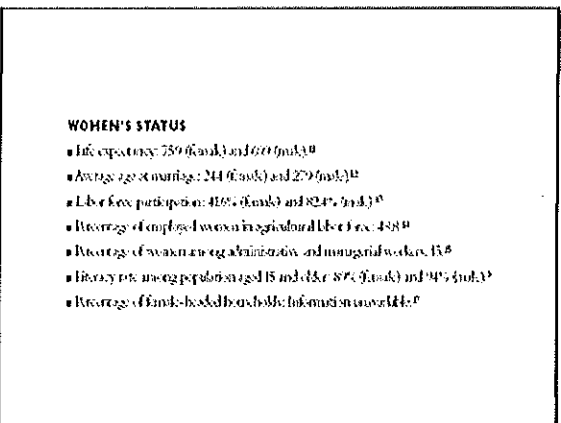
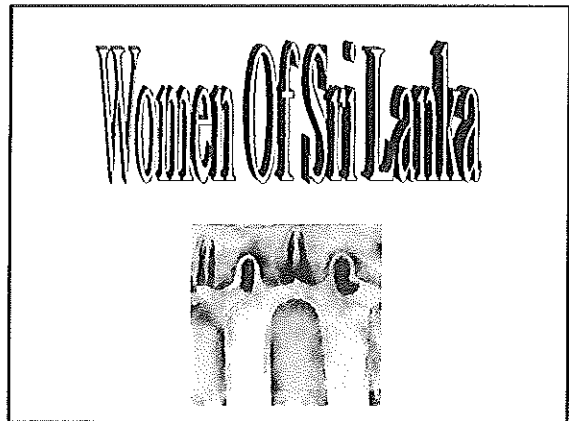
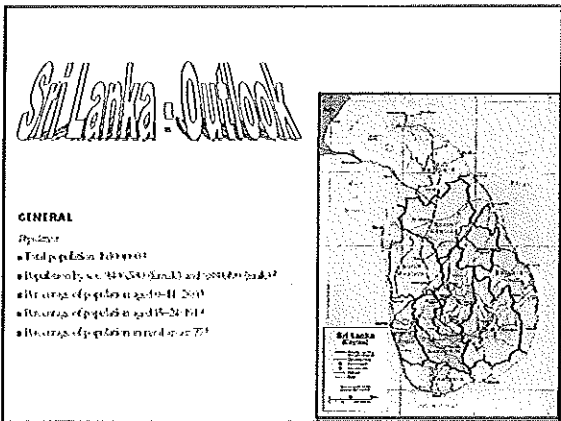
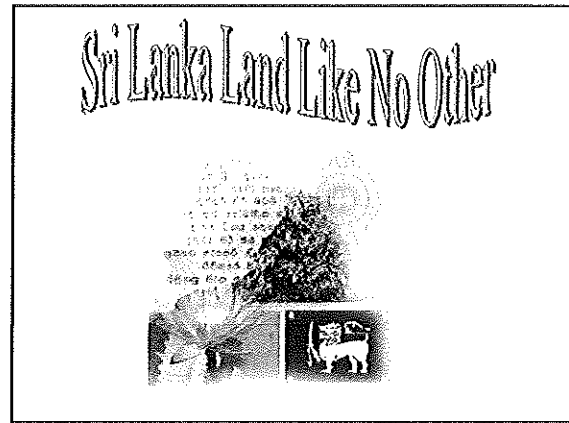


## WOMEN PROTEST AGAINST WAR IN NORTHERN UGANDA



## CONCLUSION

- The status of women in Uganda has increased due to the empowerment of women both young and old, through education, policy making and small scale loans and projects availed to women in Uganda.
- However there is still more to do so as to reach all the women.



# Gender Equality?

**It's A Man's World**

**India's Labor Force Participation**

64% of women in agriculture have been dropping out of the workforce and men are taking over.

60% have to travel and 10% have to carry social practices.

60% of women in agriculture have been dropping out of the workforce and men are taking over.

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60% of women in agriculture have been dropping out of the workforce and men are taking over.

# Leadership

**Former President**

**World's 1st Women's Prime Minister**

# Women In Economy

# Free Trade Zone

# Agreement

Dear Madam/Sir,

You have completed the Training and we have pleasure to confirm your post, subject to the following terms and conditions:

When you are requested for Overtime work, you shall agree with it.

If your services and conducts are not satisfactory and unreasonable [sk] you shall be warned or terminated from your post.

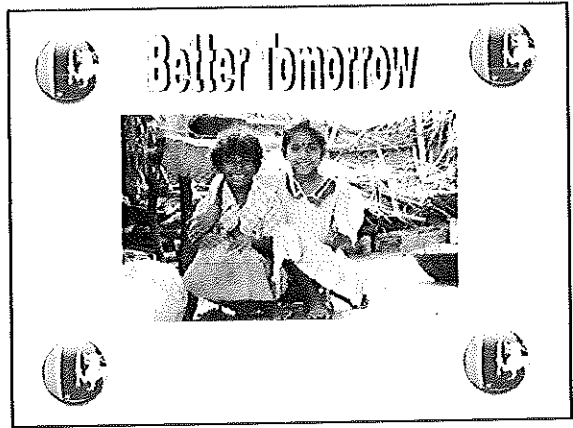
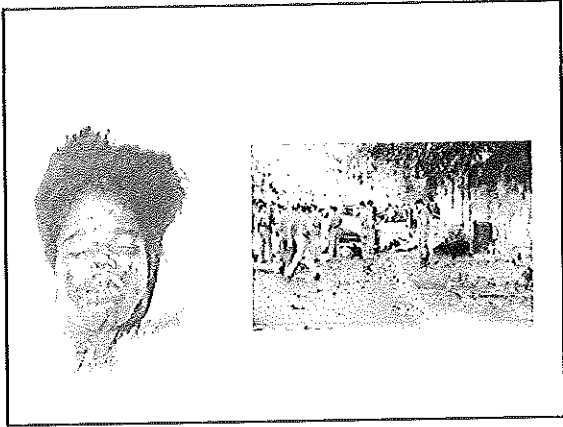
You shall obey your supervisor and officers of the Management.

You shall not instigate your companion to be against the Management.

You shall not form and/or join any group in this establishment without prior written approval of the Management.

If you are female employee, you shall agree to resign when and if you get married.

# War & Women



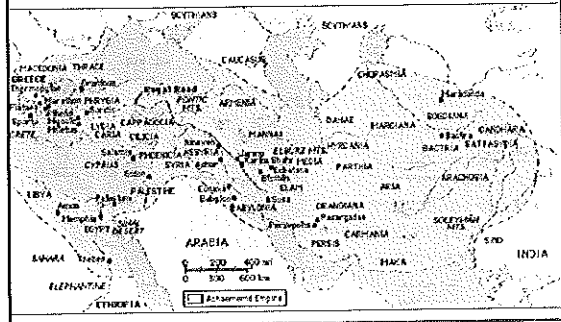


## The Status of Women in Iran



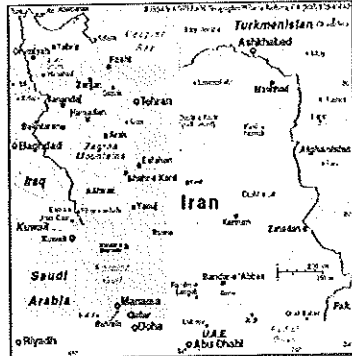
Amin Mahdi Khosravi

## The geographic location of Iran



## The geographic location of Iran

Population: 68,017,660  
 Weather: Great  
 Area: 1,648 million sq km  
 No of states in the nation: 14  
 Nature of government: Islamic Republic of Iran  
 Resources: petroleum, natural gas, coal, chromium, copper, iron ore, lead, manganese, zinc, sulfur



## Population Statistics

Total population: 79.4%  
 male: 85.6%  
 female: 73% (2003)  
 At birth: 1.05 male: female (2005)  
 Under 15 years: 1.06 male: female (2005)  
 15-64 years: 1.04 male: female (2005)  
 65 years and over: 0.97 male: female (2005)  
 Total population: 1.04 male: female (2005)

## Infant girls in Iran



Infant mortality rate:  
 total: 41.58 deaths / 1,000 live births (2005 est.)  
 male: 41.75 deaths / 1,000 live births  
 female: 41.41 deaths / 1,000 live births

## Life expectancy at birth



total: 69.96 years (2005 est.)  
 male: 68.58 years  
 female: 71.4 years

## Education for girls and the women's movement

The second half of the nineteenth century saw the Babi movement and the Bahai movement through which the emancipation of women and particularly education became an issue.



## Education for girls and the women's movement

Despite much opposition on January 20, 1907, a women's meeting was held in Tehran where ten resolutions were adopted, including one that called for establishing girls' schools and another that sought the abolition of dowries so that the money could be spent on educating the girls instead.



## Education for girls and the women's movement

By 1913 there were 9 women's societies and 63 girls' schools in Tehran with close to 2500 students.



## Segregation for sexes under Shariat law

In the 1990s millions of women entered the public sphere accessing education and employment to serve women-only policies



## University

1998: 52% of university students were women  
1999: 58% of women were in university



## Diversity in the conditions of women

- Urban-rural divide
- Religious-secular divide
- Economic divide

## Urban-rural divide

"My mother didn't let me continue my education because she told me I had to work at home" says 15-year-old Asma Aboos, as she sits cross-legged in her one-room, mud-brick home. "I went to primary school but was not allowed to continue into secondary school. I wash dishes, clean the vegetables, cook, sew and collect water. I wish I could go back to school and become a teacher."



## Religious-Secular Complexities

Women are themselves employed by the Republic to enforce strong behavioural codes (including related to dressing) recommended by the government.



## Role of women in economy

Proportion of women in work-force

In 1956: 9.2%

In 1996: 12.7%

## Nature of Jobs

The government had adopted certain policies to expand educational levels for women in order to ensure that sexual segregation was firmly in place. These policies were to encourage women to become skilled workers in domains exclusive to women.



## Nature of Jobs

Before the revolution most women were employed in more "feminine" jobs.

In the post revolutionary era they were employed in more professional, technical, and scientific or research jobs.

As statistics reveal, in 1976 of the pre revolutionary era only 13% of the working women held professional jobs. The percentage of professional working women is 39.7% (1991)

## Some well-known Irani women





## Shirin Ebadi

**Social Activities**—Leading several research projects for the UNICEF office in Tehran.—Cofounder of the Association for Support of Children's Rights, 1995. I was the association's president until 2000, and have continued to assist them as legal adviser. Currently the association has over 500 active members.—Providing various stages of free tuition in children's rights and human rights.—Cofounder of the Human Rights Defence Centre with four defence lawyers, 2001. I am the centre's president.—Delivering over 30 lectures to university and academic conferences and seminars on human rights. The lectures have been delivered in Iran, France, Belgium, Sweden, Switzerland, Britain and America.—Representing several journalists or their families, accused or sentenced in relation to freedom of expression. They include Habibollah Peyman (for writing articles and delivering speeches on freedom of expression); Abbas Manafi, the editor-in-chief of the monthly *Gardoun* (for publishing several interviews and poems); Fara Sarkhani (editor-in-chief of *Adrish monthly*).—Representing families of serial murder victims (the Forouhar family).—

## Christina Amanpour

Christina Amanpour is CNN's chief international correspondent based in London. Amanpour has reported on most crises from many of the world's hotspots, including Iraq, Afghanistan, Iran, Israel, Pakistan, Somalia, Rwanda and the Balkans, to name just a few. Her assignments have ranged from exclusive interviews with numerous world leaders to reporting from the heart of war zones for which she has received wide acclaim, particularly for her extensive coverage of the conflict in the Balkans.

Amanpour's high profile interviews include exclusives with French President Jacques Chirac prior to the 2003 conflict in Iraq and with British Prime Minister Tony Blair, with whom she also secured the first interview after September 11, 2001. Amanpour interviewed Mahmoud Abbas, the first Palestinian Prime Minister, during a state visit to Washington in 2003, secured the first ever interview with Jordan's new monarch, King Abdullah, in May 1999 and was the last journalist to interview the king's father, the long-reigning King Hussein, days before his death. Other interviews include President Musharraf during the war against Afghanistan in 2001, Chairman Arafat and ex-Prime Minister Barak during the heightened Middle East peace negotiations in 2000 and Mikhail Gorbachev in November 1999 for the 10th anniversary of the fall of communism, as well as an exclusive with Hillary Rodham Clinton in May 1999 and with President Khatami in December 1997.

Having spent years on one of the most dangerous assignments journalists have faced in recent history, Amanpour has brought the Bosnian tragedy into contact and to the world's attention. No international network correspondent has reported as continuously from this ethnically torn region. Amanpour subsequently covered the Milosevic war crime trials in The Hague in 2001 and 2002.

## Status Of Women In Bahrain

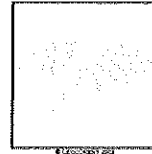


Submitted by: Haithem Ali  
BCOM 2<sup>nd</sup> Semester 9841174724

## 1. Introduction

### LOCATION

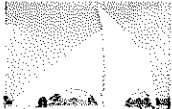
- Bahrain is an archipelago of 33 small islands in the Arabian Gulf midway between the Qatar peninsula and Saudi Arabia.



Al-Hammam  
Bahrain  
Saudi Arabia

## 1. Introduction

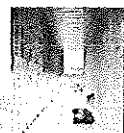
### Size and Economy



- **Capital:** Manama
- **Area:** 707 sq kms i.e. half the size of Delhi
- **GDP:** \$11.29 billion
- **Per capita purchasing power parity -** \$16,900
- **Main Exports** are from Oil and Natural Gas
- **Membership:** Bahrain is a member of the UN, Arab League, Gulf Co-operation Council, OPEC and Organization of the Islamic Conference.

## 1. Introduction

### People



- **Language:** Arabic (Official Language), English (Commercial language), Hindi, Malayalam, Urdu and Farsi (Local Languages)
- **Religion:** 100% Muslim (70% Shiite – 30% Sunni) Hindu, Christian and Bahai Minorities (Non Bahrainis)
- **Population:** 403,318 (Bahrainis) 200,000 (Foreigners)

## 2. Women in Bahrain

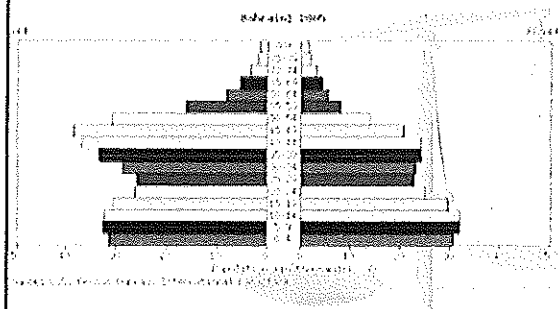
### Introduction



1. Population
2. Health
3. Education
4. Politics & Law
5. Religion
6. Employment

## 2. Women in Bahrain

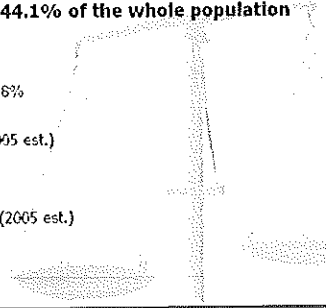
### Population



## 2. Women in Bahrain

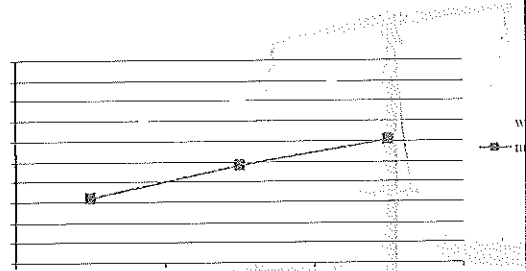
### Population

- Women Comprise 44.1% of the whole population
- Age structure
  - 0-14 years: 31.2%
  - 15-64 years: 65%
  - 65 years and over: 3.6%
- Sex Ratio
  - 1.27 males/female (2005 est.)
- Median age:
  - Total: 29.19 years
  - Male: 32.16 years
  - Female: 25.54 years (2005 est.)



## 2. Women in Bahrain

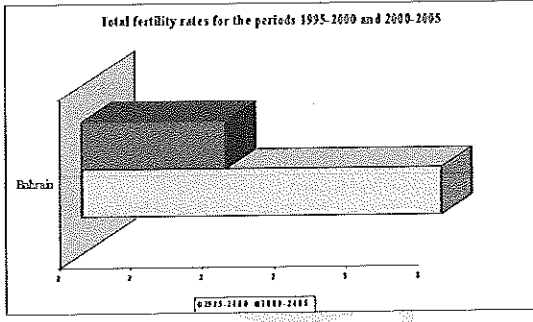
- Life Expectancy at Birth



## 2. Women in Bahrain

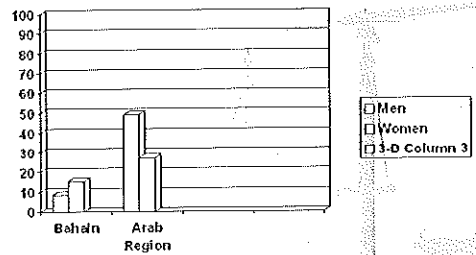
### Health

- Fertility Rate



## 2. Women in Bahrain

### Education

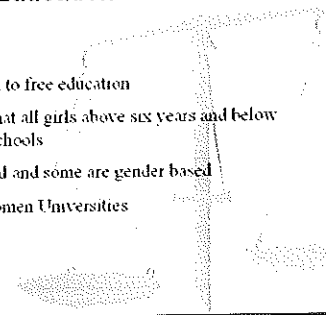


## 2. Women in Bahrain

### Education

Please Note

- Women have the right to free education
- It is enforced by law that all girls above six years and below 18 years should enter schools
- Some schools are co-ed and some are gender based
- There also exists 2 Women Universities



## 2. Women in Bahrain

### Education



## 2. Women in Bahrain

Politics

The Constitution declares the following rights that are absent in many major countries of the Middle east

## 2. Women in Bahrain

Politics

### Right to Vote

- Right to Vote has been given to the women in 2002. Its is exercised properly by them Picture: Parliamentary Elections



## 2. Women in Bahrain

Politics

### Right to Candidateship

- Till Date only 2 women have tried for parliamentary offices and they have both failed

**WHY?**

Voters don't elect them because they are women



## 2. Women in Bahrain

Politics

### Right to Representation

- Women in Bahrain are now represented by various committees and organizations. The Supreme Council for women is the stongest



## 2. Women in Bahrain

Politics

### Right to Choice

- Women have the right to choose whom to marry and what outfit they want to wear.



## 2. Women in Bahrain

Politics

### Right to Protest

- Women Protesting against a courts ruling



## 2. Women in Bahrain

Politics

### Right to Protest

- Women Protesting for more seats in the parliament

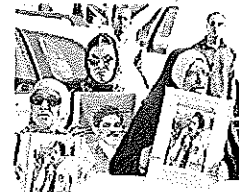


## 2. Women in Bahrain

Politics

### Right to Protest

- Women demanding the release of a political prisoner

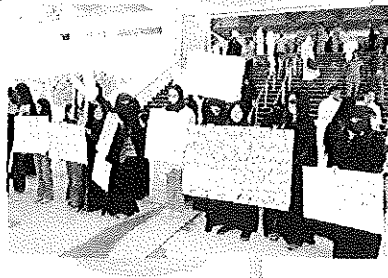


## 2. Women in Bahrain

Politics

### Right to Protest

- Women protesting on Bahrain's support to USA in the Iraqi Invasion



## 2. Women in Bahrain

Politics

### LAW

• LACK OF A UNIFIED FAMILY LAW OR PERSONAL STATUS LAW

• ABSENCE OF FAMILY PLANNING

• PERSONAL STATUS LAW REMAINS UNCODIFIED

## 2. Women in Bahrain

Religion

- 100% are muslims
- Majority are conservative and god-fearing women
- Islam instructs women to wear the hijab but says if otherwise it is god that will judge and punish
- Islam encourages women to work but ensuring first the well being of the family



## 2. Women in Bahrain

Religion

- The Non conservative group is not treated as outcasts and are respected for their decision except by a few radicals who proclaim them as Non muslims and try to discriminate against them.



## 2. Women in Bahrain

### Religion

Other religions are allowed and are respected. There was never a case of religious tolerance in the country

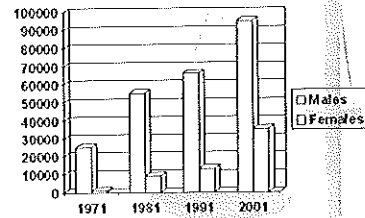


- There are 13 churches and 4 Hindu temples

## 2. Women in Bahrain

### Employment

Though The Bahraini Government gives complete freedom to work and ensures equality it is not applied



## 2. Women in Bahrain

### Employment

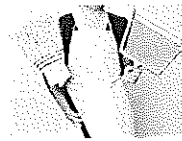
29 % of the Total work force are women Unemployment rates amongst the women are 30 %

## 2. Women in Bahrain

### Employment



WHY?!!



## 2. Women in Bahrain

### Employment

What has the government done ?

**nothing**

## 2. Women in Bahrain

### Employment

In spite of that ....



Huda Janahi – First Arab woman to win the annual Investor of the Year Award, staged in Jordan by the Organization for Economic Co-operation & Development (OECD).

## 2. Women in Bahrain Employment

In spite of that ....



Nada Hussain – First Arab women to acquire a PhD in Mechanical Engineering

## 2. Women in Bahrain Employment

In spite of that ....



Gadha Jamshir – Famous women activist and protestor for more rights

## 2. Women in Bahrain Employment

In spite of that ....



Hla Bint Rashid – Bahrain's official representative in the United Nations

## 2. Women in Bahrain Employment

In spite of that ....



Nada Al-afaath – First women minister in the gulf region

## 2. Women in Bahrain Employment

In spite of that ....



Ruqaya Al Jasry – First Gulf Women to enter the olympics

## 2. Women in Bahrain Employment

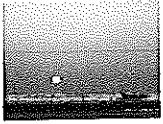
In spite of that ....



And many others

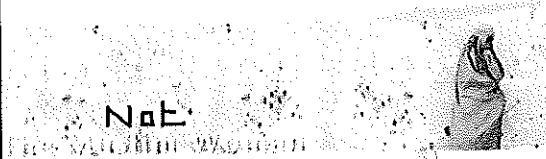
### 3. Conclusion

In this era of the clash of civilizations and when Muslims have been publicized as evil beings



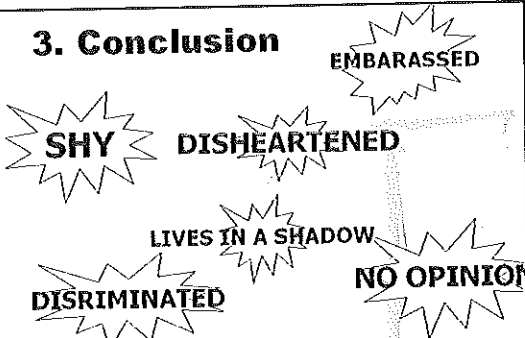
Bahrain is the perfect example to prove that ...

### 3. Conclusion



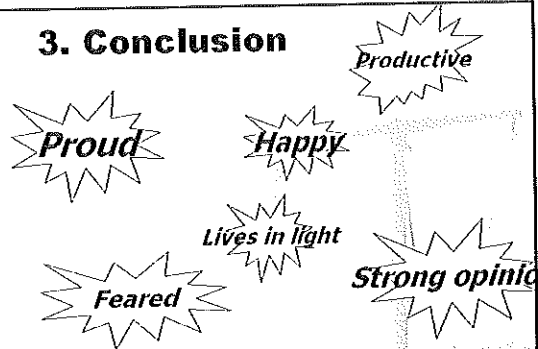
This is not the Muslim women

### 3. Conclusion



This is not the Muslim

### 3. Conclusion



Being Muslim

## QUESTIONS







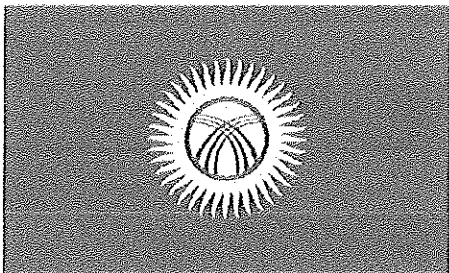
*Status of Women in  
Kyrgyzstan*



Welcome to Kyrgyzstan



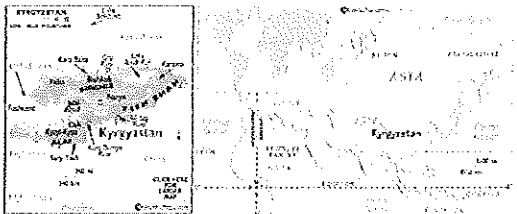
Flag of Kyrgyz Republic



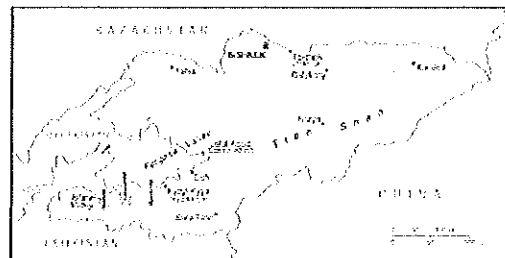
Seal of Kyrgyz Republic



Location



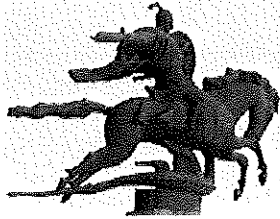
Location





## Government

- Conventional long form: Kyrgyz Republic
- Conventional short form: Kyrgyzstan
- Capital: Bishkek.
- Official Languages: Kyrgyz, Russian.
- President: Kurmanbek Balyiev



## Manas

- It also reflects of human life; social, economic, political situation, struggle for independence, relations with other states.
- Not a single epic creations in the world can be compared with the epos "Manas" in the volume, richness of plot and artistic poetry.
- The epos had been composed for a long period of time, from century to century.



## Manas

- 20 times bigger than "Illiad & Oddyssey".
- 5 times larger than the ancient Indian "Makhabkharata", which is known as biggest.
- 5 times larger than "Shakh-Name" (in the Pharsi language).



## Women in the Epics and in History

- In Manas



## The Great Silk Road

- The Great Silk Road is the trading caravan way from China to the capital of Rome empire.
- Existed from the 2nd century B.C. till the 16th century A.D
- It got its name from the first item of transit. trade - Chinese silk



## Economy

- Kyrgyzstan was the first CIS country to be accepted into the World Trade Organization
- GDP: \$10,626,000,000
- Per capita : \$2,061
- GDP - composition by sector:
  - agriculture: 37.1%
  - Industry: 21.9%
  - services: 41%
- Currency: Som



## Geography

- The Kyrgyz Republic is in Central Asia and is bordered by Tajikistan, Uzbekistan, Kazakhstan and China.
- Area: 198,500 sq km.
- Highest Point: Jengish Chokusu 7,439 m.
- 80% are Mountains.



## Issyk-Kol Lake

Issyk-Kul Lake is the second largest alpine lake and its name means "Warm Lake" as the lake never freezes even though it is surrounded by mountains.



## People

- Population: 5,146,281
- Density: 25/km<sup>2</sup>
- Median age:  
*total:* 23.39 years  
*male:* 22.52 years  
*female:* 24.27 years
- Birth rate:  
22.48 births/1,000 population (2005 est.).
- Ratio: 51% female and 49% Male.



## Ethnic groups

Kyrgyz 64.9%,  
Uzbek 13.8%,  
Russian 12.5%,  
Dungan 1.1%,  
Ukrainian 1%,  
Uygur 1%,  
other 5.7%  
(1999 census)



## Religion

Muslim 75%,  
Russian Orthodox  
20%,  
Other 5%



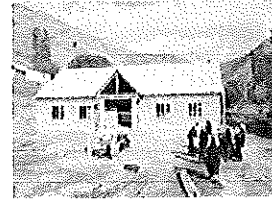
## Literacy

Definition: age 15 and over can read and write.  
 Total population: 98.7%  
 Male: 99.3%  
 Female: 98.1%  
 (1999 est.)



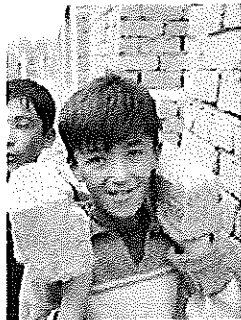
## Education

- Equality of men and women in education issues was foundational in soviet education system.
- The Constitution of the Kyrgyz Republic grants equality in education.
- Kyrgyzstan women are highly educated, and their level of professional preparation is equal to that of men in all spheres of economy.



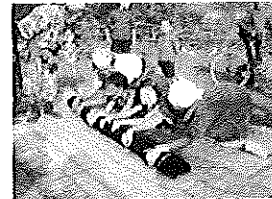
## Education

- Boys in Kyrgyzstan miss classes more often than girls, because parents ask for their help in farming in the garden or in the field.
- In public government schools teaching is conducted in four languages: Kyrgyz (state), Russian, Uzbek and Tajik.



## Employment

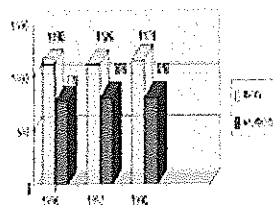
- Unemployment rate: 18% (2004 est.)
- While this small mountainous country faces numerous problems and obstacles, women have made great strides in addressing issues related to improving the welfare of Kyrgyz citizens. The women of Kyrgyzstan have demonstrated a strong work ethic, combined with a great motivation to take the necessary steps to secure a more stable future for themselves and their families.



## Employment

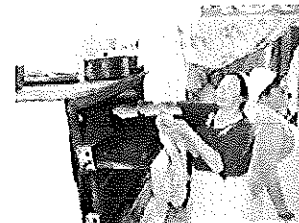
In order to better understand why women in Kyrgyzstan have taken on such dynamic roles in their society, it is necessary to look at various factors including history, current education levels, the present political atmosphere as well as access to credit and informal sector activities. All these variables play an important role in determining why they have become such a mobilized force.

Table of years and no. employed in official and informal administration



## Women Entrepreneurs

A group of women started a bakery in Talas Province, providing the community with fresh bakery products job-opportunities and a decent income.



## Women's Rights to Land and Property

- Women in Kyrgyzstan have equal rights with men to land ownership and various transactions.
- Usually, women have poor awareness about their economic rights, particularly their ownership right to land and property.



## Women NGOs

- There are more than 15 different Kyrgyz Women's organizations.
- Congress of Women of Kyrgyzstan
- Women's League of Creative Initiative of Kyrgyzstan.
- Women's Support Center.
- Forum of Women's NGOs



## Importance to Women

- 1996 had been proclaimed as "Women's Year" by Former President Askar Akayev.
- 8<sup>th</sup> March "International Women's Day" celebrated widely, the gifts are given to mothers, women colleagues, friends and all relatives and this day is celebrated as national holiday.
- The "Ene" (Mother) is very important and holy in Kyrgyz Culture.



## Land of Love and Democracy

- On the 24<sup>th</sup> of March 2005 in Kyrgyzstan the "white house" was taken by the opposition.
- 35% of Kyrgyzstan are not Kyrgyz and in Country all live in peace and happiness.
- The family bond of Kyrgyz nation is very strong.
- Value and respect for women.




A family in Kyrgyzstan

In Kyrgyzstan  
...moving things forward.

*in Kyrgyzstan*




# THANK YOU





## Status of Women in Nepal


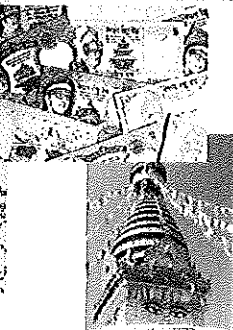

Trishna Thapa



## Contents








## Introduction to Nepal

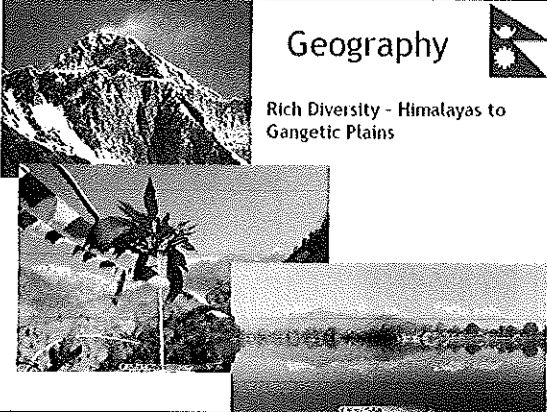

## Nepal

- A constitutional monarchy
- Embraced by the Himalayas to the North
- Landlocked Kingdom - destination choice for travelers & adventure seekers
- World's highest mountain, Everest, and spectacular scenery and wildlife
- A distinctive Hindu and Buddhist culture

## Geography


Rich Diversity - Himalayas to Gangetic Plains



## Statistics


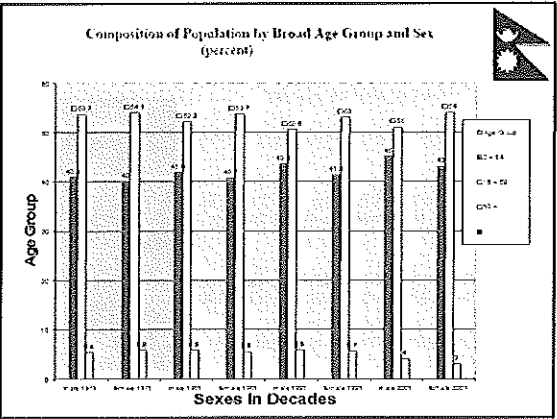
- Population: 26.3 million (UN, 2005)
- Capital: Katmandu
- Area: 147,181 sq km (56,827 sq miles)
- Language: Nepali (official), English, almost 20 other languages divided into numerous dialects
- Major religions: Hinduism (official), Buddhism
- Life expectancy: 61 years (men), 62 years (women) (UN)
- Monetary unit: 1 Nepalese rupee = 100 paise
- Main exports: Carpets, clothing, leather goods, jute goods, grain
- GNI per capita: US \$260 (World Bank, 2005)



## Population

Nepal's population is estimated to be about 26.3 million

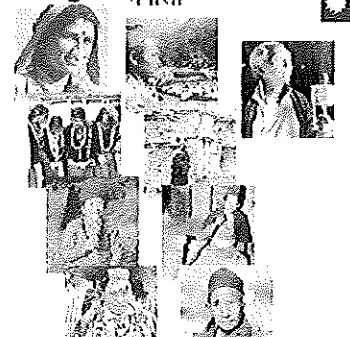
Map of Nepal with the Zonal Demarcations

## Cultural Setting

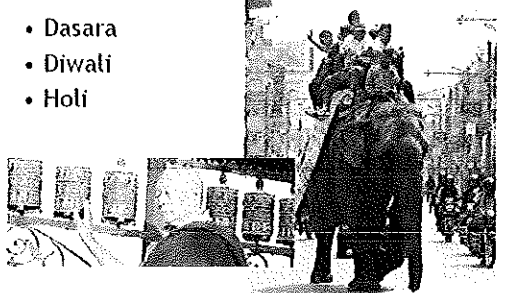
Nepali  
नेपाली

- Brahman
- Chepang
- Chhetri
- Dolpa
- Gurung
- Magar
- Manangi
- Newar
- Sherpa



## Religious Festivals

- Dasara
- Diwali
- Holi



## Human Development Indicators

## Economy

- Predominantly Agricultural
- 86 % of Population living rurally
- 40-50 % below Poverty Line
- Foreign aid vital to sustain economy
- Manufacturing sector small
- Great Potential as a Tourist Destination
- Political instability since democratic changes has slowed growth
- Rich biodiversity high hydroelectric potential as yet unexplored



## History

- 1846 - Nepal falls under sway of hereditary chief ministers known as Ranas
- 1960 - King Mahendra seizes control and suspends parliament, constitution and party politics
- 1990 - Pro-democracy agitation coordinated by NCP and leftist groups.
- 2002 October - King Gyanendra dismisses Prime Minister Deuba and indefinitely puts off elections set for November.
- 2005 1 February - King Gyanendra dismisses Deuba and his government again and declares a state of emergency.



## Women in Nepal



## 1. Social Perspective

### Cultural and Social Status

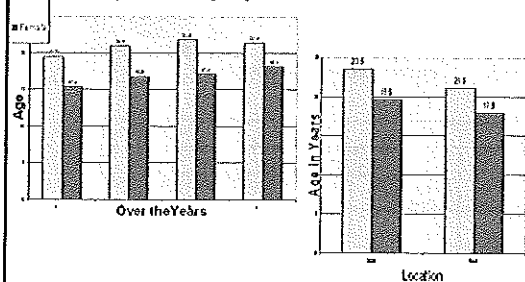
#### Issues in patriarchy and marriage

- Little control over marriage choice
- Early marriage, more so in rural, Terai, uneducated women
- Vulnerability of widows and divorcees



### Cultural and Social Status

Mean Age at Marriage by Sex



### Family Planning

#### Issues in fertility and family planning

- Little control over fertility
- Still high fertility rate, more so among rural and uneducated women
- Low contraceptive use



## Health and Nutrition

### PROGRESS IN SOCIAL AND HEALTH STATUS OF WOMEN

- The mean age of marriage for girls increased by more than 2.5 years between 1961 and 1991.
- The maternal mortality rate has fallen to 539 per 100,000 women compared with more than 800 reported during the 1980s.
- No gender disparity in the rate of vaccination against measles, breast feeding, or the extent of stunting due to malnutrition.
- The life expectancy of women has increased by more than 11 years between 1975 and 1993, though still remaining lower by 1.5 years compared to that for men.

## Health and Nutrition

### Issues in women's health

- Shorter life expectancy for women than for men
- Still high infant and child mortality rates and neglect of girls' health
- High maternal mortality rate
- High male/female sex ratio, reflecting the physically more difficult life of women
- Lack of access to adequate health services, especially for reproductive health care and for contraceptive devices

	1975	1985	1993
Life expectancy at birth (years)	54.5	65.8	65.2
Male	54.5	65.8	65.2
Female	54.5	65.8	65.2
Infant mortality rate (per 1,000 live births)	127	74.5	70.3
Child mortality rate (per 1,000 live births)	17.1	11.1	10.9

## Education

### Issues in Education

- Low absolute levels of female education (literacy rate, educational attainment, and enrollment rates)
- Significant gender gaps in education
- Major reasons for not sending daughters to school include lack of household resources; lack of sense of importance since girls will marry; girls' workload at home; high school fees; lack of female teachers or adequate facilities



## Comparison between the sexes



Table 2.10: Females Completing Various Levels of Education (Females per 100 males, 6 years and above)

Level	1981	1991
Primary	41.5	53.3
Lower Secondary	27.9	1
Secondary	21.4	39.2
School-Leaving Certificate	22.2	31.2
Literacy rate	21.5	26.4
Graduates	18.7	22.2
Postgraduates	17.6	23.7

## 2. Economic Perspective

### Employment issues

- Women's work not considered as economic activity
- Domestic chores as unpaid labour, not reflected in any economic statistics.
- Female workers confined to less productive and less remunerative jobs; fewer employment opportunities than males
- Constitution guarantees equal pay for men and women workers. *In practice*, women are discriminated against.




Table A6: Selected Indicators of Employment Status (percent)

Gender	Un-employed	Wage Employment (%)		Average Wage (Rs)		S.E. Employment (%)		Total
		AG	Outside AG	AG	Outside AG	AG	Outside AG	
Male	41	113	163	41	76	914	137	1100
Female	28	113	27	35	51	416	46	600
Both Sexes	24	122	63	41	74	707	77	600


Source: MNS, ITC  
AG: Agriculture

## Legal Issues

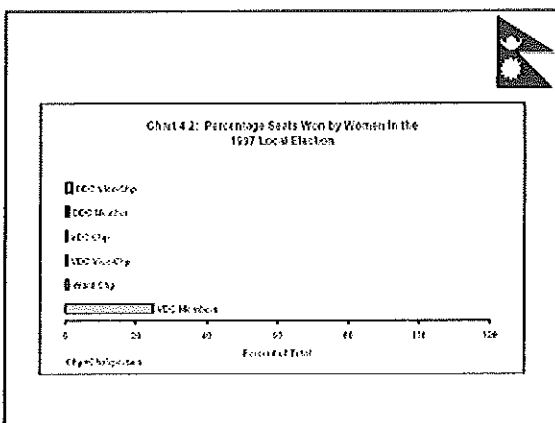
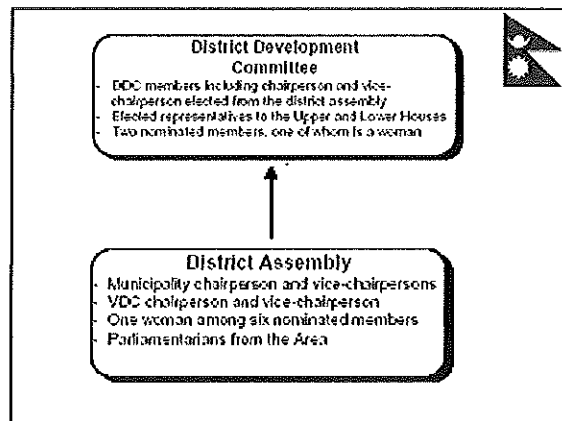
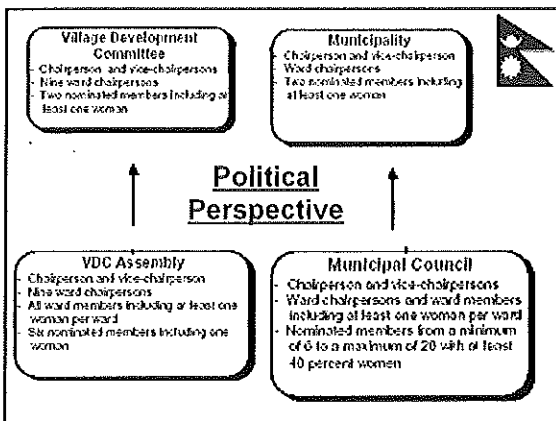


- rights to inheritance to property, marriage and divorce, tenancy and transaction rights still favour men
- no legal safeguards against sexual harassment of domestic violence targeted at women.



## PROPERTY ISSUES



- property laws allow daughter to inherit parent's property only when no surviving male of either parent.
- a woman shares equal rights of inheritance to her husband's property with her sons
- woman inheriting property in her parental household must return this property to her brothers or their direct male descendants if she marries afterwards.



### Issues on Women's political participation and representation

- Broad-based political participation of women not being translated into representation
- "Mandatory" female representation at local level a good start but women rarely in executive positions
- Further sensitization on women's issues necessary

## Problems Faced by Women

### Definition of violence

#### Article 1, UN Commission on Status of Women Declaration

*"Any act of gender based violence that results or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life...."*

## Issues in gender-based violence

- lack of reliable data and under-reporting on violence, especially domestic violence
- lack of bargaining power of women, dowry, polygamy, and alcoholism as underlying causes of domestic violence
- trafficking of women widespread across all ethnic groups/castes
- poverty and lack of access to economic resources for women outside marriage as causes of women entering into commercial sex work
- inadequate legal framework and general law enforcement on gender-based violence.



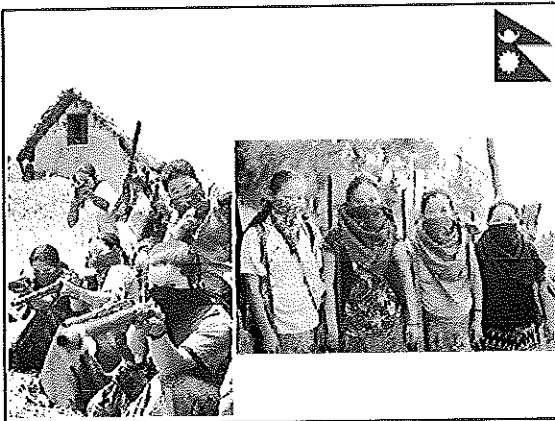
Table 2.11: Type of Physical and Mental Violence Reported

Psychological	Percent Reporting	Physical	Percent Reporting
Mental torture	61	Beating	52
Emotional torture	32	Abuse	65
Sexual harassment in - public places	31	Rape	39
- workplace	17	Forced prostitution	18
		Unconsolidated	21
		Abuse	13
		Child sexual abuse	13

Source: SAATHI 2004 Asia Focus, No. 122

## Women trapped in Conflict

- Women have been prominent recruits of the Maoists
- Reports indicate one-third of the cadre and combatants as women
- Every village has a revolutionary women's organisation
- They are used to gather intelligence and act as couriers
- All Nepal Women's Association (Revolutionary), is alleged to be a front outfit of the CPN-M.



**Seminar On Status of Women In My Country**

**Ajanta Deb Roy**  
**Bangladesh**

www's State of Bangladesh 1

**Bangladesh**

INDIA BANGLADESH Dhaka Khulna Chittagong Bay of Bengal INDIA MYANMAR

www's State of Bangladesh 2

**Bangladesh- Introduction**

- Country name: conventional long form: People's Republic of Bangladesh  
conventional short form: Bangladesh  
former: East Pakistan
- Government type: parliamentary democracy
- Capital: Dhaka
- Administrative divisions: 6 divisions; Barisal, Chittagong, Dhaka, Khulna, Rajshahi, and Sylhet

www's State of Bangladesh 3

**NASA satellite Image of Bangladesh's physical features**

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**A Land of Beauty**

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www's State of Bangladesh 6

## People of The Country

- Sex ratio by residence (men/100 women)

Source: ESCAP, 1995

- Population: 144,319,628 (July 2005 est.)
- Sex ratio: 48.6% female and 51.4% male

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## Economic Condition of The Country

- domestic and international efforts to improve economic and demographic prospects
- Despite this Bangladesh remains a poor, overpopulated, and ill-governed nation.
- GDP: purchasing power parity - \$275.7 billion (2004 est.)
- GDP - composition by sector:
  - agriculture: 21.2%
  - industry: 27.1%
  - services: 51.7% (2004 est.)
- Population below poverty line: 45% (2004 est.)

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## Women in the Country

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## Women in society

- man dominating society
- The status of women considerably inferior to that of men.
- Women, in custom and practice, remained subordinate to men in almost all aspects of their lives

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## Women in Family

- A daughter
- A wife
- A mother

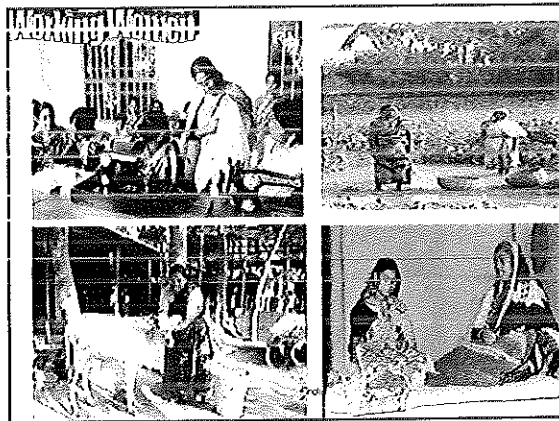
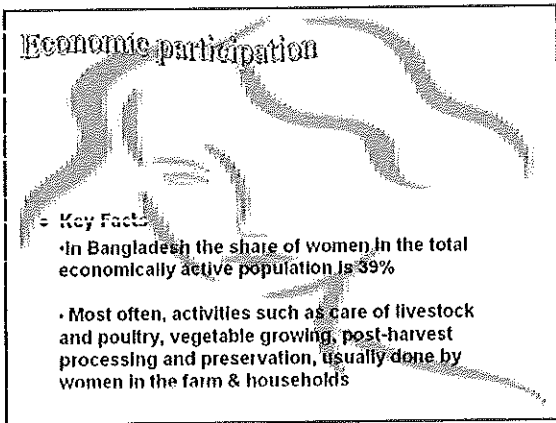
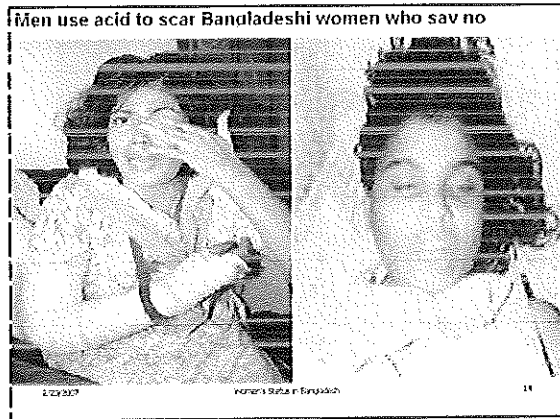
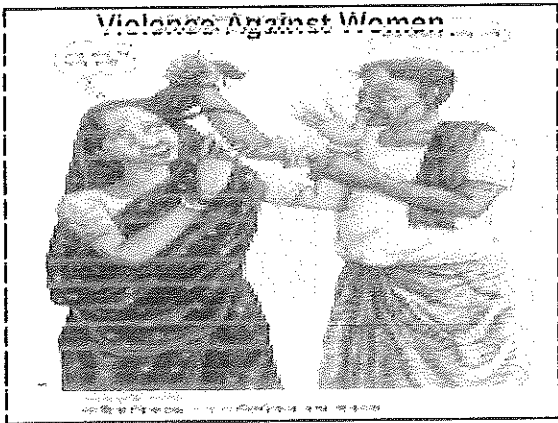
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## Literacy Rate of Women

- a girl is so often just another mouth to feed
- a liability who will one day leave her parents home to become part of her husband's family..
- At 12 or 13 they may be dispatched to one of the Garments factories Or they may become bond-servants to richer Bangladesh families-

Source: ESCAP, 1995

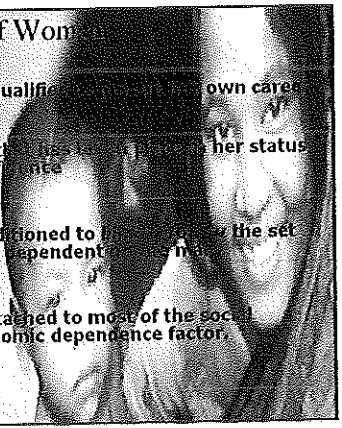
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### Empowerment of Women


- Now the girl is well qualified to pursue her own career
- The metamorphosis that has taken place in her status has given a new confidence
- She is no longer conditioned to live within the set codes and feel solely dependent
- The string that is attached to most of the social problems is the economic dependence factor.



### Women in Politics




Former Prime minister & leader of the opposition Sheikh Hasina



Prime Minister Sheikh Hasina

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### Looking Forward.....



20/02/2017 Women's Status in English 21



















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