

# Unpacking Gender Equality Approach to Children and Young People's Participation

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Rosemary, from Zambia, playing with her friends. She's number one in her class and loves math and science.

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# ACRONYMS

**CEDAW**

Convention on the Elimination of All Forms of Discrimination against Women

**CRC**

Convention on the Rights of the Child

**CRPD**

Convention on the Rights of Persons with Disabilities

**NGO**

Non-governmental organisation

**UDHR**

Universal Declaration of Human Rights

**UNHCR**

United Nations High Commission for Refugees

**UNICEF**

United Nations Children's Fund

**WV**

World Vision

# I. INTRODUCTION

This discussion paper explores the intersection between child participation and existing theories and typologies of gender equality in order to understand the impact of gender roles in the engagement of girls and boys in participatory activities.

With the gender-transformative approach being one of its key approaches, World Vision's Strategic Direction for Child and Youth Participation team supports the urgent need from the field to unpack this approach and make it relevant and usable for child participation practitioners across regional and national offices.

Gender transformative is an approach that seeks to challenge and transform rigid social norms and relations through critical reflection and the questioning of individual attitudes, institutional practices and broader social norms that create and reinforce gender inequalities, marginalisation and vulnerabilities. Evidence has shown that an open gender policy is often not enough, as many girls and boys need to be intentionally encouraged through specific activities and inclusive approaches<sup>1</sup>: It is also imperative to be mindful of the gender roles that limit and constrain girls and boys in their communities. To ensure a gender-transformative approach to child participation, World Vision staff members develop creative solutions to barriers for participation. The gender-transformative approach has been recognized as an effective strategy to challenge traditional discriminatory attitudes and social norms, and it is understood as a powerful and fundamental tool to remove gender inequalities and to reconstruct gender equality in communities<sup>2</sup>.

The primary objectives of this paper are to:

Support staff members, local partners, girls and boys to be aware of the importance of gender-equitable behaviours and relationships

Support staff members, local partners, girls and boys to understand and include a gender-transformative approach in their child participation programmes.

Through this paper, World Vision aims to explore new avenues for how different theoretical perspectives in child participation and gender equality can be contrasted with current practices. This will help to analyse and choose the best approaches according to the specific contexts where the organisation works and reinforce its commitment to child participation that is rights-based and gender transformative.

In this document, the term 'child participation' refers to those who are under the age of 18 years, as defined by the Convention on the Rights of the Child. This document may use 'children' or 'young people' interchangeably. In some contexts, young people aged 14 to 18 are called 'youth'.

1. UN Women (2016). 'Gender equality and sustainable development: a pathways approach' <<http://www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2016/dps-gender-equality-sustainable-development.pdf?v=1&d=20160802T155218>> accessed 20 September 2016.

2. UNFPA and Promundo (2010). Engaging Men and Boys in Gender Equality and Health: A global toolkit for action.

## 2. DEFINING CHILD PARTICIPATION

The definitions of child participation vary according to certain features of the context in which they are used. For example, a broader definition describes participation as ‘any form of social engagement’, and on the other hand, a more specific definition refers to participation as ‘taking part in decision-making processes’<sup>3</sup>.

For World Vision, child participation is when children under 18 years of age contribute to decisions and take action on issues that affect their lives. This is best done through empowering children and nurturing positive relationships amongst children, adults and communities based on mutual respect and partnership at familial, local, national and international levels<sup>4</sup>. World Vision’s definition is consistent with other international definitions that establish a new paradigm to the status of children and young people by recognising them as subjects of rights.

For an international policy perspective, Article 12 of the Convention on the Rights of the Child (CRC) frames the concept of child participation as follows:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 12 includes two pivotal rights: the right to express a view and the right to have the view given due weight. The right to express a view freely means that children have the right to express relevant perspectives and experiences in order to influence decision-making. In this context, ‘freely’ means expressing a view is a choice, not an obligation and it is coercion-free. Furthermore, this right also includes a requirement for State Parties to listen to the views of children and facilitate their participation in all matters affecting them within the family, schools, institutions and judicial procedures.<sup>5</sup>

The right to have the view given due weight implies that when children express their views, this can be done in many different ways and with no restrictions on age or maturity—and their opinions will be considered regardless.<sup>6</sup> Children do not have the duty to prove their maturity in order to give their views; on the contrary, the State Parties and decision-makers have the obligation to ensure the implementation of this right by listening to the views of the child and finding the best ways for children to express their opinions.

In order to expand the concept of participation outlined in Article 12, the UN Committee on the Rights of the Child in its General Comments 12 defined child participation as an ‘ongoing process, which includes information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes.’<sup>7</sup>

This definition embraces the notion of child participation as a process but also as an outcome, which has three pivotal components<sup>8</sup>: (1) impact in decision-making; (2) mutual respect between children and adults; and (3) joint learning process. The Committee definition requires distinguishing between individual or collective participation of children in order to frame the outcomes of their interaction with others.<sup>9</sup> Conversely, the inclusion of a decision-making feature implies the presence of a collective component, where groups of individuals seek to influence decision-making and bring about change.<sup>10</sup> This component does not mean that children’s participation is an outcome determinant but denotes that participation is taking part with the knowledge that the actions will be taken into account and may be acted upon.<sup>11</sup>

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The second component, mutual respect between children and adults, refers to an ethical and political commitment to sharing information amongst children, young people and adults, which implies an interdependent relationship.<sup>12</sup> Joint learning processes are about exchanging information between children and young people themselves and between children and adults.<sup>13</sup> This concept has been embraced by several child-focused organisations. For instance, World Vision 'believes that facilitating child participation is an opportunity to strengthen the natural networks of intergenerational relationships in communities, and to support interdependent relationships based on mutual trust and reciprocity.'<sup>14</sup>



The CRC's and the Committee on the Rights of the Child definition of participation gives a new status to children and young people by recognising them as subjects of rights which are entitled to be heard and can participate in decision-making. This definition produces a substantial shift in the nature of the relationships amongst children, young people and adults<sup>15</sup> where they are recognised, for the first time in history, as having the right to participate.<sup>16</sup> Participatory rights have been subjected to sustained criticism in relation to the complexities and limitations of the intergenerational relationship, lack of sustainability, tokenism and exclusion.<sup>17</sup> Research and practice have revealed the difficulty to practise these rights. Despite the intentions of Article 12, children still experience enormous limitations, discriminatory traditional practices and exclusion that prevent them from exercising their right to participate in decision-making. Practitioners and scholars have developed several models to address those issues.

3. Thomas, N. (2007). 'Towards a Theory of Children's Participation', *International Journal of Children's Rights*, 15(2), pp. 199–218.
4. World Vision International (2012). *World Vision's Guidelines for Child Participation*.
5. UN Committee on the Rights of the Child (2009). 'General Comment No. 12: The right of the child to be heard' (UN Committee on the Rights of the Child: Geneva).
6. Lundy, L. (2007). "'Voice" is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child', *British Educational Research Journal*, 33(6), pp. 927–942.
7. UN Committee on the Rights of the Child (2009). 'General Comment No. 12: The right of the child to be heard' (UN Committee on the Rights of the Child: Geneva).
8. Tisdall, E.K.M. (2014). 'Children Should Be Seen and Heard? Children and Young People's Participation in the UK', *Children and Young People's Participation and Its Transformative Potential: Learning from across countries* (Palgrave Macmillan: Basingstoke), pp. 168–188.
9. Ibid.
10. Burke, T. (2008). *Listen and Change: A Guide to Children and Young People's Participation Rights* (Participation Works: London).
11. Boyden, J. and Ennew, J. (1997). *Children in Focus: A Manual for Participatory Research with Children* (Radda Barnen: Stockholm).
12. Wyness, M.G. (2012). 'Children's participation and intergenerational dialogue: Bringing adults back into the analysis', *Childhood*, 20(4), pp. 429–442.
13. UN Committee on the Rights of the Child (2009). 'General Comment No. 12: The right of the child to be heard' (UN Committee on the Rights of the Child: Geneva).
14. World Vision International (2015). *Child and Youth Participation Strategic Direction* (World Vision: New York).
15. Tisdall, E.K.M. (2013). 'The Transformation of Participation? Exploring the Potential of "Transformative Participation" for Theory and Practice around Children and Young People's Participation', *Global Studies of Childhood*, 3(2), pp. 183–193.
16. Verhellen, E. (2000). *Convention on the Rights of the Child: Background, Motivation, Strategies, Main Themes* (Coronet Books Incorporated).
17. Tisdall, E.K.M. (2013). 'The Transformation of Participation? Exploring the Potential of "Transformative Participation" for Theory and Practice around Children and Young People's Participation', *Global Studies of Childhood*, 3(2), pp. 183–193.



## 2.1. Child Participation Models

Current child participation literature offers several models of participation such as the Hart's Ladder of Participation, Treseder's Degrees of Participation, Shier's Pathways to Participation, Lansdown's Model of Participation and Lundy's Model of Participation. For the purpose of this discussion paper, the Lundy model will be used as an appropriate guide to understanding child participation based on the definitions provided by the CRC and UN Committee on the Rights of the Child.

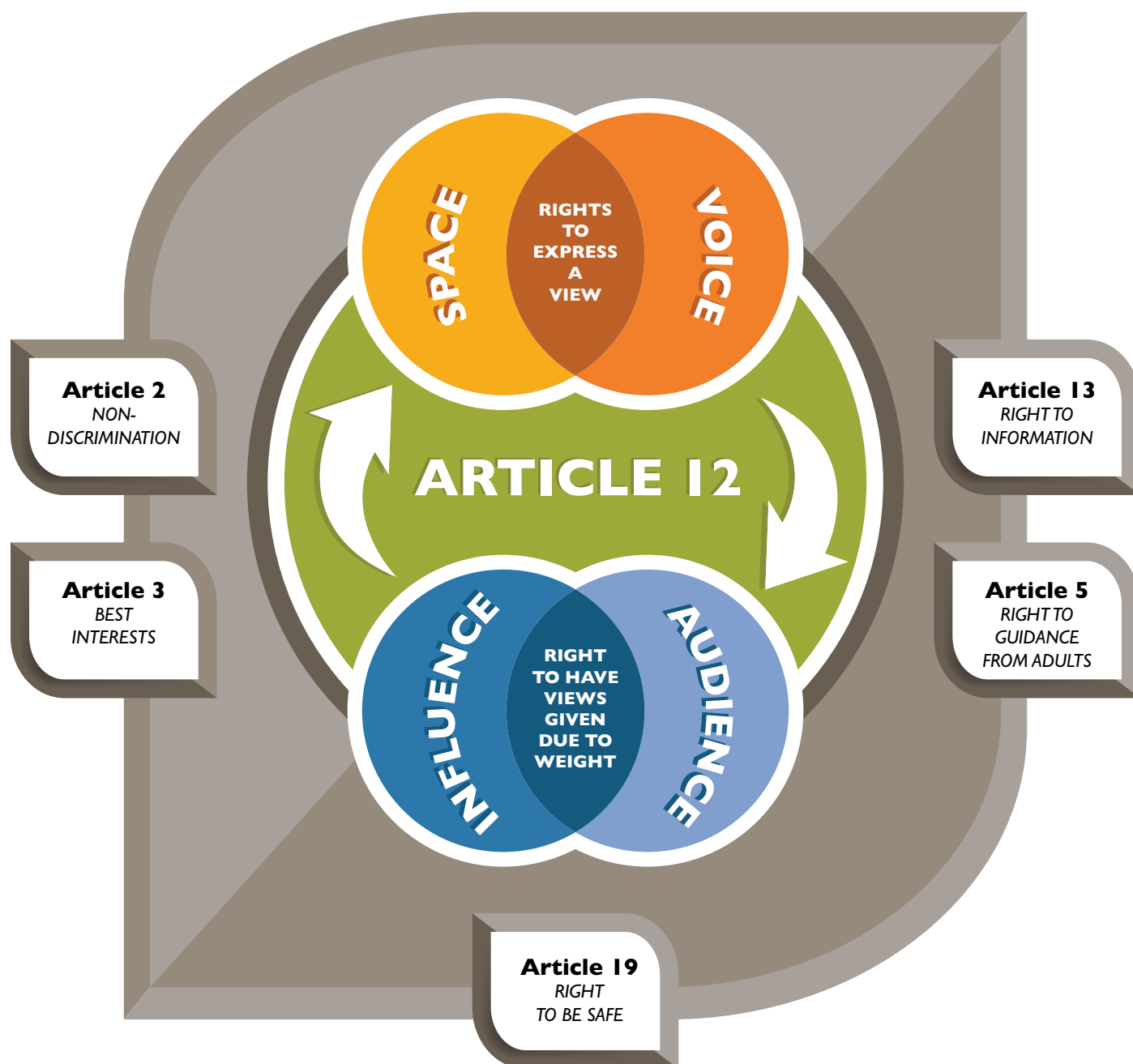


Figure 1: Lundy's model



This model also helps campaign teams at the national, regional and global levels to raise awareness amongst key stakeholders and decision makers on the critical components of the right to participate and establish the mechanisms to ensure that children and young people have the space to express their views. Using this model will help to determine how spaces have been created for children and young people's participation; what mechanisms are in place to ensure that their voices are validated, how strategic audiences have been selected, and how and when their views have been taken into account in decision-making processes.

Based on this model, the



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campaign, for example, should include the following minimum standards:

## SPACE

- Spaces have been created through consultations and debate to include children and young people's opinions in the campaign strategy design.
- Meaningful, inclusive and safe spaces have been established to ensure that children and young people can participate actively in different campaign initiatives.
- Spaces are created from the local to national to global level to include children and young people in the campaign, ensuring fair representation of children: gender; age, different abilities, urban/rural.

## VOICE

- Children and young people have been provided with information and appropriate methodologies to engage in the campaign according to the contexts and maturity of participants.
- Participation is free and voluntary. Any child and young person can choose to opt out at any time.
- Children and young people are encouraged to propose their own ways in which they want to participate.

## AUDIENCE

- Communications channels are established to ensure children and young people's opinions are taken into account.
- Launch events, panel discussion and high-level debates include the active participation of children and young people.
- The selected audience engage meaningfully with children and young people.

## INFLUENCE

- Children and young people's opinions are incorporate into the campaign design strategies.
- Children and young people's ideas are framed in projects or action; e.g. Young Leaders project.
- There is an accountability mechanism in place to provide feedback to children and young people.

## CASE STUDY: INDIA

*Excerpt from a speech delivered by a young person at the UN General Assembly Thematic Debate on Inequality*

My name is Nisha. I am from India, here to represent the children and youth. I am 15 years old. Today I would like to focus on some inequalities faced by children.

I will start with my story. I was born with a problem in one of my legs. Now, one of my legs is much shorter than the other. When children are born with health problems, many parents cannot afford to help them. My parents did not have a lot of money. But they did not give up and took me many places for help.

I am lucky. Now I can move and walk because I wear an artificial leg. I am proud to represent the voices of children like me who face inequality every day. I feel sad to say that children all over the world are still not treated with dignity and equality in spite of the world moving so forward. It is a paradox. Many children are not educated and not included in the society because they are poor, disabled, or girls. They are invisible in the society. The rich people stay in their rich houses and do not help the poor. They keep the poor separate. The children from poor backgrounds face more problems.

It is really bad if you are a girl. Compared to boys, girls are not allowed to do many things that boys are allowed to do, like attend high levels of schools. They suffer all kinds of abuse, both physical and mental. Their parents think that they are a burden to the family. Even their own family members abuse them.

People don't see the poor children, disabled children, girl children. People don't see that we have many talents and abilities. I am here to say that we have beautiful hearts and hopes and want to soar in the sky. I don't want other children to face the problems I faced. Children need the same opportunities, whether they are rich or poor, boy or girl, disabled or not. We all have talents. I have one leg but my favourite thing to do is dance.

I want to end with a question I had when I was asked to come here: Will YOU listen to the voices of children? What impact will my words have?

Nisha



## 2.2. Children as competent social actors

An important concept in child participation is the notion of children as competent social actors, which has been embraced by the sociology of childhood and has been fully endorsed in childhood literature.<sup>19</sup> This means that children are considered actors who are competent to make decisions, are active players in their contexts, and actively form independent social relationships and cultures.<sup>20</sup>

The sociology of childhood draws attention to the concept that childhood is socially and historically constructed.<sup>21</sup> In other words, different realities are built from the interactions that children have with each other and their environment,

which is an ongoing process to construct their everyday life and meanings through their actions.<sup>22</sup> Children's experiences are mediated by the discourses that they are able to access, and these discourses affect children's worldviews and how they interpret reality.<sup>23</sup>

Perceiving children as agents of change and competent social actors means they need opportunities to participate in decision-making processes at different levels in families, schools and communities.<sup>24</sup> However, to achieve this, adults must create opportunities for children to make choices and to include their voices, so as to enhance their ability to contribute to society.<sup>25</sup>

18. Lundy, L. (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child', *British Educational Research Journal*, 33(6), pp. 927–942.

19. Tisdall, E.K.M. and Punch, S. (2012) 'Not so "new"? Looking critically at childhood studies', *Children's Geographies*, 10(3), pp. 249–264.

20. James, A. and James, A.L. (2004). *Constructing Childhood: Theory, Policy and Social Practice* (Palgrave Macmillan: Basingstoke).

21. Tisdall, E.K.M. (2014). 'Children Should Be Seen and Heard? Children and Young People's Participation in the UK', *Children and Young People's Participation and Its Transformative Potential: Learning from across countries* (Palgrave Macmillan: Basingstoke), pp. 168–188.

22. Morrow, V. (2011). 'Understanding children and childhood', *Centre for Children and Young People: Background Briefing Series*, no. 1. Centre for Children and Young People (Southern Cross University: Lismore, NSW, Australia).

23. Spyrou, S. (2011). 'The limits of children's voices: From authenticity to critical, reflexive representation', *Childhood*, 18(2), pp. 151–165.

24. Hanson, K. and Nieuwenhuys, O. (2013). *Reconceptualising Children's Rights in International Development: Living Rights, Social Justice, Translations* (Cambridge University Press: Cambridge).

25. Smith, A. (2002). 'Interpreting and supporting participation rights: Contributions from sociocultural theory', *International Journal of Children's Rights*, 10, pp. 73–78.

### 3. INTERSECTIONALITY, MULTIPLE CONTEXTS AND IDENTITIES

For the purpose of this paper, intersectionality is defined as ‘the interaction between gender, race and other categories of difference...and the outcomes of these interactions in terms of power’.<sup>26</sup> Intersectionality recognises the differences between people and how multi-layered categories of race, class, gender, sexuality, disability, age and ethnicity interact and impact social and economic outcomes for particular groups of people. Intersectionality breaks the singular and fixed notion of working with categories of gender or disability for example in isolation in order to advance a comprehensive and broader analysis of marginalisation.

The term intersectionality was developed to represent the ways in which women of colour were positioned based on their race and gender and how that constructed their identities and social positioning within specific historical contexts.<sup>27</sup> Over the years, intersectionality has been embraced by childhood scholars to make visible the different categories that constitute the everyday life of children and how the relations of power affect them.<sup>28</sup> Intersectionality is a process that helps to understand the complexity of individual identities and how multiple dimensions of oppression shape them.<sup>29</sup>

This concept contrasts with the notion of children as a homogenous group versus a heterogeneous one, and helps to identify the diversity of experiences to understand social inequalities. For instance, when people refer to children as a homogenous group, they make invisible many groups of children by reducing them to a single category, affecting particularly the most vulnerable and those who have less access to power.

Studies have shown that gender is strongly connected with power relationship and linked to girls and boys’ everyday decisions and ‘choices about what to do and who to do it with’.<sup>30</sup> Evidence suggests that gender identity impacts children’s interactions with their peers and in many cases, leads to discriminatory and exclusionary attitudes.<sup>31</sup> Furthermore, scholars argue that using only gender lens is not enough to analyse power and inequality. For instance, girls with disabilities are historically disadvantaged by their class, race, abilities, ethnicity and language, in addition to their gender.<sup>32</sup>

Studies show that the intersectional identity of children is subject to multiple issues of stigma and stereotyping, and many issues are invisible due to the tendency to focus on just one identity and not on the multiple ones that children have.<sup>33</sup> For instance, girls can experience discrimination on the ground of their gender, but moreover can be discriminated based on their ethnicity, race and socio-economic status. On the other hand, boys might have a preferential treatment based on gender, but can be discriminated on other grounds, such as age, disability or nationality. Addressing these issues requires greater recognition of multiple forms of discrimination faced by certain groups of children on grounds such as gender identity, age, indigenous origin, religious belief or national origin.

26. Davis, K. (2008). ‘Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful’, *Feminist Theory*, 9(1), pp. 67–85.

27. Nguyen, X. and Mitchell, C. (2014). ‘Inclusion in Vietnam: An intersectionality perspective on girls with disabilities and education’, *Childhood*, 21(3), pp. 324–338.

28. Davis, K. (2008). ‘Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful’, *Feminist Theory*, 9(1), pp. 67–85.

29. Nguyen, X. and Mitchell, C. (2014). ‘Inclusion in Vietnam: An intersectionality perspective on girls with disabilities and education’, *Childhood*, 21(3), pp. 324–338.

30. Konstantoni, K. (2010). ‘Young children’s perception and constructions of social identities and social implications: Promoting social justice in early childhood’.

31. Ibid.

32. Nguyen, X. and Mitchell, C. (2014). ‘Inclusion in Vietnam: An intersectionality perspective on girls with disabilities and education’, *Childhood*, 21(3), pp. 324–338.

33. Fredman, S. and Goldblatt, B. (2015). ‘Gender Equality and Human Rights’, UN Women.

## 4. UNDERSTANDING THE INTERSECTION BETWEEN CHILD PARTICIPATION AND GENDER

The CRC sets forth in its Article 2 the principle of non-discrimination, whereby all rights must be respected without discrimination of any kind, including gender-based discrimination. Despite this legal entitlement, experiences from the field have shown that girls and boys continue to be treated differently based on social, cultural and legal norms that define their roles and responsibilities in society.

In order to understand how gender intersects with participation and its implications to the equal engagement of girls and boys, it is important to explore the current theories and approaches to gender equality, and how to address the challenges that prevent children and young people from having access to equal opportunities to make their voices heard.

### 4.1. What is gender?

According to the World Health Organisation, gender refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women.<sup>34</sup>

In the same vein, World Vision defines gender 'as the social relationships between men and women that vary from one culture to another and at different points in history. Gender roles, therefore, are learned from the time of birth and are reinforced by parents, teachers, peers and society. These gender roles are based on the way society is organised and also vary by age, class and ethnic group.'<sup>35</sup>

Gender attributes evolve over time as many of the features that determine what is expected, allowed and valued in a girl or a boy, in a woman or a man differ from one specific period of time and from one context to another.

Over history and across regions, girls and boys, women and men have experienced differences and inequalities based on gender interpretation of the responsibilities assigned, roles accepted, access to and control over resources, and decision-making processes.<sup>36</sup>

It is important to note that the term gender and, as a concept itself, differs from sex, which is a classification of people as male or female. Sex stresses the physical difference between men and women, while gender refers to all aspects of social life with socially constructed gender norms.<sup>37</sup> At birth, infants are assigned a sex based on a combination of bodily characteristics;<sup>38</sup> however, masculinity or femininity are descriptions of a person's expected gender image in his or her social life.<sup>39</sup> Table 1 shows some examples to illustrate the differences and characteristics of sex and gender.

34. World Health Organization (2005). European strategy for child and adolescent health and development (World Health Organization: Denmark).

35. WorldVision United States (2015). WVUS gender integration training.

36. UN Women (2011). 'Important concepts underlying gender mainstreaming'.

37. Jackson, S. and Scott, S. (2001). 'Putting the Body's Feet on the Ground: Towards a Sociological Reconceptualization of Gendered and Sexual Embodiment', *Constructing Gendered Bodies* (Palgrave Macmillan: Basingstoke), pp. 9–24.

38. WorldVision United States (2015). WVUS gender integration training.

39. Bartky, S.L. (1988). 'Foucault, Femininity, and the Modernization of Patriarchal Power'. *Feminism and Foucault: Paths of Resistance* (Northeastern University Press: Boston), pp. 61–86.

## Differences between sex and gender

### Sex characteristics

- Men produce more testosterone and women produce more oestrogen.
- Men generally have bigger bones than women.
- Women have breasts and men facial hair.
- Women menstruate while men do not.
- Women give birth to babies, men don't.

### Gender characteristics

- In most countries, women or girls are the primary caregivers for children.
- Women get paid less than men for doing the same work.
- In some countries, women are not allowed to vote while men are allowed.
- In many countries, women and girls do more housework than men and boys.

Regarding the development of gender roles in children, there are two schools of thoughts that have influenced the understanding of this process: the sex role theories and the gender relational theories.<sup>40</sup>

Sex role theories explain that children learn about their roles as boys or girls by observing how other people act and, as a consequence, they are rewarded if they perform the task well or punished if they execute the role incorrectly. The gender relational theories place emphasis on the children's active role in constructing gender identities, avoiding generalisations that conclude that all girls and boys have similar interests and behaviours.<sup>41</sup> In a similar approach, the gender and development theory proposes to transform gender relations so that girls, boys, women and men benefit equally from development approaches. The central concept of this theory is that gender roles are socially determined and can, therefore, be changed and reconstructed.<sup>42</sup>

## 4.2. What is gender equality?

For UN Women, gender equality means that the rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female. This concept has a qualitative aspect which refers to achieving equitable representation and a quantitative aspect that relates to having equal weight in planning and decision-making.<sup>43</sup>

In the same line of thought, World Vision defines gender equality 'as a transformational development goal, which means that girls, boys, women and men enjoy the same status on political, social, economic and cultural levels. Equality exists when girls, boys, women and men have equal rights, opportunities and status.'<sup>44</sup>

In both definitions, gender equality does not mean that women and men are the same but outline a robust human rights approach, where girls, boys, women and men are entitled to equal rights and protection. Gender equality involves recognising the needs and priorities of both women and men as key considerations while formulating policies or designing programmes.<sup>45</sup> However, one of the major limitations to achieving gender equality is the widely accepted and unchallenged gender stereotypes, which disempower and marginalise women and girls from generation to generation.<sup>46</sup> Addressing inequalities requires a comprehensive review of legal entitlements, as well as broad changes in cultures and social norms, and the full engagement of girls, boys, women and men.<sup>47</sup>

The terms equity and equality are sometimes used interchangeably, which can lead to confusion because while these concepts are related, there are also important distinctions between them. Equity involves trying to understand and give men, women, boys and girls what they need to enjoy full, healthy lives.

Equality, in contrast, aims to ensure that men, women, men, boys and girls gets the same things in order to enjoy full, healthy lives. Like Equity, equality aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things.

Several approaches have been proposed to guide the directions of gender-based policies and practices such as gender-blind approach, gender-exploitative approach, and gender-sensitive approach.<sup>48</sup> The 'gender-blind' approach articulates that gender should not be viewed as an influencing factor in social practices and policies and people should not be distinguished by gender. The 'gender-exploitative' approach recognises and accepts local and traditional gender differences and tends to achieve its purposes by taking advantage of underlying gender inequality. The 'gender-sensitive' approach holds the basic principle of gender equality but also recognises, acknowledges, emphasises and meets boys' and girls' needs pertaining to gender differences.<sup>49</sup>

## 4.3. What is gender transformative?

Gender transformative is an approach that seeks to challenge and transform rigid social norms and relations through critical reflection and the questioning of individual attitudes, institutional practices and broader social norms that create and reinforce gender inequalities and vulnerabilities.<sup>50</sup> This approach aims to achieve gender equality from the fundamental perspective of challenging and rebuilding socially constructed gender norms.<sup>51</sup>

A gender-transformative approach requires transforming gender relations through critical reflection. This focus also seeks to question attitudes, practices and social norms that create and reinforce gender stigma and vulnerabilities in society. However, experiences from the field show that it is not always feasible to implement a gender-transformative approach due to contextual restrictions; in these cases, any other type of gender-sensitive approach can be used.<sup>52</sup> In other words, when it is not possible to modify social norms, it is still essential to use a gender lens to understand the issues and see how the inequalities can be mitigated without changes to the gender roles or relations.

An example of this approach in practice is the work that the non-governmental organisation (NGO) Promundo has conducted to raise awareness on the importance of engaging men as allies in preventing gender-based violence, and promoting and integrating equitable gender norms in their training programmes in high schools, refugee camps and aquatic agricultural development work.<sup>53</sup> In the same vein, Save the Children argues that the gender-transformative approach should be key to achieving gender equality by challenging traditional socially constructed gender norms and unequal stereotypes of women, men, girls and boys.<sup>54</sup>

World Vision's Strategic Direction for Child and Youth Participation team incorporated a gender-transformative approach to their participation programmes, which are moving away from a representational concept of gender (e.g. equality of participation, equal access to school, equal numbers of boys and girls trained) to one that ensures equitable outcomes. For instance, rather than to ensure that one boy and one girl are elected as representatives of a children's club, this approach seeks to challenge the traditional practices that restrict equal access to decision-making process and change the perceptions of gender norms that perpetuate inequality.

Experience from World Vision shows that the use of the gender-transformative approach to child participation can improve the opportunities of girls and boys to participate equally in society, and help to remove the traditional social norms that define their roles and responsibilities in relation to their age and gender. This approach introduces basic questions of gender analysis that each child participation project must ask in order to examine the role of males and females of different age groups within a given social, political, economic, legal, cultural and traditional context and how these roles restrict the access and control over the planned programme activities.<sup>55</sup> This focus should also explore the barriers to the participation of boys and/or girls in project activities, and analyse how the challenges would affect boys and girls differently. An appropriate use of this methodology would ensure that child participatory initiatives are not enforcing gender inequalities; on the contrary, it calls for necessary adjustments of project design to ensure equitable and sustainable programme impact.

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42. World Vision International (2008). Gender Training Toolkit, Second Edition, <[http://www.wvi.org/sites/default/files/Gender\\_Training\\_Toolkit.pdf](http://www.wvi.org/sites/default/files/Gender_Training_Toolkit.pdf)> accessed 20 September 2016.
43. UN Women (2011). 'Important concepts underlying gender mainstreaming'.
44. World Vision United States (2015). WVUS gender integration training.
45. UN Women (2013). Concepts and definitions, <[www.un.org/womenwatch/osagi/conceptsanddefinitions.htm](http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm)> accessed 20 September 2016.
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48. Women's Health Victoria (2012). 'Gender transformative policy and practice', <<http://whv.org.au/static/files/assets/e98b657e/Gender-transformative-policy-and-practice.pdf>> accessed 20 September 2016.
49. Save the Children (2014). *Transforming Inequalities, Transforming Lives: Save the Children Gender Equality Policy*, <[http://resourcecentre.savethechildren.se/sites/default/files/documents/save\\_the\\_children\\_gender\\_equality\\_policy\\_template.pdf](http://resourcecentre.savethechildren.se/sites/default/files/documents/save_the_children_gender_equality_policy_template.pdf)> accessed 20 September 2016.
50. UNFPA and Promundo (2010). *Engaging Men and Boys in Gender Equality and Health: A global toolkit for action*.
51. Moser, C. (1993). *Gender planning and development: Theory, practice and training* (Routledge: London).
52. UNFPA and Promundo (2010). *Engaging Men and Boys in Gender Equality and Health: A global toolkit for action*.
53. Promundo (2014). *Annual Report 2014*, <[http://promundoglobal.org/wp-content/uploads/2015/09/Promundo-Annual\\_Report\\_2014-Final-web.pdf](http://promundoglobal.org/wp-content/uploads/2015/09/Promundo-Annual_Report_2014-Final-web.pdf)> accessed 20 September 2016.
54. Save the Children (2014). *Transforming Inequalities, Transforming Lives: Save the Children Gender Equality Policy*, <[http://resourcecentre.savethechildren.se/sites/default/files/documents/save\\_the\\_children\\_gender\\_equality\\_policy\\_template.pdf](http://resourcecentre.savethechildren.se/sites/default/files/documents/save_the_children_gender_equality_policy_template.pdf)> accessed 20 September 2016.
55. World Vision United States (2015). WVUS gender integration training.



## 4.3. What is gender transformative?

## CASE STUDY: CHILE

*Excerpt from a reflection article written by a young person from Chile*

My name is Jeannette, and I am from a small town in southern Chile. Our town has a strong coal-mining tradition and a reputation for being sexist. I was born when Chile had signed the Convention on the Rights of the Child and grew up memorising those rights, but in reality I thought those rights were more for boys than for girls. To be realistic, girls are given fewer opportunities than boys. Even when we are babies society forces us to be identified by the colour of our clothing and to behave in specific ways according to our gender. We even have to be proud of the piercings of our ears, just hours after we are born, just because we were girls.

I have also always wondered why adults tend to generalise both genders with the word niños (boys)? We always feel the pressure to be identified by the male gender. Wouldn't it be fairer to say boys and girls, not only boys? Why don't people take the time to say president, doctor, architect and many other words with the female word? Otherwise it seems like the words and names were made just for males. These are some of the many questions that worry me, because I grew up like many other girls with the idea that just because we were women we had fewer rights than men.

Of course, in order to make a change, this must be made globally, involving the education system, the state, public health and even the family, so that from the nucleus of society we can promote equal rights and opportunities for all. This way, girls could help in their homes, not being required to be a teen mom just for being a female, but as a way of contributing to the family.

I would like it if girls do not grow thinking that when they are adults they need to get married and have children as the only goal in life. I also thought that my life would be like that, but when I began to realise that women have the same value as men and we are able to do things and move forward, then my goals started to be different.

In my case I feel very fortunate because I have met people who also believe that we girls have the same abilities as everyone and we can reach our dreams. This has opened my mind, and I have started to trust my abilities and strengths. I joined a Children's Club, and I became the spokeswoman of this group of children and youth in my hometown. There I found many young people like me who want to change the world for good. In my country we have a woman as the president of the Republic. This makes me believe that there are neither limits nor restrictions for this generation of girls. There are only some cultural issues that we need to improve all together as a society to enforce the convention fully and to achieve what we crave... true gender equality.

Jeannette





## 5. EQUALITY AND NON-DISCRIMINATION PRINCIPLES IN INTERNATIONAL LEGAL FRAMEWORKS

The international community has adopted a number of human rights treaties to build a more egalitarian society and to overcome the barriers that people face in exercising their rights. The Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD) have explicitly outlined the principle of equality and non-discrimination.

The UDHR embraces the principle that every human being is entitled to all the rights and freedoms 'without distinction of any kind, such as race, colour, sex, language, religion, political or other opinions, national or social origin, property, birth or other status.'<sup>56</sup>

CEDAW clearly articulates the nature and meaning of sex-based discrimination and gender equality, and emphasises 'that discrimination against women (and girls) violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity'.<sup>57</sup>

CEDAW in its Article 1 states that the term 'discrimination against women' shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

The Convention emphasises that discrimination is a phenomenon not only present in laws but also in practices and customs, and the States and private sector are responsible for generating change to ban discrimination and to improve the status of women and girls. Article 3 declares that the States Parties shall take all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

In 2002, the International Board of World Vision endorsed the principles and articles of the UN Convention on the Elimination of All Forms of Discrimination against Women. World Vision believes that this convention provides an appropriate statement of the minimum standards relating to the development, protection, non-discrimination, and participation of all people regardless of their gender. World Vision's interpretation of the Convention is that it is broadly consistent with World Vision's policy on Gender and Development.

56. UN General Assembly (1979). 'Convention on the Elimination of All Forms of Discrimination Against Women', United Nations, Treaty Series, vol. 1249, p. 13, <<http://www.refworld.org/docid/3ae6b3970.html>> accessed 20 September 2016.  
57. Ibid.

Article 2 of the CRC declares that 'States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion.' Additionally, Article 29 affirms that the children need to be prepared for responsible life in a free society, in the spirit of understanding, peace, tolerance and equality of sexes.

The CRPD also embraces the principles of equal, non-discrimination and full participation in all aspects of life. The Convention recognises that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law. CRPD calls all States Parties to take appropriate steps to promote equality and eliminate discrimination. As children with disabilities experience severe restrictions to their participatory rights based on discriminatory practices, CRPD states that children with disabilities 'shall have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children'.

Despite advances and the massive ratification of these treaties, gender inequality and discriminatory laws and practices are still widespread. The Committee on the Rights of the Child has expressed its concern for the discrimination against girls and vulnerable groups of children, including children with disabilities and orphans.

The Committee's concluding observations on Malawi's second periodic report urges the State Party to continue and strengthen its efforts to eradicate all discriminatory laws and expedite the adoption of the Gender Equality Bill. The Committee is concerned that traditional and societal attitudes in Malawi appear to limit children in freely expressing their views in schools, communities and within the family. In particular, the Committee urges Malawi to ensure that the practical application of its constitutional and legal provisions guaranteeing the principle of non-discrimination is in full compliance with Article 2 of the CRC.<sup>58</sup>

The Committee's concluding observations on the third periodic report of Lebanon stressed its concerns for some gender-discriminatory policies, as the minimum age for marriage still depends on a person's religion and gender.<sup>59</sup> The Committee also notes with concern that the Penal Code criminalizes only the rape of girls, leaving boys without legal protection. The Committee also brought to light the lack of legal prohibition of the practice of early and/or forced marriages, which affected mainly girls.

The Committee's concluding observations on the third periodic report of Chile argued that certain vulnerable groups, including indigenous, migrant and refugee children, children with disabilities, as well as children from disadvantaged socio-economic backgrounds and those living in rural areas, continue to be victims of discrimination, particularly in their reduced access to education. The Committee further noted the prevalence of gender-based discrimination and that pregnancy excluded girls from educational establishments despite an explicit prohibition of discrimination on this ground.<sup>60</sup>

Regarding Indonesia's third and fourth periodic reports, the Committee expressed its preoccupation about discriminatory provisions that remain in national legislation and the prevalence of de facto discrimination. This includes discrimination against girls regarding inheritance rights and the significant number of girls still subject to various discriminatory regulations and everyday discrimination. The Committee also is concerned about different forms of discrimination against children belonging to indigenous communities, over issues such as insufficient access to education and health care.<sup>61</sup>

In response to Afghanistan's country report, the Committee articulated grave concern for girls who continue to be subject to gender-based discriminations from the earliest stages of their life through their childhood. The Committee highlighted that discrimination against girls reflects the persistence of adverse and traditional attitudes and norms in Afghanistan. To address these issues, the Committee called the country to undertake efforts to facilitate social and cultural change and the creation of an enabling environment that promotes equality.<sup>62</sup>

58. Committee on the Rights of the Child (2009). 'Consideration of reports submitted by States parties under article 44 of the Convention, Concluding observations: Malawi'.

59. Committee on the Rights of the Child (2006). 'Consideration of reports submitted by States parties under article 44 of the Convention, Concluding observations: Lebanon'.

60. Committee on the Rights of the Child (2007). 'Consideration of reports submitted by States parties under article 44 of the Convention, Concluding observations: Chile'.

61. Committee on the Rights of the Child (2014). 'Concluding observations on the combined third and fourth periodic reports of Indonesia'.

62. Committee on the Rights of the Child (2011). 'Consideration of reports submitted by States parties under article 44 of the Convention, Concluding observations: Afghanistan'.

## 6. ADDRESSING STIGMA AND STEREOTYPING ON GROUNDS OF GENDER

The Committee on the Rights of the Child has called the member states to identify and address gender stereotypes and patriarchal values that severely restrict children's rights to be heard and express opinions freely and their views be given due weight, as outlined in Article 12.<sup>63</sup>

In the same vein, the CEDAW Committee has expressed concern about gender stereotyping and the implications that it has in achieving gender equality.<sup>64</sup> In several concluding observations, the CEDAW Committee highlighted the negative impact of the stereotypes that overemphasise the traditional role of women as mothers and wives, and also the images in media that degrade women and girls' roles.

According to studies, gender stigma and stereotyping are closely linked to masculinity and the power dynamics in a patriarchal society where males are dominant in structures of subordination.<sup>65</sup> In many societies, women and girls are confined to their homes and they are given household responsibilities, resulting in unequal access to work and distribution of resources.

Research shows that gender stereotyping cross all aspects of life, from the richest to the most impoverished countries and societies, from political power to entertainment. For instance, among the top 67 movies in 2012, only 12 films featured a female lead or co-lead. Furthermore, gender stereotyping in movies is pronounced as many female characters are sexualised, dominated by men, and saved by a male character.<sup>66</sup> Research also showed that female lead characters are portrayed as more emotional and softer than the leading male characters.

In terms of the education system, reports note that a significant number of gender stereotypes and gender biases are still present in the school curricula. CEDAW in Article 10 declares that the 'states should take all appropriate measures to ensure the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods.' However, evidence has shown that stereotyping and stigma are recurrent practices at school. For instance, female teachers and students are judged based upon perceptions rather than on their knowledge and accomplishments. In many cases, female students feel less empowered to share their opinions in classroom situations, whereas male students feel more confident.<sup>67</sup>

In recent years, an emerging body of evidence indicates a high prevalence of gender bias in the selection of leaders. Male candidates are favoured over female candidates due to stereotypes that males are better contenders to carry out a leading role that is supposedly masculine in nature.<sup>68</sup> Research suggests that when females are competing for a role or position, they need to demonstrate robust counter-stereotypical proof that they can meet the requirements, and that males are not required to do it.<sup>69</sup> In many hiring decisions, women and girls are viewed as less capable and less goal-oriented than men, as a result of strong gender stereotypes and traditional beliefs that perpetuate gender-based discrimination.

63. Committee on the Rights of the Child (2009). 'Consideration of reports submitted by States parties under article 44 of the Convention, Concluding observations: Malawi'.

64. Fredman, S. and Goldblatt, B. (2015). 'Gender Equality and Human Rights', UN Women.

65. Konstantoni, K. (2010). 'Young children's perception and constructions of social identities and social implications: Promoting social justice in early childhood'.

66. Huang, B. (2012). 'Gender Bias Faced By Girls and What We Can Do: One Student's Perspectives and Appended Information from the Center', National Center for Mental Health in Schools at UCLA.

67. Dobson, P. (2010). 'Investigating gender bias in school settings'. Dissertation Abstracts International, 71 (3), section A, p. 775. Thesis Ph.D., School of Education, Capella University.

68. Davison, H. K. and Burke, M. J. (2000). 'Sex discrimination in simulated employment contexts: A meta-analytic investigation', *Journal of Vocational Behavior*, 56(2), pp. 225–248.

69. Bosak, J. and Szczesny, S. (2011). 'Gender Bias in Leader Selection? Evidence from a Hiring Simulation Study', *Sex Roles*, 65, pp. 234–242.

A study conducted by World Vision Lebanon shows that the restriction on movement for girls was a strong recurring theme in focus groups and interviews.<sup>70</sup> In almost all cases, girls—but not boys—must seek their parents' approval to leave the house to participate in community activities. This limitation has major repercussions on their social life, including access to education, recreational activities and free time.

Research conducted in Ethiopia<sup>71</sup> shows that girls have a low school attendance rate, which is linked to their responsibilities to care for younger siblings, or early involvement in the labour market as preparation for becoming a mother and wife.<sup>72</sup> This early initiation prevents girls from equally participating in community life, interacting with their peers, and accessing recreational and cultural activities.

According to a participatory assessment conducted by the United Nations High Commissioner for Refugees (UNHCR)<sup>73</sup>, girls from refugee populations expressed fear of harassment from the local community, particularly from boys. Mothers stated that they are afraid that their children, especially girls, will be harmed by others. As a result, they restrict their daughters' interaction with the local community, confining them to the home.<sup>74</sup>

The same UNHCR report asserts that girls are extremely vulnerable due to the cultural context in which they have restricted networks of social contact and social isolation. This primarily affects their rights to participate, enjoy cultural life, access information and associate with others.

In the same line of thought, the UN Special Rapporteur on the Right to Education points out that persistent gender stereotypes and cultural biases continue to impact girls' access to school and the completion of their studies.<sup>75</sup> The Rapporteur argues that two significant difficulties are the patriarchal system and girls' domestic obligations, which are rooted in customs and traditions that create preferences for boys and men. This situation forces many girls to drop out of school at younger ages and confines them to housework, with limited social interaction with other children. All these situations are reinforced by stereotypes found in textbooks and classroom activities.

The Special Rapporteur highlights the following issues at school as a result of stigma, stereotypes and discrimination on the ground of gender:<sup>76</sup>

- Both male and female teachers have low expectations of the intellectual skills of female students.
- Teachers give girls less feedback; girls have eight times less contact with teachers than boys.
- Teachers frequently report that they enjoy teaching boys more than girls.
- Girls have fewer expectations of themselves in and out of school; they think that their future consists primarily of being wives and mothers.
- Women teachers' and girls' low expectations are reinforced by textbooks, curricula and assessment material, in which no female figures appear.
- Boys usually have sufficient space to practise certain sports; girls are not provided with similar spaces.
- Prizes won by girls and girls' achievements are not as widely reported or publicized as boys' accomplishments.
- There is a clear tendency to use sexist language.

70. Lewis, C. (2011) Exploring gender roles and relations in Akkar, Central Bekaa and Ain el Remaneh. World Vision Lebanon.

71. Zinga, D. and Young, S. (2008). 'Children's right to education: Contextualizing its expression in developed and developing countries', *Children's Rights: Multidisciplinary Approaches to Participation and Protection* (University of Toronto Press: Toronto), pp. 85–112.

72. Ibid.

73. UNHCR Lebanon (2009). 'Participatory Assessments with Refugee Men, Women and Children'.

74. Ibid.

75. UN Commission on Human Rights (2006). Report Submitted by the Special Rapporteur on the Right to Education on Girls' Right to Education, E/CN.4/2006/45.

76. Ibid.

## 7. ELIMINATING GENDERBIAS IN CHILD PARTICIPATION

Gender bias in participation occurs when people make decisions or take actions based on gender, resulting in arrangements that favour one sex over the other.<sup>77</sup> As observed in the previous section, girls and boys are often expected to follow certain patterns of behaviours according to their gender. For instance, research shows that perceptions are different for girls and boys:<sup>78</sup>

- Girls are quiet, polite and studious. Boys are energetic, academically able and rational.
- Girls are expected to possess good social skills. Boys are supposed to be socially uncommunicative.
- Girls excel at reading and the language arts. Boys are stronger at math and sciences.

Furthermore, as mentioned above, issues of gender intersect with other categories such as race, ethnicity, class, religion, language, social-economic status, etc. For example, a study shows girls from Bangladesh are often expected to follow certain patterns of behaviours according to their gender, and they feel they are less favoured than the boys. This gender discrimination creates unbalanced power relations and has a huge impact on girls' interactions with their families and peers.<sup>79</sup>

To progressively eliminate those barriers, a report from UN Women on gender equality and human rights suggests the following actions:<sup>80</sup>

- Ensure a human rights-based approach to participation that addresses the empowerment of girls and boys to engage in decision-making that affects their lives.
- Embrace the principles of dignity, non-discrimination and equality underlying the right to participation.
- Gender equality must be a particular focus in designing, implementing and monitoring participatory processes.
- Participation requires the elimination of power differentials by challenging systemic inequalities.
- Participatory processes should focus on those most marginalised and excluded and should involve a gender analysis.

Studies also indicate that it is essential to develop inclusive and equitable gender programmes to address gender inequalities in participation.<sup>81</sup> Scholars have developed several methods to ensure comprehensive methodologies to address gender bias throughout gender-fair programmes. As can be seen in Figure 2, the 'Wilbur inclusive and equitable gender programme', a very influential model, has six attributes to ensure the elimination of bias in curricula. These are variation, inclusive, accurate, affirmative, representative and integrated.<sup>82</sup>

77. World Vision International (2008). Gender Training Toolkit, Second Edition, <[http://www.wvi.org/sites/default/files/Gender\\_Training\\_Toolkit.pdf](http://www.wvi.org/sites/default/files/Gender_Training_Toolkit.pdf)> accessed 20 September 2016.

78. Scantlebury, K. (2009). 'Gender bias in teaching', *Psychology of classroom learning: An encyclopedia* (Macmillan Reference USA: Detroit), pp. 221–224.

79. Cuevas-Parra, P. (2016) All views matter: Critically exploring the process and outcomes of child-led research in conflict-prone and other complex environments. Paper presented at British Sociological Association conference.

80. Fredman, S. and Goldblatt, B. (2015). 'Gender Equality and Human Rights', UN Women.

81. Konstantoni, K. (2010). 'Young children's perception and constructions of social identities and social implications: Promoting social justice in early childhood'.

82. Wilbur, G. (1998). 'Schools as Equity Cultures', *Journal of Curriculum and Supervision*, 13(2), pp. 123–147.

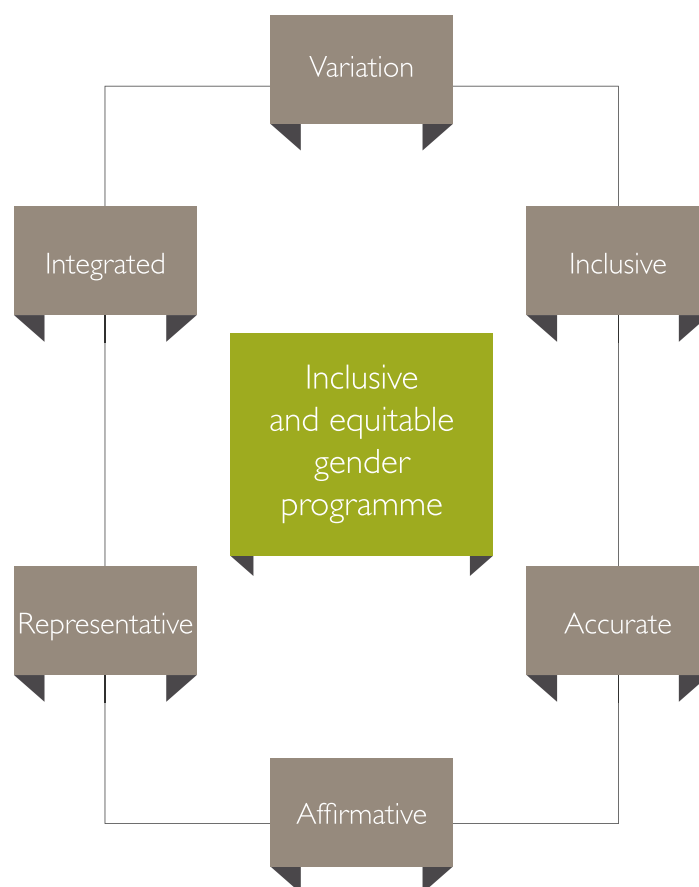
In this programme, the six attributes are highly interconnected with each other, and the successes of the features rely on the integration of components that overlap temporally and spatially.

- **Variation:** acknowledges and affirms similarities and differences amongst and within groups of people
- **Inclusive:** allowing both females and males to find and identify positively with messages about themselves
- **Accurate:** presenting information that is data-based, verifiable, and able to withstand critical analysis
- **Affirmative:** acknowledging and valuing the worth of individuals and groups
- **Representative:** balancing multiple perspectives
- **Integrated:** weaving together the experiences, needs and interests of males and females.

The Wilbur model can be a useful tool to analyse and address gender inequality issues in child participation programmes, especially if it is used in combination with other typologies. In implementing child participation initiatives, children and adult facilitators may bring with them their own traditional attitudes that discourage the equal participation of girls and boys, based on their own stereotypes and subconscious gender bias.

A study shows that when some adult facilitators selected children for important roles within their activities, there was an accepted trend to choose boys over girls. Interestingly, when asked about their selection criteria, the facilitators claimed that all children were treated equally and the selection was based solely on children's skills. When challenged about their gender bias, they were not able to recognise that it constituted a problem.

Figure 2: Wilbur inclusive and equitable gender programme



This example shows that it is pivotal to develop creative solutions to barriers to participation, in order to encourage all girls and boys to be included. Many children will need to be encouraged through specific activities and inclusive approaches that ensure everyone benefits. As an example, a field officer from a rural community became aware that some older girls were not comfortable joining a children's club because of the cultural restrictions around girls interacting with boys after puberty. As a solution, they invited the mothers of the teen girls to attend the group activities. The mothers were given activities so as not to interfere with the children's engagement, and this helped to ensure everyone felt comfortable and included.<sup>83</sup>

83. Cuevas-Parra, P. (2011). Children's Council Children Make Their Voices Heard: Manual for Practitioners (WorldVision Lebanon).

# CHILDREN AND GENDER-BASED VIOLENCE

The Convention on the Rights of the Child (CRC) explicitly states that children have the right to be protected from all forms of violence and guarantees this right under Articles 19, 28 and 32.<sup>84</sup> The CRC defines violence in Article 19 as 'all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse'.

Gender-based violence (GBV) is violence inflicted or suffered as a result of gender differences. This terminology is broadly used to refer to violence against women; however, a new wave of researchers and practitioners have embraced the concept of gender-based violence to also include any violence that affects children based on their gender or as a result of structures, institutions and cultures that reinforce and perpetuate patterns of violence against children (VAC).<sup>85</sup>

The United Nations (UN) study on VAC defined five settings in which children spend time and may consequently experience violence, including home or with family, school, care and justice systems, workplaces and the community. These settings are not isolated environments, and issues of violence can occur in multiple settings simultaneously, especially when children live in particularly vulnerable situations. The study also points out that vulnerabilities are linked to a child's age, race, ethnicity, disability, social status or gender.<sup>86</sup>

Girls and boys can experience similar types of violence in multiple settings; however, depending on the circumstance, they may face different issues as a result and violence may be exacerbated based on gender-specific factors. For instance, research shows that trafficked children are exploited in different ways as boys are made to beg and girls are forced into prostitution. In armed conflicts, boys are forcibly recruited into armed groups and girls are abducted and exploited sexually or for domestic labour.<sup>87</sup>

In order to respond to gender-based violence, it is critical to analyse VAC with a gender lens to identify the gender-related issues that affect boys and girls differently. Neglecting to acknowledge the existence of gender-based VAC continues social norms and stereotypes indefinitely and leaves the root causes unaddressed.

An adequate measurement of gender-based violence must ensure that specific forms of violence are adequately addressed such as tailored to the particular settings in which they occur (such as within the home, in and around schools, on streets, in markets and public spaces, at places of employment, or in detention facilities, etc.) and to how various population sub-groups (adolescents, indigenous, disabled, rural, HIV-positive, displaced, minority groups) experience such violence differently. A gender perspective on GBV is achieved through addressing both the similarities and differences experienced by women, men, and children in relation to vulnerabilities, violations and consequences of GBV.

## ARTICLE 19, CONVENTION ON THE RIGHTS OF THE CHILD

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

84. United Nations General Assembly Session 44 Resolution 25, Convention on the Rights of the Child (20 November 1989).

85. Houghton, C. (2015) Young People's Perspectives on Participatory Ethics: Agency, Power and Impact in Domestic Abuse Research and Policy Making, *Child Abuse Review*, 24(2), pp235–248.7

86. Pinheiro, P. (2006) United Nations Secretary-General's Study on Violence against Children.

87. Lewis, C. (2011) A preliminary study on child trafficking in Lebanon: Patterns, perceptions and mechanisms for prevention and protection. World Vision Lebanon.



Evidence shows that it is essential to increase knowledge and awareness about how gender issues impact VAC and promote the participation of boys and girls in the solutions.<sup>88</sup> Sustainable changes to end VAC must ensure the meaningful engagement of boys and girls and take their voices into account. As an example of that practice, the UN study on VAC established that one of the fundamental principles to ending VAC is to provide spaces and opportunities for children and young people to express their views, giving them due weight in the planning and implementation of violence prevention policies and programmes. Furthermore, the study emphasised in its seven overarching recommendations that member states should actively engage with children and young people and respect their views in all aspects of prevention, response and monitoring of violence against them. Moreover, the study argued that child- and youth-led initiatives are pivotal in addressing violence as they can contribute their own views and experiences to interventions to stop violence against them.<sup>89</sup>

## CASE STUDY: SIERRA LEONE

*Excerpt from a reflection article written by a young person from Sierra Leone*

My name is Alfred – 16 years old. I am a member of the Mattru Jong Kids Club in Sierra Leone. It is with heavy heart that I write to articulate an entitlement that children in Sierra Leone have been robbed of for ages.

It may sound interesting to hear a male voice angered by child female genital mutilation (FGM), which mainly affects girls in Sierra Leone. To all of you reading this piece, may I ask you to please pause for a minute and pray for all those girls who have died whilst going through FGM – may their souls rest in peace, amen.



I am angered because they are my sisters, because they deserve dignity, because they deserve to remain complete, because they are made vulnerable, and because I want to be a voice for them. According to tradition, FGM is an acceptable practice that over 95 per cent of rural girls may need to go through in order to be accepted in society. It prepares girls to be ready for marriage and reduces promiscuity among them. However, at the end of the day, it is the parents who benefit from the process as they receive a bride price for their girls who have gone through FGM at the expense of their education.

These girls end up dropping out of school, become pregnant, and some die during child birth.

This process puts girls into pain forever.

As we celebrate the CRC, let us remember the girls who have been made to suffer for the rest of their lives through FGM and join hands together to stop those who are at risk of going through FGM.

I hereby call on the government of Sierra Leone to put an end to the pain of our girls by legislating against FGM and to follow the good example of other countries where the dignity of girls has remained complete. It is only with this that my anger and the anger of many other children can be turned into forever happiness.

Alfred

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## 9. RECOMMENDATIONS

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- Encourage people to change their perspectives and challenge traditional cultures and values that undermine the principles of gender equality and promote new approaches to enhance equal and fair participation of girls and boys.
- Equip staff members with the skills, tools and knowledge needed to bring new transformative perspectives towards gender equality and transform their own traditional gender biases.
- Prepare families and community members to change the social norms and attitudes towards girls and boys to be more open to equal participation of all children within their family and communities.
- Raise awareness through programmes on gender equality in child participation activities to reduce stereotypical thinking in children and people.
- Ensure the use of gender-equitable materials that reinforce positive attitudes towards gender roles and promote gender-balanced information.
- Ensure that girls and boys are equally visible and recognised as leaders in their groups. Furthermore, it is also critical to encourage changes beyond a numeric representation.
- Develop programmes and activities that are sensitive to girls and boys by emphasising the recognition of both boys and girls as equal active social actors.
- Ensure that the Monitoring and Evaluation teams include a gender baseline assessment and gender sensitive indicators in children and young people's participation projects.
- Ensure that girls and boys participate actively in the design, implementation and evaluation of activities implemented by organisations.
- Ensure that the monitoring and evaluation frameworks and data collection processes reflect gender sensitivity, including the development of gender-sensitive indicators for child participation.

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# TRAINING MODULE

## *Child Participation and Gender-Transformative Approach*

### SUMMARY OF THE SESSIONS

#### **Session 1**

**Identifying and challenging gender stereotypes and unequal social norms:**  
Definitions and key concepts

#### **Session 2**

**Gender equality and leadership:**  
Children and young people's participation

#### **Session 3**

**Gender-based violence:**  
Key concepts

#### **Session 4**

**Campaigning to end gender-based violence,  
with a focus on violence against children**

# Identifying and challenging gender stereotypes and unequal social norms: Definitions and key concepts





## Session 1

# Identifying and challenging gender stereotypes and unequal social norms: Definitions and key concepts

### OBJECTIVES

1. Increase awareness of the gender-transformative approach among children and young people <sup>1</sup>
2. Help children and young people to understand how the gender-transformative approach can impact their roles in child participation activities

### FORMAT

Child-friendly workshop that includes recreational and creative activities

### DURATION

Approximately 90 minutes. This helps to ensure concentration and interest.

### PARTICIPANTS

- 15 children and young people aged 10–17
- To include more participants or to divide participants up by age or other categories, you should schedule multiple workshops.

### RESOURCES

- PowerPoint presentation. If you are not using PowerPoint, present the information in a set of prepared flipcharts.
- Set of handouts (see Annex Two)
- Flipcharts
- Pens, pencils, markers, and sticky notes
- List of participants
- Refreshments

### SESSION OUTLINE

Time	Activity
15:00-15:05	Welcome and introduction
15:05-15:15	Icebreaker
15:15-15:20	Explain the objective of the workshop and ground rules
15:20-15:25	Answer questions/concerns from participants
15:25-15:50	Activity #1: Do you know what gender is?
15:50-16:00	Break
16:00-16:25	Activity #2: Gender roles and some solutions to gender stereotyping
16:25-16:30	Closing

### ACTIVITY

#### INTRODUCTION AND ICEBREAKER

- Distribute name badges to participants and serve refreshments.
- Welcome participants and introduce yourself.
- Invite everyone to introduce themselves by using an icebreaker to create a relaxing atmosphere.

#### ACTIVITY #1 IN PLENARY

- Ask participants: What does it mean to be a man or a woman, a boy or a girl in our society?
- Give the children two sticky notes. Give them three minutes to write down on one sticky note activities that girls do or like to do (for instance, play sports or play music).
- Give children three minutes to write down activities on the second sticky note that boys do or like to do (for instance, play sports or play music).
- As a volunteer takes notes on a flipchart, ask the children to call out common ideas that appeared on both lists. For instance, match common interests, such as how girls and boys can both like music and sports, or both can be good at math.

<sup>1</sup> In this document, the term 'child participation' refers to those who are under the age of 18 years, as defined by the Convention on the Rights of the Child. This document may use 'children' or 'young people' interchangeably. In some contexts, young people aged 14 to 18 are called 'youth'.

## Identifying and challenging gender stereotypes and unequal social norms: Definitions and key concepts

- Tell participants that during the presentation, you will be commenting on all the ideas/concepts from the sticky notes in order to clarify them.
- Present a slide showing two columns that reflect traditional concepts of what it means to be a female or a male.
- Ask children to compare their answers with the characteristics shown in the two columns. Ask if whether or not they think their answers align with the traditional concepts.
- Show a slide titled 'Let's start with the basics' and explain the key concepts of gender, sex, gender equality and gender inequality.
- Ask children to review their initial ideas and comments about what it means to be a man or a woman, a boy or a girl in our society. Ask them which ideas go into the descriptions of gender or sex, in the concepts of equality and inequality. Be ready to address statements such as 'this is only for boys/girls.' Prepare a list of examples to challenge such declarations.
- Invite children to debate the issues. It is critical in this part of the session to correct any misconceptions and not to reinforce any wrong beliefs around gender and stereotyping. As gender bias is rooted in cultural beliefs, many children will keep their positions, which is fine in the first session. The key objective is to open participants' minds to reflect on gender from a different perspective.

### BREAK

- Give participants a 10-minute break. Distribute some refreshments.
- Ask participants to lead some energisers, stretches or light exercises.

### ACTIVITY #2 IN SMALL GROUPS AND PLENARY

- Divide the participants into small groups.
- Hand out the short case studies on gender bias (see Annex Two) and ask each group to read and discuss their case study using the following questions:
- Is this situation fair or unfair?
- Can this situation be changed or is it permanent?
- Are you aware of similar situations in your community?
- Ask each group to share their key discussion points.
- Present slides on the adverse effects of gender stereotyping and some solutions to this issue.

### CLOSING

- Close the activity, thank participants and acknowledge their valuable contributions.
- Ask them to fill out the feedback form.
- Invite participants to have refreshments.

## DOCUMENTATION

- Make sure that one person captures the participants' responses.
- Collect the sticky notes or take photos.
- Write down quotes from children and young people, indicating the age and gender of the participant.
- This information will be helpful for writing your reports and follow-up on the project.

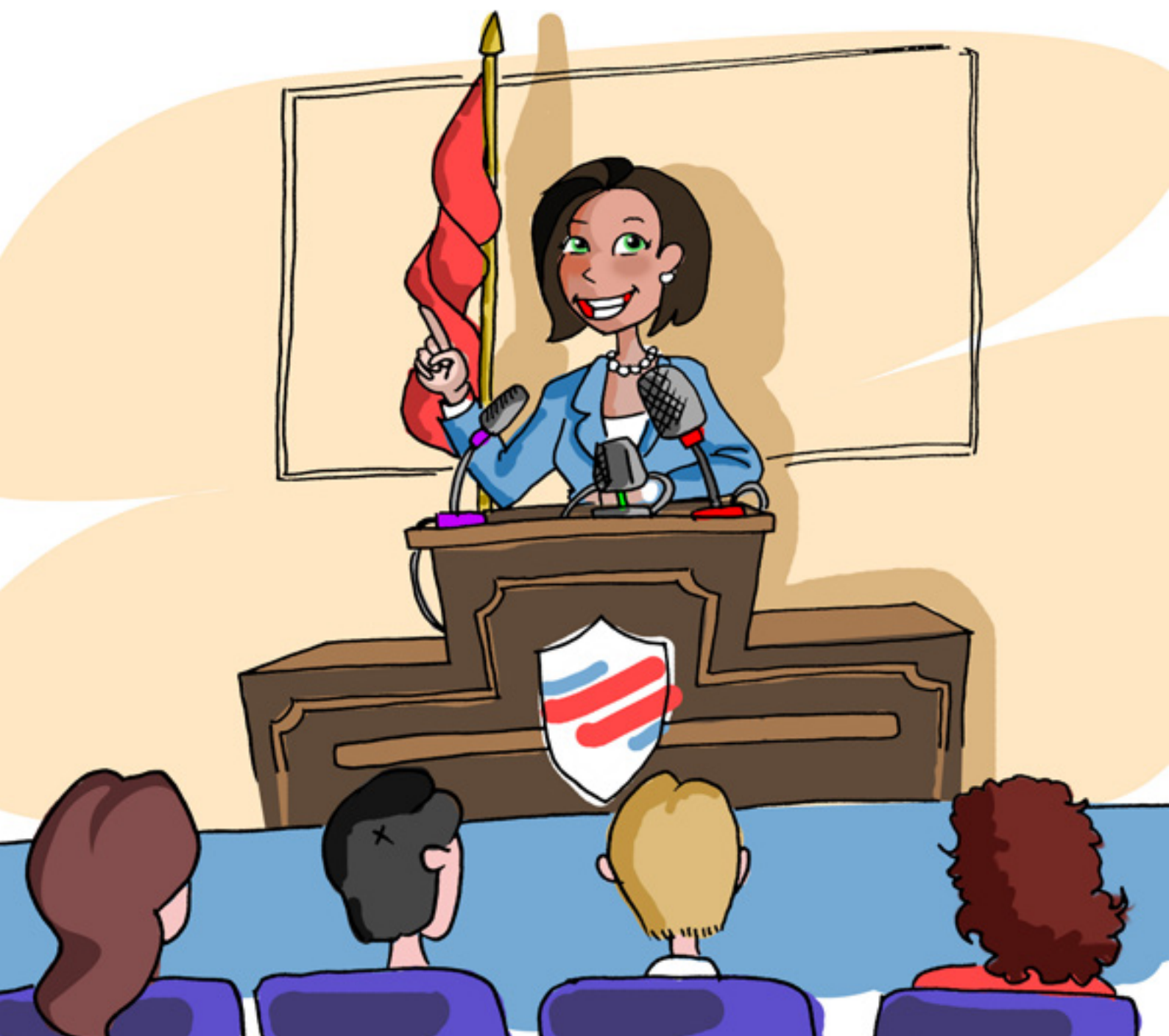
### USEFUL LINKS AND RESOURCES

- Miller, A. (2013). 'Selling "Boy" and "Girl"', Institute for Humane Education. Available at: <http://humaneeducation.org/wp-content/uploads/09/2013/SellingBoyGirl2013.pdf>.
- Promundo, Instituto PAPA!, Salud y Género and ECOS (2013), Program HJMJD: A Toolkit for Action/Engaging Youth to Achieve Gender Equity (Promundo: Rio de Janeiro, and Washington, DC). Available at: <http://promundoglobal.org/wp-content/uploads/01/2015/Program-HMD-Toolkit-for-Action.pdf>.
- Miller, A. (2013). 'Boys Like, Girls Like, Kids Like', Institute for Humane Education. Available at: <http://humaneeducation.org/wp-content/uploads/09/2013/BoysLikeGirlsLikeKidsLike813.pdf>.



# **Gender equality and leadership:**

*Children and young people's participation*



## Session 2

# Gender equality and leadership: Children and young people's participation

### OBJECTIVES

1. Provide children and young people with the knowledge to understand how gender bias can affect equal opportunities to participate and lead
2. Help participants capture their views about leadership using a gender lens
3. Encourage children and young people to discuss how to promote gender equality in their groups and organisations

### FORMAT

Child-friendly workshop that includes recreational and creative activities

### DURATION

Approximately 90 minutes. This helps to ensure concentration and interest.

### PARTICIPANTS

- 15 children and young people aged 10–17.
- To include more participants or to divide participants up by age or other categories, you should schedule multiple workshops.

### RESOURCES

- PowerPoint presentation. If you are not using PowerPoint, present the information in a set of prepared flipcharts.
- Set of selected photographs of leaders (see Annex Two)
- Flipcharts
- Pens, pencils, markers, and notepaper
- List of participants
- Refreshments

### SESSION OUTLINE

Time	Activity
15:00-15:05	Welcome and introduction
15:05-15:15	Icebreaker
15:15-15:20	Explain the objective of the workshop and ground rules
15:20-15:25	Answer questions/concerns from participants
15:25-15:50	Activity #1: Visualising yourself as a young leader through a wishing board
15:50-16:00	Break
16:00-16:25	Activity #2: Leadership and child participation with a gender lens
16:25-16:30	Closing

### ACTIVITY

#### WELCOME AND INTRODUCTION

- Distribute name badges to participants and serve refreshments.
- Welcome participants.
- Introduce any new participants who were not present in the first session.

#### ACTIVITY #1 IN PLENARY

- Show a slide on gender equality and leadership. Recap the concepts of gender and gender equality.
- Explain how gender bias can impact the equal participation of males and females and how it can limit access to leadership roles.
- Distribute a set of photographs where girls, women, boys and men are doing something other than the traditional roles assigned to them. Refer to Annex Two for examples.
- Ask them to pick up two photos that they find unusual in terms of male and female roles. Ask them to write one sentence about why they thought the photos were unusual.
- During the plenary session, discuss the children's thoughts about the roles they see in the photos. Ask the following questions:
  - What are the different roles or functions that females and males have in the photographs?
  - Are there issues of discrimination or lack of equal opportunities?
  - Are those roles played by women and men in your own country or community?
- To finalize this exercise, ask children: What are some ways we can promote gender equality in this group? How can we promote gender equality within the various tasks and leadership roles that this group has?

**BREAK**

- Give participants a -10minute break. Distribute some refreshments.
- Ask participants to lead some energisers, stretches or light exercises.

**ACTIVITY #2 IN PLENARY**

- Distribute a set of photographs where women are holding high-level leadership positions. Refer to Annex Two for examples; these need to be contextualised according to the country or community where the workshop is conducted. Examples from the media are very useful to illustrate diversity.
- Ask participants to discuss the photographs and their impressions. Write their responses on a flipchart.
- Explain changes that society has experienced in order to have women in positions of power. Reflect on the situation in your own country.
- Ask participants to give their final comments on the photographs.

**CLOSING**

- Close the activity, thank participants and acknowledge their valuable contributions.
- Ask them to fill out the feedback form.
- Invite children to have refreshments.

**DOCUMENTATION**

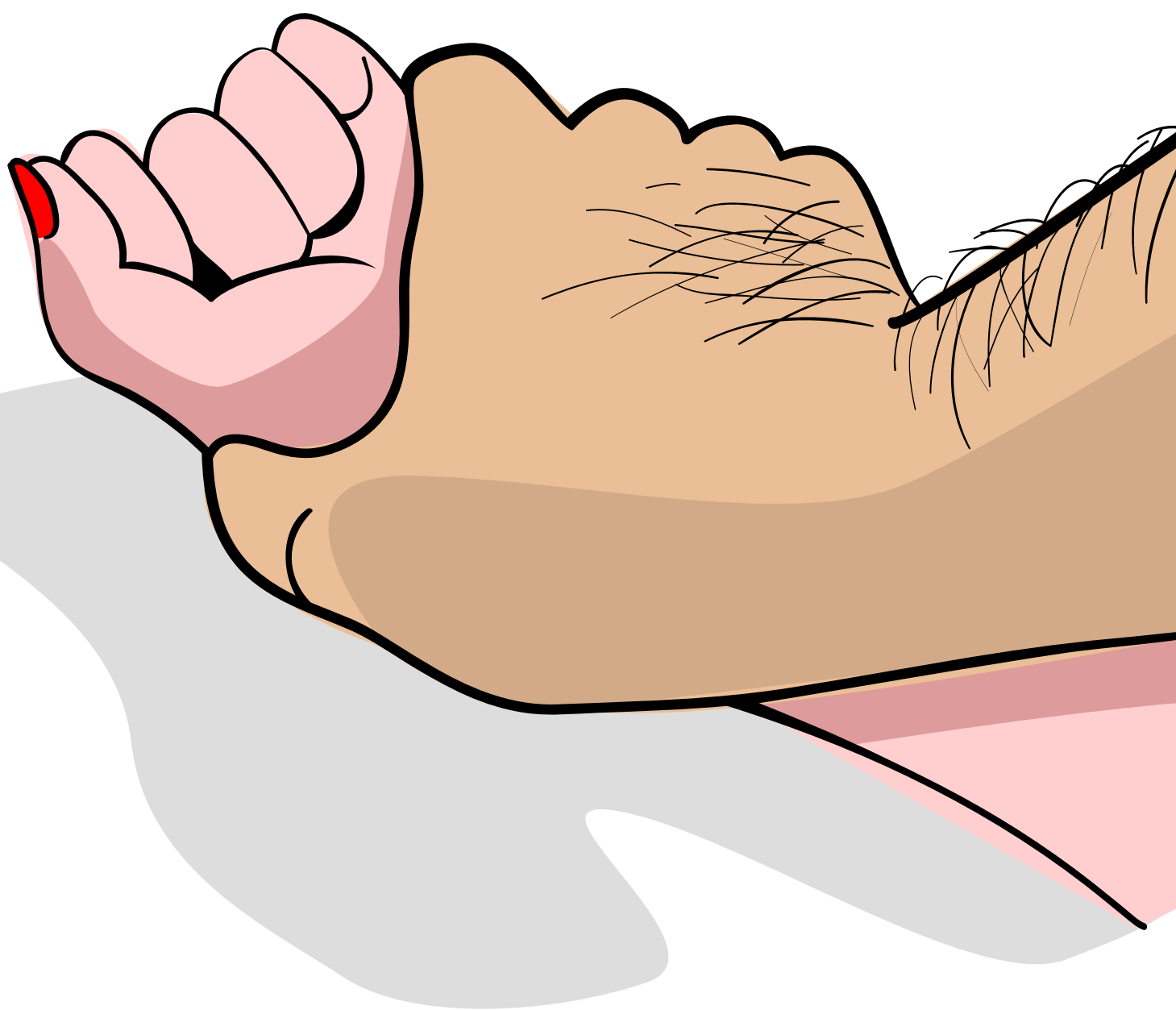
- Make sure that one person captures the participants' responses.
- Collect any notes or take photos.
- Write down quotes from children and young people, indicating the age and gender of the participant.
- This information will be helpful for writing your reports and follow-up on the project.

**USEFUL LINKS AND RESOURCES**

- Miller, A. (2013). 'When I Grow Up' (Institute for Humane Education). Available at: <http://humaneeducation.org/wp-content/uploads/09/2013/WhenIGrow2013.pdf>.
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# **Gender-based violence:**

## *Key concepts*



## Session 3

### Gender-based violence:

#### Key concepts



#### OBJECTIVES

1. Encourage children and young people to explore how gender-related issues are linked to violence and abuse
2. Stimulate debate on the different types of gender-based violence and how it can be prevented
3. Motivate children and young people to become agents of change in addressing gender-based violence among their peers and in their communities



#### FORMAT

Child-friendly workshop that includes recreational and creative activities



#### DURATION

Approximately 90 minutes. This helps to ensure concentration and interest.



#### PARTICIPANTS

- 15 children and young people aged 10-17 per workshop.
- To include more participants or to divide participants up by age or other categories, you should schedule multiple workshops.



#### RESOURCES

- PowerPoint presentation. If you are not using PowerPoint, present the information in a set of prepared flipcharts.
- Flipcharts
- Pens, pencils, markers, and sticky notes
- List of participants
- Refreshments



#### SESSION OUTLINE

Time	Activity
15:00-15:05	Welcome and introduction
15:05-15:15	Icebreaker
15:15-15:20	Explain the objective of the workshop and ground rules
15:20-15:50	Activity #1: Present key gender-based violence concepts and definitions
15:50-16:00	Break
16:00-16:25	Activity #2: Workgroup and discussions on how children can help prevent and address gender-based violence
16:25-16:30	Closing



#### ACTIVITY

##### WELCOME AND INTRODUCTION

- Distribute name badges to participants and serve refreshments.
- Welcome participants.

##### ACTIVITY #1 IN PLENARY

- Give each participant five minutes to write on a sticky note any forms of violence he/she knows.
- Ask the children to share their answers while a volunteer takes notes on a flipchart.
- Ask the children to highlight common ideas and cluster them in thematic groups.
- Help the children divide the forms of violence that they have identified into four categories:
  - Physical violence
  - Emotional/psychological violence
  - Economic violence
  - Sexual violence
- Summarise the findings and use this information to start your presentation.
- Explain in detail the different forms of violence; define gender-based violence and explain how gender norms are linked to violence and abuse. This needs to be contextualised according to the participants' knowledge, experience, culture, etc.
- Give participants time to ask questions to resolve their concerns about the concepts or any particular case of violence they want to share.

**BREAK**

- Give participants a -10minute break. Distribute some refreshments.
- Ask participants to lead some energisers, stretches or light exercises.

**ACTIVITY #2 IN SMALL GROUPS**

- Divide the participants into two groups. Ask each group to choose one form of violence and to act out a scenario that describes the issue and provides a potential solution. It is important to focus on a positive solution and not only on the problem.
- When finished, ask the groups to change roles where the aggressors become the victims and vice versa.
- Ask participants to analyse how they felt when they were acting as aggressors, and how the others felt when they were experiencing violence. Write down their responses on a flipchart.
- To facilitate the discussion, ask the following questions <sup>2</sup>:
- Are these situations common?
- Is this form of violence related to gender?
- What is the most common type of violence practiced against women? Against men?
- Is there a relationship between power and violence? Explain. Encourage participants to think of different types of power (i.e. economic, older family members who have more power than younger family members, physical) that a person can have over another and how this power can be linked to violence.
- Once children finish discussing the issues, ask them to brainstorm how they can help prevent and end gender-based violence. Write on a flipchart the list of potential ideas and solutions.
- As the session comes to a close, assess the dynamics of the group and evaluate if the participants are stressed or overwhelmed. You might need to conduct an energizing or light-hearted activity to help them feel more relaxed. (Refer to the Preventing and Responding to Distress in Child Participation Activities document to ensure children who are exhibiting signs of distress get the appropriate attention.)

**CLOSING**

- Close the activity, thank participants and acknowledge their valuable contributions. Ask them to fill out the feedback form.
- Invite children to have refreshments.

**DOCUMENTATION**

- Make sure that one person captures the participants' responses.
- Collect any notes or take photos.
- Write down quotes from children and young people, indicating the age and gender of the participant.
- This information will be helpful for writing your reports and follow-up on the project.

**USEFUL LINKS AND RESOURCES**

- United Nations Secretary-General's Study on Violence against Children (2006). World Report on Violence against Children. Available at: [www.unviolencestudy.org/](http://www.unviolencestudy.org/).
- Save the Children Alliance, UNICEF, and the World Organisation of the Scout Movement (2006). Our Right to Be Protected from Violence, The Secretariat of the United Nations Secretary-General's Study on Violence against Children. Available at: <http://www.unicef.org/violencestudy/pdf/Our20%Right20%to20%be20%Protected20%from20%Violence.pdf>.
- Office of the Special Representative of the Secretary-General on Violence against Children (2013). Raising Understanding among Children and Young People on the OPSC. Available at: [http://srsg.violenceagainstchildren.org/sites/default/files/children\\_corner/RaisingUnderstanding\\_OPSC.pdf](http://srsg.violenceagainstchildren.org/sites/default/files/children_corner/RaisingUnderstanding_OPSC.pdf).

2. Source: Caring for Equality, a World Vision Armenia manual to work with men, women and youth to promote gender equality and the prevention of parental sex selection.



# *Campaigning to end gender-based violence, with a focus on violence against children*





## Session 4

# Campaigning to end gender-based violence, with a focus on violence against children

### OBJECTIVES

1. Equip children and young people with tools and knowledge to conduct actions towards ending gender-based violence
2. Provide an inclusive and constructive platform for children and young people to be recognised as competent social actors who are committed to end violence against children

### FORMAT

Child-friendly workshop that includes recreational and creative activities

### DURATION

Approximately 90 minutes. This helps to ensure concentration and interest.

### PARTICIPANTS

- 15 children and young people aged 10-17
- To include more participants or to divide participants up by age or other categories, you should schedule multiple workshops.

### RESOURCES

- PowerPoint presentation. If you are not using PowerPoint, present the information in a set of prepared flipcharts.
- Flipcharts
- Pens, pencils and markers
- Scissors, glue, masking tape, A3 cardboard, old magazines/ photographs to cut, stationery items, and A4 paper
- List of participants
- Refreshments

### SESSION OUTLINE

Time	Activity
15:00-15:05	Welcome and introduction
15:05-15:15	Icebreaker
15:15-15:20	Explain the objective of the workshop and ground rules
15:20-15:25	Answer questions/concerns from participants
15:25-15:50	Activity #1: Leadership wishing board
15:50-16:00	Break
16:00-16:25	Activity #2: Defining 'campaign' and child-led campaigns
16:25-16:30	Closing

### ACTIVITY

#### WELCOME AND INTRODUCTION

- Distribute name badges to participants and serve refreshments.
- Welcome participants.
- Use an icebreaker to create a relaxing atmosphere.

#### ACTIVITY #1 IN PLENARY

- Explain to the participants that they will be working on a creative activity called 'Visualising yourself as a young leader through a wishing board'.
- Distribute A3 cardboard and stationery items to children, with instructions to create a collage by drawing pictures, writing words and phrases or cutting/pasting photographs, drawings, illustrations and magazines ads that inspire them.
- Ask them how they see themselves as young leaders in fighting violence against children and to add drawings, words or images corresponding to their thoughts onto the collage.
- Once the children are finished, they will present their collages to the group and explain how they visualise themselves as young leaders for ending violence against children.
- Ask them to connect these things to their current activities and encourage them to think of an achievable goal as young leaders and share this with the group.

## BREAK

- Give participants a 10-minute break. Distribute some refreshments.
- Ask participants to lead some energisers, stretches or light exercises.

## ACTIVITY #2 IN PLENARY

- Show campaign materials (posters, videos, etc.) and ask participants to describe the pieces and explain the objectives of the examples.
- Based on the participants' contributions, explain what a campaign is and the objectives of the sample campaigns. You can use the definition for 'campaign' provided by the UK National Council for Voluntary Participation: organised actions around a specific issue seeking to bring about changes in the policy and behaviours of institutions and/or specific public groups'.
- Provide several examples of campaigns carried out specifically by organisations and by children and young people. These examples need to be contextualised according to the country or community where the workshop is conducted.
- Ask children to discuss their views on the campaigns presented and to give some other examples of campaigns that they are aware of.
- Introduce the concept of a child-led campaign and the impact that children and young people can make when they take action on issues relevant to them.
- Ask them to review the collages they produced earlier and to reflect on how they see themselves as young leaders in conducting their own campaigns to end gender-based violence. Write their ideas on a flipchart.
- Planning for action: ask participants to develop five ideas to campaign to stop gender-based violence, with a focus on violence against children. To make the process more meaningful, discuss the following questions:
  - What do we want to change?
  - Is this a situation that we can change? Be idealistic, but also realistic!
  - Can we keep ourselves safe while taking action on this issue? How? What are some risks of campaigning that we need to consider?
- Ask participants to vote for an action that they would pursue together and write them down on an A4 paper.
- Ask them to take these ideas home, to school or community groups and to discuss with their peers how to implement them.

## CLOSING

- Close the activity, thank participants and acknowledge their valuable contributions and ideas.
- Invite children to have refreshments.

## DOCUMENTATION

- Make sure that one person captures the participants' responses.
- Collect the collages and notes or take photos.
- Write down quotes from children and young people, indicating the age and gender of the participant.
- This information will be helpful for writing your reports and follow-up on the project.

## USEFUL LINKS AND RESOURCES

- Participation Works. How to support children and young people's campaigning. Available at: <http://www.participationworks.org.uk/resources/how-to-support-children-and-young-peoples-campaigning/>.
- Whizz-Kidz. The movement for children with disabilities: Young people's campaign. Available at: <http://www.whizz-kidz.org.uk/get-our-help/young-people/young-peoples-campaigns>.
- Save the Children Alliance, UNICEF, and the World Organisation of the Scout Movement (2006). Our Right to Be Protected from Violence, The Secretariat of the United Nations Secretary-General's Study on Violence against Children. Available at: <http://www.unicef.org/violencestudy/pdf/Our20%Right20to20%be20%Protected20from20%Violence.pdf>.








# ANNEXES ONE

## Dealing with disclosures of gender-based violence <sup>3</sup>





While discussing gender-based violence, there is always the possibility that participants will disclose experiences of gender-based violence. As a child-focused organisation with a strong mandate in child protection, it is imperative to react immediately and to take the actions needed to mitigate the impact of the stressful situation and to have a clear follow-up plan. If a disclosure occurs in your session, we recommend the following steps:

- Stay calm and do not over-dramatize the situation.
- Do not ignore the disclosure and do not undermine the child or young person.
- Listen carefully and rephrase the statement in case you need to understand it.
- Reassure the child or young person that he/she does not need to give details if he/she does not want.
- Try to figure out if the child or young person is disclosing a situation because he/she intends to discuss the issue with the participants as a group or with you as an individual. If the former, you can facilitate an open discussion, but make sure that the child or young person is not re-victimised by their peers. If the latter, you can call for a break and talk with the child or young person alone.
- Provide all emotional care that the child or young person needs. You might need the support of other staff members to handle the situation if you feel unable to provide proper support.
- Ask the child or young person if he/she wants to be alone or wants to be with the group.
- In case the disclosure implies severe child protection issues, you should liaise with your Child Protection Officer.
- World Vision has produced a useful resource titled 'Preventing and responding to distress in all child participation activities'. Available at: [http://www.wvi.org/sites/default/files/Responding\\_to\\_Distress\\_0.pdf](http://www.wvi.org/sites/default/files/Responding_to_Distress_0.pdf).

### THINGS THAT CHILDREN AND YOUNG PEOPLE WANT TO HEAR FROM YOU IN CASE OF DISCLOSURE:

-  *I believe you.*
-  *I am glad you told me this.*
-  *You are very brave to come forward.*
-  *I am sorry this has happened to you.*
-  *You are not alone in experiencing abuse; it can happen to many people.*
-  *It is not your fault.*
-  *People are available to help you.*

### THEY DO NOT WANT TO HEAR:

-  *It is not true, you are lying.*
-  *It is not important.*
-  *It must be your fault.*
-  *We can't do anything for you.*

3. Adapted from: Youth4Youth (2013). Empowering Young People in Preventing Gender-based Violence through Peer Education.

# ANNEXES TWO

## *Handouts and resources*

### Session one: Case studies on gender bias

#### **CASE STUDY #1: MALES AND FEMALES ARE TREATED DIFFERENTLY IN MOVIES.**

Studies have shown that gender stereotyping crosses all aspects of life, from the richest to the most impoverished countries and societies, from political power to entertainment. For instance, among the top 67 movies in 2012, only 12 films featured a female lead or co-lead. Furthermore, gender stereotyping in movies is pronounced as many female characters are sexualised, dominated by men, and saved by a male character. Research also showed that female lead characters are portrayed as more emotional and softer than leading male characters.

#### **CASE STUDY #2: MALES AND FEMALES ARE TREATED DIFFERENTLY AT SCHOOL.**

Regarding the education system, studies have shown that a significant number of gender stereotypes and gender biases are still present in the school curricula. Female teachers and students are judged based on perceptions rather than on their knowledge and accomplishments. In many cases, female students feel less empowered to share their opinions in the classroom, whereas male students feel more confident. Many times, girls and boys are expected to follow certain patterns of behaviours according to their gender. For instance:

- Girls are quiet, polite and studious. Boys are energetic, academically able and rational.
- Girls are expected to possess good social skills. Boys are supposed to be socially uncommunicative.
- Girls excel at reading and the language arts. Boys are stronger at math and science.

#### **CASE STUDY #3: MALES AND FEMALES ARE TREATED DIFFERENTLY IN LEADERSHIP.**

In recent years, studies have shown a high prevalence of gender bias in the selection of leaders. Male candidates are favoured over female candidates due to stereotypes that males are better contenders to carry out a leading role that is supposedly masculine in nature. Studies show that when females are competing for a role or position, they need to demonstrate robust counter-stereotypical proof that they can meet the requirements, and that males are not required to do it. In many hiring decisions, women and girls are viewed as less capable and less goal-oriented than men, as a result of strong gender stereotypes and traditional beliefs that perpetuate gender-based discrimination.

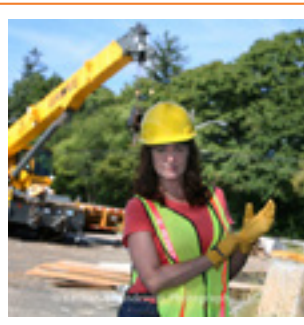
## Session one: Set of photographs for discussion



Bus driver, India



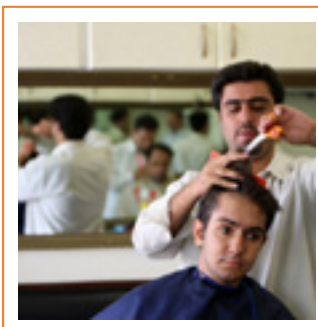
Firefighter, UK



Construction engineer, US.



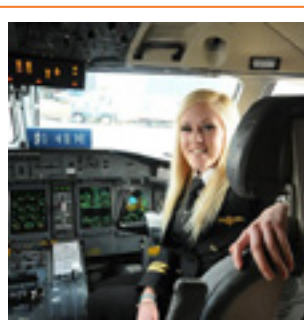
Kindergarten teacher, Thailand



Hairdresser, Iran



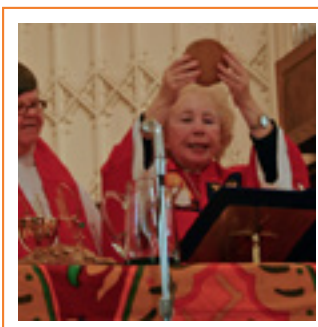
Ballet dancer, Ireland



Airforce captain, Chile



Airforce captain, Chile



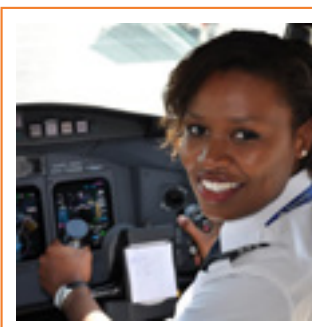
Priest, Lutheran church, US.



Police officer, Singapore



Nurse, France



Airplane pilot, Rwanda



## Session two: Set of photographs for discussion



**Christine Lagarde**  
International Monetary Fund Director



**Michelle Bachelet**  
President of Chile



**Malala Yousafzai**  
Nobel Peace Prize Recipient



**Ursula von der Leyen**  
Federal Minister of Defence, Germany



**Libby Lan**  
First female Church of England Bishop



**Tsai Ing-wen**  
President of Taiwan



**Ursula Burns**  
CEO of Xerox



**Jennifer, aged 16 years**  
President of Child Parliament in Kinkole, DRC



**Queen Rania Al Abdullah**  
Kingdom of Jordan



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