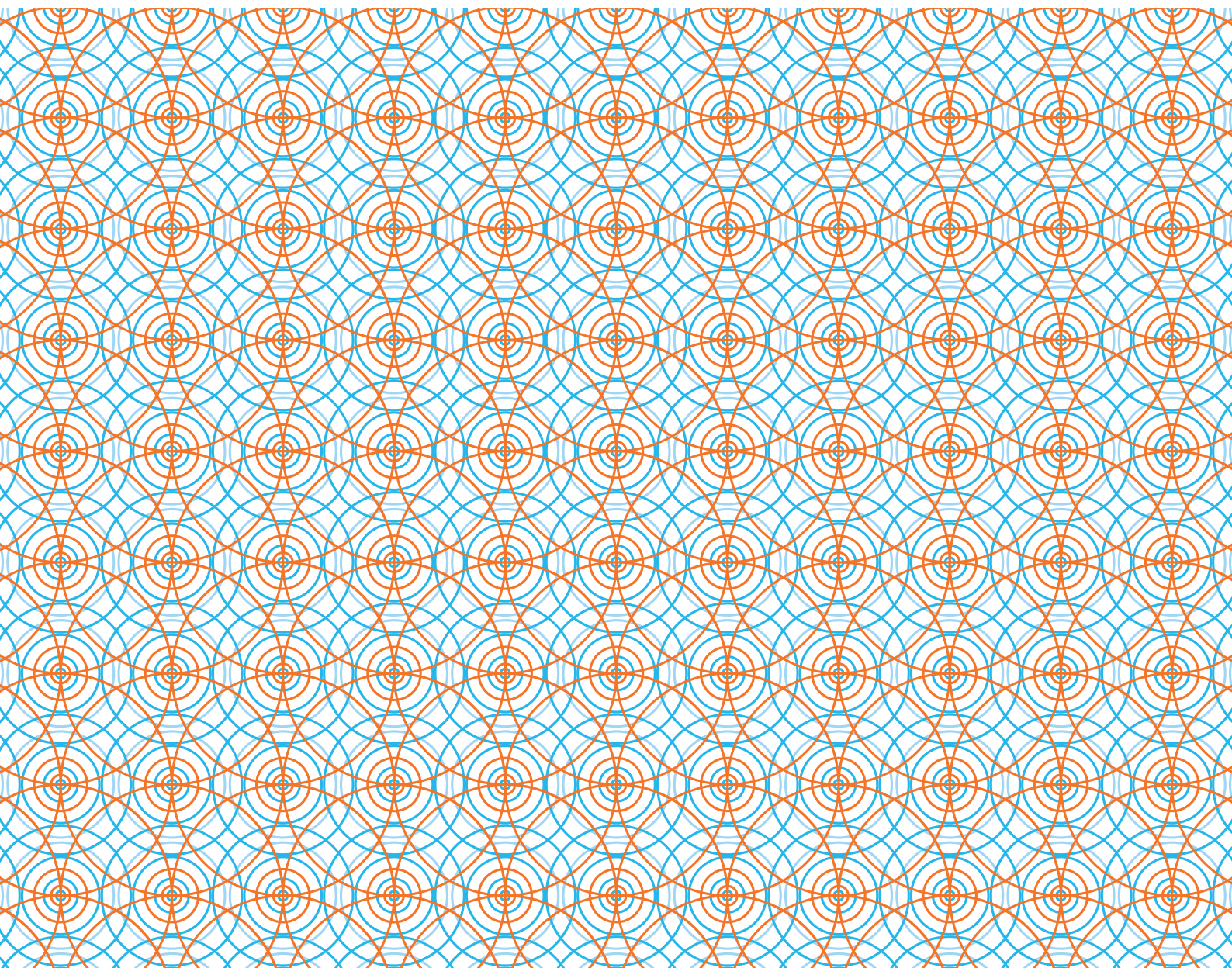


# **A GENDERED APPROACH TO POSITIVE GIRL AND BOY DEVELOPMENT**

Key Outcomes and Recommendations  
of the 2018 Gender 360 Summit



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of the 2018 Gender 360 Summit

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partners and sponsors.*



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# Acknowledgements

The Gender 360 Summit 2018 Recommendations reflect the collective wisdom of over 75 different speakers, as well as hundreds of knowledgeable participants. The Summit itself was hosted by FHI 360 with organizing support from 23 sponsor and partner organizations, including Women Deliver, CARE, Save the Children, Chemonics, World Vision, PwC, Jhpiego, EnCompass LLC, Asia Foundation, Counterpart International, Plan International USA, MenEngage Alliance, MIUSA International, Landesa, Advocates for Youth, Banyan Global, IESC, Women Thrive, Advocates for Youth, Promundo, Women for Women International, Eileen Fisher Leadership Institute, and UN Girls Education Initiative.

The following organizations have endorsed the recommendations within this document.



## ACRONYMS

**CSE** – Comprehensive Sexuality Education

**DPOs** – Disabled People's Organizations

**GBV** – Gender-based Violence

**LGBTQIA** – Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual

**PYD** – Positive Youth Development

**SEA** – Sexual Exploitation and Abuse

**SEL** – Social Emotional Learning

**SRHR** – Sexual and Reproductive Health and Rights

**STEM** – Science, Technology, Engineering and Math

**USAID** – United States Agency for International Development

**WHO** – World Health Organization



## Executive Summary

The following recommendations emerged from the 2018 Gender 360 Summit in Washington, DC, organized by FHI 360 and supported by 23 sponsor and partner organizations. They focus on the positive development of girls, boys and youth of diverse gender identities and highlight the intersections of education, health, economic empowerment, and GBV prevention and response. They are endorsed by 18 organizations and reflect a collective priority that builds on the Positive Youth Development approach that has been employed by stakeholders around the world.

Implicit in these recommendations is the idea that boys, girls and youth of diverse gender identities must participate fully in all stages of international development and be drivers and agents of change. This includes young people with intersectional identities, such as children living with a disability or LGBTQIA<sup>1</sup> youth. We recommend that they have an active and sustained voice in governance and accountability at both policy and program levels. Research and evaluation programs must also include age-, sex- and disability-disaggregated data to assess accessibility and efficacy for all.

**BOYS, GIRLS AND YOUTH OF DIVERSE GENDER IDENTITIES MUST BE DRIVERS AND AGENTS OF CHANGE.**

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<sup>1</sup> LGBTQIA stands for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual.

Below is a summary of the recommendations, with full details in the body of the document.

### **1. Support Education, Empowerment, and Leadership for All Children and Young People**

- Promote the voice and agency of girls, boys and youth of diverse gender identities.
  - > Support inclusive design, positive youth identity, safe spaces, and non-binary conforming gender roles
- Support education that expands life options for all children and youth.
  - > Invest in leadership development, soft skills, STEM<sup>2</sup>, comprehensive sexuality education, employability, disability inclusion, and social emotional learning (SEL).
  - > Use integrated curricula paired with gender-responsive pedagogical techniques to support enabling learning environments and more pertinent learning outcomes.

### **2. Advance Economic Empowerment and Equality for All Young People**

- Support an enabling environment for the economic empowerment of all young people.
  - > Prioritize safe, harassment-free, inclusive, gender-sensitive, decent work<sup>3</sup> and internships.
  - > Increase access to and agency over other income generating activities—including within the informal economy—and key inputs like savings, credit, financial literacy and social protections.

### **3. Provide Universal Health Care at all Stages of Child and Youth Development**

- Invest in age-appropriate health information, education, and care.
  - > Reinforce parent/care engagement and rights-based, inclusive and continuous services that are confidential and age-appropriate.
- Provide comprehensive health services to all children and young people.
  - > Support comprehensive sexuality education, inclusive health services,

preventative and mental health care, and youth-friendly sexual and reproductive health and rights (SRHR).

### **4. Prevent and Respond to Gender-based Violence (GBV)**

- Employ age-appropriate GBV prevention and response strategies.
  - > Ensure strategies are survivor-designed and include safe spaces, referral systems, gender-sensitive and trained providers and sufficient indicator sets.
- Create a GBV-free enabling environment in families, communities and institutions.
  - > Advance normative change and interpersonal dialogue, male engagement, child protection, prevention of early and forced marriage, GBV-free policies, and gender sensitive and socially inclusive staff and partner trainings.
- Integrate GBV prevention and response into all sectors to ensure awareness, prevention, accountability, and redress.

### **5. Transform Harmful Gender and Social Norms Among All Children and Young People**

- Deconstruct harmful, restrictive gender roles.
  - > Mainstream gender transformation, engage parents, and avoid gender binaries.
- Fully engage and address priorities of young people living with disabilities.
  - > Partner with Disabled People's Organizations (DPOs), and collectively advance universal design and reasonable accommodation budgets for youth with disabilities.
- Reinforce norms of positive masculinity.
  - > Support norms of caring and engaged fathers/sons/brothers; engage traditional, community and faith leaders; set clear donor expectations; simultaneously reinforce girls' and young women's empowerment and joint household decision-making.

<sup>2</sup> STEM stands for science, technology, engineering and math.

<sup>3</sup> According to the International Labor Organization (ILO), decent work involves opportunities for work that are productive and deliver a fair income, security in the workplace, social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in decisions that affect their lives and equality of opportunity and treatment for all women and men.





## Introduction

The 2018 Gender 360 Summit in Washington, DC, hosted by FHI 360 along with 23 sponsor and partner organizations, brought together approximately 400 people from more than 25 countries.

This included international development donors, practitioners, researchers, global south organizations and the private sector. The Summit theme—*Positive Girl and Boy Development*—reflects a collective priority of the sponsors and partners and builds on the Positive Youth Development (PYD) approach. *YouthPower*, a United States Agency for International Development (USAID)-funded initiative that improves the capacity of youth-led and youth-serving institutions, defines PYD as:

*Engaging youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment and transform systems.<sup>4</sup>*

By naming the Summit *Positive Girl and Boy Development*, FHI 360 and its partners were

able to highlight the gendered experiences of girls, boys, and youth of diverse gender identities across the globe. These experiences and identities have an impact on girls' and boys' education; young people's economic empowerment and equality; adolescent sexual and reproductive health and rights; gender-based violence (GBV) prevention and response; and the transformation of harmful social norms that affect young people of diverse gender identities and sexualities.

In practice, positive girl and boy development—as well as gender transformative and inclusive strategies—consider the role of social norms across the socio-ecological framework and address the needs and rights of primary stakeholders throughout their lifecycle and abilities. These approaches facilitate and support all youth to become drivers and agents of policy change, program development, implementation, research and accountability.

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<sup>4</sup> USAID Positive Youth Development Framework. <http://www.youthpower.org/positive-youth-development-pyd-framework>

# Key Recommendations

## Methodology

The following recommendations are for a variety of international development stakeholders, based on the expertise of and dialogue among the participants in the 2018 Gender 360 Summit. Governments, international development donors, practitioners, researchers and others can use them to help inform the funding, design, implementation and evaluation of international development initiatives. The recommendations focus on the intersections between positive child, adolescent, and youth development; gender equality; empowerment; and inclusion. This includes recommendations for specific development stakeholders. These recommendations are not exhaustive, but reflect the outcomes of 14 panels, priorities of keynote and featured speakers, and the spirit of rich conversations at the 2018 Gender 360 Summit.

## A Note on Youth Participation and Social Inclusion

Implicit in and integral to all the recommendations is the idea that boys, girls and young people of diverse gender and intersectional identities must be meaningfully engaged and participate fully as agents of change in all policy, program, and budget decisions that involve them. This entails meaningful involvement throughout all phases of the program cycle, including research, planning and design, implementation, evaluation, and accountability mechanisms. Young people must have an active and sustained voice in governance and accountability at both policy and program levels. Research and evaluation programs must also include age-, sex- and disability-disaggregated data to assess and troubleshoot coverage, accessibility and efficacy for young people of all ages, places, socio-economic status and other identity categories.

As with the PYD framework, a guiding principle for promoting social inclusion especially in programs that focus on children or youth is

understanding identity, power and privilege and using an asset-based, appreciative inquiry approach. This means creating space and engaging diverse stakeholders in shaping programs and processes. Recognizing the intersecting identities and social, political, economic and environmental contexts in which young people of all genders live their lives, development donors, practitioners and policy makers must work to remove barriers to participation, access, agency and leadership. This is particularly true for girls; LGBTQIA youth; young people of minority racial, ethnic or religious backgrounds; refugee, immigrant and migrant youth; and those living in or affected by emergency and humanitarian crises.

This is also true for young people with disabilities. In keeping with the Sustainable Development Goals' commitment to leaving no one behind, the Gender 360 Summit included a special focus on disability inclusion. This entailed budgeting and responding to requests for reasonable accommodations—such as sign language interpretation—and ensuring that registrants and participants were aware of these available services. Speakers with disabilities illustrated how children and youth with disabilities face a multitude of development barriers while simultaneously possessing assets and insights that could significantly contribute to sustainable development solutions.

## Recommendations

Considering the extensive expertise and promising practices that came out of the Gender 360 Summit, the following represent a collective set of recommendations on how donors, governments, practitioners, academics, civil society and the private sector can help to advance the positive development of girls, boys, and young people of diverse gender identities.







# 1 Support Education, Empowerment, and Leadership for All Children and Young People

## Promote the Voice and Agency of Girls, Boys and Youth of Diverse Gender Identities

### General

- Support inclusive processes to meaningfully engage<sup>5</sup> young people of different backgrounds and gender identities in project design, implementation and evaluation. Partner with youth organizations so that they can help drive change throughout the project life cycle. Meaningfully engage an even wider circle of young people using principles of user-centered design and approaches that are gender-sensitive and socially inclusive.
- Support positive youth identity and socialization, being cognizant of using inclusive and sensitive language when talking about gender, identity and sexuality.
- Build trust with and safe spaces for girls to identify and embrace their strengths and assets; engage in discussion; build networks; and assert voice, agency and power.
- Build trust with and safe spaces for boys to identify and embrace concepts of positive masculinity; engage in discussion on gender norms; build networks; engage in non-traditional roles; and support gender equality practices within school and beyond.
- Build trust with and safe spaces for transgender children and youth—as well as gender non-conforming young people—to self-identify, receive peer and mentoring support, and embrace positive concepts of gender identity.
- Use learning tools and language that recognize the power and potential of diverse

gender roles. For example, use learning materials that highlight female and male role models in non-traditional roles or normalize the participation of transgender youth. Apply social and behavior change communications approaches to reinforce these ideas.

- Support school-based comprehensive sexuality education (CSE) and gender-responsive pedagogy for young people of all gender identities. In places where education policies or cultural norms do not allow for CSE, determine other ways to disseminate and advance social behavior change, such as through youth clubs, radio broadcasts, music and parents.
- Encourage communities—including parents, caregivers, teachers, religious leaders, and health workers—to examine their own roles in advancing gender equitable norms.

### Donors and Governments

- Set robust targets for meaningful youth engagement throughout the program life cycle and include gender-sensitive measurements for positive youth development within monitoring and evaluation systems.
- Invest in youth organizations' capacity to work with donors as primary and secondary partners.
- Consult with existing global youth organizations and networks to receive input on donor policies, development strategies, and investment portfolios.
- Encourage implementers to partner with youth organizations to co-design youth-inclusive programs and hold accountable to gender-sensitive positive youth development.

<sup>5</sup> Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. [www.youthpower.org](http://www.youthpower.org)

### **Practitioners**

- Ensure that social behavior change messages are developed in collaboration with boys, girls, and youth of diverse gender identities. Apply the same logic to specific groups, such as young people with disabilities or LGBTQIA youth.
- Partner with diverse youth groups. Also create opportunities for diverse groups of children and youth to significantly participate in program design, implementation and evaluation.

### **Support Education that Expands Life Options for All Children and Young People**

#### **General**

- Bridge gaps between education, health, justice and other sectors at the district and national levels—including bilateral advocacy—to better align strategies across development sectors.
- Prioritize employability for all youth by building leadership and soft skills as part of integrated curricula; providing career and university counseling; offering STEM skill-building opportunities to girls, boys, and gender non-conforming youth; and engaging the private sector to inform curricula and provide mentoring, internships, and apprenticeships.

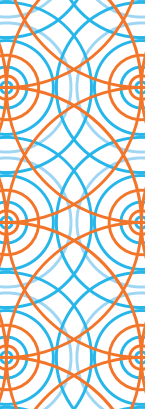
#### **Donors and Governments**

- Require practitioners to provide reasonable accommodations to young people with disabilities, and education programs that expand their agency and life options
- Expand focus from girls' and boys' access to school to what they learn, having sufficient time to learn, and the quality of their learning, by using predictive analytics.
- Support the use of integrated curricula in classrooms and provide all practitioners with training on gender-responsive pedagogical techniques that are context appropriate.
- Build educational systems' capacity to take on a gendered PYD approach.



### **Practitioners**

- Ensure that project/program funding is set aside to provide reasonable accommodations to young people with disabilities, as well as the adults with disabilities who are in their lives. Should assistive technologies be provided, ensure that 1) they reflect the target community's expressed needs; 2) adequate funding is set aside for repairs and maintenance; and 3) it is possible to adequately train and support the community to utilize them (e.g. youth, teachers, medical professionals, parents, end-users, etc.).
- Provide accommodations and assistive devices to students with disabilities and build capacity among teachers and educators to enable full access, retention, and academic performance of young people with disabilities.
- Develop and use integrated curricula, such as health curricula that includes mental health, menstrual hygiene management, and CSE, or economic development curricula that includes legal education on land and inheritance rights. Pair these integrated curricula with gender-responsive pedagogy to ensure an enabling learning environment for boys, girls and youth of diverse gender identities, and that all are equally empowered to attain the highest possible learning outcomes.



## 2 Advance Economic Empowerment and Equality for All Young People

### Support an enabling environment for the economic empowerment of all young people

#### General

- Implement workplace anti-harassment policies and practices among donors, practitioners, partners, businesses and governments to ensure the protection of all people at all position levels. This includes young women and men, LGBTQIA youth, youth with disabilities, and young people of diverse gender identities. Leadership must set clear expectations at all levels; ensure training and adherence by all staff and vendors; and have prevention, reporting and response strategies in place.
  - Implement additional inclusive workforce policies, practices, and accountability mechanisms, including affirmative action, equal pay, benefits, professional development, advancement opportunities, childcare support, parental and family care leave, and reasonable accommodations for people with disabilities. In addition, create social protection mechanisms to reduce unpaid care burdens on young people, especially young women.
  - Improve young people's ability to generate income when appropriate age-wise in gender equitable and socially inclusive ways. Invest in young people's financial literacy, entrepreneurship skills, and ability to save money, access credit and build assets. Simultaneously support household economic strengthening efforts and the ability of young women, young men and young people of diverse gender identities to control and/or help make decisions towards the use of their income.
- 
- Encourage and reduce barriers for young people to enter non-traditional industries and positions—such as young women entering STEM fields or young men entering the care industry. Improve recruitment, application, and interview processes to help reduce hiring discrimination and unconscious bias. Create skill building opportunities, specialized internships and apprenticeships, and on-the-job mentoring and support systems.
  - Support the rights, safety, and dignity of young people within informal labor through economic, trade and social protection policies. This includes the rights of farmers, processors, entrepreneurs, traders, wholesalers and beyond.
  - Protect children and young people from all forms of abuse and exploitation—including labor exploitation, sex and labor trafficking and other forms of sexual exploitation—by integrating strong, well-defined prevention and response strategies into all economic development, entrepreneurship and workforce development programming.

- Ensure access to clean, private, secure restrooms and lactation rooms for and with design help from young women, gender non-conforming people, and people with disabilities in workplaces, market places, and other public and private income generation spaces.
- Simultaneously promote and invest in targeted, holistic, integrated approaches to workforce development and economic empowerment for young women, young men and gender non-conforming young people. In addition to skill building, professional development, mentoring and networking, equally address restrictive gender and social norms, as well as risks such as gender-based violence and early and forced marriage.
- Increase investment in technology for youth of all gender identities as an important gateway towards economic empowerment.
- Promote and protect girls' and boys' equal access to economic opportunities, including girls' inheritance rights to land and property. Engage critical stakeholders (i.e., boys, men, communities and local government institutions) on land and property inheritance rights and the links between early and forced marriage, dowry, and education through a multi-stakeholder approach.

### **Donors and Governments**

- Require realistic targets and indicators beyond sex disaggregation for the participation of young women, young men and youth of diverse gender identities in all economic projects.
- Support the establishment and enforcement of laws, policies and customary practices that help realize the equal inheritance rights of girls, boys and youth of all genders.
- Invest in economic empowerment programs—including internships, apprenticeships, mentorships and job creation initiatives—specifically targeted at transgender youth, recognizing the high obstacles they face in achieving employability.
- Within solicitations, require that youth workforce program implementers include youth with disabilities, create reasonable accommodation budgets, and actively recruit disabled people's organizations (DPOs) as sub-awardee partners.

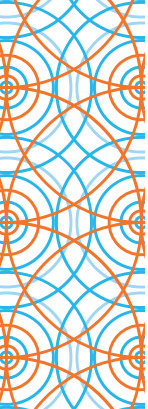
### **Practitioners**

- Develop indicators and targets for young women, young men and youth of diverse gender identities in all economic growth projects. Set targets to plan activities.
- Publish statistics on how hiring young people in the private sector increases profits through better skill set development, innovation and employee retention.
- Actively recruit DPOs as partners and create reasonable accommodation budgets for youth economic empowerment, workforce development and entrepreneurship programs.

### **Private Sector**

- Create, evaluate or update workplace anti-harassment policies and practices to increase retention of young women, youth with disabilities and LGBTQIA youth. Require gender and diversity sensitivity training for supervisors and managers.
- Create skill building opportunities, specialized internships/apprenticeships and on-the-job mentoring and support for young people, including those with different learning abilities.
- Create professional development tracks for young women to prepare them for taking on leadership positions.
- Ensure reasonable accommodations for young people with disabilities and work with DPOs to recruit new young talent with disabilities.





# 3 Provide Universal Health Care at all Stages of Child and Youth Development

## Invest in Gender-Sensitive and Age-Appropriate Health Information, Education, and Care

### General

- Support services that address the specific health needs and concerns for girls and boys at all stages of child, adolescent and youth development, including the needs of those of diverse gender identities, sexualities and living with disabilities.
- Ensure that services are rights-based, available, accessible, acceptable, observe the principle of Do No Harm, protect clients' privacy and confidentiality, and are offered in a positive, friendly and non-judgmental way.
- Address the physical, social and economic barriers that many young people face in accessing high quality, appropriate health care. Take measures to protect especially vulnerable young people—including young women, LGBTQIA youth, and youth with disabilities—from abuse within health care systems.
- Ensure that children have continuous access to health services, education and programming as they transition from one age cohort to the next. Pay attention to the transition period from adolescence to early adulthood, as many young people cease to receive health care once they turn 18 and/or move out of pediatric care services.
- Educate both girls and boys on puberty, menstrual hygiene, and sexual and reproductive health and rights, as part of CSE.

### Donors and Governments

- Ensure relevant laws, policies, and guidance are in place to set standards and expectations regarding the provision of both gender-sensitive and age-appropriate health care and education.
- Invest in and help build the capacity of governments, civil society, the private sector and youth groups on gender, disability, psychosocial support and mental health, to ensure that young people have the needed support at each unique stage of growth.

### Practitioners

- Train and equip health care workers and facilities to provide age-appropriate, child- and youth-friendly, disability accessible, gender-sensitive, and socially inclusive services.
- Provide youth of all gender identities—including transgender youth—and sexual orientations with sensitive care at traditional health clinics or alternative entry points to health services and information.
- Engage parents and caregivers in health education and health seeking behaviors, which includes addressing harmful social and gender norms that contribute to poor health outcomes for children and youth, including those with diverse gender identities and those with differing physical, mental, and emotional abilities.



## Provide Comprehensive Health Services to all Children and Young People

### General

- Promote and integrate preventative, mental health, substance abuse, sexual and reproductive health, and GBV education, screening, care and treatment as key components of comprehensive health services.
- De-stigmatize mental health services and care through awareness, education and dialogue among health care users, parents and caregivers, service providers, communities and policy makers.
- Ensure access to high quality rehabilitation services, including appropriate assistive devices, to promote healthy community participation of youth with disabilities.
- Include unfettered access to accurate and comprehensive sexual and reproductive health education, information, commodities and services in all youth-serving programs, including those serving young people with disabilities.

### Donors and Governments

- Invest in safe, respectful, and inclusive health care services and centers for all young people.
- Establish specific programs for transgender youth—including the hiring of transgender staff and providing psycho-social support—to help mitigate the high levels of discrimination that transgender youth face within most health care systems.
- Invest in safe, reasonable accommodations for young people with disabilities, requiring implementers to provide interpretation services on demand and assistive technologies as needed to help young people with disabilities navigate a health care system.



### Practitioners

- Integrate youth-friendly approaches across all health service initiatives. This includes training and supporting health care providers on how to provide gender-sensitive, disability inclusive, socially inclusive, and youth-friendly services.
- Develop health educational materials in different languages—incorporating visual imagery—and promote these materials on different platforms where target communities already frequent (utilize radio, town halls, social media, market places, etc.).

# 4 Prevent and Respond to Gender-based Violence (GBV) among all Children and Young People

## Employ Age-Appropriate GBV Prevention and Response Strategies

### General

- Recognize and address the multiple types of harassment, violence, and other risk factors that youth with diverse gender identities, sexualities and/or disabilities face.
- Include comprehensive, age-appropriate CSE in broader GBV prevention and response strategies. Address adolescents' increased physical, emotional and sexual vulnerability.
- Train health and other service providers to offer gender-sensitive services to survivors of GBV, such as screening, HIV testing and counseling, post-exposure prophylaxis, emergency contraceptives, and referrals to other services including legal and psychosocial support.
- Provide and promote age-appropriate, inclusive, confidential and safe spaces for young people to encourage reporting and uptake of services.
- Integrate GBV prevention and response strategies into all sectors, including education, health, economic empowerment, legal (including justice and redress), security, crisis response and other basic services.

### Donors and Governments

- Ensure youth programs include GBV prevention and response activities and monitoring systems to prevent unintended GBV consequences for young people of all identities.
- Require practitioners of child or youth development programming to have



organizational child protection policies and procedures in place.

- Support governments to establish and implement GBV referral and case management systems that follow World Health Organization (WHO) guidelines and are sufficiently funded, easily accessible by youth, and include systems for collecting sex- and age-disaggregated data on referrals.
- Invest in capacity-building for civil society organizations—including youth-led ones—that provide shelter, psychosocial, legal (including justice and redress), and other services for young GBV survivors.
- Ensure that laws and regulations are in place to protect girls, boys, and youth of diverse gender identities from different forms of GBV, including but not limited to early and forced marriage; domestic violence; intimate partner violence; sexual violence; sexual harassment exploitation, and abuse; female genital mutilation; and human trafficking.

### **Practitioners**

- Have in place and train staff on clear organizational child protection policies and procedures.
- Ensure that all youth—including LGBTQIA youth, youth with disabilities, minority youth, and the organizations to which they belong or lead—are included in the design of GBV interventions that are intended to support them. Guarantee that trainers, service providers and community mobilizers and activists also represent diverse identities.
- Include GBV prevention and response indicators in children and youth program monitoring, evaluation, and learning plans to identify unintended negative consequences.

### **Civil Society**

- Advocate to governments to establish and implement youth-friendly GBV referral and case management systems that follow WHO guidelines, are well-advertised and funded, and include systems for collecting sex- and age-disaggregated data on reporting and referrals.

## **Create a GBV-free Enabling Environment in Families, Communities and Institutions**

### **General**

- Promote community and interpersonal dialogues that address and help to transform the unequal gender norms and power dynamics that often instigate GBV.
- Prioritize the prevention of early and forced marriage for girls and young women by engaging with families, community leaders, health and educational systems, and governments on finding solutions

to keep girls in school, create economic opportunities for young women, and advance social behavioral change.

- Develop GBV-free policies—including harassment-free policies—in schools, youth programs, internships/apprenticeships and beyond that incorporate a code of conduct, reporting mechanisms, accountability mechanisms and capacity building to raise awareness of and ensure implementation of policies.
- Ensure alignment between child protection<sup>6</sup> and GBV policies and procedures in youth-serving organizations, including health, educational and social service agencies.

### **Donors**

- Require that both prime partners and sub-partners have GBV-free work environment policies in place that apply equally to young staff, interns, volunteers, fellows, and beneficiaries—including freedom from harassment and sexual exploitation and abuse (SEA)—prior to providing an award.

### **Practitioners**

- Approve, evaluate, update and advertise policies to address GBV in the workplace for all employees, interns, volunteers, fellows and beneficiaries—including harassment and SEA—with the help of implementation guidance and trained human resource professionals.
- Provide training to staff, interns, volunteers, and fellows on GBV and gender policies to ensure that everyone understands the code of conduct, reporting mechanisms and accountability mechanisms for implementation.

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<sup>6</sup> Child protection policies, broadly speaking, include policies and procedures that protect children from intentional or unintentional harm, for example, guidelines for direct and indirect contact with children and informed consent according to the age and capacity of the child. (Child Protection Policies and Procedures Toolkit, Child Hope UK, 2005).



# 5 Transform Harmful Social Norms Among All Children and Young People

## Deconstruct Harmful, Restrictive Gender Roles

### General

- Recognize and address the role of adults (i.e. parents, teachers, religious leaders, etc.) in introducing and reinforcing equitable gender norms with children and youth.
- Invest in child- and youth-led approaches for identifying and addressing harmful social norms and power dynamics as they are manifested at the interpersonal, household and community levels.
- Invest in and design programs that model equity for young people in the home, at school, in the workplace and in the community.
- Use creative, child-friendly media and communications channels such as children's books, sports, the arts, radio and television to model non-traditional gender roles and promote broader understanding of and dialogue on gender norms.
- Mainstream gender transformative approaches in parental education and support programming, such as participatory and reflexive approaches to examine parents' and caregivers' beliefs and practices that reinforce harmful gender norms.
- Reinforce positive and inclusive concepts of gender and social norms as part of CSE.
- Avoid reinforcing gender binary systems in children and youth program design that limit the understanding of gender roles to male vs. female.

### Donors

- Include funds for gender equality and social inclusion (GESI) trainings to ensure that children and youth program implementers understand the impact of gender and social norms, and how to include these concepts in their activity design.
- Increase funding for research on effective ways to transform harmful gender norms that especially impact boys, girls and young people of diverse gender identities.

### Practitioners

- Work with partners to train staff from all involved organizations on GESI-sensitive children and youth development activity design. Work with local and national civil society organizations—such as youth organizations, LGBTQIA rights groups, DPOs, men's resource centers and women's empowerment organizations—to ensure the training is tailored to the local and national contexts.

## Fully Engage & Address Priorities of Young People Living with Disabilities

### General

- Collaborate with DPOs to implement integrated multi-intervention strategies within children and youth development programming. Avoid siloed programming, and budget sufficiently for this collaboration.
- Collaborate with governments to make public facilities and spaces accessible for people of diverse gender identities, as well as children and youth with disabilities.





- Ensure all communications materials are accessible and positively portray people with disabilities engaging in a range of program activities and operations.

### **Donors**

- Require that child- and youth-focused proposals address disability inclusion, as well as quarterly and annual reporting from contractors and grantees on their progress towards disability inclusion.
- Partner and collaborate with DPOs and other organizations and networks that promote the rights of children and youth with disabilities.
- Invest in research on disability inclusion for children and youth within programs that address education, health and talent pipelines.
- Provide time and space for children and youth with disabilities to contribute meaningfully to the design, implementation, and evaluation of inclusion efforts within projects.

### **Practitioners**

- Build an organizational strategy and/or set of standards for disability inclusion within

all programming, including for children and youth.

- Partner with DPOs and include additional children and young people with disabilities within project design, implementation and evaluation. This includes within service delivery (e.g. disaster response, food security interventions, sexual and reproductive health services, etc.), capacity-building, advocacy and policy formation efforts. Do not wait for funders to lead the way.
- Actively outreach to and invite DPOs to collaborate as partners, consultants and participants within children and youth development programming; continuously build relationships.
- Communicate both internally and externally an organization's and children/youth project's commitment to disability inclusion, including what disability-related accommodations are available.
- Hire staff and consultants who have disabilities, as well as experts in disability inclusion to help with the design, implementation, and evaluation of programming for children and youth. Include children and young people in program design, implementation, and evaluation.



- Budget for universal design<sup>7</sup> within education, workforce development, and health programming; set aside funds for specific reasonable accommodations.
- Work with local and national DPOs to assess available and required special accommodations (i.e. language interpretation services, assistive technology, etc.) and budget accordingly.
- Include positive images of children, youth and adults with disabilities across all norm change activities, including media and communications channels and training materials.
- Use clear indicators and require ongoing monitoring/reporting on the participation of children and youth with disabilities, disaggregated by type of disability and other intersectional identities such as gender identity and age.

## Reinforce Norms of Positive Masculinity

### General

- Support models of positive masculinity for all children and youth that reinforce the concept that boys and men can be caring and engaged fathers, sons, brothers, partners and community agents for positive change.
- Recognize the interdependent nature of addressing masculine privilege, supporting positive masculinity, and creating space for girls' and women's empowerment through integrated and coordinated programming and linkages. For example,

include boys in education classes on puberty and menstruation. Support boys as allies in girls' empowerment initiatives while simultaneously supporting positive boys' empowerment strategies.

- Invest in programs and initiatives that teach concepts of positive masculinity and needed social behavior for boys and young men.

### Donors and Governments

- Set expectations for the inclusion of male engagement and positive masculinity activities within health, education, economic development and civil society programs. Implement these in coordination with girls' and women's empowerment activities.
- Prioritize the development and implementation of male engagement and positive masculinity strategies that can help increase the uptake of health services among young men, while simultaneously helping to reduce instances of gender-based violence among all young people.

### Practitioners

- Incorporate broadly accepted approaches to promoting positive masculinity in the context of health, education, civil society, and other areas, and recognize the importance of coordinating girls' and women's empowerment activities with male engagement activities in the context of programming.
- Advocate to donors the importance of setting expectations and prioritizing well-tested methodologies for changing negative expressions of masculinity.

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<sup>7</sup> Universal design (close relation to inclusive design) refers to a broad-spectrum of ideas meant to produce buildings, products and environments that are inherently accessible to older people, people without disabilities, and people with disabilities.



## Conclusion

We hope that donors, governments, practitioners, civil society, the private sector, and additional international development actors will be able to use these recommendations to advance the goals of the positive development of girls, boys and youth of diverse gender identities in their policies, programs and processes. The endorsers of this document will promote the principles and recommendations herein and encourage the international development community to help actualize them through different investment strategies, program design, research, implementation, evaluation, and thought-leadership initiatives.

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