



Europe Region

World Association
of Girl Guides
and Girl Scouts

GENDER EQUALITY FOR A WORLD OF OPPORTUNITIES

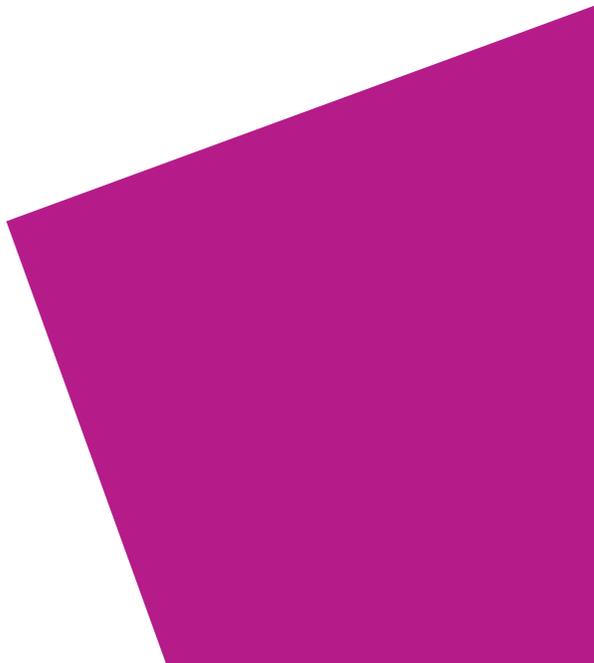


**Girls and boys, men and women
working for Gender Equality**



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This travel book reports about our journey toward the **Gender Equality land**, a land where girls and boys, women and men, have equal rights, responsibilities and opportunities.

It is based on the learning and recommendations from the **Gender Equality Men and Boys** event that the Europe Region WAGGGS organised in Finland from 9 to 12 May 2014. It aims to provide leaders of every age and associations with ideas, reflections and images to speak about gender issues in their contexts and promote gender work at all levels in the society.

WAGGGS building a World of Opportunities for all girls and boys

According to the UN definition, “**gender** refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.”¹

For more than 100 years the World Association of Girl Guides and Girl Scouts (WAGGGS) has been supporting girls and young women to become autonomous, committed and responsible individuals who care for themselves and others and take action to build a better world. This has meant working on a range of issues which affect their lives, such as preventing violence against girls, health, education and girls’ empowerment and equal participation, striving to **offer a world of opportunities to all**. It should not be surprising that WAGGGS’ mission “To enable girls and young women to develop their fullest potential as responsible citizens of the world” has gender issues at its heart.

Girl Guiding and Girl Scouting impacts on the development of characters and attitudes at a formative stage, and therefore has a crucial role in offering opportunities to develop personal identity and potential beyond social expectations and barriers. WAGGGS contributes to shaping girls and young women’s perception of the possible and the achievable beyond the socially constructed gendered roles.

By developing girls and young women’s fullest potential of skills, education and productivity, WAGGGS programmes positively contribute to the whole society and each individual. Despite many policies and initiatives from the global to national level, women and girls are still more significantly exposed to inequalities, benefit less from resources and have significantly less access to decision- making positions.



develop personal
identity and
potential



1

Gender Equality
is not about a new (im)balance,
is just about an equal one!



2

If a country or an Association is not using to the fullest the skills, education and productivity of women, it is losing a great deal in terms of the available talent, which in turn has a great impact on its relevance, effectiveness and competitiveness. As we approach the 20th anniversary of the Beijing Platform for Action agreed by the United Nations in 1995, it is perhaps now more important than ever to reflect on the progress which has been made towards gender equality, and what still needs to be done.

Girl Guiding and Girl Scouting associations have a key role to play to support the development of girls to reach their fullest potential and become leaders so that both genders are equally empowered by, valued through and represented in leadership positions within and beyond the Movement.

However, gender is not just about women and girls, it's an issue that should concern and fully engage men as well as women. Gender strongly influences the lives of men as well as women from even before their birth. Discrimination, prejudices and stereotypes relating to gender are some of the most pervasive in European and global societies today. They are so entrenched in the common social norms that it's difficult to identify and eradicate them. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.

"WAGGGS is convinced that the education of girls – as well as the education of boys – includes education for partnership. Girls and boys are taught to recognize their differences and their potential, to respect each other's individuality and abilities and to find ways to build a world of peace and justice together"².

WAGGGS believes that our Mission can be achieved in both a female-only and co-educational setting and in the Europe Region of WAGGGS, according to the needs and wishes of girls and young women in each country, Girl Guiding and Girl Scouting can be found in both situations.

The Europe Region WAGGGS has therefore championed a gender aware approach in its new Membership Development Strategy³ and at World level. The new Membership Development Strategy³ for the Europe Region WAGGGS, approved at the 14th European Guide Conference by Member Organisations, identifies **Gender** as one of the priority areas for action in the Europe Region.

This means striving to engage boys and men as champions of leadership development opportunities that are open and benefit everyone, and working with all members of an association and taking into account the whole society in which girls live.⁴

By adopting a **gender-sensitive approach**, WAGGGS empowers girls and young women to understand the diverse and complex identity dimensions around them and learn how to interact between girls or with boys. WAGGGS' gender-sensitive approach to leadership brings to light the numerous ways in which societies shape dreams, ambitions, possibilities, role models for both girls and boys, as well as the practices of Associations and the communities they work in.

As Girl Guiding and Girl Scouting works to change the world in the next 100 years, WAGGGS will continue to work to make gender equality a reality.



3



make gender
equality a reality

4

YOUR Chance to balance the Gender imbalance...



Check out Europe Region WAGGGS' latest resources **to promote Gender Equality** in Guiding and Scouting associations! Play **Be a gender hero** of WAGGGS (www.beagenderhero.org). Get ideas on how to make gender equality a reality in your life and in your association in the booklet **Your chance to balance the gender imbalance** (in English and French <http://europe.waggs.org/en/resources/document/view/25157>). Read more about gender issues in the WAGGGS Taking Action on Gender online resource (2012): www.waggsstakeactionongender.org and get inspiration from the Charter for Associations to focus on gender work (2004): <http://europe.waggs.org/en/resources/document/view/51>

The Gender Equality Men and Boys project

Following the 14th European Guide Conference and the approval of the Europe Region WAGGGS Membership Development Strategy Gender has been identified as one of the four thematic strategies and priority areas of action for the Europe Region.

The “Gendered leadership” thematic strategy builds on WAGGGS’ Vision and unique competencies as an organization. It aims at supporting “WAGGGS Europe Region and its Members to inspire, prepare and influence a new generation of leaders with the confidence and competence to define leadership on their terms. This leadership will achieve great things in the world and bring the best out of girls, women, boys and men. WAGGGS and its Members **review and shape organisational cultures, systems and processes around them so that each leader is valued and enabled to fulfil their talents.**”

The Europe Region WAGGGS started working on this thematic strategy with a project to explore how to most effectively work with boys and men in achieving WAGGGS Vision. **The Working with Men and Boys on Gender Equality event** took place in Helsinki, Finland, from 9 to 12 May 2014 with 29 participants from 17 countries in Europe and two other WAGGGS Regions (Arab and Asia-Pacific). The event was funded by the European Youth Foundation of the Council of Europe and the Guides and Scouts of Finland. It aimed at **promoting boys and men’s engagement as champions of a world that works for girls, boys, women and men**, in youth organisations and in European societies.

During the event, participants shared experience and tools developed to engage associations, men and women, boys and girls in gender work. A cartoonist interpreted hot discussions and key messages into the cartoons that you see in this publication. As a result of the event, we are able to share learning and recommendations to all leaders and associations that want to promote and create equal opportunities for all at all levels of society. We recognise that there is still much progress to be made to identify effective and innovative ways to involve men and boys in gender work in Girl Guiding and Girl Scouting associations, both within the Movement and in the wider society. This event offered an important opportunity for mapping the current situation in Member Organizations, to share existing best practices and make recommendations for future plans. Many associations are just beginning this journey, so the event was a good opportunity for them to find a travel companion to support each other along the road.

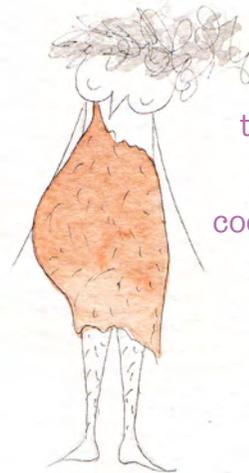


Champions of a
world that works
for girls, boys,
women and men

How the roles have changed during history?



hunting



taking care of
the family,
cooking, cleaning



working



working, taking
care of the family,
cooking, cleaning

Learning

At the “Working with Men and Boys on Gender Equality” event, participants shared practices, discussed and were inspired by different speakers from the Spanish Association of Men for Gender Equality (AHIGE), Youth Men Initiative (Status M) in Croatia, the Oxford Brookes University and Plan International. Speakers shared practices of work with men and boys to achieve gender equality and positively redefine masculinity, understand power in relationships and see leadership through a gendered perspective.

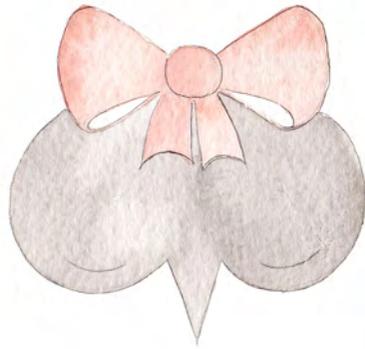
The points below represent key learning points from the event that everyone should have in mind while travelling to “Gender Equality land”. We don’t want to propose a short encyclopaedia about gender but rather highlight what leaders taking part to the event considered to be the most important information to retain.

1. “**Sex**” refers to the biological and physiological characteristics that define men and women. “Male” and “female” are sex categories.

“**Gender**” refers to the social attributes, roles, behaviours and opportunities socially associated with being male and female (which are sex categories), and the relationships between women and men and girls and boys, as well as the relations between women and those between men. “Masculine” and “feminine” are gender categories.⁵

Gender determines what is socially expected, allowed and valued in a woman or a man in a given context. These attributes, opportunities and relationships are **socially constructed and are learned through socialization processes**⁶ They are context- and time-specific and **changeable!**⁷

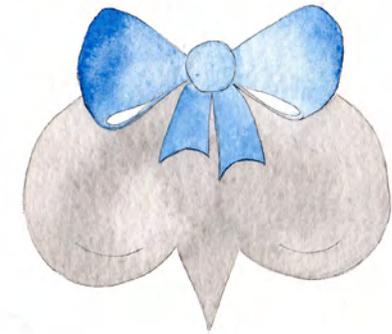
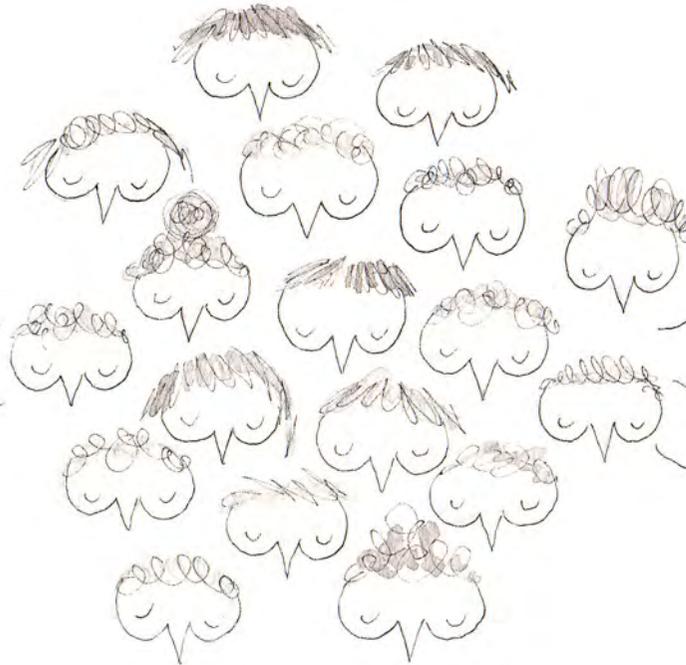
Isn't it time
for a change?



She's a princess

She's so pretty

She's very sweet



He's very tall

He's strong

He's a big boy

7

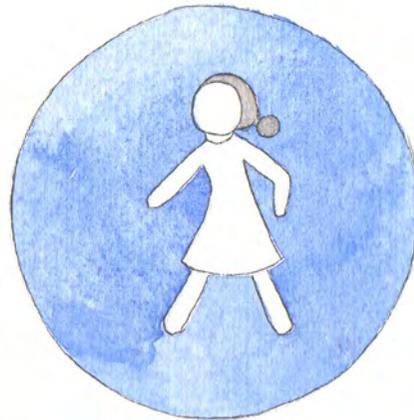
2. Boys and girls, men and women are **treated differently**, on the basis of their biological sex and gender norms based on it. As a consequence, boys and girls, men and women are given **different opportunities**. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Some examples⁸:

- When a girl is born, she gets a pink bow and is described as "sweet". A boy gets a blue bow and is described as "strong".
- In most countries in the world, women earn significantly less money than men for similar work.
- In some countries in the world, men are allowed to drive cars while women are not.
- In most of the world, women do more housework than men.

Why are road signs showing only men?



women at work



women pedestrian area



women motorcyclist



women crosswalk

raise awareness
of gender issues

8

3. If you don't see gender issues, it doesn't mean that they don't exist around you and in your life! Like other social constructs, gender is closely monitored by society. Practically everything in society is assigned a gender: toys, colours, clothes and behaviours are examples. Accepted social gender roles and expectations are so entrenched in all cultures that most people cannot see them or imagine any other way. Reading, keeping yourself informed, observing social dynamics, not judging others and being open to analyse your behaviours will help you to see issues related to gender. **Raising awareness** of gender issues has been recognised as a first much needed way to promote gender equality!

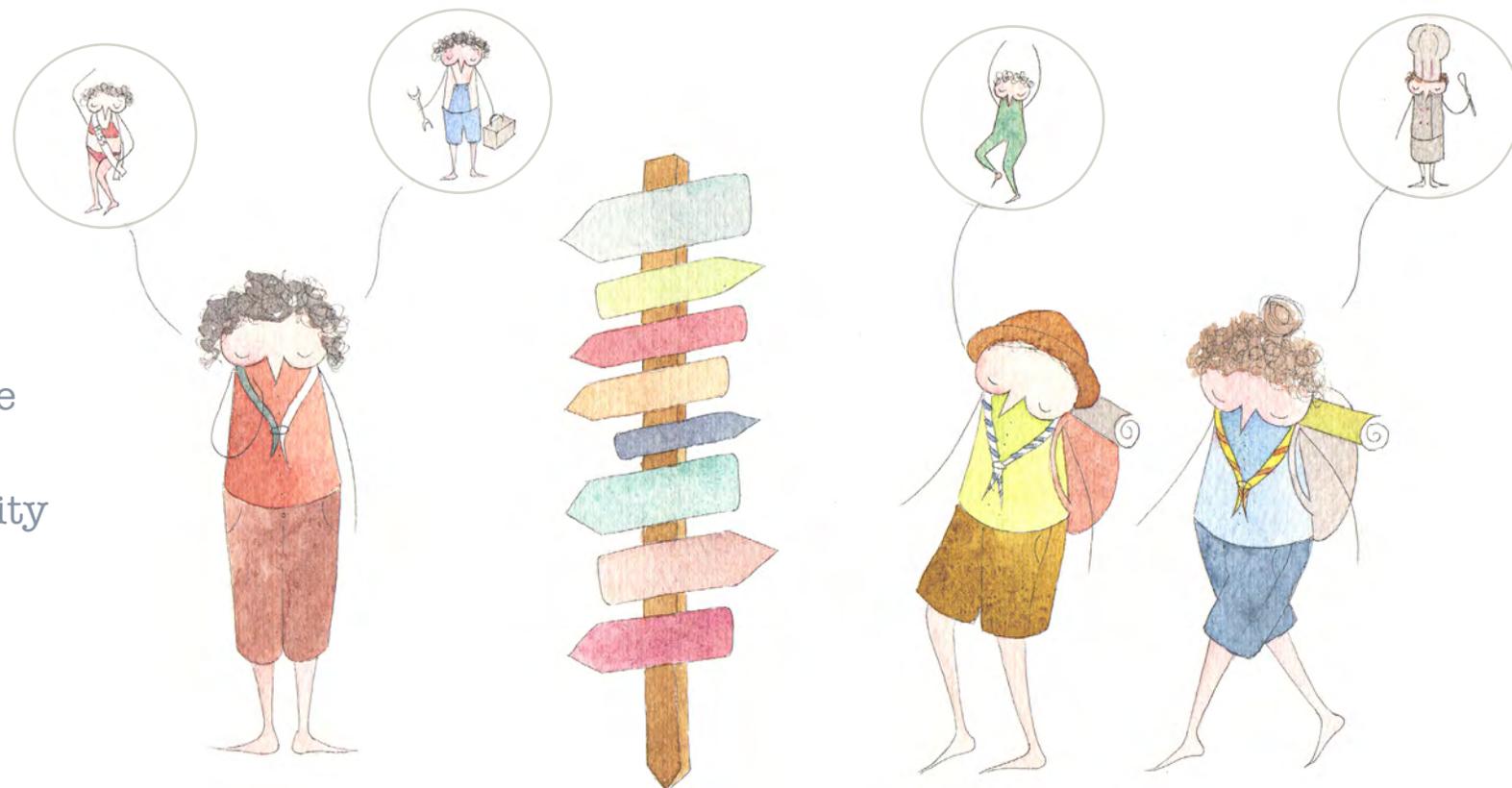


women's and men's right,
responsability and opportunity will
not depend on whether they are born
male or female

9

4. **Gender equality** refers to the **equal rights, responsibilities and opportunities** of women and men and girls and boys. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration and that each individual is **free to choose** how to develop as human being. Equality does not mean that women and men will become the same but that women's and men's **rights, responsibilities and opportunities will not depend on whether they are born male or female.**

Freedom of choice
=
having the possibility
to develop your
full potential



5. Boys and girls, women and men, have to **grow free to develop their own personalities** according to their individual characteristics and interests. Whether a person assumes conventional or non-conventional gender roles should be a free and informed choice. Let's take the example of a man and woman that are gender-aware and actively involved in promoting gender equality. Whether this man likes to fix cars (an activity stereotypically associated to men) or like to cook (an activity stereotypically associated to women), he should be free to carry out these activities without feeling he's continuing gender stereotypes or damaging gender equality. The same goes for a woman, whether she likes children or riding motorcycles.

women and men
working together
for greater
gender equality

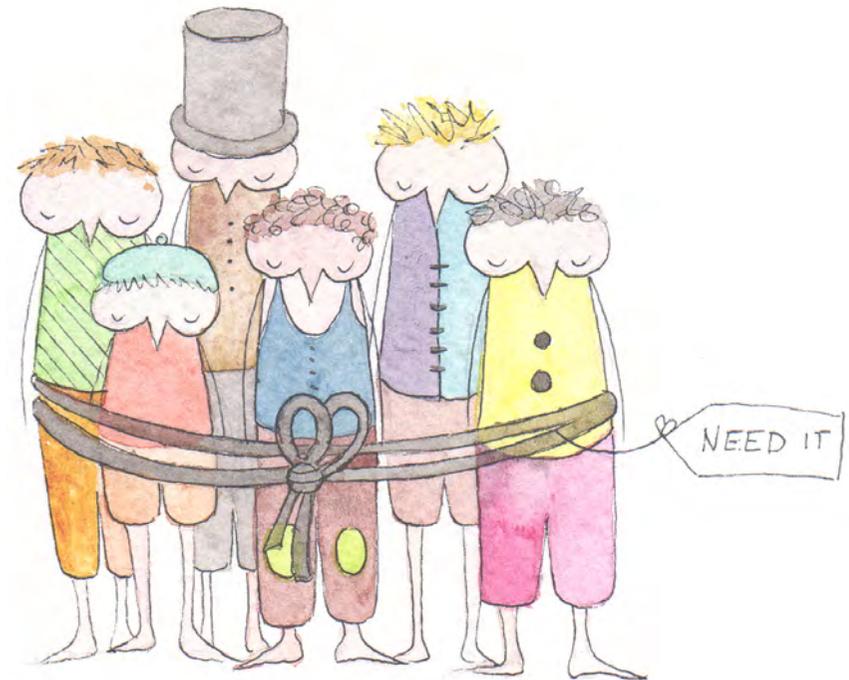
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6. **Gender equality** is not a women's issue but should concern and fully engage men as well as women. Girls and women do not live in isolation, whether they are used to do most of activities in girls-only or mixed settings. Initiatives that promote gender equality should consider the socially and historically constructed relations between women and men and think in terms of power relations affecting both, negatively or positively.

"Men are the gatekeepers of current gender orders and are potential resistors of change. If we do not effectively reach men and boys, many of our efforts will be either thwarted or simply ignored"⁹.

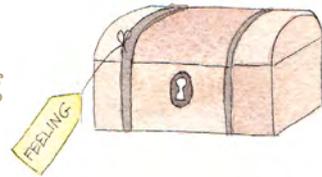
Engaging men and with men would increase the effectiveness of interventions by creating "ownership" of the cause from men's side and open important spaces for intervention. It could broaden the consensus on issues that were previously considered as being of interest to women only, such as child care, family chores, reproductive and sexual health.

Equality is only achievable if **women and men work together for greater gender equality**. Men and boys are showing growing interest in the roles and responsibilities in relation to gender. We suggest that society should not underestimate their **readiness** to commit for gender equality¹⁰ and women need to have **confidence** on men who want to engage for it. To achieve WAGGGS' Vision and Mission, WAGGGS and Member Organizations need to **engage boys and men as champions of a world that works for girls, boys, women and men**, in individual Associations and in Europe.



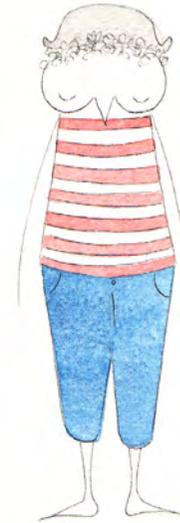
Society says...
but who is the society?

lock feeling



do not cry

drink



fight

do not play with
children



strong, hairy

7. Men have so much to gain from gender equality! If men are privileged by existing gender dynamics, why should they be interested to work for gender equality?

Men have also gender and their life is also influenced by gender-specific issues. Men who conform to the social expectations of "masculinity" are expected to be strong, risk-takers, decision-makers, sexually successful, neglect their own health needs, not show emotions, financially support their families, etc.

The socially shaped definition of masculinity does not take into account the uniqueness in each individual and the diversity of men's identities, and contradictions between aspects of their identities. Conforming to "masculinity" has serious consequences on men and boys, from lower life expectancy, risk-taking behaviour, health problems, gender stereotypes, use of violent behaviours, limited fatherhood and parental leave.

As we can see men are not always the "winners" and making them aware of the costs of conventional forms of masculinity, for both themselves and women, is important to challenge gender inequalities.

8. **Power in relationships** plays an important role, including in the relations among and within women and men.

As a result of socially and historically constructed gender norms, men as a group exercise power over women and other men resulting in unequal power sharing among individuals. There is resistance from some men, especially those in dominant social groups, to surrender the power they have and gender equality is perceived as a threat to their privileges.

Who has the power, whoever the person and the context, is responsible for sharing it with other people. Many men are taking personal accountability for examining their attitudes and behaviours in the light of socially determined gender norms and rejecting harmful masculinities.

choose your identity
choose your colours



9. **Gender mainstreaming** is not a goal in itself but is an effective strategy to achieve **equality between women and men.**¹¹

Mainstreaming involves ensuring that **gender perspectives** and **attention to the goal of gender equality are central to all activities** (in a Girl Guiding and Girl Scouting association these are the Constitution/Statutes; decision-making and leadership; dialogue; planning; educational programme development; training scheme; external relations and advocacy; resource allocation and planning, implementation and monitoring of programmes and projects). It should be a continuous process allowing adaptation to gender evolution during the years and contexts.

What would you like to offer to your children?

all the possibilities



one possibility



14

10. Girl Guiding and Girl Scouting offer a **safe space** to address gender issues and have a great potential to **influence** society. Focusing on the development of the individual through holistic non-formal educational programmes, Girl Guiding and Girl Scouting associations give girls and boys the opportunity to develop their fullest potential on the basis of their individual characteristics and pace, irrespective of their gender. Both in female-only and in co-educational settings, associations can empower girls and boys to play leadership roles and share power equitably.
11. **Training leaders** on gender issues is an invaluable tool to provide them with the knowledge and competences to adopt gender-aware approaches in everything they do, help promote gender equality and offer a world of opportunities to all girls and boys. Leaders can also play a crucial role as active **role models** to help prevent stereotypes and inequalities based on gender.

Are they bossy? How do we accept the authority of a woman?



15

12. Gender norms influence the **language** we use. This has been highlighted by the “Ban Bossy campaign” developed by Leanin.org and Girl Scouts USA. When a little boy asserts himself, he’s called a “leader.” Yet when a little girl does the same, she risks being branded “bossy.” Words like bossy send a message: don’t raise your hand or speak up. By middle school, girls are less interested in leading than boys—a trend that continues into adulthood.¹² This language discourages leadership in girls from a young age while instead we need to encourage them. Be conscious of the words used to help breaking the chain!



13. **Society influences individuals' identity.** In particular, commercial strategies influence children's identity. For commercial purposes, toys are pervaded by gender stereotypes and reproduce them. The fact that girls generally like to play with dolls is not a result of their biological structure, nor is the fact that most of boys play with cars.

14. As a result of the influence that socially determined gender norms have on individual's identity, we have developed **stereotypical ways** of being girls or boys. While, in reality each individual is unique and as Guides and Scouts we should try to see the uniqueness in each person.
15. **Leadership characteristics** are not the domain of only certain people, boys and men for instance, but of all people. Leadership as well is influenced by the way society shapes opportunities, ambitions and roles of boys and girls, men and women. Associations have a role to play in adopting a gender-sensitive approach to support the development of girls' leadership and fullest potential so that both genders are equally empowered by, valued through and represented in leadership positions within and beyond Guiding and Scouting.





Start your travel to the Gender Equality land



18

Recommendations

Now you are almost ready to start your travel to Gender Equality land! Please, take a look at the recommendations from participants of the “Working with Boys and Men on Gender Equality” event directed to themselves, as well as all other leaders, and their Girl Guide and Girl Scout associations. This is not a comprehensive manual but suggestions that participants considered valuable and worth sharing to create gender equality in Girl Guide and Girl Scout associations.

1. Mainstream gender in the association

- To: National Boards of Girl Guides and Girl Scout associations, with the active involvement of regional and local levels
- What and why: Associations should be committed to promote gender equality at all levels. Gender issues should be mainstreamed in the structure and all activities of the association so that the association is sensitive to and able to address gender issues to create equality at all levels.
- What could be done:
 - As starting point an analysis related to gender assessing current situation and needs in the association. WAGGGS’ core areas could be areas for assessment:
 - Membership
 - Educational programme
 - Adult training
 - Relationship with society
 - Finance
 - The association’s structure and management.
 - Statistics on your association and from society could provide you with numerical indicators, although qualitative gender analysis will also be crucial¹³.

- Based on the results of the analysis the association can develop an action plan including:
 - Development of a gender policy;
 - Adapting the Constitution or Statutes of the association so that women and men have the same leadership opportunities and decision-making power at national, regional and local level;
 - Develop specific projects based on gender equality;
 - Influence society and politics at all levels;
 - Budget and fundraise for actions that favour gender equality;
 - Adopt a gender-sensitive approach in evaluations;
 - Use communication channels – making sure they are gender sensitive - in the association to raise awareness and promote gender equality among your members and outside;
 - Partner with other associations to exchange best practices on gender mainstreaming;
 - And many other actions that you can identify¹⁴.

2. Educational programme

To: Programme committee

What and why: the educational programme should adopt a gendered perspective to address

- the most relevant needs of young women and men in your country. This could, among other benefits,
- support membership growth and the individual development of all boys and girls that takes into account specificities based on gender and other aspects of identity.

What could be done:

- Analyse educational needs of boys and girls in your country;
- Screen the current educational programme with a gender perspective:
 - - Is it responding to the specific needs of girls and boys?
 - - Is it adopting gender-sensitive practices?
 - Is it fostering gender equality?
 - Is it preparing girls and boys to interact in a currently gender imbalanced society and take responsibility for creating equality?

Gender policy



What could
be done

20

3. Training scheme

- To: Training committee
- What and why: the training scheme in place in the association mainstreams gender, so a gender perspective is adopted at every stage. Also, specific training opportunities on gender should be offered to leaders to enable them to understand gender dynamics and adopt gender-sensitive approaches in their educational roles.
- What could be done:
 - Analyse the current training system in the light of gender;
 - Include gender sensitive approaches in the training methods and scheme;
 - Provide training opportunities specifically dedicated to gender addressing leaders at different levels;
 - Provide leaders with resources (already available or created by your association) to help them in using gender-sensitive approaches and promote gender equality.

4. Gender-sensitive leaders

- To: Young and adult leaders
- What and why: leaders of all ages and at all levels champion gender equality to role model and show that a world where all are equally valued and given opportunities is possible.
- What could be done:
 - Improve quality of role models at all levels, in the structure, management, relationship with society, etc.;
 - Work with girls, boys, young women and men, to challenge gender-based stereotypes;
 - Carry out campaigns involving girls and boys, women and men to raise awareness in your local community or at national level about gender-related issues (e.g. violence against women, promote women's role in decision-making positions, etc.)
 - Advocate with decision-makers at local, regional or national levels for women's rights and gender balance.



Thank you

Thank you to all participants and associations that contributed to the Gender Equality event by sharing their experiences and resources and showing great motivation to work on gender issues.

A big thank you goes to all other people who have contributed to the very positive outcome of the event: the Finnish host team, volunteers from the Europe Region WAGGGS, and Marta Ruffa for her inspiring cartoons.

Bibliography

¹ UN Women: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

² Policy on the Education of Girls and Young Women in WAGGGS (1998) – WAGGGS a Challenging Movement: www.waggggs.org/en/grab/1005/1/1Educationofgirlsandyoungwomen.pdf

³ Available at: http://14egsc.europak-online.net/wp-content/uploads/2013/06/Document-EGC-09_Europe-Memb-Dev-Strategy1.pdf

⁴ UN Women, Empowering Women, empowering humanity: <http://youtu.be/pFmP94NQ4jc>

⁵ Definitions of the World Health Organisation: www.who.int/gender/whatisgender/en/ and UN Women www.un.org/womenwatch/osagi/conceptsanddefinitions.htm Other sexes and other genders exist but for practical reasons here we refer to male/female and masculine/feminine.

⁶ The socialization process is the process through which individuals learn from others as from their birth. Children are born without any culture and acquire informally and formally from others the socially expected norms and behaviours.

⁷ Please note that gender is part of a broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age, different aspects of an individual's identity.

⁸ The World's Women 2010: Trends and Statistics: <http://unstats.un.org/unsd/demographic/products/Worldswomen/ww-work2010.htm>

⁹ Kaufman in Ruxton, Gender Equality and men, Oxfam GB, 2004:20.

¹⁰ Associations and networks of "feminist" men working for gender equality exist and the European Institute for Gender Equality (EIGE) has a "Men and Gender Equality" database of associations working on the topic with men and boys: <http://eige.europa.eu/content/activities/men-and-gender-equality>

¹¹ UN Women: <http://www.un.org/womenwatch/osagi/gendermainstreaming.htm>

¹² Ban Bossy campaign: <http://banbossy.com/>, supported by Girl Scouts USA.

¹³ An example of questionnaire is available here: <http://www.wagggstakingactionongender.org/activity-gender-assessment-questionnaire/>

¹⁴ "Your chance to balance the gender imbalance" and "Be a Gender Hero" (<http://beagenderhero.org>) provide you with ideas and questions on how to mainstream gender in your association: <http://europe.waggggs.org/en/resources/document/view/25157>

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