



## Europe Region

World Association  
of Girl Guides  
and Girl Scouts

Association mondiale  
des Guides et des  
Eclaireuses

Asociación  
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# TAKING ACTION ON GENDER

A Toolkit to support Young People's  
Participation and Empowerment



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# TAKING ACTION ON GENDER

## A Toolkit to support Young People's Participation and Empowerment

### 1. INTRODUCTION

#### 1.1 Why WAGGGS is producing this toolkit

For the last 100 years, Girl Guiding and Girl Scouting has provided a values based, non-formal education programme operating in an intergenerational, international, multi-cultural environment to enable young people, particularly girls and young women to acquire life and leadership skills. It also enables them to understand the importance of involvement in the wider community and reach out to make a difference at all levels of society.

The World Association of Girl Guides and Girl Scouts brings together 145 member Organizations and ten million Girl Guides and Girl Scouts around the world. WAGGGS Mission is "to enable girls and young women to develop their fullest potential as responsible citizens of the world." Key to our programmes are activities ensuring the equal participation of girls and young women in decision-making and leadership development.

Many barriers preventing equal participation of young women remain. History, culture, tradition, or political and economic circumstances are just some of the reasons why girls and young women, continue to face disadvantage, inequality, exploitation and violence. Achieving gender equality continues to be one of the biggest challenges facing societies today. In Europe, as a result of considerable progress towards achieving gender equality, many girls and young women now have equal access to education, employment or pursuing their own interests. Therefore, gender equality is not always seen as the most pressing issue which young people should take action on. However, certain inequalities between genders remain and women are still under-represented in economic and political decision-making. The current economic crisis and austerity measures, while affecting all young people has had a double impact on young women both as recipients and employees of public services<sup>1</sup>.

The aim of this toolkit is to support Member Organizations, youth leaders and young people to build their knowledge, skills and attitudes to examine the issues surrounding youth participation. It focuses on actions to involve young people in decision-making and equal participation of young women and young men across Europe. The toolkit gives background information and examines some general principles of participation, and then looks more specifically at some of the issues affecting equal participation of young men and young women. We hope the activities in the toolkit will provide inspiration to work on some of the other areas of discrimination faced by young people.

We would like to acknowledge the support of the European Youth Foundation of the Council of Europe and everyone involved in the production of this toolkit.

#### 1.2 How to use this toolkit

The table of contents lists the tools found in each chapter. Each chapter starts on a new page so can be used individually, so you can choose the tools you need. There are activities linked to each topic and links to further information.

The toolkit can be downloaded from [www.europe.wagggsworld.org](http://www.europe.wagggsworld.org). If you would like to share information about how you ensure the equal participation of young men and young women in your organization, or make suggestions on how it can be improved, please use the evaluation form at the end of the toolkit.

Members of WAGGGS are free to reproduce any part of this kit without seeking permission. Other organizations or individuals should request permission from Europe Region WAGGGS before copying all or part of this kit.

<sup>1</sup> An Invisible Crisis? Women's poverty and social exclusion in the European Union at a time of recession European Women's Lobby and Oxfam International

## 1.3 How Girl Guiding and Girl Scouting empowers girls and young women

For more than 100 years Girl Guiding and Girl Scouting has been empowering girls and young women as leaders in their communities, on the international stage and in their professional and volunteer lives. Our values-based, non-formal educational programme is based on the Girl Guide and Girl Scout method. Different aspects of the method are as follows:

### Progressive self-development

Through membership of the Movement, each Girl Guide/Girl Scout takes part in a system of self-development. The non-formal education practiced in Girl Guiding/Girl Scouting allows different avenues of exploration. The Girl Guide/Girl Scout chooses her route and proceeds with her chosen activities at her own pace, exercising self-motivation and freedom of choice. In this way, the Girl Guide/Girl Scout develops her own imagination and creativity, as well as learning to interact as part of a group.

### Learning by doing

Learning by doing is a key phrase in Girl Guiding and Girl Scouting. Each Girl Guide/Girl Scout enjoys a variety of activities and challenges. These encourage the individual to contribute to the best of her ability to ensure the success of her group's activities, while gaining new skills and experiences. Girl Guiding and Girl Scouting encourages them to go out into the world and make a positive contribution towards its future.

As well as community action, Girl Guides and Girl Scouts around the world are advocating on issues they care about to build a better world. Their advocacy action is influencing decision-makers to change policy, laws and behaviour.

### Teamwork through the patrol system

Girl Guiding and Girl Scouting encourages teamwork through the patrol system founded by Lord Robert Baden-Powell. He defined the patrol as "a small natural group of six to eight under the leadership of one of themselves where each individual has an indispensable part to play". It encourages the formation of friendships, self-expression, and the development of joint and individual responsibility. Girl Guiding and Girl Scouting has a vital role to play in the world by instilling a spirit of cooperation in the young, a key to a more peaceful world. It also provides an important early example of democracy in action and develops leadership skills and opportunities to practice these in multi-cultural and intergenerational environments.

### Service in the community

Girl Guiding and Girl Scouting strives to increase members' involvement in their own community. Applying the philosophy of learning by doing, Girl Guides and Girl Scouts contribute to their local national and global communities.

### Relationship to nature

Part of the Girl Guide/Girl Scout method is contact with nature, gained through outdoor and sometimes camping activities. Living out-of-doors encourages self-sufficiency and determination, and helps Girl Guides and Girl Scouts gain an appreciation of nature for themselves. An appreciation of nature is important given climate change and environmental degradation in many parts of the world today and environmental themes now feature in many Girl Guide/Girl Scout activities. As well as this, Girl Guides and Girl Scouts are advocating for its protection and preservation.

### Active cooperation between young people and adults

Although Girl Guiding and Girl Scouting is a youth movement, encouraging self-development and teamwork, adult guidance is essential at all stages. For the youngest members, adult participation will mean supervision, for the oldest a more experienced person to turn to for advice. For many, involvement in Girl Guiding and Girl Scouting is a lifetime involvement, as they use the leadership skills it has given them to guide others. Adults working side-by-side with young members in a system of cooperation, promotes intergenerational solidarity.

### International experience

Girl Guides and Girl Scouts can gain international experiences, such as attending advocacy seminars at a WAGGGS World Centre, being a delegate at a United Nations conference on the Millennium Development Goals (MDGs), getting involved in one of our advocacy campaigns, volunteering as a UN representative, volunteering as a community volunteer at one of the World Centres, or becoming part of our Young Voices of WAGGGS programme, where you speak out on issues important to girls and young women.

Through Girl Guiding/Girl Scouting we develop:

- Self-confidence, self-esteem
- Values
- Ability to cope with change
- Appreciation of others
- Leadership skills
- Healthy lifestyles
- International understanding, tolerance and respect for diversity
- Commitment and skills in service to others

# 1. INTRODUCTION

These outcomes are developed through our unique educational approach. It is values based, non-formal education, which operates in an intergenerational, global, multi-cultural environment. Girl Guiding offers international friendship, challenge and adventure, as well as the opportunity to make a difference the wider community, both locally and globally.

## 1.4 WAGGGS role in empowering girls and young women

The World Association of Girl Guides and Girl Scouts is committed to involving young women at all levels of decision-making such as the World Board, Regional committees, or working groups, as well as supporting Member Organizations to ensure their participation in decision-making at national level. We support our members to become active citizens and “agents of change” in the following ways:

### 1.4.1 Leadership development

Leadership in WAGGGS is a process by which knowledge, skills, values and attitudes are fostered, individuals empowered and learning within the organization promoted and upheld.

Leadership is at the core of Girl Guiding and Girl Scouting, from succession planning for national boards to empowering girls and young women to stand up and speak out on issues affecting them, to being a leader within one self to make positive choices. Through Girl Guiding and Girl Scouting, girls, young women and leaders are given the opportunity to achieve their fullest potential and contribute to the development of their communities, nationally and globally.

Girls at all levels in Girl Guiding and Girl Scouting learn how to be a leader. The WAGGGS Leadership Development Programme (WLDP) provides young women from around the world the opportunity to develop leadership skills, acquire a better awareness of their leadership role within their association, and identify their own leadership path.

### 1.4.2 Community Action

Each Girl Guide/Girl Scout group is an integral part of its community through its members coming from the local community, and through its programmes and activities. Girl Guides and Girl Scouts get involved in their community through different community action activities:

#### Community Service

Carrying out a community project designed to meet a specific need usually identified by those who perform the service.

#### Community Development

An educational programme of change based on collective action taking place and leading to a better quality of life, involving those benefiting from the action. Ideally it should be a dynamic process, developing from small projects to more effective action by the community itself.

By implementing community service or community development projects, WAGGGS members acquire skills, experience and confidence to contribute to the development of their own communities, countries and the world.

### 1.4.3 WAGGGS Advocacy Activities

Through WAGGGS advocacy action we increase the impact Girl Guides and Girl Scouts can have by teaching them effective advocacy skills, increasing their opportunities to advocate, giving them a platform on which to be heard, and encouraging them to take action on the issues that matter to them and those around them.

WAGGGS defines advocacy as the process of **“influencing people to take decisions that will improve our lives and the lives of others.”**

This means influencing people by speaking, doing and educating, to take decisions (for example change policies or regulations, allocate funding, provide support) that will improve our life and the lives of others (the result we are trying to achieve).

Regardless of the issue, for WAGGGS advocacy is about taking a stand and working for positive change. WAGGGS members speak out about important issues that affect girls and young women such as climate change, achievement of the MDGs, or ending violence against girls; we develop projects which directly improve people’s lives; and we educate girls and young women to change the world around them positively. Only when all three elements – speaking out, doing and educating – are present can we call it advocacy.

We also work on issues like greater support for volunteers and greater recognition of non-formal education. You can find more information about WAGGGS current advocacy activities here: [www.wagggsworld.org/en/take\\_action](http://www.wagggsworld.org/en/take_action)

## 2 YOUTH PARTICIPATION

### 2.1 Defining what we mean by youth

There is no global definition of what is meant by the term “youth”. Some organizations like the United Nations define youth as people between 15 and 24 years of age, which means that 1.2 billion people (18 per cent of the world population) are considered to be young people, while the European Commission in its 2009 Youth Report focuses mainly on the age-group 15-29.

As well as being defined by age, youth can also be defined by the age people gain certain rights, such as the right to vote in elections. However, this can vary considerably in different countries and there is no common definition.

Rather than define youth by age, a more useful way to understand the definition of youth might be to consider it as the period of time when young people move from “dependent childhood to an independent adulthood.”<sup>2</sup>

During this period, young people can be moving into higher education, or from education to employment; moving from their family home to setting up a household of their own; and aiming to become autonomous and financially independent, making their own decisions about their lives. We can consider youth to be this group of young people who have specific needs and face similar challenges.

However, this transition depends on the society and culture in which the young person is living, and even more because of the current financial crisis, on their economic circumstances. The increase in participation in higher education, combined with difficulties in getting secure employment and access to affordable housing have increased the length of time of this transition.

Within WAGGGS, the 29th World Conference in 1996 defined young women as those under 30<sup>3</sup>, while the age at which a Girl Guide becomes a leader and the level of leadership they are involved in varies considerably in different Girl Guide and Girl Scout associations across Europe, according to their needs, experience and cultural reality.

#### 2.1.1 ACTIVITY: How old is youth?

Discuss in your group

How is youth defined in your country?

At what age does a young person become an adult?

How is youth defined in your organization?

How does this affect the ability of young people to participate effectively?

### 2.2 Defining Youth Participation

Before looking at actions which can be taken to support equal participation in decision-making, we need to understand what we mean by youth participation, and the importance of involving young people in decision-making.

Participation is a way of achieving change in young people’s lives and building a better society. Many initiatives have been developed to promote youth participation and strengthen youth involvement at international, regional, national and local level, and different youth organizations understand and promote the area of youth participation in different ways.

Participation can mean:

- To be involved
- To take and share responsibility
- To have access
- To be included
- Expressing your own views and listening to others
- To advocate and influence
- Working together for a solution or course of action
- To join
- To take action
- Make decisions
- Establish dialogue

Many different conventions or treaties have underlined the right of young people to participate. The right to participate has been included in the UN Convention on the Rights of the Child and in the UN World Programme for Action on Youth. UNICEF has defined a basic concept of youth participation:

**“that people are free to involve themselves in social and developmental processes and that self-involvement is active, voluntary and informed,”**

while the European Charter on the Participation of Young People in Local and Regional Life defines participation as:

**“Participation and active citizenship is about having the right, the means, the space, and the opportunity, and where necessary the support to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society.”<sup>4</sup>**

This definition stresses the right to participate, and the opportunity to influence and take responsibility for decisions affecting the community around them. Young people should be involved in dealing with issues which affect them and be supported to do so.

<sup>2</sup> EU Youth Report “Youth - Investing And Empowering” Commission Staff Working Document accompanying the Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions 2009

<sup>3</sup> WAGGGS Policy and Guidelines for Involving Young Women in Decision-Making

<sup>4</sup> The revised European Charter on the participation of Young People in Local and Regional Life, Congress of Local and Regional Authorities of the Council of Europe May 2003

## 2 YOUTH PARTICIPATION

### 2.2.1 ACTIVITY: Identifying groups<sup>5</sup>

#### METHOD

To encourage the group to look at and understand the groups in which they may participate, and what it could be like if prevented from participating. This helps gain an appreciation of communities - how diverse they are and what connects them.

1. Using chalk, draw three large interlocking circles on the ground.
2. Choose three visible characteristics, e.g. wearing trainers, having short hair, having blue eyes, or wearing green. Tell everyone which circle represents a particular characteristic and ask them to stand in the circles depending on whether or not this characteristic applies to them. Point out that some of them may need to be in more than one circle.
3. Now try the activity again using three characteristics that relate to rights and are appropriate to the group. These might include those who:
  - Work or go to school
  - Speak more than one language
  - Play sport
  - Practice a religion
  - Have a relative abroad
4. Ask the group to find three characteristics shared by everyone, so they all need to stand in the central overlapping section.
5. Use these groups as a starting point, and go on to look at how different communities are represented in the group and how these enrich the group as a whole. Ask members to consider which rights are being claimed by belonging to certain groups and how they would feel if they were not allowed to belong to a group of importance to them.

#### OUTCOME

Members become aware that a community is a group of people who have something in common. A sense of belonging to a community can be based on many different things.

### 2.3 Why is it important for young people to participate in decision-making?

There are approximately 1.8 billion young people in the world and they are a major human resource for development and key agents for social change, economic growth and technological innovation.

Decision-making takes place in all aspects of our lives and participation in making these decisions has long been recognized as a fundamental human right. It is one of the principles of the United Nations Universal Declaration of Human Rights, and a recurrent theme in other international Conventions and Declarations. By strengthening their capabilities and giving them opportunities to participate, young people can develop attributes and skills that will have a positive impact on the rest of their lives. Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities. It helps them learn life-skills, gain confidence, knowledge on human rights, democracy and citizenship and have the opportunity to take responsibility for their own actions. Young people may become parents, civic leaders, employers, workers or politicians. By encouraging young people to become active participants in society, they are more likely to be actively engaged in society in later life.

Ensuring the participation of young women in decision-making is the core aim of the Girl Guiding/Girl Scouting, and this is highlighted in the Mission and Vision of WAGGGS:

#### MISSION:

To enable girls and young women to develop their fullest potential as responsible citizens of the world.

#### Vision:

All girls and young women are valued and take action to change the world.

WAGGGS' Mission and Vision is to encourage and empower girls and young women as active participants in society, and to be involved in different areas of public life.

Decision-making can take different forms:

- Participation in social movements, non-governmental organizations, civil society groups including political parties, trade unions and business organizations, through which individuals come together to express and mobilize support for specific points of view; and to lobby governmental and non-governmental bodies to outline and implement policies addressing these interests.

<sup>5</sup> Our Rights Our Responsibilities: A Call to Action The Right to Work Together, WAGGGS Triennial Theme 2002-2008

- Participation and leadership of elected public bodies such as regional or national parliaments, local government and in global or regional social and economic institutions such as the United Nations and its agencies.

Participation is important because it:

- Is a fundamental human right.
- Is central to a democratic society and creates the stake individuals have in that society.
- Leads to better decisions and outcomes.
- Legitimizes decisions taken in the name of individuals in society.
- Allows individuals to relate to each other as participants in a common cause
- Promotes social cohesion and integration.
- Strengthens understanding of human rights and democracy.
- Promotes development of individuals and society.
- Inspires new ideas and creates the opportunity for developing innovative solutions to problems.

The United Nations General Assembly defines four different areas of life or society in which young people should be involved<sup>6</sup>:

**Economic participation:** relating to employment and work, economic development, eliminating poverty and ensuring that young people contribute to developing a stable economic situation.

**Political participation:** relating to being able to influence or be elected to authorities and governments and change public policies.

**Social participation:** being involved in the life of a local community, and being involved in finding solutions to local problems or challenges.

**Cultural participation:** taking part in different forms of art and expression (film, music, theatre, dance, social media).

### 2.3.1 *Did you know?* Towards A European Convention on Youth Rights

The European Youth Forum argues that, in the implementation of international agreements such as the Universal Declaration of Human Rights, the European Convention on Human Rights, or the UN Convention on the Rights of the Child, young people are not sufficiently considered, and it is time to develop a strong legal document that guarantees the rights of young people.

Young people frequently face injustices on the grounds of age mainly in areas of information, inclusion, employment and mobility. Inequalities are particularly visible when young people are acceding to employment. Young people may be exposed to “multiple discrimination” because of their ethnic origins, convictions, religious beliefs, sex or gender, sexual preferences, physical and mental condition, leading to marginalization, social exclusion, poverty, lack of access or power and influence. Young people are not always recognized as a separate group experiencing this discrimination, so a special focus on their rights is required.

In two world regions, steps have been taken to recognize the rights of young people: in Africa through the Africa Youth Charter (2008), and in the Iberoamerican Community of Nations, through the Iberoamerican Convention on the Rights of Youth.

In Europe, although there are several policy frameworks which deal with youth, there is no legally binding way of ensuring their rights are respected. A European Convention on Youth Rights would establish a set of standards for countries to comply with and implement to better support the position of young people in Europe.

The State of Youth Rights in Europe: European Youth Forum [www.youthforum.org](http://www.youthforum.org)

<sup>6</sup> United Nations Youth Agenda Empowering youth for development and peace [www.un.org/esa/socdev/unyin/agenda.htm](http://www.un.org/esa/socdev/unyin/agenda.htm)

## 2 YOUTH PARTICIPATION

### 2.3.2 ACTIVITY:

### Find out what you know about participation and gender equality

Take part in this quiz to find out what you know about policies to promote participation and gender equality. You can find the answers overleaf:

**1. When was the European Commission's White Paper on Youth published?**

- a. 1999
- b. 2011
- c. 2001

**2. In 1945, how many of the original 51 member states of the United Nations allowed women to vote equally with men?**

- a. 51
- b. 10
- c. 25

**3. What is the Advisory Council on Youth?**

- a. The way in which youth organizations are involved in developing youth policies in the Council of Europe
- b. A committee which advises the European Commission on youth issues
- c. A committee set up by the United Nations to promote youth participation

**4. Which African country elected its first female President in 2005?**

- a. Namibia
- b. Liberia
- c. Nigeria

**5. When is International Youth Day?**

- a. 8 March
- b. 12 August
- c. 11 October

**6. What is the name of the UN convention adopted in 1979 that defines discrimination against women and promotes gender equality?**

- a. CEDAW
- b. Beijing Platform for Action
- c. Millennium Declaration

**7. What is the name of the organization which represents national youth councils and international non-governmental youth organizations at European level and promotes the participation of young people?**

- a. European Youth Forum
- b. European Platform for Youth
- c. Youth for Europe

**8. Which was the first country to give women the vote?**

- a. United Kingdom
- b. New Zealand
- c. Switzerland

**9. In which European country can young people vote when they are 16 years old?**

- a. Austria
- b. Denmark
- c. Italy

**10. Which Millennium Development Goal focuses on the achievement of gender equality?**

- a. MDG1
- b. MDG6
- c. MDG3

## ANSWERS

**1.c.** The White Paper on Youth was published in November 2001.

**2.b.** In 1945, 25 member countries of the UN allowed women to vote equally with men. Today, women and men can vote equally in the majority of countries in the world.

**3.a.** The Advisory Council on Youth was established by the Council of Europe – representatives from 30 youth organizations and networks provide opinions and input on all youth sector activities of the Council of Europe and work with representatives of Ministries and organizations responsible for youth issues in Council of Europe member states in the Joint Council on Youth which take decisions together on youth sector priorities, objectives and budgets.

**4.b.** Ellen Johnson Sirleaf became the President of Liberia in 2005 – her election was an important moment in the history of women's political leadership in sub-saharan Africa.

**5.b.** International Youth Day is commemorated every year on 12 August. The day was established to encourage young people around the world to organize activities to promote increased commitment and investment in youth, increased youth participation and partnerships, and increased intercultural understanding among youth in their countries and around the world.

8 March is International Women's Day. First commemorated on 19 March 1911 in Austria, Denmark, Germany and Switzerland. In 1975, during International Women's Year, the United Nations began celebrating 8 March as International Women's Day. It is an opportunity to promote gender equality, to celebrate the global contribution of women to international security, peace and development and to unite, network and mobilize for meaningful change.

11 October is UN International Day of the Girl. It is one of the newest International Days to be approved by the UN General Assembly after a resolution proposed by the Canadian government and a NGO campaign for an International Day for Girls in which WAGGGS participated. The Day will be an opportunity when advocates of girls' rights will draw the world's attention to the situation of girls to ensure they get the investment and recognition they deserve.

**6.a.** CEDAW stands for Convention for the Eradication of Discrimination Against Women. Find out about the other declarations in the tool *"Did you know?" Political Initiatives to promote Participation and Gender Equality*.

**7.b.** The European Youth Forum comprises nearly 100 national youth councils and international non-governmental youth organizations, and works to empower young people to participate actively in society to improve their own lives, by representing and advocating their needs and interests and those of their organizations towards the European Institutions, the Council of Europe and the United Nations.

**8.b.** New Zealand was the first country to give women the vote in 1893.

**9.a.** Austria permits 16 and 17 year olds to vote in all elections. In 7 of the 16 Federal States of Germany the right to vote has been granted. Young people can also vote in Glarus, a Swiss canton. Further afield, young people can vote at 15 in Iran, 16 in Brazil and Nicaragua and at 17 in East Timor, Indonesia, the Seychelles and the Sudan. Elections in Austria and Germany indicate that voter turnout among 16-17 year olds was higher than for 18-25 year olds and studies indicate that once people start to vote they are more likely to continue voting.

**10.c.** MDG 3 aims to promote gender equality and empower women. WAGGGS believes gender equality is crucial to achieving all eight MDGs and by all by placing girls and young women at the centre of all efforts, families, communities and nations are more likely to move out of poverty. All available evidence indicates that by ensuring girls and young women are empowered and valued, efforts to implement the United Nation's Millennium Development Goals (MDGs), are much more likely to succeed.

**For more information on how youth participation and gender equality has been addressed by the main international organizations, see the tool *"Did you know?" Political Initiatives to promote Participation and Gender Equality*.**

### 2.3.3 *Did you know?* Political initiatives to promote participation and gender equality

#### **Convention on the Status of the Eradication of all forms of discrimination against women**

An international convention adopted in 1979 by the UN General Assembly, and which came into force in 1981. The Convention defines discrimination against women as:

“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.”

It establishes an agenda of action for putting an end to sex-based discrimination.

States must take measures to seek to eliminate prejudices and customs based on the idea of the inferiority or the superiority of one sex or on male or female stereotypes.

States ratifying the Convention are required to ensure there is gender equality in their domestic legislation, repeal all discriminatory laws, and enact new laws to guard against discrimination against women.

#### **Beijing Declaration and Platform for Action**

At the fourth World Conference on Women in September 1995 in Beijing, China, 189 governments and more than 5,000 representatives from 2,100 non-governmental organizations agreed a Declaration and Platform for Action that aimed to achieve greater equality and opportunity for women. It identifies 12 areas of priority to achieve the advancement and empowerment of women: Women and poverty; Education and training of women; Women and health, Violence against women, Women and armed conflict; Women and the economy; Women in power and decision-making; Institutional mechanisms for the advancement of women; Human rights of women, ‘Women and the media’, Women and the environment; and the girl child. The Beijing Platform for Action is regularly reviewed by the **Commission on the Status of Women (CSW)** which takes place each year in New York. The CSW was set up in 1946 to prepare recommendations and reports to the UN General Assembly to promote women’s rights.

In calling for equality in decision-making, the Platform for Action defines two strategic objectives: (a) ensure women’s equal access to and full participation in all power structures and decision-making; (b) increase women’s capacity to participate in decision-making and leadership.

#### **World Programme for Action on Youth**

In 1995, governments also committed to the UN **World Programme of Action on Youth** to address more effectively the problems of young people and to increase opportunities for their participation in society.

The Programme provides a policy framework and practical guidelines for national action and international support to improve the situation of youth. It contains proposals for action to the year 2000 and beyond to promote an improved well-being and livelihood among young people, and policies for girls and young women have been identified as one of the ten priority areas. The actions proposed include promoting gender balance in education; enacting legislation to prevent violence against girls and promoting equal access for young women in employment.

Since 1995, Beijing +5, +10 and +15 conferences have been organized to review the progress of implementing the Beijing Declaration.

#### **Millennium Development Goals**

At the Millennium Summit in September 2000, 189 world leaders made a commitment to work together to build a safer, more prosperous and more equal world. The **Millennium Declaration** was translated into a roadmap setting out eight time-bound and measurable goals to be achieved by 2015, the MDGs. While the achievement of gender equality is a major factor in the achievement of all of the MDGs, MDG3 focuses specifically on gender equality and the empowerment of women, calling for the elimination of gender disparity in all levels of education by 2015. The proportion of seats held by women in national parliaments is one of the points used to measure progress towards this goal.

## EUROPEAN UNION

### European Youth Policies

In 2001, the **White Paper on Youth** was adopted by the European Commission. This started the development of a European youth policy, outlining how the European Commission and EU member states could work together with other stakeholders on policies to support the participation of young people, involve them in voluntary activities, ensure young people had access to knowledge about issues which affected them and how stakeholders could gain greater understanding of young people.

Participation is one of the eight fields of action in the **“Renewed framework for European Co-operation in the Youth Field 2010-2018”**. It was agreed by the European Council and outlines European youth policy for the next decade. The European Commission and the EU’s 27 member states are asked to support “young people’s participation in representative democracy and civil society at all levels and in society at large,” by, for example, developing ways to include young people in the development of national youth policies, using information and communication technologies to improve their participation, and supporting the role of youth organizations in this process. The **EU Youth Strategy** also includes opportunities for young people and youth organizations to take part in a **“Structured Dialogue”** with EU decision-makers to provide them with an opportunity to influence EU youth policy. Decision-makers at national and European level are encouraged to take action against gender stereotypes through formal and non-formal education in their own areas of responsibility.

### European Gender Policies

Since the creation of the European Communities in 1957, European legislation on gender equality has been extensively developed. The first European legislation in this area guaranteed equal pay for women and men; it now covers all forms of sex-based discrimination in the workplace, and in the area of goods and services. Most laws in European countries concerning equal pay, maternity leave, sexual harassment or equal access to financial services were first adopted by the European institutions. In 2010, the European Commission adopted a strategy for gender equality and to celebrate fifteen

years since the Beijing Declaration, also adopted a **Women’s Charter** which among other issues reaffirmed the EU’s commitment to fairer representation in positions of power in public and economic life.

### The Council of Europe

The **European Convention on Human Rights** prohibits discrimination on any grounds, including sex. Since then, there have been a number of recommendations from the Council of Europe on the position of women in political life and equal participation of women and men. In 2003 the Committee of Ministers recommended there be a minimum representation of 40 per cent of both sexes in all decision-making bodies in public life. **The Revised European Charter on the Participation of Young People in Local and Regional Life** identifies measures to ensure equal participation of young women and young men, and promote equal opportunities for girls and young women.

The aim of the Council of Europe youth policy is to provide young people with equal opportunities and experience which will enable them to develop the knowledge, skills and competencies to play a full part in all aspects of society. The promotion of equal opportunities for the participation of all young people in all aspects of their everyday lives and the effective implementation of gender equality was recently confirmed in **Agenda 2020**, agreed by youth ministers of the Council of Europe in 2008.

Through the **Advisory Council on Youth**, the Council of Europe demonstrates its commitment to supporting greater participation of young people. Through this unique system of co-management, representatives from youth organizations meet together with government representatives to discuss the priorities for the Council of Europe youth sector and make recommendations for future budgets and programmes.

The youth sector of the Council of Europe also organizes trainings and seminars to support young people’s participation such as the recent ENTER! Initiative to involve young people from disadvantaged backgrounds in decision-making.

## 2 YOUTH PARTICIPATION

### 2.3.4 ACTIVITY: What is your situation?

In the resources section, you can find links to some of the major conventions, declarations and treaties which promote youth participation, gender equality and women's empowerment.

How have the policies recommended in these documents been implemented in your country?

Many of the issues WAGGGS advocates on are based on these conventions and agreements. Find more information on WAGGGS advocacy activities here: [www.wagggsworld.org/en/take\\_action](http://www.wagggsworld.org/en/take_action)

Which WAGGGS advocacy activities can you link to CEDAW, the Beijing Platform for Action or the MDGs?

So how do young people get involved, and why do they think it's important to participate?

A recent WAGGGS survey on youth participation revealed that volunteering is the most popular way young people liked to get involved in their local community.

There are many ways in which young people can get involved in their local community or at different levels of decision-making<sup>8</sup>:

- Volunteering.
- Peer education.
- Being active in the board of an organization at the different levels: local, regional, national or international.
- Youth councils at national or local level, youth parliaments or other kinds of statutory youth structures.
- Taking part in consultations on issues which affect them.
- Campaigning.
- Membership of political parties, unions, interest groups.
- Taking part in elections (either voting or standing for elections).

The WAGGGS survey showed young people were less likely to want to get involved in local or national politics, or in campaigning activities. Even though there are many issues which they feel passionate about, such as ending violence against girls, equal opportunities or climate change, most of the young people taking part in the survey are not as interested in participating in local or national politics. Lack of time due to work or school, a feeling they are contributing enough already, or lack of information on how to get involved were the main reasons for not getting more involved. However, many were interested in getting more involved in decision-making in the organization they were involved in.

## 2.4 Where are young people participating?

### 2.4.1 *Did you know?* Where young people are participating in the European Union<sup>7</sup>

- 22 per cent of young people in the EU declare they are members of an organization.
- 49 per cent of young people declare that they are members of a sport club.
- 4 per cent of young people declare having participated in trade union or political party activity.
- Less than 40 per cent of young people aged 16-29 trust (or are neutral towards) politicians and political parties.
- 16 per cent of people aged 15-30 are occasional or regular volunteers.
- Three out of four young people consider volunteering activities as an incentive for their greater participation in society.

<sup>7</sup> EU Youth Report Investing and Empowering European Commission 2009

<sup>8</sup> Have Your Say Manual on the Revised European Charter of Young People in Local and Regional Life COE 2008

## 2.4.2 ACTIVITY: Are young people involved?

Discuss in a small group

How do young people get involved in your context?

How do young people get involved in your community or your organization?

Why do you think this is?

What issues do they think it's important to speak out and take action on?

How do you keep in touch with what young people are thinking in your organization?

**Girlguiding UK** is a WAGGGS Member Organization which carries out surveys into the views of its members on different aspects of the lives of girls and young women, such as education, health, family life, and the environment called "Girls Shout Out." In 2008 as part of the same series, it produced a report "Active Citizenship: Girls Shout Out! Political Outsiders: we care but will we vote? The report highlighted reasons why their members volunteered and the reasons why they were less involved in politics or campaigning. As a way of encouraging more girls and young women to get involved with the political processes which affect their lives, Girlguiding UK have outlined their Plan for Participation, calling for a range of actions to promote young people's interest from political education in schools, young people included in shortlists of prospective candidates and policies to be clearly explained in young people's terms in "Young People's Manifestos. You can find out more information by reading the report at <http://www.girlguiding.org.uk/pdf/GSO-ActiveCitizenship.pdf>

## 2.4.3 *Did you know?* Using research in Girl Guiding and Girl Scouting

If you want to know more about carrying out research, The Europe Region WAGGGS and the European Scout Region have produced a toolkit "How to Use Research to enhance Guiding and Scouting which provides an introduction to the topic – you can download it here: [www.europak-online.net/2011/01/how-to-use-research-to-enhance-guiding-and-scouting/](http://www.europak-online.net/2011/01/how-to-use-research-to-enhance-guiding-and-scouting/)

### Advocacy: giving girls a voice

How WAGGGS supports the participation of girls and young women

Only by giving girls and young women a voice and empowering them to speak out about issues affecting them will we see global change.

The voice of girls and young women must be heard in debates and become central to decisions. Girls and young women are at the centre of all WAGGGS' advocacy efforts, and it ensures their voice is heard at global events such as the UN Climate Change Conference (COP), the annual UN Commission on the Status of Women (CSW) and the biannual International AIDS Conferences, and that young women are supported to participate in European youth structures such as the European Youth Forum.

At these events, WAGGGS supports its youth delegates, who come from diverse backgrounds and cultures, to implement lobbying activities and influence policy-making. WAGGGS puts youth delegates in the lead when they run side events, workshops and discussions, publicise their events and develop programme content.

WAGGGS delegates also decide on their key messages at such events, for example at COP 15 and 16 they focused on promoting non-formal education as an effective vehicle for climate change education.

## 2 YOUTH PARTICIPATION

### 2.5 How young people participate

#### 2.5.1 The ladder of participation

There are different degrees to which young people are involved or take responsibility in making decisions, depending on the local situation, resources, needs, level of experience, as well as the degree to which young people are able to exercise their right to participate. To illustrate this Roger Hart developed the "Ladder of Participation".

#### Ladder of Participation

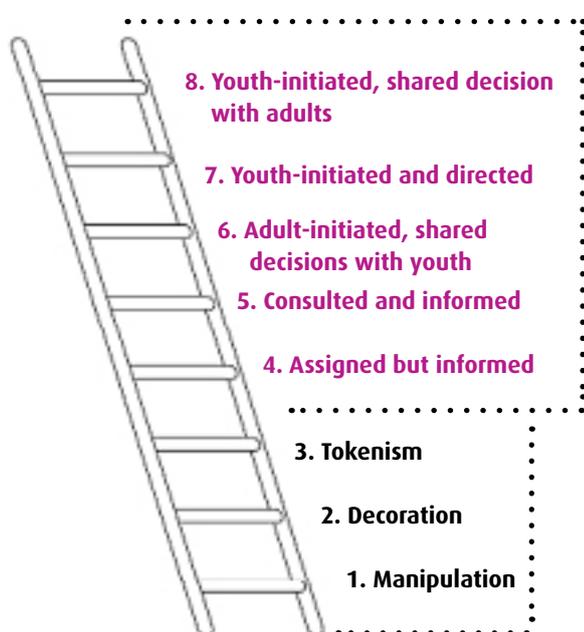


Figure 1<sup>10</sup>

The different degrees of youth involvement are represented by each rung of the ladder<sup>11</sup>:

#### Non-participation

##### 1. Manipulation

Young people are invited to take part in the project, but have no real influence on decisions or their outcomes. Young people are only involved if they also help the organization create a better impression or help achieve another goal, such as to raise funds.

##### 2. Decoration

Young people are included in the project to represent youth as an under-privileged group. They are put in a visible position within the organization but have no meaningful role.

##### 3. Tokenism

Young people are given some roles within projects but they have no real influence on any decisions. There is an illusion that young people are participating in the organization or project, but have no choice about what they do and how.

#### Degrees of participation

##### 4. Assigned but informed

Projects are initiated and run by adults; young people are invited to take on some specific roles or tasks but they are aware they have limited influence in reality.

##### 5. Consulted and Informed

The organization or the project is initiated and run by adults but young people provide advice and suggestions and are informed how they are contributing to the final result.

##### 6. Adult-initiated but shared decision-making

Adults initiate projects but young people are invited to share decision-making power and responsibilities as equal partners.

##### 7. Youth-led and initiated

Young people initiate and direct the organization or the project. Adults may be invited to provide support as required but the project can continue without their intervention.

##### 8. Shared decision-making

Projects are initiated by young people, and adults take part in the decision-making process as partners.

Although this model is displayed as a ladder, it is important to bear in mind that one stage does not necessarily lead to the next and different young people in the same organization do not necessarily experience the same level of participation at the same time. However, it can be a useful tool to help evaluate the level of youth involvement and participation in your organization.

<sup>9</sup> Roger Hart "Children's participation from tokenism to citizenship" UNICEF Innocenti Research Centre, Florence, 1992

<sup>10</sup> Youth participation guide FHI 360 [www.fhi360.org](http://www.fhi360.org)

<sup>11</sup> Have Your Say Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life Council of Europe 2008

Remember, true participation cannot be achieved by simply following a checklist. A true partnership between young people and adults ensures:

- The perspectives, skills and experience of both young people and adults are integrated.
- Both young people and adults have the opportunity to make suggestions and decisions. Both contributions are valued and recognized.
- Both young people and adults develop their ideas, and implement and evaluate the projects.
- Adults respect and have confidence in young people's judgment and recognize what young people bring to the project.
- The appropriate training and support is provided when necessary.

Both young people and adults may need to embrace change in order for the partnership to work. Adults may need to modify their ideas about what will and will not work and about times and conditions under which the project is implemented. Similarly, young people may need to understand the limitations and realities that affect a project's development.

Based on planning a specific project or activity, the different levels of involving young people can be described as:

#### **IDEA PARTICIPATION<sup>12</sup>**

- Single ideas from young people
- Adults produce a common idea based on the needs of the young people
- Producing activity ideas together, a creative cooperation process
- Young people produce ideas on their own, showing independence and autonomy

#### **KNOWLEDGE PARTICIPATION**

- Adults give information
- Young people search information
- Giving information in common meetings, dialogue and discussion
- Young people produce information – "professionalism"

#### **PLANNING PARTICIPATION**

- Adult plans
- Young people plan single projects
- Planning together, creative cooperation process
- Independent planning

#### **DECISION-MAKING PARTICIPATION**

- Adults make the decisions
- Adults make the decisions after listening to the ideas of young people
- Common decision-making process
- Independent decision-making, young people's own projects

#### **ACTION PARTICIPATION**

- Adults produce the services, the young person is client
- Some young people participate in producing the activities
- Adults organize, young people implement
- Young people both organize and implement

#### **EVALUATION PARTICIPATION**

- Adults evaluate based on the feedback from some young persons
- Feedback is gathered from the young people systematically in a written format
- Common evaluation discussion
- Young people and adults together transfer the results of evaluation discussion to practice

### **2.5.2 ACTIVITY: Testing participation in your organization**

As a young person, or an adult, ask yourself the following questions:

How is youth or adult participation defined in your organization?

How are young people or adults seen in your organization: As

- A group with problems which need to be solved?
- A group which doesn't want to take responsibility?
- A group that need protecting?
- People who have specific talents and skills?
- A group which contributes to making decisions?

Use the ladder of participation to identify the level of youth involvement in your organization.

Which statements in "Forms of participation" best describe how young people or adults participate in the organization of activities or decision-making in your organization?

Would more youth involvement enable your organization to be more effective? Why?

<sup>12</sup> Developed as part of WAGGGS Seminar on Youth Participation 2008

## 2 YOUTH PARTICIPATION

### 2.6 What prevents youth participation?

The different barriers preventing effective participation of young people depend on a range of factors. These can be caused by the structure of the organization not taking a youth or gender-friendly approach, either because it is culturally inappropriate for young women or young people to be asked for their opinion, or because older people

or younger people have certain personal opinions which can affect their attitude about the involvement of young people. Youth participation requires reciprocity from adults and young people, and to enable youth participation, barriers faced by both individuals and organizations need to be acknowledged so that they can be overcome.

#### 2.6.1 ACTIVITY: Barriers to participation: I

Look at the list of statements below and identify whether these barriers occur because of the **structure of the organization; cultural/social barriers**, or **personal barriers**.

Young people should not be involved in decision-making.

Meetings take place during school hours.

As a young person, I don't know have the right information.

The meetings are too long.

There are many formal documents to read and analyse.

It's too expensive to involve young people.

As a young person, I don't have time to get involved.

It takes too long to involve young people.

The young people who are involved keep changing and we have to start the process again.

Young people don't have the right knowledge or experience to participate effectively.

Young people don't respect the position of adults in the organization.

As a young person, I don't think I can make a difference.

The young people involved are not representative of the young people in the organization.

Members of the National Board have to be at least 25 years old.

In our country young people are expected to respect their elders and agree with them. How can I tell older people in the organization what I really think?

The meetings always take place during the day, when I have to be at work.

Can you think of any other barriers either in your organization or in society generally which would prevent the participation of young people?

You can also do this activity as a group exercise. After a brief introduction to the topic, explain you will read some statements which the group may agree or disagree with. Mark a line in the middle of the room – people can go to one side of the room if they agree, and to the other side of the room if they disagree. If they don't know what position to take, they should stand in the middle.

Read out the statements one-by-one, and ask people to go to one side or the other. Once they have chosen their position, ask why they have chosen that position and why. Members of the group can change sides if they hear arguments which will help them change their minds.

Once all the statements have been read, have a short and open discussion. Some questions to help the discussion could be:

1. How did you feel during this exercise?
2. Was it easy to decide which side of the room to stand on? Why?
3. If you changed your mind, which were the arguments which convinced you and why?
4. Has the exercise made you think more about the barriers to participation and how they could be overcome?

## 2.6.1 ACTIVITY: Barriers to participation: II

Some common barriers to involving young people in decision-making have been identified in WAGGGS Policy on Young Women in Decision-Making. Read the statements – does this reflect the situation of young people or young women in your organization? In your group, try to answer the questions below:

### Attitudes

***“I have tried my best when working in the Board but I often find that my opinions are rejected by saying “You are so young and you don’t understand - you will find out when you are older”.***

What is the best combination between experience and knowledge and how do we achieve it?  
Why should there be both younger and older people working together to offer better Girl Guiding and Girl Scouting for young people?  
How can we diminish ageism?

### Term of office

***“How can I promise to be a member of the Council for 4 years when I do not even know what I will be doing next year?”***

How long should the term of office be so that tasks can be carried out without difficulties?  
Are there reasons for the term of office to be more than 3 years?

### Minimum age

***“I have lots of experience in Girl Guiding/Girl Scouting but I am only 24 years old. Why do I have to wait 16 years until I am 40 in order to be a member of the National Board?”***

At what age are you capable of taking responsibility at regional/district or national level?  
Is age a good criterion for judging how much experience a person has gained, especially in Girl Guiding/Girl Scouting?  
How old do you have to be before you can decide what is best for the development of young people?

### Expectations

***“I want to use my time in the best possible way by dividing it between Girl Guiding/Girl Scouting, studying and working. If I can only give three days a week for Girl Guiding/Girl Scouting then does it mean I cannot be a member of the National Council?”***

Which tasks are reasonable to give the volunteers and which could easily be done in the office?  
Who is responsible for dividing the tasks?  
How much time can we expect the volunteers to use for Girl Guiding/Girl Scouting?

### Meeting times

***“I am working full time and am at the beginning of my professional career. If the meetings are always in the middle of the day, then should I join another interesting organization which can arrange the meetings in the evenings or at the week-ends if I want to be involved at regional/national level in a youth organization?”***

What is the best time to hold meetings so that there are equal possibilities to participate?  
Are the times set according to the needs of the office or the needs of the volunteers?

### Cultural Role of Young Women

***“In our country young people are expected to respect their elders and not to disagree with them. If I am a member of one of their Committees then I cannot express my views freely.”***

How can we support young women to take responsibility?  
What kind of role models of the decision-makers do we offer to our young female members?  
How can we encourage young women to be active citizens and the members of the society?

### Election procedures

***“How can I hope to be elected when I am not known by the people who have a vote... it takes at least ten years to be known by all the right people?”***

How are positions of responsibility advertised in your organization?  
How are young people encouraged to gain the necessary experience in your organization?

## 2 YOUTH PARTICIPATION

WAGGGS has also identified some trends and challenges in the external environment facing Girl Guiding/Girl Scouting which can have implications on the participation of young people<sup>13</sup>.

Trends and challenges in the environment	Solutions for Member Organizations
<p>Girls and young women are affected by the economic crisis</p> <p><i>Young people have several small jobs and less time for volunteering</i></p>	<p>Empower girls and young women with life skills that can help them in their careers</p> <p>Create a reward system that values the work of the volunteers and show appreciation to ensure retention</p> <p>Have fewer demands and more specific short tasks where a volunteer can manage her own time and to an agreed timetable</p>
<p>Women have a bigger role in the corporate fields</p> <p><i>Women are more and more focused on professional careers, taking up more of their time and energy</i></p>	<p>Build a high-profile organization that would attract women with professional background to decision-making positions</p> <p>Have less restrictions on presence and create opportunities to supporting Girl Guiding and Girl Scouting from a distance positions</p>
<p>We are living in the era of globalization</p> <p><i>Young people are moving and looking for better opportunities</i></p>	<p>Manage time more efficiently, have flexibility in the schedules, consider using virtual team work</p> <p>Use technology to keep the maximum number of people updated on the organizational plan/activities and decisions</p> <p>Create a talent pool of members that are not physically in the city/country but that can still support online and that could be used once back in the country - or as the country's representative where they are</p> <p>Establish sufficient diversity at a board level (Age, ethnicity, class, physical ability..)</p>
<p>Technology made life richer and easier</p> <p><i>A wide range of choices are available and everything is possible in just one click</i></p>	<p>Use technology and social networking to communicate with young people</p>

<sup>13</sup> Growing Leaders in WAGGGS Succession Planning Toolkit in a Volunteer-led Organization

### 2.6.3 Did you know? The Rights, Means, Space, Opportunity and Support approach to participation

The preamble of the Revised European Charter on the participation of Young People in Local and Regional Life agreed by the Congress of Regional and Local Authorities of the Council of Europe proposes the RMSOS approach to participation. RMSOS stands for Rights, Means, Space, Opportunity and Support and is based on the principle that meaningful youth participation can only take place when the right conditions are in place: these five keywords represent the main factors which influence youth involvement, which are closely inter-related and have to be fulfilled for young people to be able to participate fully in making the decisions which affect their lives.

#### Right

Young people have an implicit right to participate – this is a fundamental human right and young people should be able to access this right. Young people should also be active in promoting their rights.

#### Means

In order to encourage young people to get involved, young people's basic needs should be met: for example, sufficient social security, education, housing, health care, transportation, information and access to technology. If these basic needs are not available, then they may lack the time or motivation to participate in an organization or in their local community.

#### Space

As well as the physical space to meet and the time to organize activities, it is important that young people's views, recommendations and conclusions should also be seen to have a real impact on the decisions which are made.

#### Opportunity

Young people need have the right information to participate: not only about how to get involved but also what opportunities are available and where they are. Decision-making processes and systems need to be established in such a way so that they are easy to understand and contribute.

#### Support

Young people may need different kinds of support to participate: not only financial support to cover expenses and structural costs, but also institutional support at the different levels of involvement which recognizes the contribution youth participation makes to the development of young people and the good of society. Moral support from, for example, a youth worker or other supportive adult can share the benefit of their experience or expertise.

How are each of these factors addressed in your organization?

You can find more information on the RMSOS framework in Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life produced by the Directorate of Youth and Sport of the Council of Europe

## 2.7 Equal participation

### Why do we need to ensure the equal participation of men and women in decision-making?

Young women's equal participation in decision-making is necessary to ensure that their interests are taken into account in the different political processes and that the decisions which are taken reflect the societies in which we live.

The importance of women's equal participation in decision-making has been well-recognized at a political level. In different conventions, treaties and declarations at global and European level, women's equal participation in political life is acknowledged for the role it can play in achieving equality, development and peace.

### Barriers to equal participation in decision-making

Despite this acknowledgement of the need for equal participation in decision-making at the highest level, there is a huge gap between this political recognition and the political reality and between the language of these treaties and their implementation in practice.

As well as the barriers to youth participation outlined in the previous chapter, girls and young women often face additional challenges because of their gender. Gender inequality can prevent young people, particularly young women from achieving their fullest potential in life and from enjoying their basic human rights. Gender

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discrimination and stereotyping can also limit the participation of girls and young women as well as boys and young men. Enforcing a certain set of behavioural norms that are supposedly gender-appropriate limits growth as a human being.

### 2.7.1 *Did you know?* Some facts on equal participation

Although they are half the population and 60 per cent of university graduates, women are severely under-represented at every level of decision-making across sectors. This is a serious democratic deficit and social loss.

- No single parliament has an equal number of female and male representatives.
- The average proportion of women is 24 per cent at in national parliaments and 35 in the European Parliament.
- In the private sector, only 3 per cent of the presidents and 11 per cent of board members of the largest publicly-quoted companies are women.
- In the news media, while 43 per cent of the workforce is female, women still make up less than a third of middle management, 22.7 per cent of senior and 26 per cent of top management.
- In 16 European countries, men occupy more than 90 per cent of university headships<sup>14</sup>.

### 2.7.2 ACTIVITY: Equal participation in decision-making in your country?

Find out the number of elected women representatives (e.g. Members of Parliament) compared to men in your National Parliament, local council or regional authority.

How does this compare with the number of men and women who have been elected to the European Parliament?

What encouragement is given to men and women in your country to participate in these political processes? Discuss in your group the reasons why there is gender inequality in these elected bodies and what can be done to improve the situation.

### 2.7.3 ACTIVITY: Gender and decision-making

This activity creates a situation where a group takes a decision and the observers are asked to look at the dynamics between men and women in the decision-making process.

The aims are:

- to put the person in a situation of decision-making in a group;  
to learn how to listen to others without gender judgement.
- to help the group realize how the decision-making process involves men and women

The group should consist of 6-10 individuals and be gender-balanced

There should be a minimum of two observers, one male and one female

The exercise should take 10-15 minutes to read the problem and individual reflection, 20 minutes for finding a common answer, then 30 minute discussion.

Find an appropriate story which the group can discuss and find a common answer.

The group may not be able to answer the question, or it will try to determine which decisions should be taken. Consider the role gender and gender dynamics plays in finding an answer to the problem.

Elements for discussion:

- What process does the group follow and why?
- Was your opinion taken into account?
- Where you heard?
- Did you listen to others?
- How did men and women deal with the discussion in the decision-making process?
- Who took the lead in deciding?
- If one of the genders was not involved in decision-making, how would you change the process in order to make it more gender balanced?

<sup>14</sup> Her Future: What it's worth to you European Women's Lobby 2011

The goals of equality, improving lives and peace can only be achieved if women's voices are heard at all levels of decision-making. Although some progress has been made, there are still many obstacles that prevent women from participating in decision-making processes. Some of the main obstacles are related to poverty; the lack of equal access to health, education, training and employment; or the impact of armed conflicts and natural disasters. Others are connected to the fact that girls and young women and girls can suffer from lack of confidence or low self-esteem. Similarly peer pressure to conform may prevent participation. A lack of strong, female role models can limit their ambitions and choices. Media images, restrictions that are perceived to be appropriate for girls, and the expectations of their community, often put pressure on girls to conform to stereotyped roles.

### 2.7.4 ACTIVITY: What do you see?

How people are portrayed in the media is one way in which gender stereotypes are reinforced. The aim of this activity is to explore how pictures are used in the media and how this can create prejudice or reinforce gender stereotypes. The discussion can consider how important it is not to make early judgements about people based on first impressions.

You will need:

Six pictures from newspapers or magazines (with the captions hidden). Tape. Paper and pens.

1. Attach the pictures to the wall so that everyone can see them.
2. Give each player strips of plain paper. Ask them to look at each picture and then to write two alternative headlines: one positive and one negative on separate pieces of paper.
3. When everyone is ready, stick the headlines above and below the pictures.
4. Discuss how many different interpretations there were of each picture. How much do the pictures show the truth? How do editors use pictures to arouse emotions or reinforce existing attitudes?
5. Reveal the captions for each picture, if you have them. How important are the captions the editors choose?
6. Discuss how easy it is to make judgements about people based on their gender or how they look. How might this affect a person's self-esteem and self-confidence, their motivation to speak out on different issues, or take a position of responsibility?

### What are the consequences of not involving young people?

Young people's participation at European level is now included to different extents in European policy-making – but decision-makers still don't always recognise the value of young people's contributions to programme development and policy-making.

There is still a perception that policy-making is an activity for "experts" and that young people do not have the necessary skills, expertise or knowledge. Equally there can be cultural or personal attitudes which limit youth participation. Decision-makers often lack the right knowledge or skills and do not know how to increase involvement of young people in the institutions and decisions that affect their lives.

Young people are largely just as capable of decision-making as adults. However, because they tend to be viewed as immature and uninformed, the opportunities offered are less. It should also be acknowledged that young people do not always have the same resources, in skills or time as adults. This does not mean that they are not entitled to the same information and communication as the rest of the organization. Not consulting and involving young people can have serious consequences, leading to the development of policies which don't meet their needs, and the creation of tensions in society. The voice of youth is just as important as the voice of other parts of society and including young people in decision-making ensures that their needs are communicated and considered when developing programmes and activities which concern them.

### 2.7.5 *Did you know?* Succession planning

Young people's participation is also important for succession planning. Succession planning is the process of identifying potential leaders to fill key positions and developing them to fulfil future key positions in your organization by:

- Identifying critical roles within the organization
- Identifying and assessing possible people who could fulfil those roles
- Analysing the skills, competences and experience required to take on those roles
- Providing potential successors with the appropriate development activities to develop and fill those key positions
- Developing leadership succession at all levels

With good succession planning in place, people are prepared and ready for new leadership roles. The process prepares the organization for when someone leaves and ensures that their successor has what is needed to take on that position.

Succession planning is a tool that deals with the past, present and future. It is connected both with change and with continuity. With organizations continuing to change, diversify and grow, succession planning encompasses the recruitment, development and retention of future and current talent. It is concerned with ensuring both the short term and the long term continuity of the organization. Ensuring young people are involved in all aspects of the organization is also important for ensuring that the organization continues to grow and develop. You can find more information on developing a strategy for succession planning in WAGGGS toolkit Growing Leaders in WAGGGS: Succession Planning Toolkit.

## 3 TAKING ACTION ON GENDER

### 3.1 The role of youth organizations in promoting participation

Youth organizations are important forums for young people to develop the skills necessary for effective participation in society. They learn to identify:

- Where they are going.
- What is expected of them.
- What to expect from others.

- What they are going to do.
- What kind of support they can get and from where.

Increasing the participation of young people in society is an aim of many youth organizations, and they have an important role to play in developing the skills necessary for effective participation in society, and ensuring that they have the proper tools, education and opportunities. Two aspects of Girl Guiding/Girl Scouting, in particular- youth-adult partnerships and working in small groups in the patrol system-provide our members with opportunities to learn how to negotiate, influence, work in teams, leadership, and how to take responsibility for their actions.

#### 3.1.1 ACTIVITY: Understanding how Girl Guiding/Girl Scouting promotes participation

An activity in small groups to understand how Girl Guiding/Girl Scouting promotes the participation of our members

Aim of the activity

- Participants understand the nature and roots of participation in Girl Guiding/Girl Scouting.
- Participants know basics of participation of the different age groups in Girl Guiding/Girl Scouting
- Participants have basic tools to analyse participation in Girl Guiding/Girl Scouting
- Participants have an idea of the various ways they can influence society outside Girl Guiding/Girl Scouting
- Participants understand that they can make a difference

##### **PART 1**

What is Girl Guiding/Girl Scouting? What makes Girl Guiding and Girl Scouting special? What are our goals, aims and objectives?

- 1) Each patrol writes 25 things/activities characterizing guiding (maximum 10 minutes)
- 2) Discussion: What is unique about our Movement? Commitment to values, patrol system, symbols, activities in nature, learning by doing, service (a good deed in a day...), rising standards, adult support (15 minutes)
- 3) Arrange the written activities/things in these categories (5 minutes)
- 4) Discussion: What do we try and achieve for our members? Are we good at it? –

- 5) Present the relations between values, educational system, educational goals, educational programme, training system etc.

##### **PART 2**

What do we need to consider when working with different age groups? How old do you need to be to participate? What are the different levels of participation?

- 1) Age groups and their characteristics (7-9, 10-12, 12-15, 15-17, 18-22).  
Describe these age groups shortly in your patrols. Consider what kind of activities suit the different age groups. Write the things on post-its, and put them into the right places in the grid (age/ characteristics/activities).
- 2) Forms of participation.  
Short presentation of the various forms of participation – you can find more information in Section 2.5

Afterwards fill in individually examples of these in guiding and scouting. In patrols then discuss these, and choose some of the best examples – short discussion in plenary.

Are some of these forms more suitable for certain age groups? Certain levels (local, regional, national)? Are there differences between the organizations?

## 3 TAKING ACTION ON GENDER

### 3.1.1 ACTIVITY:

### Understanding how Girl Guiding/Girl Scouting promotes participation (contd)

#### PART 3

Girl Guides and Girl Scouts reach out! Problem solving. Analysing participation in my own organization.

How does the educational programme relate to participation? Do we lose members, because they do not feel the “team spirit”? How could we increase the interest in participating in our organization? How can we influence the society outside Girl Guiding/Girl Scouting? Should Girl Guiding/Girl Scouting be political, or is it already political? What topics should we raise or avoid? What do we need to know to be able to participate? Is Girl Guiding/Girl Scouting recognized as well as it should be? Do we use our knowledge as well as we could and should?

Exercise “Remembering the future”

- 1) In patrols identify 1 internal and 1 external issue in youth participation in Girl Guiding and Girl Scouting
- 2) Figure out the IDEAL outcome of the situation, your dream, where do you want to be in future? No limits!
- 3) Start taking steps backwards from the ideal situation. What happened before you got there, what do you need to be able to proceed? Take as many steps as you need to, to come back to the situation today.
- 4) Present the outcomes of your discussions in plenary and talk about the results.

## 3.2 The role of youth organizations in promoting equal participation in decision-making

Gender does not exist only in the adult world, almost the opposite, in fact. Gender in a youth perspective carries even more weight, as it an important building block of identity. This can be even more strongly seen in children, who are at a certain age strongly concerned with rules, leading them to consider gender roles as rules as well. This view persists less strongly until puberty, where fitting into gender notions becomes an important feature to identify oneself with and in relation to others.

In the process of growing up, young people are especially vulnerable to the influence of stereotypes, cultural and social norms, but at the same time they are open to change and to new ideas. That is why it is so important to promote gender equality amongst young people. Youth leaders should therefore be aware of the gender stereotypes that are projected in society. As young people learn by example, leaders themselves should set one of equality and self-improvement and follow this example through in the programmes that they implement. This also means that gender should be taken into account in decision-making level as well, and youth organizations have a responsibility to ensure that the adult leadership demonstrates equality, and in mixed organizations, ensure that there is a balance between female and male leadership positions at all levels,

from group leaders to governing boards, putting equality into practice.

Effective youth organizations promoting non formal education provide young women with opportunities to develop their own distinctive leadership styles that may be different from that of men, as well as practise their skills in a supportive but challenging environment. This includes developing the skills of social analysis and advocacy so that they can take an effective part in decision-making.

Not only does this increase the skills and self-confidence of the individual but allows young people of both genders to demonstrate and practise their effective leadership and make a contribution to shaping the world.

Youth organizations also provide active experience of democracy. Young people learn to listen to each other, respect each other’s views, make decisions and take responsibility for those collective decisions.

Ensuring the participation of girls and young women is a specific aim of Girl Guiding/Girl Scouting. The principles of participation outlined in the previous chapter apply equally to involving young women and young men, but sometimes special attention needs to be given to girls and young women as they still often face gender inequality.

The right to participate at every level of decision-making is essential in order for women’s contribution, perceptions, aspirations and needs, as well as particular strategies to address issues, are taken into account in decisions and policies that affect them directly in their daily lives.

Youth organizations should therefore have the right knowledge and information about the gender reality in their organization. The structure of the organization; the gender sensitivity of its policies; the kind of language which is used; whether the leaders and representatives of the organization represent the organization's gender diversity can all have an impact on the way in which young women and young men are encouraged to be active and participate in cultural, social and political life both within and outside the organization.

Youth organizations like Girl Guides/Girl Scouts have a unique role in challenging the patterns of inequality which are caused by gender, and can adopt specific programmes that increase the awareness of social and cultural gender stereotyping and the limitations it imposes on individuals, and find innovative solutions. They also need to recognize and tackle problems and discrimination happening in their own context.

When a person is discriminated against because of gender, sex and difference, this leads to inequality. We want fairness on the gender equality playing field for all people to have equal opportunities to develop their talents and follow their desires. It means enjoying the same human rights and access to resources. Gender equality is not just equality between men and women, but also woman to woman and man to man.

Talking about gender can sometimes make men feel uncomfortable, but empowering young women does not mean disempowering young men. When we think and talk about expectations, we are also thinking about the expectations and stereotypes that men face, for example boys are expected to be strong and not show their emotions. When it seems we are focusing more on women it is because historically women have faced more disadvantages. Equal participation between men and women can only be achieved when both men and women join together to take action. In order to achieve change we need everyone to collaborate, men and women, together.

Within WAGGGS, each association belonging to WAGGGS aims to support girls and young women to develop the skills and competences, positive self-awareness and values to participate equally and take responsibility. Associations can choose whether to work in a single-sex or co-educational setting according to the method which best suits it needs. WAGGGS believes that its Mission can be fulfilled by either method, according to the needs and wishes of girls and young women in each country, and each method has clearly defined benefits.

However, there are challenges to ensure equal participation of young women in decision-making positions which occur in both types of settings:

- It can be difficult to ensure there is an equal number of young men and young women in leading positions in co-educational associations.
- Continuing to ensure gender norms are challenged, and that differences between young men and young women are not the result of biological differences or because of having different interests.
- Being able to take account of the specific needs of young women and young men when developing a leadership programme.
- Ensuring in single-sex associations that young women are also promoted in the decision-making process.
- Ensuring that young women are encouraged to participate in all types of decision-making positions, including taking such roles as treasurer, which are sometimes stereotypically seen as "men's jobs".
- In coeducational organizations, managing the different styles of male and female leaders (women compassionate/men directive).
- When leadership is traditionally seen as the domain of men, men are more readily accepted as leaders.

### **What can youth organizations do to take action on gender?**

Before taking action on gender, we first need to understand what we mean by gender, understand gender roles and how they are developed and how this influences equal participation in decision-making. Then we can identify actions which can be taken to promote equality in decision-making.

## **3.3 Step 1: Understanding Gender**

Understanding what we mean by "gender" is the first step to understanding how youth organizations like Girl Guiding/Girl Scouting can better support gender equality and improve the participation of young women in decision-making.

Sometimes there is confusion between what is meant by the term "gender" and how it differs from the word "sex".

"Sex" refers to the biological and physiological characteristics that define men and women. For example, there are some activities of men and women which are based on biological differences like childbirth and which do not vary from one society to another.

# 3 TAKING ACTION ON GENDER

“Gender” refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women, or girls and boys. Women and men can have quite different roles, according to the country or society in which they live or according to their age or personal experiences. For example, in one country, farming is generally undertaken by men, while in another, it is a task undertaken by women.

GENDER is defined by society and culture; it is not an automatic consequence of SEX.

### 3.3.1 ACTIVITY: Sex or gender?

Read the following statements and discuss if refers to “sex” or “gender”

- Women give birth to babies, men don’t.
- Little girls are gentle and boys are tough.
- In one case, when a child brought up as a girl learned that he was actually a boy, his school marks improved dramatically.
- Among Indian agricultural workers, women are paid 40–60 per cent of the male wage.
- Women can breastfeed babies, men can bottle-feed babies.
- Most building-site workers in Britain are men.
- In Ancient Egypt, men stayed at home and were weavers. Women handled family business. Women inherited property and men did not.
- Men’s voices break at puberty, women’s do not.
- In one study of 224 different cultures, there were five in which men did all the cooking, and 36 in which women did all the house-building.
- According to UN statistics, women do 67 per cent of the world’s work, yet their earnings amount to only 10 per cent of the world’s income.

## 3.4 Understanding Gender Inequality

There are many different theories which have been developed to explain why there continues to be inequality between men and women. One way of understanding relations between women and men is to think of them arranged into different roles according to what is called the gender system. This is a concept developed by Swedish historian Yvonne Hirdman. She argues there is an invisible network that arranges men and women into different roles, which we all grow up with and acquire through our culture and society. It influences girls’ and boys’ personal expectations of feminine and masculine behaviour: how they value themselves; and how their life goals and expectations are resolved<sup>15</sup>.

This gender system is something we all grow up with and acquire through our culture and society. It creates a set of expectations and ideas about the ways in which men and women should behave, and encourages us to behave in these ways according to our sex. According to this theory, women and men have quite separate roles and interests.

Here are a few examples of some common expectations of what is expected of men and women according to our current gender system<sup>16</sup>.

WOMEN	MEN
Interested in relationships	Interested in possessions
Judged by appearance	Judged by achievements
Primarily occupied by the home and family relationships	Primarily occupied with public life and career
Emotional by nature	Aggressive by nature
Good at taking care of people and things	Good at rational thinking
Passive	Active

Also, according to this theory, women’s and girls’ tasks and interests are valued lower than those of men. We can see this in the fact, for example, that despite legislation to ensure equal pay between men and women in the European Union, women continue to earn an average 17.8 per cent less than men for every hour worked.

Gender is constructed by a wide range of social forces and dynamics, including relations with peers and between the generations, the media, education, sociocultural norms, and the way that organizations and governments work.

<sup>15</sup> Him’n Her A handbook on Scouting and Equal Opportunity for Boys and Girls The Swedish Guide and Scout Association

<sup>16</sup> Him’n Her A handbook on Scouting and Equal Opportunity for Boys and Girls The Swedish Guide and Scout Association

Over time, individuals develop a sense of gender through their own sense of self, through their behaviour and relationships with other people. Gender is also defined by communities, institutions and culture, and by policies and laws.

Gender relations in many contexts are based on inequality and injustice. These inequalities occur at a personal level in men's and women's daily activities, but also happen at an institutional level, based on the ability of women and men to participate in decision-making. Gender roles are not static and fixed, but change over time and in different contexts.

### 3.4.1 ACTIVITY: Exploring gender roles

This activity can help promote a group's understanding of gender roles and the role of culture in shaping these roles. Begin by highlighting the role of society in shaping gender roles and the consequent behaviours and attitudes.

- Divide participants into two groups.
- Ask both groups to discuss the roles of a girl and a boy in their community, from birth to 25 years of age. Ask them to think about how boys and girls are expected to behave, the taboos that surround them, how each is treated by society, the importance and value placed on the individual, and so forth. For example, during childhood, the girl may be made to wear dresses, take care of younger siblings, do household chores, be quiet most of the time, or even have less food to eat than a boy.
- Ask each group to draw three columns on the flipchart, and to title Column 1 'Age', Column 2 'Girl', and Column 3 'Boy', to compare the lives of a boy and a girl in five-year increments. In Column 1 the first entry would be 0–5 years, Column 2 would provide a description of a girl's life during these years and Column 3 a boy's life during these years, and so on.
- Divide participants into groups to discuss how different aspects of our society can construct gender (family, rites of passage, school, religion, media, workplace, language, folklore, etc.).

Some questions for discussion:

1. What differences can you identify between expectations and demands put on girls and boys?
2. What do you not agree with?
3. Where do these expectations come from?

4. Is it possible to fulfil these expectations?
5. Who promotes these expectations?
6. How do we ourselves promote (unconsciously) these expectations?
7. What are the effects of these expectations on young people?
8. How can we/our organization contribute positively to changing the situation?

Emphasize the following:

- Girls are often taught to behave in a different way from boys. Sex is determined biologically, but gender refers to the social role that the culture and community impose on individuals.
- The sex of a person is biological and fixed, but gender is imposed by society and can change. Sex is what we are born with, while gender is how society says we should behave, based on our sex.
- As communities and cultures change and grow, so do the rigid expectations of how we should behave, based on our sex.
- The behaviour of men and women is socially developed and not determined biologically. In this way, the culture in which boys and girls grow up, with the different opportunities they have, determines their quality of life.
- Part of our work is to create awareness in our community that these different expectations and roles may often be unfair and may impose unjust restrictions on women and girls. They can mean that women and girls end up having a lower status than men and boys, as seen in the gender lifelines.

# 3 TAKING ACTION ON GENDER

## 3.4.2 Organizational styles and gender differences in leadership

An organization is a group of people intentionally working together to accomplish an overall common goal or set of goals and with a common structure setting the organization's vision, mission, values, strategic goals, strategies, and processes.

There are many different organizational styles in youth organizations which can affect young people's ability to be involved in decision-making structures. Some organizations function with a hierarchical style where each level has clearly defined responsibilities, while others have a "flatter" structure involving more people in broader decision-making areas.

The structure of most Girl Guide/Girl Scout associations includes the following:

**A General Assembly** – normally the highest decision-making body of the organization

**A National Board** – normally elected by the General Assembly and responsible for developing and implementing the plans of the organization, and who is accountable to the General Assembly

**Regions, districts, companies and units** – the local structures

**Task groups or committees** – small groups of people delegated to carry out certain activities or projects.

Within this structure, there can be different organizational cultures. Charles Handy is a well-known philosopher who has specialized in identifying organization cultures. According to his model, which is described in the T-Kit Organizational Management, produced by the Youth Partnership of the European Union and the Council of Europe, there are four different cultures which organizations can follow:

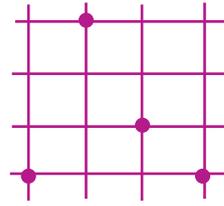
### 1. Power Culture



There are some organizations where the power remains in the hands of only a few people and only they are authorized to take decisions. A spider's web is the best way to describe this type of culture – these individuals sit in the centre

surrounded by ever widening circles of influence and the closer you get to the centre, the more influence you have. In such a culture the subordinates have no option but to strictly follow their superior's instructions. The employees do not have the liberty to express their views or share their ideas on an open forum and have to follow what their superior says.

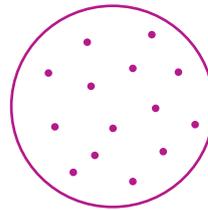
### 2. Task Culture



Organizations where teams are formed to achieve targets or solve critical problems follow the task culture. In such organizations individuals with common interests and specializations come together to form a team. There are generally

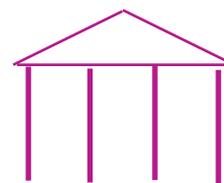
four to five members in each team. In such a culture every team member has to contribute equally and accomplish tasks in the most innovative way.

### 3. Person Culture



In this type of culture, the organization takes second place to the individual. Individuals recognize that they need some sort of organizational structure to support their work, but their individual talent is more important than the organization.

### 4. Role culture



Role culture is a culture where every employee is delegated roles and responsibilities according to their specialization, educational qualifications and interest to extract the best out of them. In such a culture employees decide what

best they can do and willingly accept the challenge. Every individual is accountable for a specific task and has to take ownership of the work assigned to them. From time to time the organization will rearrange the roles and their relationship to each other, as priorities change, and then reallocate the individuals to the roles.

It is important to remember that organizations are actually a mixture of some of these cultures rather than a pure model of one of these styles and the organization has developed a particular culture for a range of reasons, such as its history, traditions, the objectives of the organization, and so on. The culture of an organization does not stay the same but continues to change depending on changing circumstances within and outside the organization.

### 3.4.3 ACTIVITY: A Question of Organizational Culture

Discuss the following questions:

Can you identify your own organizational culture in the descriptions given above?

What are the advantages and disadvantages of each type of culture?

How does the organizational culture affect equal participation in decision-making?

Gender differences in leadership styles have also been identified which can also affect young women's and young men's involvement in decision-making structures according to the type of organization in which they are working<sup>17</sup>:

	FEMININE STYLE	MASCULINE STYLE
Approach: how things get done	Co-operative (traditionally a feminine trait)	Competition (traditionally a masculine trait)
Organizational Structure	Prefers to work in Teams (depends on relationships)	Hierarchical (depends on giving directions)
Expectations	Quality output	Winning
Characteristic	Empathetic Collaborative High standards Expressive	Strategic Unemotional Analytical

It is important to note, however, that masculine and feminine styles of leadership are not linked to the sex of the individual. Females can have a "masculine" style of leadership and vice-versa.

Leadership can also be defined by the different styles of communication which leaders choose:

Generally, the communication styles of leaders are characterized in three ways: authoritarian, democratic and laissez-faire.

#### Autocratic or authoritarian style

Under the autocratic, leadership style, all decision-making powers are centralized in the leader, as with dictators.

Leaders do not entertain any suggestions or initiatives from subordinates. The autocratic management has been

successful as it provides strong motivation to the manager. It permits quick decision-making, as only one person decides for the whole group and keeps each decision to him/herself until he/she feels it needs to be shared with the rest of the group.

#### Participative or democratic style

The democratic leadership style favours decision-making by the group. Such a leader gives instructions after consulting the group.

They can win the cooperation of their group and can motivate them effectively and positively. The decisions of the democratic leader are not unilateral as with the autocrat because they arise from consultation with the group members and participation by them.

#### Laissez-faire or free-rein style

A free-rein leader does not lead, but leaves the group entirely to itself. Such a leader allows maximum freedom to subordinates; they are given a free hand in deciding their own policies and methods.

Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members<sup>18</sup>.

### 3.4.4 ACTIVITY: Organizational style vs. gender differences in leadership

Discuss the following questions:

What kind of organizational style exists in your association?

Does your association follow a more "feminine" or a more "masculine" style of management?

What are the advantages and disadvantages of having a more "feminine" or more "masculine" leadership style?

How does the style of management affect equal participation in decision-making?

<sup>17</sup> : Gender Difference: A Worksheet on Leadership Styles by Mariam MacGregor

<sup>18</sup> Kurt Lewin, Lippitt, R.; White, R.K. (1939). "Patterns of aggressive behavior in experimentally created social climates". *Journal of Social Psychology* 10: 271-301

## 3 TAKING ACTION ON GENDER

### 3.5 Step 2: Gender Analysis

The next step is to understand the situation in your organization. Only when you understand the current situation can you begin to develop a plan or strategy, if you think there is unequal balance in the numbers of young women taking decision-making positions. Only by developing a clear picture can you define priorities, develop objectives and select the most effective methods and tools.

An assessment of the situation can be done through individual questionnaires, group discussions and group self-assessments both to assess the level of gender equality in the organization or the level of youth participation.

At the individual level, you can develop a questionnaire to understand the level of gender equality in the organization. A gender assessment questionnaire is a good place to start to understand the gender situation in the organization.

#### 3.5.1 ACTIVITY: Gender assessment questionnaire

##### 1. Gender balance of board, management, staff, membership, volunteers

- How many young women/men are board members?
- How many young women/men are in management and decision-making positions?
- How many young women/men are in other staff positions?
- How many young women/men are members? How many are leaders?
- What is the proportion of young women/young men in leadership positions compared to the number of male and female members?

##### 2. Gender equality vision, awareness and commitment

- What is the vision and mission of the organization?
- What is the level of understanding of the gender aspects of the vision and mission?
- What is the level of awareness and commitment to gender equality of the members and key decision-makers (board, management) of the organization?

##### 3. Decision-making processes

- What is the extent of young women's involvement in planning and decision-making processes, and in any committees?
- What processes are used to involve young women in planning and decision-making?
- Which women are involved at this level?
- How many young women/young men are in representative positions in your organization?

- Who carries out different practical tasks? Who prepares decisions, who takes the decisions and who presents the proposals?
- What is the formal length of term of office of your organization? Does it allow people to have balanced life (work, family life, Girl Guiding/Girl Scouting, other hobbies or interests?)
- When you decide on the topics that your organization will work on, do you consider how this work will affect gender equality in society?

##### 4. Women, men and family-friendly work environment

- To what extent are volunteer policies and the working environment supportive and friendly for young women? For young men?
- How are young women's particular needs and concerns identified and addressed?
- To what extent do young women / men feel comfortable raising issues about "working conditions" and the work environment?
- What is the schedule of meetings and activities? Does it allow people to have balanced life (work, family life, Girl Guiding/Girl Scouting, other hobbies or interests?)

##### 5. Knowledge, technical capacity and resources to address gender equality issues

- What gender-related training is undertaken by board members, management staff, other staff and members?
- What is the level of knowledge of gender equality issues in the country and community, particularly relating to the work/mandate of the organization?

## 6. Experience with gender equitable programmes

- Is gender an issue when designing an educational programme?
- Does the educational programme promote what are traditionally seen as “girls” or “boys” activities?
- Does educational material designed for different ages promote gender equality?
- What programmes have been developed which focus on gender equality issues, or address the specific interest of young women or young men?
- To what extent have these programmes:
  - Provided a service for the community
  - Provided a service and particular benefit for young women or young men
  - Reduced gender inequalities in the community
  - Empowered young women or young men with greater skills, resources, solidarity, and ability to take action on issues of concern to them
- Do your programmes include strategies or activities designed to challenge gender roles and stereotypes?

- Do your programmes try to remove institutional (internal or external) barriers to more equal relationships between young women and young men?
- Is there equal use of resources in the organization on activities for girls and boys, young men and young women?

## 7. Communication

- Do the pictures in your promotional materials or website show traditional/classical male/female role models?
- Is gender-sensitive language used in documents and other texts? Do you use both male and female, or gender-neutral, pronouns?
- Who represents your organization in external bodies and events?

## 8. Constraints, opportunities, strategies

- What constraints does the organization face to becoming more gender equitable?
- What opportunities exist and what strategies can be adopted to begin to overcome these constraints?

This kind of questionnaire gathers statistical information but also allows people taking part to express personal opinions and ideas. Comparing the numbers of young men and young women in your organization with the numbers involved in leadership positions at the different levels of the organization can help to understand whether for example there is a problem in activating and involving young women generally or in involving young women in the national board.

Group discussions can generate information on the attitudes and beliefs of members of the organization.

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### 3.5.2 ACTIVITY: Path to Equalityland<sup>19</sup>

This activity explores issues of gender equality, and aims to develop understanding and appreciation of the goals of gender equality and gender balance in a group, as well as developing a vision for the future.

Participants work in small groups of four people or more. You will need: one A4 sized sheet of paper and one pencil per small group for the brainstorm, large sheets of paper (A3 size) or flipchart paper, one sheet per small group, marker pens of different colours, enough for all small groups, and a map, preferably a hiking map or any other sort of map that shows physical features, for instance, mountains, valleys, rivers, forests, villages, bridges, etc.

Participants are asked to draw a map to Equalityland, where there is true gender equality. At the moment it only exists in people's imaginations, although we hope it will become a reality in the future. Before they begin designing their map, remind them of the different symbols which appear on a map like forests, rivers, symbols for roads or places of interest.

Begin the activity with a short brainstorm: what they imagine Equalityland might look like; what obstacles they might encounter on the path to Equalityland; how they would overcome the obstacles.

In groups, the participants then make their own fantasy map to represent the landscapes of the present and the future together with a path that runs between the two. They should make up their own symbols for the geographical features and for the obstacles and facilities that lie along the path. When each group has completed their map, they are invited to share what they have done in plenary.

Begin by discussing the how people worked together in the different groups and how they decided how to draw the map and about what to include. Then discuss what Equalityland would really be like and the different obstacles which have been included.

You could ask the following questions to start the discussion

- Did you enjoy the activity? Why?
- Which of three questions was the easiest to brainstorm? Which was the hardest and why?
- What are the main features of Equalityland?
- What are the main obstacles which prevent their present society from being the ideal Equalityland?
- What needs to change in order to build a society where there is gender equality?
- If you had to rate your country amongst all the countries of the world for equality of opportunity for both men and women, how would you rate it on a scale of one to 10? 1 is very unequal, 10 is almost ideal equality.
- Which other groups are discriminated against in your society? How is this shown? Which human rights are being violated?
- How can disadvantaged groups be empowered to claim their rights?
- What role has education to play in empowerment?

If participants get stuck thinking about how to draw their ideas, you could get them started by suggesting a woman uses a bridge of education to go over a river of prejudice against women who want to be lawyers. Another example could be for a man to find a jewel of satisfaction working as a nursery teacher, looking after very small children. You can also think of other examples of gender stereotyping that reflect the reality in your society.

If your group is feeling more creative, they could make models of their landscape using card, old boxes, newspapers, string, wool, and other waste materials.

<sup>19</sup> COMPASS A Manual on Human Rights Education with Young People Council of Europe

## 3.6 Step 3: Understanding Principles for Participation

There are some general preconditions which are necessary for the participation of young people, and which can be used to increase youth involvement, both for young women and young men. There are also special measures and

different approaches which can be taken to promote the participation of young women, which will be discussed later in the chapter.

### 3.6.1 *Did you know?* Principles for meaningful participation

The Alliance of Youth Chief Executive Officers<sup>20</sup> has developed the following principles to promote the meaningful participation of children and young people in decision-making.

#### **EQUITY**

Children and young people are entitled, under the UN Convention on the Rights of the Child to express their views freely and without discrimination related to gender, age, social background and special needs. It is important that children and young people and those that work with this constituency understand these rights, respect them and create opportunities to practice them.

It is important that the right to participate is respected. This also applies to hard to reach groups of young people and their specific access needs also need to be considered.

#### **MUTUAL RESPECT AND TRUST**

It is essential that all parties recognize the need for constructive cooperation and communication and to respect all views. Cultural sensitivities and traditions must be taken into consideration when trying to establish an atmosphere conducive to the participation of children (and young people) whilst allowing parents and other responsible adults to work in the best interests of the child. The differing abilities of children, according to age, should be recognized and respected.

This also means ensuring the input of young people is valued, their views are taken seriously and that they receive clear feedback on the impact of their contribution. It can also mean ensuring meetings are arranged for times and locations that young people can comfortably manage.

#### **INTERGENERATIONAL PARTNERSHIP**

The participation of children and young people involves a partnership across the generations within an atmosphere of mutual trust and the development of shared goals.

Children and young people should be given the same opportunities to exert their right to freedom of expression and access to information, as others. The promotion of children and young people's participation is not intended to place them in conflict with parental or authority figures, but rather to encourage everyone to work towards a healthy, safe, protective and productive future for all.

This means ensuring there is mutual understanding of the different worlds of younger and older people and respect for each other's experiences.

#### **OPPORTUNITIES FOR EDUCATION**

Access to equal opportunities for a good education, relevant training and useful information are key to successful participation by children and young people.

This can mean providing training and support for young people so they can participate effectively: for example, training in assertiveness, negotiation and communication, as well as in the skills or competences they might need to acquire to carry out particular tasks. Adult decision-makers may also need training and support to help them engage with young people and listen to their views. Young people should also be provided with jargon free, accessible information to enable them to participate effectively.

#### **EFFECTIVE REPRESENTATION**

Success depends on effective representation. All parties should be accountable both to themselves and their peers or representative networks; they must not act for an individual need but for the collective good.

#### **COST-EFFECTIVENESS**

Children and young people's participation in decision-making is a long-term investment in promoting sustainable and democratic social processes at all levels, from local to global. The internalization of democratic ideals at an early age is invaluable for the future of society as a whole.

<sup>20</sup> Children and Young People Participating in Decision-Making: The Alliance of Youth Chief Executive Officers consists of the World Association of Girl Guides and Girl Scouts, World Organization of the Scout Movement, The International Award Association, The International Federation of Red Cross and Red Crescent Societies, the World YWCA and the World Alliance of YMCAs, representing over 100 million young people throughout the world.

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There are some other good practices which should also be considered for good youth participation:

- Offer a variety of options so young people have a choice in the ways they wish to engage.
- Participation should be voluntary and involvement should be flexible to fit with other commitments like school or work.
- Allow adequate time for projects; results will not be achieved immediately.
- Ensure there is clear and transparent communication about the limits to young people's involvement.
- Set up systems for reviewing and continuously improving the process of involving young people.
- Recognize young people's contribution and input and the skills they have gained.
- Provide support to the project staff to develop their skills in working with young people.
- Remember to have fun!

Equally, there are some guidelines for young people working with adults

- Most adults have good intentions. Remember that they may not be used to working in partnership with young people.
- Criticism does not necessarily mean condescension or that an adult does not value your contribution. It may mean the adult is treating you the same way he or she would an adult colleague. Adults are used to criticizing each other's work and offering constructive ideas to improve a project. Just because an adult does not agree with your point of view, it does not mean they do not respect your right to have an opinion.
- Adults may not be aware of the capabilities of young people. They can be told many times that young people are mature, but showing them is the best way to emphasize it.
- Adults often feel responsible for the success or failure of the project. This is what makes it hard for them to share responsibility. They may need reassurance that you are willing to share in both the successes and the failures.
- Adults are often just as uncertain as young people. They have just learned to disguise it better.
- Sometimes adults use phrases and expressions, whether consciously or not, that suggest they are not treating young people as partners.
- Do not be afraid to ask for clarification. Adults often use words, phrases, and acronyms that you might not understand. Adults new to the project may not understand them either!

- Do not be afraid to say "No." Adults will understand that you have other commitments, like your education, family, friends, hobbies, and sports.
- Adult professionals often use what sounds like technical jargon. At times, this "theoretical" framework may seem unnecessary, but if you ask them to explain the ideas in more practical terms, it often makes a lot of sense.

### 3.6.2 ACTIVITY: Principles for participation

Discuss in your group the principles for good youth participation.

Which principles are already being implemented in your organization or community?

To what extent are they being fulfilled, and what needs to be implemented even further?

If actions need to be taken, how can these be achieved? Who is responsible for ensuring these actions are taken?

Which principles are not being implemented in your organization and why?

How can they be achieved? Who will ensure action is taken?

What is your role and personal contribution in ensuring these principles for youth participation are implemented in your organization?

### 3.6.3 Did you know? Key principles for working with young women

#### RESPECT

Have confidence in young women's leadership and our ability to overcome challenges.  
Give us the space and support to lead.

#### CONSULT

Ask young women for solutions to the problems we face. Ensure that we are involved in making decisions that affect our lives.

#### PEER LEARNING

Young women are most receptive to learning life skills from other young women. Allow space for young women to collaborate and learn from each other.

#### OPENNESS

Be creative and open-minded. Respect and encourage young women's creative problem solving.

#### EXPERIENCE

Young women learn best by doing. Provide opportunities for experiential learning. Allow us to take risks and learn from mistakes.

#### FUN!

Remember to laugh and enjoy yourself. Young women appreciate the value of a good time, even when hard at work for social change.

YWCA Empowering Young Women to Lead Change

It is a political and administrative technique to identify the impact of existing structures, and relations on gender, to predict and evaluate outcomes of certain actions, and to correct those perpetuating inequality. It is used to help consider the differences in needs of women and men, girls and boys more efficiently, as the gender perspective is included into all stages of project development.

The concept of gender mainstreaming was developed within the international community, especially within the United Nations during the 1980s. It was first used in development projects and this resulted in adopting gender mainstreaming as a policy tool at the Fourth World Conference for Women in Beijing by the United Nations in 1995. Gender mainstreaming has since evolved, and can also be applied from a youth perspective too.

It is defined as follows:

"Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality."

United Nations Economic and Social Council (ECOSOC)  
July 1997

Although it was mainly developed to promote gender equality in development projects, the technique can easily be adopted to the work of youth organizations.

Gender mainstreaming is really about viewing the activities of your organization through "gender glasses"<sup>21</sup> and how they affect each gender individually. It is about recognizing these differences and then designing policies, programmes and activities in the organization with these differences in mind. It means for example when you design a project, to go through the whole project cycle (from the initiation to the follow-up phase) wearing your "gender glasses." It means that you have to think of the impact every step will have on men, women, boys, and girls, and if/how gender equality is being taken into account.

<sup>21</sup>Gender Matters Council of Europe Directorate of Youth and Sport

## 3.7 Step 4: Tools for Equal Participation

**There are also specific tools which youth organizations can use to promote more equal participation:**

### 3.7.1 Gender mainstreaming

Gender mainstreaming is one way in which organizations can begin to take action on building a culture which promotes equal participation by young men and young women.

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It also means incorporating equal opportunities for women and men into all policies and activities of an organization. For example, when making a decision in the organization, do you consider if it would affect women and men differently?

Gender mainstreaming does not mean simply counting how many men and women you have in your group to ensure equal numbers, nor is it about having special activities for these groups, although these can be part of the process.

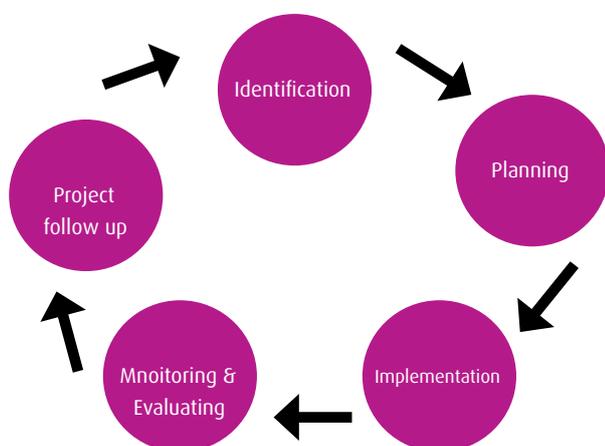
Gender mainstreaming complements, but does not replace, specific policies designed to address a particular problem related to gender equality.

The Gender Assessment Questionnaire in section 3.5.1 is the first step to take to start to implement gender mainstreaming in the organization, as you need to understand the situation before you can identify where you need to take action.

Then, there are also some preconditions which are necessary before putting on your “gender glasses”, to ensure that gender mainstreaming is implemented successfully in the organization:

- Political will for the process (at all levels of the organization).
- Awareness that gender and ensuring gender equality is an issue for the organization.
- An understanding that no issue should be seen as gender-neutral.
- Adequate resources.
- Gender-disaggregated statistics - statistics and data broken down by gender.
- Training for volunteers and staff.
- Systems for monitoring and evaluating progress should be established.

### 3.7.1.1 Gender Mainstreaming in Projects



You can find information on the different steps of managing a project in the following publications:

WAGGGS Guidelines on Project Management  
<http://www.wagggsworld.org/en/resources/documents/2068>

Project Management for Youth Organizations produced by the Council of Europe  
[www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit3/](http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit3/)

Here, rather, we will look at how you can incorporate a gender perspective into the different project stages:

#### Identification

Gender mainstreaming can begin when you identify the project. From the start, you need to think of the different outcomes and impacts your project will have on women, men, boys and girls, not only on your target group but also on the community in which your project is situated, and all other stakeholders who might be involved. Think about how you can include stakeholders of different genders? In the project proposal, use gender-neutral language.

#### Planning

Gender mainstreaming in planning means wearing your gender glasses to carry out a gender analysis of your project. This ensures that every step of the process takes into account young women, young men, boys and girls even if the project is aimed at only one of these target groups. There are a variety of gender analysis tools available ranging from carrying out a simple SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) to specially developed tools, which may not be applicable to all projects and organizations, but may have useful elements which you can apply. You can find more information on these tools in the resources section of the toolkit.

A very basic gender analysis would ask the following questions:

How many young men and young women will be involved in the project? If there are more young men than young women, would this result in gender inequality? If so, how would you rectify the situation?

What resources and opportunities can the individuals involved in the project have access to? Do they have equal access to these resources and opportunities?

Who has the power to decide on different aspects of the project?

What will be the outcome on the young men and the young women taking part?

How does it affect their role, needs, resources and opportunities?

In other words;

- Who does what?
- Who has what?
- Who decides? How?
- Who wins? Who loses?

Other things to consider are the timing of the project – activities at certain times can support or limit the participation of young men and young women or how roles and responsibilities are allocated.

## Implementation

In the implementation phase there are some questions you can ask to ensure that gender continues to be taken into account.

Is there a gender balance amongst my participants?

Is it sure that everybody from the target group can participate in the project? If not, identify why and try to come with creative solutions.

Is the implementation team mixed? Mixed implementation teams (in sexes, background, roles & responsibilities) will have a better overview of the needs of the target group during the project.

Do women and men in the implementation team share roles equally? Make sure that both have visible roles and do not assign them gender specific roles.

## Monitoring and Evaluation

Through monitoring and evaluation, you can see how well you have achieved your goals. To include gender here means that you are continuing to take account of the gender dimension in your project. Some questions which you can include in your evaluation to take account of the gender perspective could be:

- How were women involved at the planning or formulation stage? How were men?
- Were young women's perspectives taken into account when developing the project or activity?
- Were gender issues specifically addressed by the programme? If so, how?
- How did young women participate in the project activities (including trainings, seminars and meetings)? And young men?
- How did the project respond to the identified specific

interests and needs of young women? To those of young men?

- How did young women and men participate in the decision-making related to the project?
- What is the impact of the project on young women? Impact on young men? How have young women and young men benefited?
- Did young women taking part face any particular constraints or obstacles in participating in the programme activities? Did men? If so, what kind?
- Did the programme fully use the specific competence and experience of young women as well as young men?

## Project follow-up

The follow-up phase of your project is the point where you identify what need to do to ensure that your project will be sustainable, and to implement how you will follow up your project you will need to go through the same project cycle that has been described above. Use the suggestions above to ensure that gender is mainstreamed in this part of the project too.

### 3.7.1.2 Gender Mainstreaming in Training

Gender is a transversal issue in training and any kind of training session can also be an opportunity to include a gender dimension and promote equal participation in decision-making. Ignoring the gender dimension in the planning and implementation of training activities can leave out part of your target group, reinforce stereotypes or just simply miss an opportunity to address the issue of gender equality.

The following questions can help you to identify if gender has been taken into account in the design of the training session or seminar.

- Is gender balance a criterion for choosing the participants? What are the reasons for this? Are there obstacles which prevent young women or young men from participating because of their gender? (family obligations, professional duties, financial reasons?)

Is there a policy on gender balance in the training team?

How has this developed and how is it implemented?

Is this policy applied to external guests such as lecturers or workshop leaders?

In the training team, is it someone's responsibility to monitor the course content for gender equality?

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issues and ensure that women and men equally participate in the training?

- Are the trainers gender-sensitive and aware of specific gender issues which can affect the learning environment?

Is the oral and written text using non-sexist language? Are images and illustrations reflecting and valuing both women's and men's experiences?

- Do methods and methodologies facilitate equal participation? (Methods that promote equal participation include group discussions, discussions in pairs, taking turns to chair the session, limited speaking time per participant, to go around the table and ask each participant to say a few words, etc.)

## 3.7.2 Gender-responsible budgeting

This is normally used to take into account the inequalities that arise due to the different roles assigned to different groups in society. When used in an organization, this is not just about allocating equal amounts to women and men, but rather about breaking down the budget according to the impact it will have on men and women, boys and girls in the organization.

## 3.7.3 Gender Quotas

The term quota refers to any allocation of places in a candidate list, a parliamentary assembly, a committee, or a government that is automatically appointed to a certain group, or has the opportunity to be elected, based on for example age, geographical location, or gender. Quotas are, in fact, most often spoken about in relation to gender, as for example in the commercial world, where some countries have enforced a quota of 30 per cent of the less presented gender (invariably women) on the boards of their publicly quoted companies. 30 per cent is considered the minimum to ensure there is a critical minority of women, and is the percentage recommended in the Beijing Declaration and Platform for Action, as well as being recommended by the Committee of Ministers of the Council of Europe in 2003.

Quotas can bring diversity to boards or organizations that otherwise would not feel the pressure to change. Quotas are often presented as temporary measures for a fixed period of time to break the habit of only recruiting one gender to positions of power.

A quota system can have different shapes:

A "50 per cent plus" gender quota ensures that, for example, women fill at least 50 per cent of the open positions;

A "50-50 per cent" quota ensures an equal representation of women and men in an organization's structures

A 40-40 per cent quota can leave you a margin to be more flexible.

Some arguments for or against gender quotas

FOR	AGAINST
<p>Women have the right as citizens to equal representation.</p> <p>Quotas for women do not discriminate, but compensate for actual barriers that prevent women from their fair share of the political seats.</p> <p>Election is about representation, not educational qualifications.</p> <p>Quotas imply that there are several women together in a committee or assembly, thus minimizing the stress often experienced if only one or two women are elected</p> <p>Women's experiences are needed in political life.</p>	<p>Quotas are against the principle of equal opportunity for all, since women are given preference over men.</p> <p>Quotas are undemocratic, because voters should be able to decide who is elected.</p> <p>Quotas imply that politicians are elected because of their gender, not because of their qualifications and that more qualified candidates are pushed aside.</p> <p>Many women do not want to get elected just because they are women.</p>

However, it should be remembered that quotas do not themselves remove the barriers which can prevent equal participation, but they are rather a tool through which the aim of gender equality can be achieved.

### 3.7.3.1 ACTIVITY: Finding out about quotas

Discuss in your group:

Can you find examples of how quotas are used in other areas of political life in your country?

Do you already use quotas in your organization to ensure equal participation of young men or young women? What are the pros and cons of using quotas in your organization? Do you think the pros outweigh the cons?

### 3.7.3.2 Did you know?

#### WO=MEN : Your best friend in making equality between women and men a reality

Produced by the European Youth Forum, this handbook addresses some of the issues for youth organizations in addressing gender equality and includes best practice examples from youth organizations and National Youth Councils on ensuring equal participation of young women and young men

[http://www.youthforum.org/fr/system/files/yfj\\_public/other\\_reports/en/handbook\\_gender.pdf](http://www.youthforum.org/fr/system/files/yfj_public/other_reports/en/handbook_gender.pdf)

#### TOP TIPS TO PROMOTE EQUAL PARTICIPATION

Co-presidency, with one male and one female  
50 per cent men and women in the board of directors

Transparency and communication throughout the organization

The organization is inclusive and attractive to volunteers of different genders. In case men or women structurally do not apply for a job or volunteer position, try to find out the reason and adapt your strategy.

Positive discrimination to empower women or men to engage

Quotas in boards and executive committee

Equal power to all people involved in the board, thus ensuring equality in terms of influence of decisions

Inclusive titles for workshops to attract more men

Elections of directors rather than appointment

Sensitive use of language

United Network of Young Peacebuilders Report of Study Session Gender Equality in Youth Peacebuilding Projects (December 2009)

## 3.8 Coaching, Mentoring and Networking to support Equal Participation

There are also specific techniques which organizations can use to support young women in leadership roles. Some of these are described in the WAGGGS Succession Planning Toolkit, but here we can highlight three key techniques in more detail to which can particularly support young women and nurture new potential leaders of the future.

### 3.8.1 Coaching

“Coaching is developing a person’s skills and knowledge so that their job performance improves, leading to the achievement of organizational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual’s private life. It usually lasts for a short period and focuses on specific skills and goals.”

There are many applications of coaching ranging from sport, to business, to niches such as teenage coaching. Sessions may be one-to-one either or in a group setting, in-person or over the telephone, or by mail. It may include supervised practice such as in shadow coaching, and often in team or organizational coaching. Team coaching also applies to structured systems in organizations much like in sports.

However coaching to support an individual’s development as a leader has developed into three different approaches:

1. Coaching is **everything a leader/consultant/coach does to unlock the potential** in other persons.
2. Coaching is a specific method/technique to unlock the potential in other persons. The **technique is significantly using questioning** to make the “coachee” find the answers – in her experiences, dreams and values.
3. Coaching is **an attitude; there are values behind everything that a leader does** in her leadership role, and it is a general set of values behind good leadership.

Coaching helps to identify the skills and capabilities that are within the person, to enable them to use them to the best of their ability – and by that increasing the independence within the individual, and reducing reliance.

Coaching is one of the most powerful tools to help people chase and achieve the successes they dream of and articulate during the coaching process. Coaching can be practiced as a 100 per cent pure coaching session or- much more often -using selected specific tools or particular steps of coaching for a communication or activity in order

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to increase the outcome. Whenever it is fully coaching or coaching elements, a conscious coaching attitude and behaviour is essential.

For WAGGGS, coaching can be used to provide support to:

- A member or a leader in their personal development, improving or achieving a specific and articulated goal in their life
- A leader developing and carrying out their leadership tasks and responsibilities
- A group in achieving mutual set goal(s)

Coaching underlines WAGGGS' role as a values based learning organization motivating any member to discover and develop their fullest potential in life.

### 3.8.1.1 ACTIVITY: Exploring Coaching

**PART 1:** Discuss the benefits, strengths, weaknesses and potentials of using coaching in your organizational environment.

Give examples of situations suitable for coaching

**PART 2:** Are there situations where coaching may not be suitable?

Discuss and compare situations where you have either learned or supported another person's learning, using:

- Telling
- Giving advice
- Mentoring
- Learning by doing
- Coaching
- Self-instruction / manual reading
- Other means

Discuss the benefits, strengths, weaknesses and potential of using each of these methods in your girl guide/girl scout environment. Give examples of situations suitable for coaching rather than another learning support.

**PART 3:** Discuss in a group the benefits of coaching for Girl Guiding/Girl Scouting:

Create a list of the key benefits of coaching from the different perspectives of:

- Established leaders
- New leaders
- Your association
- Individual members
- WAGGGS as an organization

Coaching can help build confidence amongst young leaders, providing a sounding board for ideas and for dealing with different organizational cultures.

It can help young women to cope with a new role, encourage them to achieve specific goals, help them to juggle any work-life balance and, ultimately, allow them to focus on what is personally important.

It creates the space to discuss problematic situations and find innovative solutions.

### 3.8.2 Mentoring

One of the key principles of Girl Guiding/Girl Scouting is the patrol system, a group organization of young people, working together to achieve and improve personal development and personal leadership for all. According to the theories about teamwork, it is the most experienced in any task given who leads the patrol and during her leadership of the task knowledge and learning experiences are shared and offered with other members in the group.

This way of leading while sharing knowledge and experiences is mentoring, and WAGGGS experience of mentoring has developed into a facilitation concept for the development of leadership and task management within our organization.

Mentoring is defined as "the appreciative communicative relationship between an experienced person or group and a less experienced person or group - with a specific task or position to improve - to support the development and to achieve a defined stability and quality of a task wherever in the organization."

Mentoring is a specific kind of succession management in leadership. It could possibly grow into role-modelling for the learner who gets support for their personal development by someone who has succeeded in the same process.

With a balance of intervention/disturbance, appreciation, and mutual trust, mentoring can be a very useful way of supporting young women in leadership positions by being a way to building up experience and self-esteem for newcomers to a position, or as a way to encourage them to take up a position in the first place.

Mentoring is about supporting individuals so that they develop more effectively. It is a partnership between a mentor (the person giving guidance) and a mentee (the person receiving guidance) designed to build confidence in the mentee.

The mentoring partnership can include sharing knowledge, learning opportunities, experimenting and developing skills. The results of mentoring can be measured in terms of the skills, attitudes and competencies gained by the mentee.

Mentoring differs from coaching in that the mentor is competent in the topic to be facilitated and is sharing their experience in that particular area. Mentoring is usually more of long-term process, where the mentor shares perspectives and gives advice based on their experience.

Formal mentoring programmes to support young women in leadership positions work to re-create the informal partnerships that have always occurred in work or organizations, particularly for men, and to make these partnerships available to women and other groups who would not normally be included.

Introducing mentoring into an organization can also encourage an organizational culture that recognizes the value of self-development and reflection and encourages equal participation in decision-making in an inclusive way.

Mentoring can help young women:

- Plan their career path.
- Develop the right experience.
- Seek out new opportunities.
- Understand the organization from a more senior leader in the organization.
- Learn from someone else's experience.
- Deal with day-to-day challenges.
- Develop confidence and self-belief.

### 3.8.2.1 *Did you know?* **Did you know? Mentoring in a nutshell**

You can find more information about mentoring and how to set up a mentoring scheme in the publication 'Mentoring in a Nutshell', produced by the Europe Region WAGGGS and available here: <http://europe.waggsworld.org/en/grab/670/1/MentoringInaNutshell-E.pdf>

## 3.8.3 Networking

Networks can provide young women with support and role models that may be missing in a male dominated organization.

Networks can bring together individuals who want to develop and maintain relationships with others that have the potential to assist them in their work or career, but can also be used to support their participation in organizational life.

Contacts made through networking can help to increase access to a range of opportunities and can be a source of information, resources, advice and support.

Networks can be established at many different levels, from internal organizational networks to regional and national bodies that can bring together women from a particular occupation or profession or with particular interests and experiences.

Networks can provide tangible benefits such as training/experience/social networking and coaching.

Women in networks can act as 'role models' and 'change agents' e.g. to assist women into businesses or political parties, to get women onto boards or to get them elected, to change company/party policies and cultures.

Information is a powerful tool in influencing decision-making. Through networks, women can harness information and use it to achieve collective outcomes through coalition-building and sharing knowledge and experience.

Networking can be international – networking has no boundaries thanks to the wide availability of different social networking tools.

## 3.9 Advocating to achieve gender equality and equal participation for all

Although there are many things which youth organizations can do to promote equal participation of young men and young women within their organization, we also need to take steps to change the external environment to ensure gender equality for all.

Gender equality is not only a women's issue. All sexes suffer from predetermined gender roles. Men are often exposed to pressure to be the breadwinners and are expected not to show any weakness. As a consequence, they, especially

## 3 TAKING ACTION ON GENDER

boys, are subject to violence when they do not live up to masculinity norms. The whole society benefits from gender equality, thus it is important that boys and men are also involved in the fight to achieve it.

### Why do we need to take action?

Inequalities between men and women continue to be systemic and endemic. Although there is progress in some areas such as education or political participation, there is still much to be achieved before we can say we have reached a situation of true equality in every part of the world;

Issues affecting women, such as poverty or violence against women and girls have as their root causes gender inequality and injustice. It is only by tackling the root cause of a problem that you can bring about real and lasting change.

Gender equality is a goal in itself but empowering women and girls is also necessary to achieve other internationally agreed global commitments such as the Millennium Development Goals.

Any activity should begin with developing a plan and this includes advocacy activities. In the WAGGGS Advocacy Toolkit, you will find the WAGGGS eight-step plan for successful advocacy in more detail. To get you started, here are some key issues for you to think about when developing an advocacy activity on the issue of gender equality:

#### 1. Identifying your advocacy goals/what do you want to achieve?

It is important, first of all to identify if there is a specific issue linked to gender equality which your association or group would like to focus on. Ending violence against girls and women, how girls and young women are portrayed in the media, equal opportunities in education or work are just some of the issues on which members of your Association or group might want to take action.

Carry out a survey of your members to find out which issues they feel most passionate about.

#### 2. Assessing the situation/where are we now?

What are the most current issues affecting the achievement of gender equality in your country?

#### 3. Identifying your resources/what resources do we need?

It is not only financial resources you may need, but also people and time. Make a list of what you have already. This can include volunteers with expertise on the issues, partnerships with organizations already working on the issues related to achieving gender equality. Remember you will need people to fill different roles with the time to organize events or attend meetings related to your advocacy goal.

#### 4. Identifying your milestones/what can we achieve?

You may want to think about what are the long and short term goals of your advocacy action. A long-term goal could be ensuring there are equal opportunities for young women to participate in the political system, but there are also short-term goals which can contribute to this long term goal such as campaigning for the introduction of quota system in the selection of candidates to local or national elections.

#### 5. Identifying your target/who is our target?

These are the individuals or organizations which need to be influenced to achieve your advocacy goal. They could include: heads of state; national, state and local governments; agencies and ministries; Members of Parliament; other civil society organizations (CSOs); business and religious leaders; the media; other WAGGGS' members and their parents.

#### 6. Identifying the message/what is your message?

This is the key part of your advocacy plan – what do you want to say on the issue you have chosen as a Girl Guide/ Girl Scout group or Association? You also need to think about the language you use, the way you deliver your message and when and where. Your message may adapt according to your audience, but the overall content and ideas should stay the same.

- Highlight what progress has already been made and the choices decision-makers could make to ensure their achievement
- Use personal stories or examples to help your audience understand what achieving gender equality will mean for individual people, particularly for young people or for girls and young women.

## **7. How can you deliver your message?**

At this point, you might want to think about the different advocacy actions you can take. This could be by:

- Campaigning: where you try to mobilize public opinion to bring about a change in policy
- Lobbying: where you try to directly influence decision-makers to introduce a new policy or change an existing policy
- Working with the media to help raise awareness about your campaign or put pressure on policymakers to bring about change.

You can also decide to join existing campaigns or form partnerships with organizations working on similar issues. There are also different institutional processes which measure progress on gender equality such as the reports which each country has to make to the UN on how they are implementing the Convention on the Eradication of Discrimination Against Women which you can use to boost your advocacy efforts.

## **8. How do you know you are successful?**

Monitor and evaluate your advocacy activities. Decide what information you need to gather to track your progress and where you will find the information before you begin your activity, and how you could measure what your impact has been.

You can find more ideas on how you can advocate for change in the WAGGGS Advocacy Toolkit.

## 4 CONCLUSION

We hope that as a result of this toolkit, you have a greater understanding of young people's participation and the role of youth movements such as Girl Guiding/Girl Scouting in promoting equal participation by young women and young men.

We hope the ideas and activities in this toolkit will encourage you to discuss these issues in your groups and associations and take action. We hope you will be encouraged to explore the resources and links we have identified as a source for further inspiration. We look forward to your visit to the online version of this toolkit at [www.europe.waggsworld.org](http://www.europe.waggsworld.org) where you can share your own ideas and experiences and contribute to the goal of greater participation of young people and equal participation of young women and young men.

# 5 EVALUATING THIS TOOLKIT

We hope that the toolkit has helped you understand the different concepts of participation and how your organization can support equal participation of young men and young women in society.

We would welcome your suggestions and comments about how you think the toolkit can be improved for future

editions. Please take some time to answer the following questions: You can find an online version of this form at (insert link)

Please rate your answer on a scale of 1 – 5, 5 being excellent, 4 very good, 3 good, 2 average, 1 poor.

QUESTION	1	2	3	4	5
How easy did you find the toolkit to use?					
Has the toolkit improved your understanding of the participation of young people?					
How useful did you find the activities?					
<b>What is your opinion of the following sections:</b>					
1. Introduction					
2. Youth Participation					
2.1 Defining what we mean by youth					
2.2 Defining Youth Participation					
2.3 Why is it important for young people to participate in decision-making					
2.4 Where are young people participating?					
2.5 How young people participate					
2.6 What prevents youth participation?					
2.7 Equal participation					
3. Taking action on gender					
3.1 The role of youth organizations in promoting participation					
3.2 The role of youth organizations in promoting youth and equal participation in decision-making					
3.3 Understanding Gender					
3.4 Step 1: Understanding gender inequality					
3.5 Step 2: Gender Analysis					
3.6 Step 3: Understanding Principles for Participation					
3.8 Coaching, Mentoring and Networking to Support Equal Participation					
3.9 Advocating to achieve gender equality and equal participation for all					
4. Conclusion					
Additional resources					
Bibliography and links					

## 6 REFERENCES, LINKS AND RESOURCES

### References

**United Nations Youth Agenda Empowering Youth for Development and Peace**

[www.un.org/esa/socdev/unyin/agenda.htm](http://www.un.org/esa/socdev/unyin/agenda.htm)

**EU Youth Report “Youth - Investing And Empowering”**

Commission Staff Working Document accompanying the Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions 2009 [http://ec.europa.eu/youth/news/doc/new\\_strategy/youth\\_report\\_final.pdf](http://ec.europa.eu/youth/news/doc/new_strategy/youth_report_final.pdf)

**The revised European Charter on the participation of Young People in Local and Regional Life**, Congress of Local and Regional Authorities of the Council of Europe May 2003

[www.salto-youth.net/downloads/4-17-1510/Revised%20European%20Charter%20on%20the%20Participation%20of%20YP.pdf](http://www.salto-youth.net/downloads/4-17-1510/Revised%20European%20Charter%20on%20the%20Participation%20of%20YP.pdf)

**“Children’s participation from tokenism to citizenship”**

**UNICEF Roger Hart** Innocenti Research Centre, Florence, 1992

**“Have your say!” - Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life** Council of Europe (2008)

**Gender Matters - A manual on addressing gender-based violence affecting young people** Council of Europe (2008)

[www.eycb.coe.int/gendermatters/pdf/Gender\\_matters\\_EN.pdf](http://www.eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf)

**COMPASS: A Manual on Human Rights Education with Young People**

Council of Europe  
<http://eycb.coe.int/compass/>

**T-Kit Organizational Management, EU-COE Youth Partnership**

[http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/1/Tkit\\_1\\_EN](http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/1/Tkit_1_EN)

**Youth Participation Guide FHI 360**

[www.fhi360.org](http://www.fhi360.org)

**An Invisible Crisis? Women’s poverty and social exclusion in the European Union at a time of recession**

European Women’s Lobby and Oxfam International 2010  
<http://policy-practice.oxfam.org.uk/publications/an-invisible-crisis-womens-poverty-and-social-exclusion-in-the-european-union-a-111957>

**Her Future: What it’s worth to you** European Women’s Lobby 2011

[www.womenlobby.org/spip.php?article2650](http://www.womenlobby.org/spip.php?article2650)

**Children and Young People Participating in Decision-Making**

Alliance of Youth Chief Executive Officers and UNICEF  
[www.wagggsworld.org/en/grab/80/1/youthpart\\_e.pdf](http://www.wagggsworld.org/en/grab/80/1/youthpart_e.pdf)

**Empowering Young Women to Lead Change** World YWCA 2006

[www.worldywca.org/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change](http://www.worldywca.org/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change)

**WO=MEN : Your best friend in making equality between women and men a reality**

[www.youthforum.org/fr/system/files/yfj\\_public/other\\_reports/en/handbook\\_gender.pdf](http://www.youthforum.org/fr/system/files/yfj_public/other_reports/en/handbook_gender.pdf)

**United Network of Young Peacebuilders Report of Study Session Gender Equality in Youth Peacebuilding Projects**

December 2009  
[www.coe.int/t/dg4/youth/Source/Training/Study\\_sessions/2009\\_UNOY\\_en.pdf](http://www.coe.int/t/dg4/youth/Source/Training/Study_sessions/2009_UNOY_en.pdf)

**Our Rights Our Responsibilities: A Call to Action WAGGGS Triennial Theme 2002-2008**

[www.wagggsworld.org/en/resources/document/view/1629](http://www.wagggsworld.org/en/resources/document/view/1629)  
[www.wagggsworld.org/en/resources/document/view/26](http://www.wagggsworld.org/en/resources/document/view/26)

**Growing Leaders in WAGGGS Succession Planning Toolkit in a Volunteer-led Organization**

[www.wagggsworld.org/en/grab/22192/1/1succession-planning-eng-web.pdf](http://www.wagggsworld.org/en/grab/22192/1/1succession-planning-eng-web.pdf)

**WAGGGS Policy and Guidelines for Involving Young Women in Decision-Making**

[www.wagggsworld.org/en/grab/1011/1/1Young20WomenDecisionMaking.pdf](http://www.wagggsworld.org/en/grab/1011/1/1Young20WomenDecisionMaking.pdf)

**Mentoring in a Nutshell**

<http://europe.wagggsworld.org/en/grab/670/1/MentoringInaNutshell-E.pdf>

**Him’n Her: A handbook on Scouting and Equal Opportunity for Boys and Girls**

The Swedish Guide and Scout Association

**Livre Blanc, Être Femme dans une alliance homes-femmes** Scouts et Guides de France

[www.sgdfr.fr/pour-aller-plus-loin/id-menu-705](http://www.sgdfr.fr/pour-aller-plus-loin/id-menu-705)

## Resources and Links

### **World Association of Girl Guides and Girl Scouts**

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

**WAGGGS Policy and Guidelines on the Education of Girls and Young Women:** [www.waggggworld.org/en/resources/document/view/1005](http://www.waggggworld.org/en/resources/document/view/1005)

**WAGGGS Policy and Guidelines on Young women in Decision-making:** [www.waggggworld.org/en/resources/document/view/1011](http://www.waggggworld.org/en/resources/document/view/1011)

**One of the Boys?** A sociological research conducted by Harriet Bjerrum-Nielsen of the gender relations inside scouting and guiding in a coeducational context. [www.scout.org/en/information\\_events/library/gender\\_balance/one\\_of\\_the\\_boys](http://www.scout.org/en/information_events/library/gender_balance/one_of_the_boys)

### **Gender Toolkit**

[http://scout.org/en/information\\_events/library/gender\\_balance](http://scout.org/en/information_events/library/gender_balance)

**Livre Blanc, Être Femme dans une alliance homes-femmes** Scouts et Guides de France (only in French) [www.sgdfr.fr/pour-tous-aller-plus-loin/id-menu-705](http://www.sgdfr.fr/pour-tous-aller-plus-loin/id-menu-705)

**"Girls' Attitudes 2011"** – Girlguiding UK <http://girlsattitudes.girlguiding.org.uk>

### **Him'n Her: A handbook on Scouting and Equal Opportunity for Boys and Girls**

The Swedish Guide and Scout Association [www.scout.org/en/around\\_the\\_world/europe/information\\_events/resources/ressources\\_pour\\_les\\_osn](http://www.scout.org/en/around_the_world/europe/information_events/resources/ressources_pour_les_osn)

## General Concepts of Gender

**Gender Matters - A manual on addressing gender-based violence affecting young people** Council of Europe (2008) [http://www.eycb.coe.int/gendermatters/pdf/Gender\\_matters\\_EN.pdf](http://www.eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf)

**Compass: A Manual on Human Rights Education with Young people.** Council of Europe [http://eycb.coe.int/compass/en/chapter\\_5/5\\_7.html](http://eycb.coe.int/compass/en/chapter_5/5_7.html)

**Her future ...What's it Worth to You?** European Women's Lobby November 2011 [www.womenlobby.org/spip.php?article2650&lang=en](http://www.womenlobby.org/spip.php?article2650&lang=en)

### **Because I am a Girl** Plan International

<http://plan-international.org/girls/resources/publications.php>

A series of annual reports examining the rights of girls

### **Gender balance in decision-making positions:**

**More women in senior positions - key to economic stability and growth** European Commission (2010) [ec.europa.eu/social/BlobServlet?docId=4746&langId=en](http://ec.europa.eu/social/BlobServlet?docId=4746&langId=en)

**Women in European politics - time for action** European Commission (2009) [ec.europa.eu/social/BlobServlet?docId=2052&langId=en](http://ec.europa.eu/social/BlobServlet?docId=2052&langId=en)

### **Women and men in decision-making 2007 - Analysis of the situation and trends**

European Commission (2008) [www.ifuw.org/uwe/docs/2008-uwe-ep-women-men.pdf](http://www.ifuw.org/uwe/docs/2008-uwe-ep-women-men.pdf)

### **Opinion on EU Network of Women in Economic and Political Decision-Making Positions** European Commission (2007)

[ec.europa.eu/social/BlobServlet?docId=6235&langId=en](http://ec.europa.eu/social/BlobServlet?docId=6235&langId=en)

### **Balanced Participation of Women and Men in Political and Public Decision-making**

Council of Europe 2009 [www.coe.int/t/dghl/standardsetting/equality/03themes/women-decisionmaking/Factsheet-Bal-Part\\_en.pdf](http://www.coe.int/t/dghl/standardsetting/equality/03themes/women-decisionmaking/Factsheet-Bal-Part_en.pdf)

## For accurate statistics on gender dynamics worldwide, consult:

**Statistics and Indicators on Women and Men** (electronic database) by United Nations: <http://unstats.un.org/unsd/demographic/products/indwm/>

**GenderStats** (electronic database) by the World Bank. <http://go.worldbank.org/YMPEGXASH0>

**OECD Gender pages:** [www.oecd.org/site/0,3407,en\\_21571361\\_38039199\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/site/0,3407,en_21571361_38039199_1_1_1_1_1,00.html)

**Gender, Institutions and Development Database** (electronic database) by OECD: [www.oecd.org/document/16/0,3746,en\\_2649\\_33935\\_39323280\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/16/0,3746,en_2649_33935_39323280_1_1_1_1,00.html)

### **Genderinfo 2010**

[www.devinfo.info/genderinfo/](http://www.devinfo.info/genderinfo/)  
here it is possible to create your own gender segregated statistics drawing from a large source of international data.

## 6 REFERENCES, LINKS AND RESOURCES

### **International Labour Office (ILO) Gender resources:**

[www.ilo.org/gender/Events/Campaign2008-2009/WCMS\\_097842/lang--en/index.htm](http://www.ilo.org/gender/Events/Campaign2008-2009/WCMS_097842/lang--en/index.htm)

### **Plan International**

[http://plan-international.org/girls/static/docs/Girls\\_youth\\_summary2010.pdf](http://plan-international.org/girls/static/docs/Girls_youth_summary2010.pdf)

## Gender mainstreaming

**United Nations Inter-Agency Network on Women and Gender Equality.** August 2001. Important concepts underlying gender main-streaming. [www.un.org/womenwatch/osagi/pdf/factsheet2.pdf](http://www.un.org/womenwatch/osagi/pdf/factsheet2.pdf)

**Gender Mainstreaming.** Council of Europe, 2009. [www.coe.int/t/dghl/standardsetting/equality/03themes/gender-mainstreaming/Factsheet-GMainstr\\_en.pdf](http://www.coe.int/t/dghl/standardsetting/equality/03themes/gender-mainstreaming/Factsheet-GMainstr_en.pdf)

## Gender analysis frameworks:

The Moser Framework.

The Harvard Analytical Framework (for micro planning and the importance of gender roles)

The Social Relations Framework

The Longwe framework (specifically women's empowerment and development)

[www.unesco.org/en/gender-equality/capacity-development/gender-mainstreaming-tools/gender-equality-elearning-programme/](http://www.unesco.org/en/gender-equality/capacity-development/gender-mainstreaming-tools/gender-equality-elearning-programme/)

## Gender Quotas

**Global Database of Quotas for Women** (International Institute for Democracy and Electoral Assistance): [www.quotaproject.org/index.cfm](http://www.quotaproject.org/index.cfm)

**An electronic manual for gender equality trainers working with policy and decision-makers, adult educators and leaders of NGOs:** [www.gender-equality.webinfo.lt/cd/content/index.htm](http://www.gender-equality.webinfo.lt/cd/content/index.htm)

## Institutional resources

### **United Nations (UN):**

[www.un.org/womenwatch/](http://www.un.org/womenwatch/)

On this website from the United Nations Inter-Agency Network on women and gender equality, you will find general information and information on gender within the UN system.

### **UN Platform on Women, Peace and Security:**

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

### **United Nations International Research and Training Institute for the Advancement of Women:**

[www.un-instraw.org/en/index.html](http://www.un-instraw.org/en/index.html)

**CEDAW web page** (Text of the Convention / History / States parties / Reservations / Country Reports): [www.un.org/womenwatch/daw/cedaw/index.html](http://www.un.org/womenwatch/daw/cedaw/index.html)

### **United Nations Economic Commission for Europe (UNECE) – gender activities:**

[www.unece.org/oes/gender/Welcome.html](http://www.unece.org/oes/gender/Welcome.html)

**UNECE Gender Statistics Database** - detailed data series: <http://w3.unece.org/stat/gender.asp>

### **UN Training Institute for the Advancement of Women (INSTRAW):**

[www.un-instraw.org/en/index.html](http://www.un-instraw.org/en/index.html)

### **Website of the European Commission on gender equality:**

[http://ec.europa.eu/justice/gender-equality/index\\_en.htm](http://ec.europa.eu/justice/gender-equality/index_en.htm)

**A Women's Charter: A Strengthened Commitment to Equality between Women and Men** Communication from the Commission March 2010 [http://ec.europa.eu/commission\\_2010-2014/president/news/documents/pdf/20100305\\_1\\_en.pdf](http://ec.europa.eu/commission_2010-2014/president/news/documents/pdf/20100305_1_en.pdf)

### **Annual Reports on Equal Opportunities for Women and Men in the European Union:**

[http://ec.europa.eu/employment\\_social/equ\\_opp/report\\_en.html](http://ec.europa.eu/employment_social/equ_opp/report_en.html)

### **European Parliament FEMM Committee on Women's Rights and Gender Equality:**

[www.europarl.europa.eu/committees/femm\\_home\\_en.htm](http://www.europarl.europa.eu/committees/femm_home_en.htm)

**Network of Legal Experts on the application of Community Law on Equality Between Women and Men:** [http://ec.europa.eu/employment\\_social/equ\\_opp/rights/experts\\_en.html](http://ec.europa.eu/employment_social/equ_opp/rights/experts_en.html)

### **EU Anti-discrimination policies:**

[www.stop-discrimination.info/index.php?fran](http://www.stop-discrimination.info/index.php?fran)

### **European Network of Women's Resource Centres:**

[www.women.eu.com](http://www.women.eu.com)

### **Council of Europe's web site dedicated to equality between women and men:**

[www.coe.int/T/E/Human\\_Rights/Equality/](http://www.coe.int/T/E/Human_Rights/Equality/)

## Other:

### **Interparliamentary Union: women in politics:**

<http://www.ipu.org/iss-e/women.htm> A quick summary of the state of women in political positions around the world. Also available is a database of bibliographical references to texts that focus on the issue.

### **UNESCO Guidelines on gender neutral language**

<http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf>

**Other UNESCO gender tools:** <http://www.unesco.org/en/gender-equality/capacity-development/gender-mainstreaming-tools/>

### **NCVYS youth participation guidelines and information:**

[www.ncvys.org.uk/Youth\\_Participation.html](http://www.ncvys.org.uk/Youth_Participation.html)

**Youth and Policy A free journal which explores youth policy in practice and in research:** [www.youthandpolicy.org/](http://www.youthandpolicy.org/)

## Youth Participation

### **Youth at the United Nations**

<http://social.un.org/index/Youth.aspx>

**UNICEF child and youth participation site:** [www.unicef.org/adolescence/cypguide/index\\_intro.html](http://www.unicef.org/adolescence/cypguide/index_intro.html)

### **UNFPA Youth participation guide:**

[www.unfpa.org/public/publications/pid/1325](http://www.unfpa.org/public/publications/pid/1325)

### **Council of Europe pages on Youth**

[www.coe.int/t/dg4/youth/CoE\\_youth/CoE\\_and\\_young\\_people\\_en.asp](http://www.coe.int/t/dg4/youth/CoE_youth/CoE_and_young_people_en.asp)

### **EU-Council of Europe Youth partnership**

<http://youth-partnership-eu.coe.int/youth-partnership/index.html>

### **SALTO youth participation pages:**

<http://www.salto-youth.net/rc/participation/>

### **European policies concerning youth participation and information, a collection of texts:**

[http://europa.eu/legislation\\_summaries/education\\_training\\_youth/youth/c11200\\_en.htm](http://europa.eu/legislation_summaries/education_training_youth/youth/c11200_en.htm)

Eurodesk youth policy information

[www.eurodesk.org/eddesk/YouthInEurope.do](http://www.eurodesk.org/eddesk/YouthInEurope.do)

European Youth Portal:

[http://europa.eu/youth/index.cfm?l\\_id=en](http://europa.eu/youth/index.cfm?l_id=en)

### **European Youth Forum:**

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