European Youth Forum

WO=MEN

Your best friend in making equality between women and men a reality

CONTENTS:

1. WHAT'S THE STORY?

Due to historical, cultural, traditional, political and societal circumstances, girls and young women, who constitute more than 50% of young people, are potentially disadvantaged, unequal, under-represented, sexually exploited, underpaid, and disproportionately unemployed by virtue of nothing more than their sex. These circumstances make the achievement of equality between women and men one of the biggest challenges facing our society today.

It is the responsibility of us all to ensure that women and men are equal (WO=MEN) and that the above mentioned tendencies are prevented from happening.

As a representative platform of youth organisations, the European Youth Forum (YFJ) is actively engaged in promoting equal opportunities for all young people. The engagement of the YFJ in the field of gender equality in 2007 resulted in the development of several important initiatives, which we are convinced will greatly contribute in the way the organisation works on the issue internally and externally. We developed a policy paper Achieving equality between women and men, internal guidelines for achieving equality between women and men, gender neutral and gender sensitive terminology policy and this gender equality handbook for youth organisations. We are convinced that improving the way youth organisations work on gender equality is not limited to YFJ efforts alone, but requires wide engagement of all youth organisations including yours.

This handbook aims at helping you become aware of the gender situation within your organisation and start thinking from a gender perspective, understand the complexity of gender inequalities in general, and find suitable responses in addressing gender questions both through your work and practices. The handbook covers structural, representational, organisational, as well as policy related aspects, towards which you can introduce gender equality measures. In doing so, it highlights a variety of tools suggested from our side for that purpose. This handbook also offers concrete examples that the member organisations of the YFJ already have in place, which we hope will serve as additional inspiration for your engagement.

The handbook has been developed thanks to the support and active engagement of the YFJ working group on gender equality

2. WHY ACTIVE IN GENDER WORK?

Let's start with several facts. Did you know that?

- Gender equality is a human right
- Only 20.4% of the members of national Parliaments in Europe are women
- The Gender Equality MDG (Millennium Development Goal) is the only one that is has not been achieved in Europe so far

- For a woman in the EU to earn what a man earns in a year, she needs to work until the 22nd February the next year
- Women perform 60% of the world's work, but earn 10% of the world's income while owning only 1% of the world's wealth
- Between 40 and 50 % of female employees have experienced some form of sexual harassment or unwanted sexual behaviour in the workplace
- Although women make up 52 percent of the world's population, they make up only 21 percent of news subject in the media
- 86% of people representing the public opinion in the media are men
- Men can make a break of 8 to 11 seconds in a speech without being interrupted, while women can make a break of up to 3 seconds and then they get interrupted

If you didn't know all or any of these facts, then we are happy to have shared a few of the key issues on the way to gender equality. These act as mind-openers for all of us in the way we address gender issues through youth organisations.

Gender inequality strongly affects young people, in that it prevents us from achieving fullest potential in life and from enjoying our basic human rights to a full extent. Gender inequality affects all areas of our lives and we therefore have to make sure we approach it as an important component of all our work and address it accordingly.

We tend to be critical players in everything related to social change, but when it comes to being critical towards our work and the conscious and/or unconscious practices of our organisations there is a lot of improvement to be made in understanding the sources of gender inequality, and in ensuring that our engagement makes WO=MEN.

Progress is only possible when we have strong knowledge and information about the gender reality in the organisations in which we work. Therefore as youth organisations we need to continuously assess: the way we work, the way we are structured, whether our policies are gender sensitive, whether we foster equally welcoming environments for women and men, whether we use inclusive language, whether our representatives and leaders are reflecting the gender diversity of our organisations etc. These may seem like minor questions, but they have big impact in the way young women and men are encouraged to be active and participate in cultural, social and political life. Consequently these questions affect their capacities to handle and recognise inequalities and affect their future interests for active engagement in society.

We should mention that despite the fact that most of the people active in the area of gender equality are women, equality between women and men will only be achieved when women and men have joined forces in making this change happen. Therefore, different ways for men to act

proactively in achieving equality should be provided in order to encourage their active participation in the struggle for gender equality.

"Every time we liberate a woman, we liberate a man."
- Margaret Mead

Therefore, we invite all of you young women and men to be the spokespersons for gender progress. Let's act for gender equality together. Let's make sure that nobody's life opportunities and freedoms are determined by gender or sex.

Our concrete suggestions for action follow in the next chapter, but before getting you there we want to make sure you have gone through the following checklist:

❑ You realise women and men in your organisation might not be as equal as you thought (WO=MEN?)
❑ You are aware that gender equality is also your and your organisation's responsibility
❑ You are committed to making a change
❑ Your organisation wants to promote gender equality internally and externally
❑ You are aware that the road can be long and demanding but it's the only one to take to make gender equality possible
❑ You agree that gender equality is the responsibility of both women and men
❑ You are open to changes and consider reflection about existing structures

3. What you can do:

3.1 MEASURE GENDER

"If you have any doubts that we live in a society controlled by men, try reading down the index of contributors to a volume of quotations, looking for women's names" - Elaine Gill

In order to know where to go and how to get there it is important to know where you stand. Only with a clear picture of the actual gender relations in your organisation can you define priorities and select mechanisms effectively.

Example:

You want to raise the number of women in your executive board from two out of ten up to five out of ten. It would be important to know the composition of your general membership, since you would chose very different measures if:

(1)	(2)
A mere 20% of all your members are women – then 2 out of 10 is a reflection of the general membership. In this case you would want to recruit more women members.	Half of all your members are women - in this case the under-representation of women in the executive board would seem to reflect a problem for women trying to get into decision-making positions.By assessing the gender balance of the members who actually attend your activities, it is possible to conclude whether the lack of women in your executive board stems from a problem to activate women or whether women are already active but still not in the executive board.

3.1.a Criteria for data collection

There are different ways of collecting the data you want. Specific questions are needed for specific issues. Asking the right questions leads to the right answers. Precise, transparent, complete and gender-sensitive data collection is essential for finding such answers.

The data used can give valid answers to the question of which measures are needed and weather the chosen tools effectively produce the competencies aimed at. So how can this data be collected in an efficient way?

One important source of information for assessing the actual situation, as well as the results of endeavours to include diversity policy in your organisation, are raw percentages of female and male delegates/participants. This counting approach will give you basic and quick insights

in the gender relations of your organisation, which will help to identify target areas, but is unlikely to point towards any solutions in the way qualitative interviews or surveys do.

Specific indicators for this approach are:

- Composition by sex of your organisation's membership;
- Representation of women and men in your organisation's elected and appointed bodies;
- Representation of women and men at meetings and activities;
- Division of speaking time between women and men (speakers lists), N.B. it is advisable here to count both the number of women and men taking the floor and the length of their interventions; A standard template for measuring participation in meetings can be found in chapter 6.
- Gender representation of your organisation in external activities, i.e. gender balance of the delegations representing your organisation at different events;
- Specific tendencies in sending female or male delegates by branches of your organisation;
- Gender balance of external speakers (panellists, etc) and invitees - as well as the topics they (are asked to) discuss;
- Division of work: who carries out different practical tasks? Who prepares decisions, who takes the decisions and who presents the proposals?
- Who applies, gets contracts and is employed for different positions;

Second important sources of information are interviews and questionnaires in which members and participants are asked to relate their experiences with regard to gender. Posing specific questions has the advantage of generating information on the perception, or lack thereof, of the urgency of the problem among the membership and on the obstacles they experience. This kind of information is more likely to point in the direction of possible solutions and policies. Much depends on the quality of the questions posed, however, and too broad formulations run the risk of not generating any usable data.

Possible methods for this kind of data collection are:

- Broad surveys on the gender aspect in activities for participants in activities as well as members of elected bodies and staff to evaluate the gender dynamics in the organisation;
- Central data-base of shared experiences
- Questionnaires for participants and organisers to specific events or on specific topics, like on the gender sensitiveness of the organisation's policies;
- Focus groups: meetings of a group of people who together assess or debate a certain specific issue, for instance how to recruit more women members.

3.1.b Monitoring and Reporting

To ensure continuity and accountability, it is important to keep track of the (lack of) improvement of gender relations in your organisation on a structural basis. Making a person, a structure, or both responsible for monitoring the developments in terms of policies, their implementation and their effects and subsequently for reporting back on the progress is a good way of formalising and structuring data collection. The establishment of independent gender monitoring committees proved efficient in many organisations. These committees usually work with an allocated annual budget to collect data as well as publish regular reports on the findings throughout the year.

A Gender Monitoring Committee would have a mandate to advise the organisation in creating a working environment actively promoting gender equality. Such a committee could execute the abovementioned task of data collection, assess the gender sensitiveness of the organisation's policies and publications (the committee could safeguard the implementation of the gender mainstreaming principle) and provide advice to the organisation as a whole, both during activities and in an annual report.

Several structural monitoring tools, such as the abovementioned counting approach, a gender mainstreaming check and a standard gender equality survey can be combined with ad hoc research into specific issues to develop strategies for overcoming specific problems. Reporting back on the findings is a useful manner of ensuring that gender equality remains on the agenda.

3.2 GENDER TRAINING – Knowledge is power

"Education is important because, first of all, people need to know that discrimination still exists. It is still real in the workplace, and we should not take that for granted." Alexis Herman

Gender equality and sensitivity trainings (GEST) are tools with various focal points for the development and advancement of gender equality competence. They are an important service to your members to assure sensitisation and further development in the field of gender equality. Gender equality and sensitivity trainings help increase awareness and understanding of key gender concepts and familiarise people with the basics of gender analysis and mainstreaming methodology, in order to develop tools for mainstreaming gender perspectives and ensuring gender equality within the organisation. GEST is important for deconstructing gender roles of both women and men.

Gender equality and sensitivity training includes the following aspects:

- What is Gender & Co. (Historical background and terminology)? Difference between gender and sex, political framework, theories, diversity, history of the feminist movement, tools & methods, ...Why it is necessary to deal with gender equality issues (Numbers, dates, facts)?
- How am I concerned in work and private life (Sensitisation)
- What arguments can I use in discussions (Empowerment)
- What can be the first steps to gender equality in my own environment (Plan of action).

The following actions are furthermore recommended to support the GEST:

1. Organise regular gender trainings for members of staff and volunteers active in the organisation. The gender trainings should enable them understand how the gender mainstreaming in different policy areas works in practice and should inform them how to incorporate gender aspects in their daily work
2. Include a gender workshop in the handover meetings for new members of the Board of your organisation. Their gender sensitivity is crucial in how gender issues will be dealt with in the organisation.
3. Create a specific pool of trainers dealing with gender equality issues
4. Provide GEST for the trainers and staff active in your organisation
5. Engage trainers who work in a-typical fields (e.g. women working on financial-management training)
6. Consider working in same-sex working groups when the topic of gender equality is being discussed
7. Set up criteria such as appropriate references and technical training for GEST trainers together with experts.

3.3 STRUCTURAL AND STATUTORY CHANGES

"Affirmative action is an effort to develop a systematic approach to open the doors of education, employment and business development opportunities to qualified individuals who happen to be members of groups that have experienced long-standing and persistent discrimination" - Bill Clinton

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"Women have been taught that, for us, the earth is flat, and that if we venture out, we will fall off the edge." - Author Unknown

The statutes and structures of an organisation are the rules by which it plays. These rules determine what is allowed and what isn't; how decisions are made, who has a say, who can participate, who must be consulted, which elements must be included and so on. Because these rules provide structural advantages and disadvantages it is important to ensure they are fair to everybody in order to achieve lasting equality. If the rules are gender sensitive this will greatly facilitate the work of the organisation's women's or equality officer/network.

Although these kind of structural and statutory changes are often difficult to introduce (often a two-third majority in the organisation's highest body is needed), they are very effective and after a while become common sense in the organisation.

We distinguish structural and statutory changes connected to general representation of women in the organisation and changes to formalise and empower certain substructures, such as committees and networks, in the organisation. Structural and statutory changes of the latter kind recommended are, amongst others:

• The statutory requirement to have a policy officer and/or board member responsible for gender equality within the organisation, ensuring that all policies/activities of the organisation are gender sensitive.
• The establishment, and formalisation through the statutes, of gender monitoring committees of the kind referred to in the chapter on Measuring Gender, that are responsible for monitoring, evaluating, promoting and preparing reports and tools with regard to gender issues. This could be composed of a number of board/staff members, or active volunteers commissioned to work on the issue. The statutes should ensure its continued existence, right to consultation and the allocation of sufficient funds.

Structural and statutory changes that regard the equal representation of women and men, which we recommend are:

• Where necessary to make targeted efforts to ensure an equal representation of women and men in the organisation's structural bodies and during its activities. Affirmative actions such as quotas can be one tool to ensure equal participation of women and men. The granting of priority to gender balanced delegations over non-gender balanced delegations in registration is another.
• To ensure that there is an equal representation of the sexes at the top level of the organisation a requirement of gender balance could be introduced for the board and presidency. Consider ensuring either the

existence of a co-presidency (female and male presidents) or that where a man is president, a woman is vice-president/secretary-general and vice versa. Throughout the boards of youth organisations, a balance of both male and female board members could thus be ensured.

- In statutory meetings such as General Assemblies, where votes on organisational and/or political decisions of the organisation take place, delegations should be gender balanced. If delegations are not gender balanced, a well known tool is to suspend half of the votes and travel reimbursements until the gender balance is restored.
- To statutorily recognise the forming of a feminist or women's network (as explained later on in point 3.8)

3.4 POLICY GUIDELINES

"Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance." - Kofi Annan

You and your organisation might want to strive for gender equality not only internally (by for example making structural changes) but also externally. The development of policy documents is an important part of showing your priorities to the public. If you are considering gender equality as a priority, it might not be enough to have one policy document on gender equality. In order to efficiently highlight the great impact gender issues have in the lives of young people, a gender perspective could be included in all of the policy areas you cover.

Example:

If you google women and transport for example, you will see that women and men use the public transport differently, according to their different life situations.

Here you can find some advice on how to include a gender perspective in all your policy documents:

1. It is important to always consider how the different genders are affected by the policy you write. Unfortunately, it is very common that the women's perspective doesn't find space in policies. Therefore, special attention should be paid to women's life situation. In doing so, you should not forget that there is no uniform woman or man but that we are individuals, who are facing gender roles because of traditions, laws etc. To put it in Simone de Beauvoir's words "One is not born a woman, one becomes one"
Make sure that you don't promote or emphasise stereotypical gender roles with your policy documents. You should always stress that you are responding to different life situations but you should also say how you want to break the stereotypes. For example, making it easier for women to combine work and family life is correct but it is very

important to stress that men need to take up their share in care and house work.

2. The mainstreaming of the gender dimension in your work means that in all policy documents and their implementation plans, the impact on different genders needs to be taken into account and voiced. It is important not to stop there but to actively deconstruct gender. All policy papers and their implementation must strive to reach gender equality.

3. In line with the above, gender mainstreaming should be a common feature of all the policy and media output of your organisation. In this way, you increase the visibility of gender aspects and strengthen your profile as an organisation with gender competence.

4. Your organisation could carry out regular impact analysis of its policies and decisions on the genders. The results of such monitoring carried for example by a monitoring committee as described in the section on structural and statutory changes 3.3, could be used to guide the work of the people in advising policy development. In order to facilitate such an analysis and make it possible as well for organisations with fewer resources and little experience, we recommend an exchange of good practices and tools such as questionnaires with other organisations.

5. When you deal with proposals from your members or member organisations, you could demand that motions, project proposals etc. include a gender perspective. You can support them with expertise that other levels of your organisation have already gained and by continuously including the gender perspectives in all seminars, publications etc, so that the gender perspective will become self evident in your organisation and among your membership.
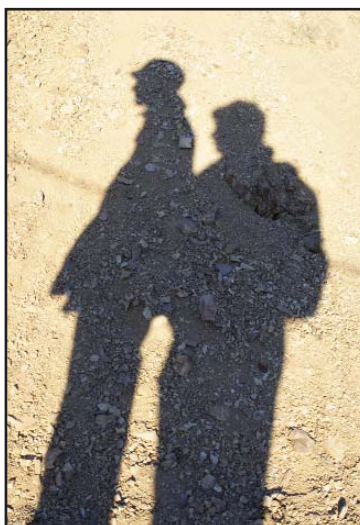
3.5 PUBLICATIONS

"One way of thinking about how to promote gender sensitivity in journalism is by looking through a "gender lens" "- Cynthia Cockburn

The publications of an organisation are like the mirror of its work, its business card to the outside world and a source of vivid internal discussion. Publications can play a crucial role in promoting gender equality by providing diversity in information, images and ways of thinking about gender. They create a basis for discussions and debates which support progressive approaches and diverse points of view from different genders. Sensitive editorial and journalistic practices can help deconstruct stereotypes and overcome gender inequality through choice of language, sources, subjects, titles, photos and captions.

Your publications can challenge gender stereotypes and gender inequalities. They are a powerful tool in sending messages both to your current and potential members on how you tackle these questions.

Below you will find a few recommendations to develop a gender sensitive style in your publications:

Concerning the authors:
- Try to keep a balance of male and female authors.
- Encourage the publication of articles by "atypical" authors; i.e. authors who write on topics that diverge from typical gender stereotypes. For example, find a woman writing about the financial market and a man writing about childcare.

Concerning topics:
- In publications concentrating on one specific topic, try to get a contribution from an expert focusing on gender equality in relation to that specific topic. If, for example you are publishing a booklet on "youth and healthcare" you could include a section on "young women and healthcare". This of course doesn't mean that all the other authors don't need to include a gender perspective in their articles.
- Regular interval publications could have a chapter, or newsletters could have a column, with a special focus on gender issues to formalise the gender dimension.
- Check whether examples you take are in line with your organisational philosophy. Avoid examples fostering a stereotypical approach to the life of women and men. Weigh the consequences for different groups of the policies you advocate in your publications.

Concerning Language:
- Gender sensitive and gender neutral language must be used throughout all publications. For a detailed guide on the application of gender sensitive language, see the point on gender neutral language in chapter 7 Tools and templates.

- Following the motto "two eyes are better than one", don't forget to proofread the publications also for discriminatory content or language. It is preferable to ensure both a woman and a man check articles before they are published.

Concerning pictures:

- In order to avoid gender stereotypic pictures, consider using pictures without people.

- Avoid having men as portraits, meaning their full portrait picture, plus name and showing women as anonymous "models"

- Very often men are portrayed in action, for example when giving a speech, while on the other hand women tend to be more portrayed as "decorum or models" rather than in an active role. Try to balance this in your publications.

3.6 REPRESENTATION

"If we get a government that reflects more of what this country is really about, we can turn the century -- and the economy -- around." - Bella Abzug

Representation refers to the involvement and active participation of women and men in different bodies, decision-making groups, publications etc. An equal representation of the genders is important, because it mirrors the existing proportion of women and men, provides role models, maximize the potential of the organisation, by ensuring the participation of people with different experiences, backgrounds and life situations.

Women are half of the population, so a board with only 15% women cannot reflect the reality and will leave a lot of your (potential) members and supporters under-represented. Equal representation is necessary to ensure internal democracy and to ensure that all voices are being heard. Also, the representation in your board, working group, publication etc will also be part of the image your organisation has towards the outside world and to your own members.

In order to achieve equal representation of women and men:

1. Quotas or other types of affirmative actions should be discussed openly, as they can be a good tool in ensuring equal representation. However, they should not be seen as the cure, but rather as a tool through which the aim of gender equality can be achieved. A quota system can have different shapes:

Quota system: 1	Quota system: 2	Quota system: 3
A "50% plus" quota ensures that for example women fill at least 50% of the open positions; This is a good tool when you acknowledge that women are discriminated against at the moment and that affirmative action is needed to bring the genders to an equal level.	A "50-50%" quota ensures an equal representation of women and men in your structures	A 40-40% quota can leave you a margin to be more flexible.

2. You can work with a gender balanced speakers lists, or so called zipper system. That means you make a list with two columns: one for women who want to speak and one for men. Then you alternate between the women and men. If there are no more women who want to speak you can either close the floor or ask the assembly whether it should be left open for further discussion on the issue in question.
3. You should pay attention to gender balance in press releases/statements, and quotations, ensuring not just balance in total number of releases from both male and female representatives, but having a diversity of people from each gender being quoted.
4. You should aim at ensuring equal representation in meetings and events (see also the point about gender equality in events). This concerns participants as well as speakers, experts, preparatory teams, trainers etc.
5. Seeking gender balance should be considered when accepting applicants for delegates and when sending delegates to external events. When you send delegations for example to the European Youth Forum or other external meetings make sure they are composed of equal number of men and women. If the number of people you are able to send does allow space for this, than you can adjust this with a rotating system of representation.
6. As a way of raising awareness and starting a discussion on the questions of representation, you can for example write an article in your member's magazine, publish a brochure on it, invite an expert to your general assembly or have a seminar on the issue.

3.7 GENDER MAINSTREAMING IN EVENTS

The moments when you as an organisation come together are important occasions to also raise awareness of gender inequalities and to reflect upon our gender role models and stereotypes. At your meetings, conferences and seminars you can make a difference by including the gender perspective in both content and technical issues. The meetings can also give you a possibility to encourage young women to become more active in your organisation. The gender policy of your organisation is not only reflected in the positions you defend publicly but will also be shown in the way you handle your events and the gender role models you present within your own organisation. Below you find a number of hints and some advice that you can consider as your checklist. However, it remains important that you take your special situation into account and review that from a gender perspective.

- When organising an event of whatever kind, the venue is often one of the first things that you have to decide upon. This decision is usually also taken from a political perspective and not only according to the motto "The cheapest wins!". For example, you will want to hold your general assemblies in the different regions of the area you cover or when focusing on a specific topic. You might also want to be at a place that is of relevance for the issue. In the same way, the gender aspect can be part of your political discussion. There it is important that the venue is accessible and fulfils the needs of all genders without discriminating or degrading anyone on the basis of sex, sexual orientation, race, belief, ethnicity etc. Questions you should base your decisions on are, among others: Are the places or countries chosen regions that are known for their discriminatory treatment of women? Does the hotel support or facilitate prostitution, making it unsafe for women to walk on the streets at night? Is there special support for women to reach the venue? (e.g. Taxis especially for women arriving at night?)
- When organising an event, don't forget to also have a look at who is doing what work. Is it women usually doing the background work that nobody notices? Is it men that are getting in touch with the experts and speakers? Is it women who stay in the room and clean? Sharing the work equally should be self-evident and will also reduce frustration and disenchantment among your team members. The team should be aware of these dynamics and evaluate regularly whether the aim of sharing tasks (visible- non-visible; caring-non-caring; networking-background work…) is fulfilled and where necessary remedy it.
- Very often there is one person who is chairing the meeting. This person has a very public and visible role. If you have two people chairing, you could place a woman and a man on the panel, again with emphasis on the equal work – a woman who is writing down names in the speaker's list while her male counterpart is doing the talking does not provide a positive role model. If you have only one person chairing the meeting

you should have two people rotating; for example have the woman chair 2 hours and the man 2 hours as well.

- Speakers and experts are the next very important point to consider. In a continent where women make up 60% of university students but are considered "exotic" as professors and in the higher-level academic world, it is very important to make a change. Female experts at your conference will make visible that it's ordinary for a woman to work in whatever field you're talking about and that she is valued as an expert. Having for example also a male speaker talking about gender equality is a very visible sign that this is a matter that not only women are dealing with. This will give young women and men a role model and show them that one doesn't need to be of a certain sex to be an expert, academic etc. It will break with traditional role models that still put obstacles in the self-determination of young women and men.
- Just as in publications, language plays an important role in events. Apart from the very necessary use of gender neutral language (see guidelines) it is also vital to use a gender neutral terminology. For example, when your video projector is not starting and you call for the "technical guy", you re-enforce a gender stereotype of only men being able to handle technological items. Respectively, calling out for the "cleaning ladies" will emphasise the stereotype of women working in caring and under-paid jobs that are connected to household work.
- In order to reach gender equality at your events, it is crucial to have a gender-balanced number of participants. You can reach this by either choosing your participants yourself in a way that parity is reached or by asking for gender balanced delegations in case you are working with representatives. There are various tools with which you can encourage your member organisation to send balanced delegations; some options are explained in the section on structural and statutory changes.
- Also during informal and social activities, gender mainstreaming must not be "forgotten".
  - ○ Checklists concerning played music (Is it sexist/discriminatory music? Is it only white/male/western artists?) are very often useful and necessary. In particular, music which portrays one or the other sex in a submissive or degrading light leading to their objectification through use of offensive and degrading terms should not be played.
  - ○ Attention has to be paid especially to localities of parties and elements of the party. For example, sexual harassment might be a problem at the party place. Sexist shows (e.g. go-go dancers) or discriminatory music are to be prevented.
  - ○ "Ice-braking" games or other evening- and informal activities that might involve a lot of "body-contact" can make people feel uncomfortable and should therefore be avoided. There are a lot of more inclusive and still funny games that you can organise.
- After an event, you will want to evaluate its success with your participants. In this evaluation, questions regarding the perceived

"gender equality" during the event should be asked as outlined in the section on measuring data.

- Free childcare, will facilitate the participation of people with children. This is a huge problem that still concerns mainly young women who are not able to participate in events. Providing childcare will enable these people to bring their kids along and still participate at the meeting. People with children will also profit from a more considered time schedule for shorter meetings. You should be aware of who you exclude when you do a meeting for example at times when parents have to bring their kids to sleep etc. If you are not sure which time windows are concerned by that, just ask your members.

- Sometimes during an event there might be incidents of people being discriminated or even worse, sexually harassed. It is very important to give people a feeling of safety to address these matters. Too often these incidents remain untold and therefore no actions are taken. At every event, there should be a person that people can address if there are cases of discrimination and sexual harassment. This person should be trained to deal with these issues. At the beginning of large-scale events many organisation distribute so-called NO means NO leaflets that call attention to the problem of sexual harassment during events.

- If you notice that during your events, women and men don't participate equally, for example that women speak less than men, we recommend that you find out why that is (see section on data collection) and then try out measures to ensure a greater equality. For example by using a quota for the speakers list, by working more often in small groups or by trying out different working methods which ensure that everybody is heard (see section on women empowerment). Even small things, such as calling on women to also ask questions often have a positive effect.

3.8 WOMEN EMPOWERMENT

"There is no tool for development more effective than the empowerment of women." - Kofi Annan

If by means of the data collection you realise that you have a lack of women participating actively or being represented in a body, women empowerment might be the next step for you. Women empowerment is an important element in strengthening the position of women within an organisation. Empowerment aims at providing women within your organisation with tools, information and opportunities while helping them increase their interest, motivation or capacities to actively participate.

Women empowerment as concept is strongly linked to raising awareness for gender inequalities within an organisation and in society at large, while encouraging women to break gender determined patterns of behaviour and activity.

Very often you experience that women stay quieter in meetings, or that they don't apply for positions in general. This can be a result of missing practice, since due to traditional role patterns, women are less encouraged to speak up (in public) or to play an active role in an organisation.

Men also play an important role in the empowerment of women and in breaking traditional-gender patterns. Their role is especially important in the development of a wider understanding among men on the inequalities that exists and the ways they should engage themselves to ensure sensitivity and awareness, while actively supporting and providing spaces for women in youth organisations to be active.

We suggest several actions you can take to motivate, support and strengthen the position of women within your organisation:

1. Provide them with female "role models" when choosing speakers or experts, by ensuring that gender balance is sought. In different areas of work find "a-typical" role models (e.g. women speaking about market regulation or finances - contrary to the stereotype reducing women's participation to so called "soft issues")
2. The work plan of your organisation could contain a part about gender equality and a concrete plan of what is going to be done (events, campaigns etc.) to promote gender equality (internally as well as externally)
3. Create a Women's or Feminist Network[1], which can be either a formal network used as a working structure or an informal network within your organisation. The network can be a way to encourage women to take an active part in general and specific activities. It is also an important space for women to share experiences, strategies and to discuss gender related questions within the organisation. An e-network could also be created as a way to sustain their communication and distribute valuable information amongst each other.
4. Set rules for nominations to meetings/events/working groups etc. The rules should ensure that an equal space for women and men is

[1] The difference between a women's and a feminist network is that the former tends to be closed to be men and the latter open. Which form is most appropriate for your organisation would depend on the actual gender relations in your organisation. A women's network is likely to provide more of a safe haven and empower women whereas a feminist network is a good tool to involve men in the discussion of gender issues. You could also consider to have both.

provided. For example, you can set the rule that your members should nominate both women and men to events so that gender balance at the event is reached.

5. Special women-only training courses and seminars might be organised in order to provide women with technical skills such as networking, finances, communications, leadership etc. Do also consider training women in topics for which mainly men are responsible in your organisation. Very often, this concerns issues like market regulation, international relations, tax policies etc. Experience has shown that seminars for only women are likely to attract more women members and "members-to-be" and it often more helpful for women (especially if they are at their first seminar) if they can be in a women-only round.

6. In order to visualise your commitment to women empowerment, celebrate for example the international day of women, the 8th of March. You can organise various activities, which can be directly, or indirectly aiming at empowering women in your organisation. There are other days on which you can organise gender equality actions. Refer to calendar in Tools and Templates.

4. EXAMPLES OF GOOD PRACTICE FROM YFJ MEMBER ORGANISATIONS

ESIB (The National Unions of Students in Europe)

The Gender Equality Committee is the newest of ESU's[2] three experts committees. It has been established in November 2005 and elected in May 2006.

The committee deals with all aspects of Gender Equality both in Higher Education and within ESU's structures.

The work of the committee consists mainly of three parts: The research on Gender Equality issues, the support of ESU committees and ESU members regarding gender specific aspects of their work and the work on the inner structure of ESU as a student organisation.

The work of the committee consequently includes:
• Strategies towards more gender equality within ESU structures
• Gender specific aspects in policy making processes
• Gender based input to thematic events of ESU as well as to member unions
• Seminars and events on the topic of Gender Equality
• Information about Gender Equality for ESU members to overcome any lack of expertise in those issues
• fund-raising for gender equality related training and seminars organised by ESU

SAJV (The Swiss Youth Council)

Project for women empowerment through Mentoring[3]: "From woman to woman"

The SAJV-mentoring project consists of one-to-one and peer-mentoring and it lasts one year. Each time there are 25 couples participating. The mentors are women in politics, administration or NGOs, the mentees are members in a member organisation of the SAJV. In order to improve the programme continuously, it is scientifically evaluated.

Goals

- **"From woman to woman":** empowers and encourages young women to become involved in public life and supports them in gaining access to responsible positions.
- **"From woman to woman":** sees itself as a contribution to a political culture in which women and men have equal influence and carry the same power. Besides the more traditional forms of politics in parties, associations and parliaments, newer forms of political participation, such as the involvement in non-governmental organisations and projects is made visible.
- **"From woman to woman":** encourages the young women participating to get confidently involved in political life. The mentees and the mentors bring their experience into their networks thus becoming disseminators.

Activities

The mentoring-couples are free to decide what they do together during their mentoring year. Usually, the one-to-one-relationship is about: gettin the know-how and competences for politics and work, getting life experience, getting support in concrete situations, and networking.

The Mentee Network (Peer-Groups): In addition to the one-to-one relationship between mentee and mentor, the mentees' network is an important part of the mentoring project. At the opening event, the mentees form peer groups according to their own criteria. From the beginning, the women within this network organise themselves to give each other tips and support.

Experiences

"My mentoring year was like a hiking tour with an experienced guide. With her, I could reach summits I would never have reached without her. From the top of these peaks I have gained a new perspective, a new overview over things. And having been on the top once, I am no longer afraid of trying to do so another time! – Veronika Neruda participated in the first edition of the mentoring project as a mentee.

[3] The term "mentoring" has its origins in ancient Greek mythology. Mentor was a close friend of Odysseus. Odysseus asked Mentor to take care of his son, Telemachus, during his absence, to be a role model for him, and to prepare him for his role as the future king of Ithaca. Since that time the term „mentor" has been used to describe a generally respected and educated person who accompanies and advises a younger, less experienced person. Today, mentoring is understood as a strategy to develop the whole/complete personality of a young person. Or, in other words: a way of empowerment of young people/persons.

Today she works as a policy officer for gender equality and as project manager of the mentoring project "From women to women" of SAJV

ÖJV (The Austrian Youth council)

Gender parity:
In its General Assembly in May 2006, the Austrian National Youth Council decided to have gender parity (i.e. 50% women, 50% men) in all elected structural bodies. For this purpose the ÖJV gender mainstreaming steering committee developed the regulations for representation, which ensure the gender balance in all elected bodies.

To reach this goal the board was expanded from eleven to twelve members. In the election process there are two separate pools of candidates, one with women and one with men. In the first round two persons from each pool are elected for the team of presidents. Then in a second round the other eight are elected, four from the pool of women candidates and four from the pool of men candidates. If one pool has fewer people than places available, the other pool is reduced to the same number. A similar procedure is applied if the necessary majority cannot be reached.

With the implementation of these regulations all active members take responsibility for all genders to get their place for participation. To ensure places for women and men is one thing; to make sure that these places are taken, is another one. The member organisations are called for making sure that women and men can grow in equal manner into representative positions.

Gender Equality and Sensitivity Training (GEST):
The ÖJV has organised GEST for all board members and employees. The training has been seen as a good starting point for a wider gender mainstreaming strategy within the ÖJV. External training experts conducted the GEST. The GEST took place outside of the office of the ÖJV and lasted for one day.
The training consisted of three main elements:

1. Sensitization: Exercises that started a discussion and led everybody to see where she or he is concerned personally with gender equality
2. Theoretical Background on the issues of gender equality
3. Plan for action: A list of voluntary self-commitment for the organisation

OBESSU (Organising Bureau of the European School Student Unions)

Gender mainstreaming:
Apart from organising specific events on gender equality, OBESSU continuously aims to mainstream gender issues in all the activities the

organisation is undertaking. Whenever educational issue is being discussed, the gender perspective of it is being addressed, for example in: inclusion and access to education; Life-long learning; privatization of education; pedagogical methods in schools etc. In 2004 OBESSU also approved a resolution on "Gender mainstreaming and co-education", which is relating directly to gender mainstreaming affecting school life and education in a broader sense.

The political platform of OBESSU also contains a chapter on gender equality. Nevertheless the issue is mainstreamed throughout the document in the other areas OBESSU takes a position on.

Report of the Board of OBESSU to the General Assembly (GA):
The Board of OBESSU has decided that a specific chapter on discrimination issues within the organisation is to be included as part of the Annual report that the Board gives to the GA of OBESSU. The chapter among under includes the aspect of gender discrimination and its internal effects.

LNU (The Norwegian Children and Youth Council)

Equal representation of youth delegates to the United Nations General Assembly (UNGA):
As several other National Youth Councils, LNU is recruiting Youth Delegates to the UNGA, where they not only represent LNU but also Norway. According to the guidelines for external representation LNU seeks gender balance in all external representation. LNU has been working hard to ensure two representatives to the UNGA are sent. Thus LNU is able to send a gender-balanced delegation.
The position is open to all member organisations. All member organisations are encouraged to nominate one male and one female candidate for the position. Since one of the two positions is reserved for the party political youth organisations (by a rotation system) the party political youth organisation in turn must nominate one male and one female candidate (to avoid that the gender of this candidate decides the gender of the second Youth Delegate). After assessing applications and nominations some candidates are called for an interview and based upon this the board selects the balanced representation of Youth Delegates.

Guidelines for external representation
Since most decisions on external representation is taken by the executive committee of LNU the board has developed guidelines for external representation to be followed by the secretariat when preparing the decisions for the executive committee and for the board itself. The guidelines seek to ensure that external representation is spread amongst organisations, amongst board members, allowing new organisations to participate in new areas - and to ensure diversity and equality in LNU's external representation.

External actions in the representation field:
LNU has been part of the process towards changing the recruitment to official Norwegian delegations. On several occasions LNU has outlined for the Government that the organisation is not satisfied when asked to recruit one specific gender only (which the Government some times does to ensure gender equality in the delegation as a whole) and that preferably both LNU and other actors should recruit one male and one female candidate so that the government has the possibility to compose a gender balanced delegation. Some governmental structures now use this process when recruiting for delegations, committees and so on.

WAGGGS (World Organisation of girl guides and girl scouts)

The World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest organisation for girls and young women in the world, with 10 million members in 144 countries. WAGGGS aims to empower girls and young women to become active members of their own communities through the fulfillment of their mission: "to enable girls and young women to develop their fullest potential as responsible citizens of the world."

Through our Member Organisations, WAGGGS offers values-based non-formal educational programmes, which provide girls and young women with training in life-skills, leadership and decision-making in a safe and supportive environment. WAGGGS aims to ensure that all the activities are challenging, adventurous and fun!

WAGGGS also organizes specific activities for its Member Organisations to promote gender equality and the empowerment of women such as round tables on gender equity. Through these events WAGGGS have developed tools to support gender issues in the Member Organisations. One example is the Gender Charter – a measurement and action tool for the Member Organisations of WAGGGS to examine how they are working on gender issues in six key areas in the development of young people. WAGGGS has also developed a tool for the Member Organisations, on mainstreaming the issue of gender across all the trainings provided.

WAGGGS has also developed specific policies on involving young women in decision-making and on the education of girls and young women. Globally, WAGGGS is providing training opportunities through seminars and the development of training modules to enable young women to develop leadership skills in a number of different areas, and in the Europe Region, training support for our members on involving more young women in the leadership of their Association.

Finally, WAGGGS actively promotes young women as advocates on issues which affect them, to speak out, to influence, and bring about positive change.

ECOSY (Young European Socialists)

Equal representation:
ECOSY has structural requirements the equal representation of women and men in its statutory bodies and activities. The presidium (executive board) needs to be gender balanced and delegations from member organisation that are not gender balanced lose half of their voting and travel reimbursement rights. The statutes, additionally, recognise the Feminist Network as one of ECOSY's permanent networks.

ECOSY also has an internal regulation for the use of the zipper system. After a male speaker, women have a priority to speak (and vice versa). If no questions are posed by women, the chairperson encourages women to take the floor.

Feminist network:
The network has a yearly seminar focusing exclusively on gender issues and organises a meeting or workshop at all ECOSY activities to ensure gender is always on the agenda and continuous policy development. In meetings and discussions chairpersons stress the importance of the equal participation of women and men.

The feminist network coordinator is involved in the drafting of policy statements and represents the organisation externally on issues of gender equality. The ECOSY position paper has a specific chapter on gender equality. ECOSY declarations always have a gender equality section and in the presidium there is always a vice-president covering gender equality in her or his portfolio. ECOSY cooperates closely with other NGO's working on gender equality and particularly with feminist structures in member organisations and the party, such as PES Women.

FYEG (The Federation of Young European Greens)

FYEG is a network of young and green organisations from all over Europe. As part of the green policy, gender equality plays an important part in the outwards communication and policies of FYEG and its member organisations. But also internally, gender equality is an important factor. FYEG recognises that even though it strives for gender equality, the organisation itself has not yet reached perfect gender equality. For example, it was noticed that less women than men participate actively in meetings and that the interest in projects on certain issues differ according to gender. To act against this trend and to promote women in politics more generally, FYEG has implemented the following actions:

- The board of FYEG has two spokesperson, one is a woman and one is a man
- the board of FYEG has a quota of at least 40% for both sexes
- from 2005 to 2007, a gender initiative group has developed proposals for how to structure FYEG in a way that supports gender equality more

- FYEG organised several projects on the topic of gender equality (both externally, to combat discriminations for example in the labour market, gender roles etc. and internally with the aim of making FYEG more gender equal) and continues to do so
- As a result of one of these projects, a working group on gender was established
- As a result of the gender initiative, a gender political spokesperson is elected as part of the board
- Gender equality is considered a mainstreaming issue that needs to be addresses in all policies and projects.

5. CONCLUSION

We hope that by now you got inspired and got concrete ideas on how to engage in promoting gender equality in your organisation. Now there are two options, you either:

1. You found it very useful and you want to tell your friends about it (check last page) immediately

Or,

2. Didn't find this publication helpful or useful, in which case instead of having it thrown away, let us have it back and reuse it:

European Youth Forum
Rue Joseph II, 120
B-1000 Brussels

In any case we would be glad to hear that you have started working for gender equality and for making WO=MEN possible.

6. TOOLS AND TEMPLATES

6.1. GENDER NEUTRAL LANGUAGE GUIDELINE OF YFJ

Below you will find the full version of the YFJ gender equality policy adopted by the Bureau 2007-2008. The guidelines refer to use of gender terminology in English and might not directly be so useful for those organisations that use other languages than English in their work. Nevertheless they can still help you to understand the need for such policy and can help you identify ways for you to act in promoting inclusive language towards your organisation's reality. At the end of this chapter we are also suggesting you online sources that you will be able to use in addition to this document.

Context

Language is power. It has the ability to end wars, throw a dictator from power and comfort those in times of need. Without communication, we are powerless. The beauty of language is that it changes with the needs of society, social changes are reflected in language and language can promote social change. Language is an ever-changing tool for power. The structure of language is always changing to suit those who seek to use its power for communicating thoughts, ideas and social justice. According to Robin Lakoff "Language is, and always has been, the means by which we construct and analyze what we call 'reality.'" Language must therefore adapt to social changes in order to convey the reality of today's society and we must adapt the words we use if we want to promote certain social changes.

Working to eliminate discrimination based on gender, we need to confront concrete manifestations of it, like those that appear in language. Insulting words might be relatively easy to avoid, but truly avoiding sexist language often needs more reflection as it is, unfortunately, penetrated in many languages. The aim of this paper is to stimulate such reflection[4].

Gender-neutral language is becoming increasingly frequent in written and spoken language, and attempts not to favour against either gender over the other. The need for inclusive language arises from the widely accepted norms of current usage and the fact that masculine pronouns no longer communicate a generic sense of "anyone". The use of gender-neutral language is rapidly becoming compulsory in business and educational institutions. Concern about the use of sexist language is part of our increased awareness that the perceived meanings of some words have changed in response to the changing roles and the traditional perceptions of these roles for men and women in our society.

Making language gender neutral

In some cases, Gender-neutral language may be achieved through the use of gender-neutral words ("human being", "person", "individual", and so on) instead of gender-specific ones ("man", "he", "she", "businessman," etc. If no gender-inclusive terms exist, new ones may be coined (e.g., "businessperson"), or one could use "men and women," "he or she," "he/she," "(s)he," and so on.

[4] The paper has been developed by the YFJ Working Group on Gender. It aims at contributing to the action in the work-plan of the European Youth Forum of disseminating briefings on non-discriminatory language use in English and French. This document focuses on Gender neutral and non-sexist language.

- For example, instead of saying "Tomorrow I will meet my new doctor; I hope he is friendly." (assuming that the doctor is a man), one could say
- Tomorrow I will meet my new doctor, "who I hope is friendly / I hope the doctor is friendly / I hope he or she is friendly. / I hope s/he is friendly"

The use of 'man' as a generic term to describe both genders should be avoided. In order to promote an environment conducive of women, gender neutral terms such as people, staff, personnel, chair, representatives or participants should be used.

Be consistent: do not begin by using 'he or she' and lapse into the generic 'he'.

Varying the order of 'males and females' to 'females and males' (if the content does not require the conventional order) both counters the implication that males take priority over females, and enlivens discourse by avoiding cliché.

Addressing the Professional
Forms of address indicate attitudes about status and/or worth. Whenever males are referred to by title, use the appropriate title for female professionals (Ms., Dr., Professor), rather than their first names[5].

In cases where gender is unspecified, plural subjects can be used in order to avoid awkward use of pronouns.

To be avoided:
- Use of gender-specific job titles.
- Non-parallel usage, such as "man and wife."
- Stereotypical words such as "virile" and "ladylike."

Summary of Guidelines for the Nonsexist Use of Language
Eliminate the generic use of 'he' by:
- using plural nouns
- substituting articles ('the', 'a', 'an') for 'his'; and 'who' for 'he'

Eliminate the generic use of 'man':
- for 'man', substitute 'person'/'people', 'individual(s)', 'human(s)', 'human being(s)'
- for 'mankind', substitute 'humankind', 'humanity'

Eliminate sexism when addressing persons formally by:
- using 'Ms' instead of 'Miss' or 'Mrs.', even when a woman's marital status is known, unless an individual makes explicit reference as to how they prefer to be addressed
- using a married woman's first name instead of her husband's (e.g., "Ms. Annabelle Lee" not "Mrs. Herman Lee") .
- using the corresponding title for females ('Ms.', 'Dr.', 'Prof.') whenever a title is appropriate for males

Example - Salutations in Business Letters		
Dear **Sir, Gentlemen** (to an unknown person)	Dear Colleague, Dear Editor, Dear Professor, Dear Staff Member, etc.	Do not presume that people are male until proven otherwise. Do not use 'Dear Sir' or 'Gentlemen' just because you are sure that there are no women on that committee. If 'To Whom it May Concern' seems too brusque and all else fails, adopt a modified memo style ('Attention: Order Department') or omit the salutation entirely.
Dear **Sir**, Dear **Mr.** Green (when first name and sex are unknown)	Dear Professor (Doctor, Editor) Green, Dear J. Green	
Dear **Mrs.** Green (when a female's marital status is unknown)	Dear Ms. Green, Dear J. Green, Dear Jean Green	Do not presume that women are married and even if they are married, do not address them as Mrs., but as Ms. As their marital status is not of importance.

Below are some examples of how you can revise the most common sexist usages of he and man.

- Write the sentence without pronouns. Try to avoid conditional structures, generally introduced by "if" or "when," which often require the use of pronouns.
- Sometimes it is possible to drop the possessive form his altogether or to substitute an article[6].

Avoid exclusionary forms such as	Choose inclusive alternatives
The average student is worried about his grades.	The average student is worried about grades.
When the student hands in his paper, grade it immediately.	When the student hands in the paper, grade it immediately.

- Often, it makes sense to use the plural instead of the singular.

Avoid exclusionary forms such as	Choose inclusive alternatives
Always greet your colleague by his second name.	Always greet your colleagues by their second name.
Each student will do better if he has a voice in the decision.	Students will do better if they have a voice in the decision.

- The first- or second-person pronoun can sometimes be substituted for the third person.

Avoid exclusionary forms such as	Choose inclusive alternatives
As a teacher, he faces excessive paperwork daily.	As teachers, we face excessive paperwork daily.
When a teacher asks a question, he seeks student response.	When you ask your students a question, you are seeking student response.

- A sentence with he or his can sometimes be recast in the passive voice. Although the passive voice has been much maligned, it has a valid function if not overused.

Avoid exclusionary forms such as	Choose inclusive alternatives
Each student should hand in his paper promptly.	Papers should be handed in promptly.
The average citizen pays his taxes promptly.	Taxes are paid promptly by the average citizen.

- A sentence with he or his can be recast by substituting a participial phrase for a clause.

Avoid exclusionary forms such as	Choose inclusive alternatives
Listen to the two-year-old as he uses his short, simple sentences to communicate.	Listen to the two-year-old using short, simple sentences to communicate.

- When describing a job or career both men and women might perform, avoid using a combined term that specifies gender.

Avoid exclusionary words and phrases such as	Choose inclusive alternatives
chairman/chairwomen	chair, coordinator, moderator, presiding officer, head, chairperson
businessman/businesswoman	business executive, manager, businessperson
congressman/congresswoman	congressional representative
policeman/policewoman	police officer
salesman/saleswoman	salesperson, sales clerk, sales representative
poetess	Poet
actress	Actor
stewardess	flight attendant

- Seek alternatives to language that omits, patronizes, or trivializes women, as well as to language that reinforces stereotyped images of both women and men.

Avoid exclusionary forms such as	Choose inclusionary alternatives
I'll have my girl do that job.	I'll ask my assistant (or secretary) to do that job.
Maria is a career woman.	Maria is a professional. Maria is a doctor.
You guys go ahead.	folks, all of you.
The ladies on the committee all supported the bill.	The women on the committee supported the bill.
This is a man-sized job.	This is a complex (huge, enormous, difficult) job.
You're such a girl!	You really are a wuss/weak etc.

Gender Stereotypes: Strategies for Reducing Negative Effects
Gender stereotypes limit and trivialize both females and males, presenting an inaccurate view of the world and its possibilities. Do not represent certain jobs or roles as only appropriate for, or held by, women or men. Doing so makes gender-based assumptions. When referring to a job or role, use a gender-specific pronoun only if the gender of the person is known.

Promoting Gender-Fair Discourse Practices
- Value intellect; avoid references to appearance and physical attributes.
- Avoid comments or humor that demean or stereotype males or females such as that men can fix the lights if they go off ("You are a guy I mean you should be able to fix it!), or expressions such as 'cautious men and timid women', 'ambitious men and aggressive women'.

Pronouns and the transgendered
In general, male to female and female to male transgendered individuals should be referred to by the gender pronoun appropriate to the gender with which they identify. Some genderqueer or similarly-identified people prefer not to use either he or she, but a different pronoun such as they, zie, or so forth. Drag performers, when in costume, are usually referred to by the gender pronouns for the gender they are performing (for example, drag queens are usually called "she" when in drag).

French
A different tendency can be seen in feminism-inspired changes to the French language. Grammatical gender is much more pervasive in French

than in English, making it virtually impossible to create inclusive language. Instead, nouns that originally had only a masculine form have had feminine counterparts created for them. "Professeur" ("teacher"), once always masculine regardless of the teacher's sex, now has a parallel feminine form "Professeuse." In cases where separate masculine and feminine forms have always existed, it was once standard practice for a group containing both men and women to be referred to using the masculine plural. Nowadays, forms such as "Tous les Canadiens et Canadiennes" ("all Canadians," or literally "all the male Canadians and female Canadians") are becoming more common. Such phrasing is common in Canada and in France, where President Jacques Chirac routinely uses "Françaises et Français" (French women and French men) in political speeches, but is practically unknown in other French-speaking countries.

Additional options and much more advice on this matter are available online:

- Guidelines for Gender-Fair Use of Language, from the National Council of Teachers of English
- Nonsexist Language, from Purdue University's Online Writing Center
- Guidelines for the Elimination of Sexual Stereotyping in Language and Visual Material, from the Web site of the Royal Canadian Mounted Police
- http://en.wikipedia.org/wiki/Gender_neutral_language
- Gender-Neutral Pronouns - a style guide
- Gender Neutral Pronoun Frequently Asked Questions
- Gender-free Legal Writing
- The Epicene Pronouns: A Chronology of the Word That Failed (link updated 5-31-06)
- On the Creation of "She " in Japanese
- Footnotes: pronouns (Archived by Wayback Machine Mar 08, 2005)
- "Riismo" in Esperanto (in Esperanto)
- Regender can translate webpages to use gender-neutral pronouns.
- Is there a gender-neutral substitute for "his or her"?
- http://www.rpi.edu/dept/llc/writecenter/web/genderfair.html
- http://www.wmich.edu/mus-theo/nsl.html
- http://www.rpi.edu/dept/llc/writecenter/web/genderfair.html
- http://www.english.upenn.edu/%7Ecjacobso/gender.html
- Guidelines for Bias-Free Writing (1995) by Marilyn Schwartz and the Task Force on Bias-Free Language of the Association of American University Presses, available in Raynor Reference
- Handbook of Nonsexist Writing for Writers, Editors, and Speakers (1988) by Casey Miller and Kate Swift, on reserve in Memorial Library
- Cofer, Charles and others. "Guidelines for Nonsexist Language in APA Journals." American Psychologist 32 (1977): 486-94.
- International Association of Business Communicators. Without Bias: A Guidebook for Nondiscriminatory Language. Boston: Beacon Press, 1992.

- Miller, Casey, and Kate Swift. The Handbook of Nonsexist Writing. 2nd ed. New York: Lippincott, 1988.

Gender Neutral Language in Spanish
http://www.igualaria.net/guia_SPM.pdf

6.2. TEMPLATE MEASURING PARTICIPATION IN MEETINGS

This template is a concrete tool that you can start using in your meetings. This tool has been developed for measuring gender.

Who speaks and in what way?

Meeting: ………………………… statistics by: ………………………… date: …………………

Comments in total: separate List

Comments dropped or taken back:

		Total

Questions of comprehension:

		Total

"Back to the (core of the) topic":
(apart from moderator/chairperson)

		Total

Interruptions:

		Total
interrupts		
interrupts		
interrupts		
interrupts		

References:

		Total
refers to		
refers to		
refers to		
refers to		

Interruptions (making fun of, Killerfaces)

		Total

Side Discussions

		Total
with		
with		
with		
with		

6.3. GENDER DICTIONARY

A

Adverse (harmful) impact
This signifies a significant difference in patterns of representation or outcomes between groups or individuals, with the difference amounting to a loss for one or more groups or individual.

Affirmative or positive action
Affirmative action is a means to achieve equality by a program of proactive measures, addressing a specific inequality experienced by individuals or groups in society, in a particular setting and an enforceable way. Specific actions are taken for the purpose of eliminating the present effects of past discrimination, or to prevent discrimination. See also discrimination.

Anti-discrimination
Refers to an approach that is taken which challenges unfair treatment of individuals or groups based on a specific characteristic of that group, e.g. colour, age, disability etc.

Assimilation approach to gender equity
This relates to the emphasis on attaining the formal access of women to organisations, including higher education institutions. It implies that individual women need to adjust to prevailing conditions and social relations within the academy, which are regarded as fixed and unchanging. This has the effect of maintaining the status quo and the dominance of patriarchal practices. See also Transformative approach to gender equity.

D

Discrimination – intentional/unintentional

Discrimination can be defined as unjustified treatment given to persons or to a group of persons on the basis of certain characteristics such as ethnicity, gender or disability.

Discrimination is every legal or factual, direct or indirect differentiation and unequal conduct (giving privileges, excluding, imposing limitations) based on ethnicity, skin colour, social, national and ethnic background, descent, birth, language, class, religious or political beliefs, sex/gender, sexual orientation, disability, marital status or any other basis; with the aim of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Discrimination is **intentional** to the extent to which the person doing it consciously or knowingly or deliberately acts in a discriminatory way. What makes a person's or an organisation's discrimination intentional is that they decide on the basis of an illegitimate attitude towards a group and is conscious of singling a person out for negative treatment because of his or her membership in a certain group. Discrimination which is not intentional is **unintentional**.

Discrimination is **institutionalized** if it is part of the systematic routine of an organisation (such as a government, corporation, university, church, or club). Much discrimination in today's society, however, is institutionalized but not intentional, at least not in any obvious way. Discrimination which is not institutionalized is by definition **isolated**. Examples:

Example 1: A clothing store had two departments, one that served male customers, another that served female customers. Women sales people could not work in the men's department, and vice versa. Women sales people were paid less than male sales people on the ground that the men's clothing was of higher quality and the profit margin was higher. Women were prevented from selling in the men's department because, it was alleged, male customers would rather deal with male salespersons than women salespersons.

Example 2: Another way in which unintentional discrimination occurs is when hiring decisions reflect pre-existing personal contacts. Suppose the boss asks his employees, who happen to be all white, to recommend a young person they know who seems reliable and trustworthy for an entry-level opening in the firm. The employees, without intending to discriminate, may find such a young job candidate among their white neighbours in their mostly white neighbourhoods or among the members of their virtually white

churches. […]Thus the names of the individuals given to the boss as candidates for the entry-level positions turn out to be all white, even if no consciously racist thought crosses anybody's mind.

Discrimination – direct (overt)/indirect (covert)
Direct (overt) discrimination
Direct discrimination is less favourable treatment on grounds of ethnic origin, age, disability, gender, sexual orientation, or religion or belief. For example, harassment is a form of direct discrimination.

Indirect (covert) discrimination
This is treatment that appears to be fair and is applied to everybody equally, but has an unjustifiable adverse impact upon a particular group or person, with particular characteristics, attributes or circumstances. Indirect discrimination can also be a provision or practice that everyone has to conform to, but which some groups cannot meet so easily.

Domestic violence
Domestic violence is physical or emotional abuse perpetrated between intimately involved partners, roommates, or family members (son towards mother, one spouse to the another, between siblings, towards children). The abuse happens at the home of the victim or within a family unit and may include physical violence, serious neglect, emotional threats, sexual abuse, rape, molesting. This wide range of abuse from physical and sexual abuse to emotional and financial abuse means that the victim is controlled in some aspect of their lives through fear of violence, physical or verbal, or they may be deprived of food, sleep or money.

E

Empowerment
Empowerment is the process of gaining control over the self, over ideology and the resources which determine power. The process of gaining access and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms. This is both an internal and an external process, where external refers to increasing different institutional possibilities to influence and using these possibilities. In the UN also the term gender empowerment measures (GEM) is used, which is developed to measure women's and men's relative influence/power in politics and economics.

Equal pay
Equal pay for work to which equal value is attributed without

discrimination on grounds of sex or marital status with regard to all aspects of pay and conditions of remuneration.

F

Family responsibilities

Family responsibilities encompass the care of and support for dependent children and other members of the immediate family who need help. National policies should aim at creating effective equality of opportunity and treatment for female and male workers, and for workers without family responsibilities (…) they should be free from restrictions based on family responsibilities when preparing for and entering, participating in or advancing in economic activity.

Feminist theories

Different feminist theories explain the oppression of women an construction of sex/gender in society, look for reasons and explanations for it, examines the consequences of the oppression and develop strategies for women's and men's freedom and reaching (gender) equality. A very crude distinction of feminist theory is to divide them into liberal, Marxist, radical, psychoanalytical, socialist, existentialist and post-modern theory. Within each theoretical framework you can find innumerable different emphasis and research subjects that divide feminists both with regard to theoretical framework as well as into different groups within these frameworks. What they generally have in common is an analysis of women's situation and a strive for change. Feminist theories and movements have developed at different stages in time and in different places to satisfy different needs/circumstances and the differences between them might indeed be very great. The feminist movement can be said to have begun from liberal feminism, which emphasised women's and men's alikeness and strove for an equality of rights. Feminism has evolved from a white, bourgeois heterowoman's freedom movement to theories of difference and diversity that take into account also ethnic and sexual differences as well as social status and class. The challenge for modern feminism is indeed how to find a common ground for the women's movement.

G

Gender Equality

Gender equality entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become

the same, but that their rights, responsibilities and opportunities do not depend on whether they are born male or female. Due to the fact that what is valued differs among societies, a crucial aspect of equality is the empowerment of women to influence what is valued and share in decision making about societal priorities. Gender equality entails that the underlying causes of discrimination are systematically identified and removed in order to give men and women equal opportunities. The concept of gender equality recognises women's subordinate position within social relations and aims at the restructuring of society so as to eradicate male domination. Therefore, equality is understood to include both formal equality and substantive equality, not merely simple equality. See also Gender equity.

Gender Equity
Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women. Technically equality before the law could and often does exist without those deemed to be "equal" really "having a stake in". See also Gender equality.

Gender and Sex
Sex refers to the biological differences between men and women, which are universal and do not change. Gender refers to social attributes that are learned or acquired during socialisation as a member of a given community. Because these attributes are learned behaviours, they can and do change over time and vary across cultures. Gender therefore refers to the socially given attributes, roles, activities, responsibilities and needs connected to being men (masculine) and women (feminine) in a given society at a given time, and as a member of a specific community within that society. Women and men's gender identity determines how they are perceived and how they are expected to think and act as men and women. To socialise into society means that the individual has to accept the roles and the gender system in society. This system and these roles determine e.g. the division of work between the sexes, the division of power and caring responsibility. See also Sex.

Gender analysis
Gender analysis refers to the systematic process of identifying the differences in, and examining the related needs of, the roles, status, positions and privileges of women and men, and the way the planned activities/ projects/policies/programmes can influence the lives of men and women.

Gender auditing/proofing

Means checking and assessing political suggestions, programmes and organs to ensure that the policies do not have gender discriminatory effects. This contributes towards gender equality. See also Mainstreaming.

Gender budgeting

Gender budgeting is an integral part of gender mainstreaming in the budgetary process - where political priorities are expressed in monetary terms. It means a gander-based assessment of budgets, incorporation a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.

Gender awareness

Refers to a state of knowledge of the differences in roles and relations of women and men, and how this results in differences in power relations, status, privileges and needs. See *Gender Sensitivity*.

Gender blindness

Ignoring or failing to address the gender dimension (as opposed to gender sensitive or gender neutral). Gender blindness (and also gender deafness and gender muteness) can come from a derogatory (putting down) attitude towards gender questions. This means the way in which people in the organisation refuse to see, hear and talk about gender and its meaning. To be able to do gender research and work towards equality means eliminating gender blindness as well as having gender sensitivity and the individual readiness to be a part of a learning process shared with other individuals.

Gender issues

Are revealed when the relationships between men and women, their roles, privileges, status and positions, are identified and analysed. Gender issues arise where inequalities and inequities are shown to exist between people purely on the basis of their being female or male. The fact that gender and gender differences are socially constructed is itself a primary issue to deal with. See also *Gender and Sex*.

Gender mainstreaming

Gender mainstreaming 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 women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and

programmes in all political, economic and social spheres, such that inequality between men and women is not perpetuated.

Gender neutral
Gender neutral entails having no positive or negative impact for gender relations or equality between women and men. Gender neutrality, which in reality often is gender blindness, is especially common where people live in the illusion of an already gender equal society. See *Gender blindness.*

Gender pay gap
Closing the gender pay gap is an investment in a productive factor. Not only does it address a major source of inequality between women and men, but also it improves motivation for women workers, which can lead to increase labour productivity. It also helps desegregate the labour market and change traditional roles. The reasons for gender pay gaps can be occupational and sectoral segregation (women and men doing different jobs in different sectors), education, age or factors such as discrimination, glass ceilings, or other. See *Glass ceiling,* leaking pipeline, discrimination, horizontal and vertical segregation.

Gender profiling
Gender profiling includes the practice of ascribing criteria or characteristics (usually discriminatory) to a person solely based on his or her membership of a particular class or category of people. Other forms of profiling (stereotyping) are equally discriminatory. See also *Gender stereotypes.*

Gender responsive
Refers to a planning process in which programmes and policy actions are developed to deal with and counteract problems, which arise if the needs arising out are socially constructed differences between women and men are not adequately met.

Gender segregation
Horizontal (gender) segregation
The differential concentration of men and women in certain occupational sectors or disciplines. This is can be exemplified by, for instance, the very high percentage of women in the field of social and health care studies and work and the high percentage of men in technology studies and work, which is a fact in most European countries. See also *Vertical gender segregation*.

Vertical (gender) segregation
This refers to the differences in the positions of women and men within

the hierarchies of a field. For example, if an organisation has an equal amount of women and men in the executive committee, but the presidency is completely male dominated, it is an example of vertical segregation. In the labour market this shows in women being overrepresented at the lower levels of the hierarchy and men being overrepresented at the higher levels in the hierarchy. Both *Horizontal gender segregation* and *Vertical gender segregation*, as well as other factors, contribute to upholding structural *Gender pay gaps*.

Gender sensitive
Addressing and taking into account the gender dimension. Refers to the state of knowledge of the socially constructed differences between women and men, including their different needs, and use of such knowledge to identify and understand the problems arising from these differences and to act purposefully to address them.

Gender stereotypes
Stereotypes are a fixed idea that people/society have about what someone or something is like, ie. what kind of characteristics men as a group or women as a group share. Gender stereotypes are the patterns or mental templates for what we expect members of each sex to be. For instance, the stereotype for males frequently includes being tall, muscular, hairy, solitary, and unemotional. For females it might include being small, weak, social, sensitive, and emotional. See also *Gender*.

Gender studies
Gender studies is an academic, multidisciplinary approach to eg. women's situation and analysing the relation between the sexes as well as analysing the gender aspect of other disciplines and fields of study. Gender studies can be seen as an umbrella term, which also includes gender equality/equity research and critical men's studies. It usually entails acknowledging the state of inequality in different fields as well as measures to correct the situation by developing and implementing theories, strategies and methods.

Glass ceiling
Glass ceiling is a term referring to the invisible barrier that prevents women from rising to the top levels of organisations. This term is also often used about women in academia or higher education. See also Vertical segregation and Leaking pipeline.

Glass elevator
Glass elevator is term that is sometimes used to describe the rapid

promotion of men over women, especially into management, in female-dominated fields.

Glass walls
Glass walls are barriers that keep women confined in certain types of jobs, even in decision-making positions. It also refers to keeping them away from the core activities of an organisation.

H

Harassment
Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive working environment. Harassment on grounds of ethnic or national origins are usually unlawful. Harassment on other grounds may involve less favourable treatment and may be unlawful direct discrimination. See also *Sexual harassment and Discrimination*.

Heteronormativity
Heteronormativity is a term that is used to describe situations wherein variations from heterosexual orientation are marginalized, ignored or persecuted by social practices, beliefs, law or policies, which legitimise and privilege heterosexuality and heterosexual relationships as fundamental and "natural" within society.

Heterosexism
Heterosexism is the assumption that being heterosexual is the only 'normal' and 'correct' type of lifestyle, and in fact superior to alternative relationships. Heterosexism also assumes all men to be masculine and all women to be feminine and that women and men are opposite and complete each other.

I

Implied consent
Implied consent involves dangerous assumptions, such as that someone's body language or clothing is sufficient to sanction a sexual overture or advance. Explicit, unequivocal consent is absolutely necessary. Implied consent is no defence against a charge of sexual assault.

Indirect or covert discrimination
See *Discrimination*.

Invisible barriers

Attitudes and traditional expectations that are hidden in them, such as norms and values that hinder, usually women's, increase in power and a full participation in society. See also *Glass ceiling and Gender stereotypes.*

L

Leaking pipeline

The gradual loss of women from the science career path, even if women and men go into higher education in equal numbers. This has come from the fact that in many, especially West, European countries, gender parity should already have been reached as women's proportion has been high for several decades. In many European countries women make up the majority of undergraduate students, but this is not reflected in PhD students or especially professorships. Strong horizontal segregation also persists.

M

Men's violence against women

This is sometimes also called domestic violence or partner violence, but these terms have been criticised for obscuring the fact that the vast majority of the violence is committed by men (approximately 90%). The term men's violence against women also covers a more broad phenomenon without constraining it to civil status or family. Violence against women is defined as physical or psychological violence that is directed at women precisely because they are women. It is a diverse term that can encompass such different things as a man beating or raping his wife, killing unwelcome girl children as well as sexual harassment. It is violence against women by breaking women's human rights. Violence against women is a hindrance to equality, development and peace.

Men's violence against women is a multifaceted problem which carries serious and broad consequences for both physical and mental well-being. The problem's social, health and economical effects are substantial both to society and the individual. This is not a private matter for the family nor is can it be invisible, but it concerns the whole of society.

The threat of violence and sexual harassment limits women's freedom and possibilities to take part fully in the society. According to the UN every third woman in the world is at some point the victim of physical, sexual or psychological abuse. The effects of violence against women have a negative impact on all of society.

Monitoring
Monitoring is a process that involves collecting, storing, analysing and evaluating information, to measure performance, progress or change.

O

Occupational (job) segregation
Occupational segregation means the concentration of women and men in different types and levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and to the lower grades of work (vertical segregation).

Oppression
Oppression is the denial of rights and limiting access and/or opportunity using the projection of power as a means to achieve this.

P

Part-time work or part-time, fixed term and temporary employment
The definition of the term varies somewhat between different countries and times. According to ILO, work is considered part-time when the regular working time is less than according proportion when working full-time. OECD usually considers those who work less than 30 hours per week as part-time workers. In EU labour research this is usually defined by the respondents themselves, ie. They determine themselves whether they are doing part-time or full-time work. According to EUROSTAT, almost a third of all women in the EU27 work part-time (31.4%) compared with 7.7% of men. Fixed-term and temporary employment is usually work that is has objectively agreed reasons to limit how long it lasts. In fixed-term employment the term of the contract is agreed beforehand as opposed to permanent work, which is continuous. Temporary employment refers to a very short-time contract, for instance a day or week. This kind of work is often especially common in fields where the majority of employees are women. Atypical (not typical) work is usually concentrated to women and is often a health risk. Atypical work has the consequence of less income and different advantages, bonuses and chances of career advancement are considerably worse. This kind of work might, however, also be a positive thing if it is an individual choice stemming from the employee's own life and work needs. Central is on whose and what terms the work is done (salary/pay, social security, other compensation).

Patriarchy
The patriarchy means that women as a group are subordinated men as a group, and patriarchy operates and sustains itself through physical and psychological violence, warfare and (conscious or unconscious) sexual

discrimination. These gender power relations between women and men may take many forms and expressions and work to the disadvantage of women. The term patriarchy is seen to be based in the (material) needs of men, and patriarchy is seen to be reproduced in economy, education and culture.

Preferential treatment
Equal/unequal treatment implies treating an individual or a group in a way that will probably lead to more advantages, rights, opportunities or status that other individuals or a group of individuals have. It can be used positively (positive action) with an aim of to redress earlier disadvantages or discriminatory procedures or it can be used **negatively**, when the purpose is to maintain the differences or the privileges of an individual or group compared to others. See also *Affirmative and Positive action.*

Prejudice
Literally means "pre-judgment", i.e. forming a view about a person in advance. For example, racial prejudice is having a negative opinion or attitude about an individual or group based solely upon their ethnicity or skin colour.

Q

Quota
A quota is a specified amount of seats or resources that are to be used by a specific group following certain rules or criteria in order to redress past disadvantages or imbalance in decision making or study or work places. Quotas are used for different sexes and also minorities.

Queer
Queer is an academic discipline, a resistance to fixed categories and identities, queer is an activism and, contradictory enough, also an identity. Queer theory turns the focus to the norms, instead of the people who disobey the norms. The term has been used as a pejorative but is now reclaimed; a strategy to empower. Queer creates a space for people who do not wish to conform to forced restrictions of the assigned identity, be that of man or woman, hetero-, bi- or homosexual. Queer declares these categories unnecessary. This resistance of fixed categories results in a new category and for people who do not believe in L, G, B, hetero or fixed sexes, queer is a refuge.

S

Safe spaces
Safe spaces provide an environment free from all forms of discrimination

and can empower people with the same experiences. Safe spaces act as catalysts to reclaim public space and as a means to empowerment.

Sex - See *Gender and Sex*.

Sex/gender system
This refers to a system of economics, social and political structures that upholds and produces different gender roles for men and women. It is a multilevel concept, where effects are at work simultaneously in the structures of society, in symbolics, in social networks and in the individual's identity. Women and men produce and uphold the system in and by themselves, in others and in the social and cultural structures. The sex system is tied to a specific time and place, culture and society and is changeable. The system is based on two principles: segregation, i.e. to keep separate (horizontal) and hierarchy (vertical). The horizontal principle divides women and men into two clearly distinct groups different from each other. The hierarchical norm sees men as the norm. On the system's combined hierarchy women's activities and areas are then considered less appreciated than men's. This can be seen in, for example, the both vertically and horizontally segregated labour market and can be made visible by *sex disaggregated statistics.*

Sex disaggregated statistics
The collection and separation of data and statistical information by sex to enable comparative analysis, sometime referred to as gender disaggregated statistics.

Sexism
Sexism is a manifestation of stereotypical attitudes towards women. Inappropriate treatment based on sex constitutes sexism. Sexism is a form of discrimination.

Sexuality
Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors. A **heterosexual** is a person

who is primarily or exclusively emotionally, romantically, sexually, affectionately, and relationally attracted to people of the "opposite" sex. A **homosexual** is a person who is primarily or exclusively emotionally, romantically, sexually, affectionately, and relationally attracted to people of the "same" sex. A **bisexual** is a person who is emotionally, romantically, sexually, affectionately, and relationally attracted to people of "both" sexes. A **pansexual** is a person who is emotionally, romantically, sexually, affectionately, and relationally attracted to people regardless of sex.

Sexual harassment
Sexual harassment is unwanted conduct of a sexual nature or other conduct based on sex (but not necessarily sexual in nature) affecting the dignity of women and men, for example, at a place of study, at work or at home.

Sticky floor
Sticky floor is a phenomenon which make women remain stuck at the bottom of the career.

T

Transformative approach to gender equity
This relates to the emphasis on highlighting covert (hidden) as well as overt (obvious) obstacles to the advancement of women and thus changing social relations within organisations and society. This has the effect of challenging the prevailing patriarchal dominance in organisations and of introducing a different way of doing things - different values, practices and knowledge which might not be fully recognised and accommodated in the organisation.

Transgender
Refers to those whose gender expression at least sometimes runs contrary to what others in the same culture would normally expect. It may also encompass, under a broad definition, anyone who presents or behaves ambiguously in relation to commonly accepted male/female gender expectations.

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Art. 141 (ex 119) of the Treaty
ABC of Women Worker's Rights and Gender Equality, Geneva: ILO, 2000
ESIB Policy Paper on Equal Opportunities in Higher Education

This gender dictionary is intended to give you an overview of the terminology used in the field of gender equality. The collection includes terms that are relevant to youth organisations. The Gender Equality committee of ESIB[7] has developed the glossary.

6.4. ONLINE RESOURCES FOR YOUR WORK

European Union (EU):

Website of the European Commission on gender equality:
http://ec.europa.eu/employment_social/gender_equality/index_en.html

Annual Reports on Equal Opportunities for Women and Men in the European Union:
http://ec.europa.eu/employment_social/equ_opp/report_en.html

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

EU Anti-discrimination policies:
http://www.stop-discrimination.info/index.php?fran

European Network of Women's Resource Centres:
http://www.women.eu.com

European Parliament Legislative Observatory:
http://www2.europarl.eu.int/oeil/index.jsp

Council of Europe (COE):

Council of Europe's web site dedicated to equality between women and men:
http://www.coe.int/T/E/Human_Rights/Equality/

United Nations (UN):

United Nations Womenwatch (resources on gender equality):
http://www.un.org/womenwatch/

UN platform on Women, Peace and Security:
http://www.womenwarpeace.org/

UNIFEM:
http://www.unifem.org/

United Nations International Research and Training Institute for the Advancement of Women Women:
http://www.un-instraw.org/en/index.html

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

United Nations Economic Commission for Europe (UNECE) - gender activities:
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) :
http://www.un-instraw.org/en/index.html

Other:

Interparliamentary Union: women in politics:
http://www.ipu.org/iss-e/women.htm

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

European Women's Lobby
www.ewl.org

6.5. IMPORTANT DATES IN YOUR GENDER CALENDAR

The two UN recognised international days directly linked to gender equality:

Day	When?
International Women's day	The 8th of March
International Day for the Elimination of Violence against Women	The 25th of November

You are also encouraged to mainstream gender dimension in the following international days also recognised by the UN:

- **March 21** - International Day for the Elimination of Racial Discrimination
- **May 1** – International Worker's day
- **May 21** - World Day for Cultural Diversity for Dialogue and Development
- **August 12** - International Youth Day
- **September 8** - International Literacy Day
- **September 21** - International Day of Peace
- **October 17** - International Day for the Eradication of Poverty
- **November 20** - Universal Children's Day
- **December 1** - World AIDS Day
- **December 3** - International Day of Disabled Persons
- **December 5** - International Volunteer Day for Economic and Social Development
- **December 10** - Human Rights Day
- **December 18** - International Migrants Day
- **December 20** - International Human Solidarity Day

6.6. TELL YOUR FRIENDS

Share this publication with 10 of your friends or colleagues and make them put their signature in the table below. By doing so, you have already made a step forward towards a more gender equal world and something nice will therefore happen to you, to your organisation and to your 10 friends.

No	Surname	Name	Signature
1.			
2.			
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8.			
9.			
10.			

European Youth Forum
Rue Joseph II, 120 • 1000 Brussels
Belgium