

Poverty Workshop

We need to highlight the lived experience of women along with the data to project the narrative to ensure that powerful messages are getting to the people of influence. We need to do this by engaging with community and faith leaders and businesses who have the ear of the people in power.

We need to advocate for implementation and ratification of CEDAW and for the implementation of recommendations made at CSW68 for all states to help enable us to eradicate poverty for all women and girls.

We need accountability mechanisms which are transparent and measured so we can show good practice and highlight where states need to improve to eradicate poverty.

We need to advocate to get more women in positions of decision making especially around financial mechanisms to ensure that women and girls are part of the gender budgeting decisions.

We need to ensure all education, vocational and academic at all ages and all levels is focused on gender equality removing gender stereotypes. This can be advocated by ensuring lived experience of women and girls on the ground is presented by NGO's Policy makers, faith groups, elected politicians the Education system and media to ensure the message relays the scale of the issue and the solutions we need to focus on how to keep girls in education and to stop the cycle of poverty.

As women we need to support each other instead of competing for funding. We need to stand together. A collective voice to ensure we have a consistent message to eradicate poverty.

Connecting our campaign to get women out of Poverty with other current social issues in our society/community (what is "trending") to build coalitions.

Gender pay-gap through all generations, social rights, undervaluation of women-led sectors/work. Divorced and widowed women.

Supporting each other instead of competing & finding a feminist perspective on Power.

Ongoing reflection because inequality runs deep-culture norms from birth, including faith-related beliefs.

Education: access to is fundamental. Raising awareness, opening opportunities.

Gender disparities in poverty. Payment for care work > day care, parental leave

Equal pay for equal work.

Shared parental leave.

Free school lunches.

Continuing Sponsorship Education: educational opportunities and higher education.

Opportunity to give birth and return not only to work but also to school.

Disparities in loans.

Divorce laws.

More women in positions of decision making.
Non-political Influencers / Testimonials / Experiences.
Engaging with Faith and community leaders.
Data and statistics – creating a message, binding policies and agreements and solutions, localized due to disparities in the region.
Sharing best practices and others.
Advocate for implementation and ratification of CEDAW.
Engage business support.
Make sure that girls have skills for the jobs that are coming
Stake holders and policy makers (civil servants and elected politicians) hear real stories, as well as faith groups and social media. Elected politicians rely on propaganda and their own data.
Metrics and data have to tell the story about the solutions.
Peer pressure to other countries.
Use media and social media. Drafting what we mean. Make sure that the governments get exactly what we mean at very high levels.
There is poverty in each ECE country.
Social media should contain more advocacy on poverty and underground issues.
Raising awareness
Grassroot NGOs and larger NGOs working together.
Scholarship programs. Dropouts due to lack of funds. How can we lower the interest rates?
Transparency using the media.
CSW reminds the states what they had signed up to.
Influencing funders.
Better conversations

B+30 CS Forum Workshop on Education and Training of Women

From the 19th to the 20th of October, the Beijing +30 Review for Civil Society in the UNECE region took place in Geneva, organized by the NGO Committee on the Status of Women- Geneva. The involvement of civil society was vital, as NGO CSW Geneva encouraged all NGOs to engage in the review process of the 12 critical concerns of the Beijing Platform for Action (BPfA).

The BPfA highlights lifelong quality education and training as essential for the development of all women and girls. The Commission on the Status of Women (CSW) emphasized the importance of lifelong learning, updated curricula, and reskilling/upskilling. The theme for the workshop was "Education and Training of Women" and it featured key recommendations for improvement through Immediate, Intermediate, and Long-term Actions.

These three key topics included quality and continuing education, teacher education, and digital education. During the workshop, we stressed the need to ensure inclusive education and raise awareness of the importance of lifelong learning for all women and girls, especially in STEAM and digital literacy. Challenges to achieving quality and continuing education were identified, such as cultural norms, gender bias, and the lack of safe and accessible schools.

The necessity of educators, including teachers, facilitators, and trainers, in ensuring high-quality education was also highlighted. Some of the obstacles to teacher education include an insufficient number of qualified teachers, difficult working conditions, cyberbullying, undervalued status, pay inequity, and a lack of awareness about the need for improvement.

The importance of advancing digital literacy to enable all women and girls to engage in online knowledge and information sharing, digital entrepreneurship, and remote work was also discussed. Negative social norms, gender discrimination, skill development stereotyping, and concerns about digital technology safety prevent many women and girls from acquiring digital skills.

Several action points were recommended at the workshop, such as increasing financing and resources for educational and training needs, addressing the global shortage of teachers, implementing lifelong learning for all women and girls, including teachers, facilitating the transition of women into new occupations through lifelong educational initiatives, and equipping all women and girls with the tools and support needed to lead and innovate in the digital world.

In the workshop's interactive part, participants could exchange ideas and practices on education and training in different countries and societies. Emerging themes for the workshop included the following :

Importance of Teacher Self-Awareness: Teachers need to be mindful of their attitudes and adapt their approach to support students effectively.

Role of Parents and Community: Involving parents and the community is crucial for a supportive learning environment and addressing challenges like mental health.

Focus on Gender Equality and Bias: Educators should be trained to tackle stereotypes and foster a more inclusive classroom.

Encouraging Emotional and Critical Thinking Skills: Developing these skills is essential for preparing students for the future.

Systemic Inequities in Teaching: The teaching profession faces systemic barriers, including racism, underfunding, and poor infrastructure, especially in marginalized and indigenous communities. These issues limit access to resources and impact the quality of education.

Gender Disparities in the Profession: Teaching is often seen as a feminized field, contributing to pay gaps, limited career advancement opportunities, and a low societal status for educators. This is particularly evident in Early Childhood Education (ECE), where there are very few male teachers, reinforcing traditional gender roles.

Balancing Work and Personal Life: Many female teachers juggle work and family responsibilities, which restricts their advancement and professional development opportunities. This imbalance often affects their ability to pursue higher pay and leadership roles within the field.

Varying Teacher Status Across Regions: Teacher status and opportunities differ greatly between regions. In countries like the UK, teachers face structural challenges that hinder access to

proper training, while other European countries may offer more support and flexibility for professional growth.

Finally, one conclusion became clear: there is a significant need for financing, positive involvement, and cooperation from governments, organizations, and individuals to advance quality lifelong education and training for all women and girls.

Statement: https://docs.google.com/document/d/1br-R2C4MaZNIMrOrKaRgh4t_Gjv4zch-/edit?usp=share_link&oid=108461043539484297510&rtpof=true&sd=true

Speakers:

Lora Nasika - SIE
Berthe De Vos-Neven - SI
Sandra Aboagye Brenyah - WFWPI
Carolyn Handschin - WFWPI
Dina Pacis - WILO
Teri Marcos - WILO
Nilsa Thorsos – WILO
Connie Newman - MWIA

Define our target Partners

Set clear objectives

Protection mechanisms

Industry

Health care sector

Family

NGOs

NGOs and srhr (sexual reproductive health rights)

Local and national leaders

Public authorities

Local community groups

Existing charities i.e. Refugee families

Students (university)

Local authorities

Infrastructure issues

Institutes of higher education learning

Government

Media

Clear programs

Reporting mechanisms (accountability)

Funding/budgeting (15-20%)

Free education

Create spaces on emerging ideas

Innovation
Inclusion (DEI- Diversity, equity, inclusion)
Process to collect data
Disaggregated data by gender
Intersectional data
Engagement (Governor/UN)
Set of indicators
Addressing Limits to Education

Goal: Raise awareness and eradicate gender inequality in education, protect female teachers, women, and girls, and promote digital literacy in the education sector

Awareness Campaign Materials /channels
Create an Action Plan
Traffic light
Social media
broadcasting
Grass roots awareness
Story telling (good practices)
Youth engagement coaching
Role models
Free affordable online coaches
Mobile education
Women's clubs within institutions of learning
Mental Health awareness program
Education for all children (boys+girls)
More involvement and accountability

Quality Training & Education

Introduction

This report summarizes the deliberations and outcomes of the interactive workshop "UNECE Workshop Emerging Technologies AI," convened on October 19, 2024, within the framework of the UNECE Civil Society Forum. The workshop delved into the multifaceted implications of Artificial Intelligence (AI) for women's rights and equality, with a particular emphasis on the domain of quality education. Participants engaged in a structured dialogue to identify key challenges, explore potential solutions, and assess the associated risks of integrating AI into educational practices. This report synthesizes the key insights generated during the workshop to inform ongoing discussions within the UNECE's review of the Beijing Convention.

Workshop Methodology

The "UNECE Workshop Emerging Technologies AI" employed an interactive and structured format designed to facilitate a comprehensive exploration of the interplay between AI and quality education.

Following a series of brief presentations by experts in the field (topics: Education & Training, Ethical Guardrails, AI Act, Cyber Security with AI), participants convened in a single working group dedicated to examining the impact of AI on quality education. Within this group, a structured methodology, augmented by AI tools, guided the discussions:

- **Identification of Working Point (10 minutes):** Participants engaged in brainstorming sessions to identify key challenges and opportunities arising from the integration of AI in education. To stimulate further thinking and exploration, a generative AI tool was employed to supplement participant ideas with additional potential working points. This process fostered a comprehensive understanding of the multifaceted aspects of this complex issue.
- **Solution Generation (10 minutes):** After carefully selecting a specific working point, participants collaboratively explored potential solutions. The generative AI tool was again utilized to offer a diverse set of solution ideas, prompting deeper analysis and discussion. The AI-generated suggestions were critically reviewed by the participants to identify both potential benefits and pitfalls, recognizing that AI outputs may not always be accurate or applicable.
- **Risk and Challenge Assessment (5 minutes):** Participants then critically examined the chosen solutions, identifying potential risks and challenges associated with their implementation. This crucial step ensured a balanced and realistic assessment of the feasibility and potential impact of each solution.

This structured approach enabled participants to efficiently generate insights, explore diverse perspectives, and develop a nuanced understanding of the complex relationship between AI and quality education. The integration of AI tools served to enhance the brainstorming process and facilitate a more thorough examination of the topic within the given timeframe.

Workshop output

This section will cover the output of the working session detailing the outcome of each part of the session.

Working Point

The working group engaged in a dynamic brainstorming session to identify key challenges and opportunities related to the integration of AI in ensuring quality education for all. Participants highlighted a range of critical considerations, including:

- The imperative of combating misinformation and bias in AI-powered educational resources.

- The need to address potential biases in datasets and AI models, recognizing that women and men may have different learning styles and needs.
- The challenge of recruiting and training qualified educators to effectively utilise AI tools in education.
- Ensuring equitable access to educational materials and technology, particularly in less developed regions with limited internet connectivity.
- Promoting representation of the full gender spectrum in AI-powered educational content and platforms.
- Raising awareness about the persistent challenges to quality education faced by women and girls globally.

To further enrich the discussion, an AI tool was employed to generate additional potential working points. These included:

- Leveraging AI for personalized learning journeys: This involves utilizing AI to tailor educational content, pace, and delivery methods to individual learners' needs, preferences, and learning styles. This could involve AI-powered assessment tools, adaptive learning platforms, and personalized feedback mechanisms.
- Breaking down barriers to access quality education: AI can play a crucial role in expanding access to quality education, particularly for marginalized and underserved communities. This could involve developing AI-powered translation tools, creating accessible learning materials for learners with disabilities, and leveraging AI to bridge geographical and socioeconomic gaps in access to education.
- Empowering educators through AI-assisted tools and resources: AI can assist educators in various tasks, such as lesson planning, grading, providing personalized feedback to students, and identifying learners who may need additional support. This can free up educators' time to focus on more individualized instruction and student interaction.
- Intelligent tutoring systems: While intelligent tutoring systems can be valuable educational tools, the group felt that other working points were more central to the discussion of AI's impact on quality education for women and girls.

While the AI tool suggested 'Intelligent tutoring systems' as a potential working point, the group engaged in a discussion about its relevance and ultimately decided to prioritize other areas that were perceived as more directly related to the immediate focus on ensuring quality education for women and girls within the context of this workshop. This decision reflects the participants' collective prioritization and does not negate the potential value of intelligent tutoring systems in broader educational contexts.

Recognizing the importance of personalized learning in achieving inclusive and equitable quality education (SDG4), the group chose to focus on 'personalized learning journeys' as a key theme for further exploration. This focus aims to explore how AI can be used to cater to the diverse needs of all learners, including girls and women, and to promote gender equality in education (SDG5). The group acknowledges that personalized learning should be implemented in a way

that complements collaborative learning and social-emotional development, ensuring a holistic and balanced educational experience for all.

Solution

Having selected "personalized learning journeys" as the focal point, the working group then transitioned to brainstorming potential solutions for leveraging AI to create individualized learning experiences. Participants contributed a diverse range of ideas, including:

- AI-driven assessment and recommendations: Utilizing AI algorithms to analyze learner performance and provide personalized recommendations for subsequent learning steps, resources, and activities.
- AI-assisted intake conversations: Employing AI to facilitate initial assessments and conversations with learners to understand their individual needs, goals, and learning preferences.
- AI systems that cater to diverse learning styles: Developing AI-powered platforms that adapt to different learning styles, such as visual, auditory, learners that work better with a dedicated mentor, or read/write learners, to provide tailored learning experiences.

The AI tool was again utilized to augment the brainstorming process, offering additional solutions such as:

- AI-powered learning platforms: Creating comprehensive learning platforms that integrate various AI-powered tools and resources, such as personalized learning paths, adaptive assessments, and intelligent feedback mechanisms.
- AI-facilitated mentorship programs: Utilizing AI to connect learners with suitable mentors based on their individual needs and goals, and to facilitate effective mentorship interactions.

The group deemed the AI-generated suggestion of "AI-driven career counseling" less relevant to the immediate focus on personalized learning journeys.

After thorough discussion and consideration of all proposed solutions, the group ultimately chose to concentrate on AI systems that cater to diverse learning styles as the most promising avenue for further exploration.

Challenges and Risks

Having identified the solution of AI systems that cater to diverse learning styles: Recognizing that learners, regardless of gender, have diverse needs and preferences, AI-powered platforms can be developed to adapt to different learning styles. This includes providing a range of modalities (visual, auditory, kinesthetic, etc.) and personalized support structures (such as mentorship) to ensure that all learners, including girls and women, have access to learning

experiences that are tailored to their individual needs and promote their full potential. It is crucial to avoid reinforcing gender stereotypes when discussing learning styles and to emphasize that AI should be used to cater to the unique needs of each individual learner.

Participants raised a number of important considerations, including:

- **Accuracy and Reliability of AI Guidance:** Concerns were raised about the potential for AI systems to provide inaccurate or misleading guidance to learners, particularly if the underlying algorithms or datasets are biased or incomplete.
- **Over-Reliance on AI and Diminished Critical Thinking:** Participants emphasized the importance of fostering critical thinking skills in learners and avoiding over-reliance on AI-generated outputs. It was noted that users may be inclined to trust AI systems blindly, potentially hindering their ability to independently evaluate information and make informed decisions.
- **Data Privacy and Security:** The collection and use of personal data for personalized learning raises concerns about data privacy and security. Participants stressed the need for robust safeguards to protect learner data from unauthorized access, misuse, or breaches.
- **Potential Impact on Human Innovation:** Some participants expressed concerns that an over-reliance on AI systems could stifle human innovation and creativity. They emphasized the importance of encouraging learners to develop their own problem-solving skills and explore novel approaches.
- **Cultivating Critical Thinking in Future Generations:** Participants highlighted the need to integrate critical thinking skills into educational curricula to ensure that learners can effectively evaluate and utilize AI-generated information.
- **Addressing Confirmation Bias:** It was noted that AI systems could inadvertently reinforce confirmation bias by presenting learners with information that aligns with their existing beliefs or preferences.
- **Inclusivity and Addressing Resistance to AI in Education:** Participants acknowledged that some individuals may be resistant to the integration of AI in education. Ensuring inclusivity and addressing concerns about the role of AI in education were identified as crucial considerations.

These challenges and risks highlight the importance of thoughtful and responsible implementation of AI in education. Addressing these concerns proactively will be crucial for ensuring that AI systems truly enhance learning experiences and promote equitable access to quality education for all.

Conclusion

The working group's deliberations on quality education underscored the transformative potential of AI while also highlighting the critical need for responsible and ethical implementation. The focus on personalized learning journeys, facilitated by AI systems that

cater to diverse learning styles, represents a promising avenue for enhancing educational experiences and promoting inclusivity. However, the identified challenges and risks emphasize the importance of proactive measures to ensure data privacy, foster critical thinking, and mitigate potential biases.

Elaboration on Proposed Solution

The workshop identified "AI systems that cater to diverse learning styles" as a key solution to personalize learning journeys and enhance the quality of education. This section elaborates on a potential implementation framework for this solution, addressing the challenges and risks highlighted in the previous section.

Framework for Implementation

Recognizing the diverse needs and circumstances of learners globally, the proposed framework envisions a multi-pronged approach that combines digital and non-digital interventions to ensure inclusivity and maximize impact:

AI-Powered Digital Learning Platform:

This platform would cater to learners with access to digital technologies and incorporate the following key components:

- **Learner Profiling:** An AI-driven system that creates comprehensive learner profiles by gathering data on individual learning preferences, strengths, weaknesses, goals, and preferred learning modalities (visual, auditory, kinesthetic, etc.). This profiling could be achieved through initial assessments, ongoing performance analysis, and learner feedback.
- **Adaptive Content Delivery:** An intelligent content delivery system that dynamically adjusts the presentation of educational materials based on individual learner profiles. This could involve adapting the format, pace, complexity, and modality of content delivery to optimize engagement and comprehension.
- **Personalized Learning Paths:** AI algorithms that generate personalized learning paths tailored to individual learner needs and goals. These paths would dynamically adapt based on learner progress and feedback, ensuring an optimal learning trajectory.
- **AI-Facilitated Feedback and Support:** AI-powered tools that provide personalized feedback to learners, identify areas where they may need additional support, and connect them with appropriate resources or interventions. This could include automated feedback on assignments and AI-facilitated mentorship programs.
- **Continuous Monitoring and Evaluation:** A robust system for monitoring and evaluating the effectiveness of the AI-powered platform, including tracking learner progress, gathering feedback, and identifying areas for improvement. This data-driven approach will ensure that the platform remains adaptive and responsive to learner needs.

AI-Empowered Offline Tools and Resources:

To reach women and girls who may lack access to digital platforms, the framework proposes developing AI-empowered offline tools and resources that can be deployed in remote or underserved communities. These could include:

- **AI-powered learning materials:** Developing printed or audio-based learning materials that incorporate principles of personalized learning and cater to diverse learning styles. AI could be used to generate customized learning content, translate materials into local languages, and create accessible formats for learners with disabilities.
- **AI-assisted assessment tools:** Developing offline assessment tools that leverage AI to analyze learner performance and provide personalized feedback. This could involve using AI to analyze handwritten work, assess oral presentations, or evaluate practical skills.
- **AI-powered training for educators:** Providing educators in underserved communities with AI-powered tools and training to enhance their ability to cater to diverse learning styles and provide individualized support to learners. This could involve developing offline training modules, providing access to AI-powered educational resources, and facilitating peer-to-peer learning networks.

Bridging the Digital Divide:

While offline interventions are crucial for reaching underserved communities, the framework also emphasizes the importance of bridging the digital divide to ensure that all women and girls have access to the benefits of AI-powered learning. This could involve:

- **Investing in infrastructure:** Expanding internet connectivity and access to digital devices in underserved areas.
- **Promoting digital literacy:** Providing training and support to women and girls to develop the skills and confidence to use digital technologies effectively.
- **Developing affordable and accessible technologies:** Encouraging the development of low-cost digital devices and learning platforms that are accessible to marginalized communities.

By combining these approaches, the framework aims to create a comprehensive and inclusive ecosystem for personalized learning that caters to the diverse needs and circumstances of women and girls globally.

Addressing Challenges and Risks

This multi-pronged approach is designed to mitigate the challenges and risks associated with implementing AI in education, as identified in the workshop:

- **Accuracy and Reliability:** To ensure the accuracy and reliability of AI-generated guidance in both digital and offline formats, rigorous testing and validation of AI algorithms and datasets should be prioritized. Human oversight and intervention mechanisms should be incorporated to address potential biases or errors. Furthermore, educators should be trained to critically evaluate AI-generated outputs and provide individualized support to learners.
- **Critical Thinking:** The development of critical thinking skills should be emphasized in both digital and offline learning environments. The AI-powered digital platform should be designed to encourage active learning and critical engagement with content, rather than passive consumption. Offline, educators should be equipped with strategies and resources to foster critical thinking in their students.
- **Data Privacy and Security:** Robust data privacy and security protocols should be implemented to protect learner data collected through the digital platform. This includes adhering to relevant data protection regulations, obtaining informed consent for data collection, and employing secure data storage and processing infrastructure. For offline interventions, data privacy considerations should be addressed in accordance with the specific context and data collection methods employed.
- **Human Innovation:** Both digital and offline components of the framework should be designed to complement and enhance human capabilities, rather than replace them. The digital platform should encourage learners to develop their own problem-solving skills, explore creative solutions, and engage in collaborative learning activities. Offline interventions should emphasize the role of educators in fostering creativity, innovation, and personalized learning experiences.
- **Confirmation Bias:** AI algorithms used in both digital and offline tools should be designed to mitigate confirmation bias by exposing learners to diverse perspectives and challenging their existing beliefs. The digital platform could incorporate mechanisms for identifying and flagging potential instances of confirmation bias. Offline, educators should be trained to recognize and address confirmation bias in their teaching practices.
- **Inclusivity:** The framework prioritizes inclusivity by providing both digital and offline options for personalized learning. The digital platform should be designed to be accessible to all learners, regardless of their background, abilities, or learning preferences. This includes providing support for learners with disabilities, offering content in multiple languages, and addressing potential digital divides. Offline interventions should be tailored to the specific needs and contexts of underserved communities, ensuring that all women and girls have the opportunity to benefit from personalized learning experiences.

By proactively addressing these challenges and risks, the framework aims to ensure that AI is used responsibly and ethically to enhance the quality of education and promote equitable access for all learners.

Next Steps

The insights generated during the "UNECE Workshop Emerging Technologies AI" provide a foundation for further action to harness the potential of AI in advancing quality education for women and girls. The following next steps are proposed:

- Conduct further research and development: This includes:
 - Refining AI algorithms to enhance their accuracy, adaptability, and effectiveness in catering to diverse learning styles.
 - Developing and evaluating various adaptive learning technologies and personalized learning platforms.
 - Designing user-friendly interfaces that are accessible to learners with varying levels of digital literacy.
- Establish partnerships: Collaboration is crucial for effective implementation. This includes:
 - Partnering with educational institutions to pilot and implement AI-powered learning solutions in diverse educational settings.
 - Engaging with technology providers to ensure the development of affordable, accessible, and ethically designed AI tools for education.
 - Collaborating with researchers and policymakers to gather evidence, share best practices, and inform policy development.
- Develop comprehensive guidelines and ethical frameworks: To ensure responsible and ethical implementation, it is essential to:
 - Develop clear guidelines for the use of AI in education, addressing issues such as data privacy, algorithmic bias, and accountability.
 - Establish ethical frameworks for the design, development, and deployment of AI-powered learning solutions.
 - Promote transparency and explainability in AI algorithms used in education to foster trust and accountability.
- Foster international collaboration: To promote equitable access and shared learning, it is crucial to:
 - Facilitate international collaboration to share best practices, promote knowledge exchange, and support the development of AI-powered learning solutions in diverse contexts.
 - Provide technical assistance and capacity building to countries with limited resources to bridge the digital divide and promote equitable access to AI-powered education.
 - Encourage the development of open educational resources and AI tools that can be adapted and utilized in various cultural and linguistic contexts.

By pursuing these next steps will contribute to realizing the transformative potential of AI in creating inclusive, engaging, and effective learning experiences for all women and girls.

Conclusion

The "UNECE Workshop Emerging Technologies AI" provided a valuable platform for in-depth discussion and collaborative exploration of the complex relationship between AI and quality education for women and girls. The workshop highlighted the transformative potential of AI to personalise learning journeys, cater to diverse learning styles, and expand access to education, particularly for those in underserved communities.

The proposed framework, encompassing both digital and offline interventions, offers a roadmap for harnessing AI to enhance the quality of education while mitigating potential risks and challenges. By prioritising ethical considerations, data privacy, critical thinking, and inclusivity, we can ensure that AI is used responsibly and effectively to empower women and girls through education.

The insights generated during the workshop, as articulated in this report, serve as a call to action for continued research, collaboration, and innovation. By working together, we can leverage the power of AI to create a more equitable and inclusive future where all women and girls have the opportunity to reach their full potential through quality education. This will be a big benefit to all people.

B+30 CS Forum Women and the Economy – Workshop

As all women are part of the economy in the UNECE region it is one of the vast topics. Women and the Economy 'refers to women's equal participation in both the monetised and non-monetised economy. It covers women's equal participation in the labour force, women's equal access to entrepreneurship, social protection, finances and markets, unpaid care work, women's meaningful participation in economic decision-making at all levels, and broadly, on women's economic empowerment.

The workshop started with different input topics: short movie about the outcome of the working group plus some additions via power point presentation. A dream session with Dr. Vanessa Rosser followed: what would your dream economy for women looks like? Some of the dreams were presented. Next input was a report by Samah Krichah from Women's Budget Group (the UK's leading feminist economics think tank) about feminist economy.

During the second part of the workshop the participants worked in breakout groups of five to work out best practices for advocacy about Women and the Economy. In a plenary presentation all groups presented their results.

Four main topics out of this workshop can be stated:

We demand a changed gender inclusive legislation

We need a generation inclusive economy

We have to put pressure on companies to provide an equal work space
We demand a strong connection between civil society and governments

The statement and recommendations of the working group can be found here: <https://ngocsw-geneva.ch/beijing-30/#women-economy>

Speakers:

Jennie Ferm SI Sweden – SIE
Dagmar Lipper SI Germany – SIE
Vanessa Rosser - CDKA

Violence Against Women

Workshop Design:

The Violence Against Women (VAW) team used the Message House method as an advocacy tool to summarize our recommendations and research for the audience. The Message House visual acted as a guide for ideas about how to communicate our recommendations as an advocacy tool using consolidated messages for civil, private and public sectors.

Workshop Goal:

Enable participants to provide input to the advocacy tool from their own experiences, knowledge, and lived experiences. This could include opportunities, barriers, best practices, and insights.

Workshop Implementation:

- Introduction to the workshop and process
- Overview of 4 VAW recommendations and invitation to participants to join a session on a recommendation of interest
- Parallel sessions (30 minutes) of facilitated discussions to gather participants' feedback per recommendation
- “Report outs” on the key advocacy tips per recommendation
- 30-minute moderated Open Forum for general discussion on recommendations and additional advocacy tips to end VAW

Workshop Summary:

Although the Message House method is an effective communication tool, none of the participants were familiar with it. Feedback from participants was 95% in general comments and not in advocacy tips or shared experiences.

Workshop Data:

Top three points:

Develop an institutional mechanism strategy with government and private sectors with a step-by-step plan to standardize data for a sustainable data plan for collection, monitoring and evaluation.

Develop a classification system that incorporates root causes, intersectionality, academic research – furthermore create a space where women to feel secure to share their lived experiences and narratives

Develop a data collection implementation plan for historic data, academic research, narratives, case studies, SVRI (Sexual Violence Data Institute), monitoring reports, and new data as a trusted source.

Feedback:

Safeguarding for participants

Use best data practices from the private sector

Reach out to key funders (Melinda Gates) and United Nations if they are interested in statistics on VAW

Consider AI potential in development plan and also as an analysis tool

Data can be used as evidence to influence policy-making

Effective use of qualitative and quantitative data

Top three points:

Allocate funding for survivor-centered services such as safehouses, therapy that include AI Training for LE, healthcare providers and other CSOs such as hotel, public transport, interpreters.

Multidisciplinary collaboration for all agencies on data sharing while providing privacy and security to victims

Feedback:

Training of professionals and volunteers
Participation of victims for help
Trust between victims and government
Trust in peers
Co-development of interventions with victims
Fund community and peer-led organizations to create trust networks

Top points:

Training for frontline workers
Technology-based tools (apps) allowing safe and anonymous reporting
Expanding onboarding and annual training for hotel staff and other industries

Feedback:

Collaboration and data sharing between agencies
Trauma-informed training for interpreters and define language and cultural clues for violence)
Budget for training

Top points:

Support the initiative for Declaration on NST
Include NST in an optional protocol to CEDAW

General Feedback:

Survivor-leader council for trauma-informed prevention
Consider institutionalized violence and abuse
Create policies for violence in conflict
Education for boys and girls
She/He campaign
Poland training for boys

Workshop: Women and the Media

Facilitators: Claudia Walder, Sallie Chaballier

Definitions:

The media refers to channels transmitting information, news, and entertainment: newspapers, television, radio, magazines, social platforms, blogs, and podcasts. Media propagates power from its cumulative effect on audiences.

Women in the media refers to the representation, participation, and portrayal of women in television, film, radio, print, and digital platforms. In other words, this includes the news media as well as entertainment / fiction.

Why is it so important? Media shapes and colors our perceptions of women. It shapes the narratives around women and women's issues – and influences the perception/judgment of what is an issue worthy of attention at all.

When it comes to women – as well as to minorities or LGBTQ+ representation, all too often, it perpetuates stereotypes, reinforces gender roles and prejudices underpinning the continuing inequality and distorts our – that is to say – our societies' understanding of women's issues.

In this workshop, we focus on the news media, on women as journalists & news sources – due to time constraints. The continuing lack of equality in media coverage of women, women as news sources, as well as online violence in social media and physical violence against women journalists all perpetuate existing distortions in how women and women's issues are perceived.

What we would like to achieve in this workshop:

Raise awareness and highlight the importance of Women in the Media

Network, exchange ideas & experiences (best practice examples, challenges?)

Collaboratively identify advocacy tools, best practices & strategies that might be useful in the different contexts

Introductions

Let each participant introduce themselves by answering the following 3 questions:

Name & organisation

Media experience / field of expertise

Favourite movie/book character

Most women named a strong female/diverse character, some name real role models, from Pippi Longstocking and Nancy Drew over Wonder Woman, Ripley (Aliens) or Princess/General Leia to Christina Amanpour ...

Questions to start off:

Where do you get your news from? What media do you consume?

Most get their news from a mix of sources, ranging from conventional like newspapers, TV channels, journals, radio to social media (FB, Instagram etc.), Substack, podcasts, e-mails ...

Are there women's issues, women journalists, female experts present in these channels?

Anything that strikes you about them/their portrayal?

Especially in mainstream media, diversity is often lacking

As experts, women are often invited to talk about specific topics that are in keeping with stereotypical gender roles (women's issues, culture, education, care).

Who makes the media? What stories are picked up? Questions of power & ownership, funding -> editorial influence, click bait, ideological agendas ... accountability???

Discussion (key words):

Media as working environment, glass ceilings, importance of working conditions, unions/federations

Problem of financing independent media, large media conglomerates owned by men with an ideological/political agenda

Loss of local media, consolidation of large media empires -> plurality of voices is lost, local stories don't get picked up

Lack of diversity in representation; danger of stereotypical representation

Different – gendered – portrayal of women, f.ex. political commentaries, f.ex. interviews questions for experts/politicians/actors/etc.

Stereotypes, gender roles also in entertainment, in education etc. -> pervasive, vicious cycles

Backlash faced by women in media, f.ex. women journalist – especially in conflict situations – but also by female experts that don't conform to expectations (f.ex. female experts in space travel/engineering/...)

Social media: chance to get voice out, chance to get a message out that might be overlooked by established media, but also danger of misinformation spreading, echo chambers, online harassment etc.-> accountability???

Recommendations & how to take action

Discuss the three recommendations, collect ideas for concrete actions by organisations/individuals, suggestions for existing advocacy tools – or tools that would be helpful but might still need to be developed.

Consume news with a critical mind, question stories, portrayals of women ... but also own perceptions

Share articles/stories from reliable sources.

What does a feminist perspective on media look like?

Promote responsibility of social media platforms to moderate harmful content.

Engage with news outlets, media: for example, write letters to the editor, flag/report harmful content on social media etc.

Advocate for oversight mechanism, regulatory bodies, legislation AND their implementation to achieve better accountability (e.g. UK: Online Safety Act)

Reach out to political representatives, demand action, accountability.

Promote / support positive role models.

Raise awareness about the gendered portrayal of women; if in media, try to counter it (codes of conduct, schooling?)

Support public service media.

Support (and help sustainably fund) independent media.

Strengthen legislation to prevent media monopolies.

Sanction media that promotes stereotypes or incites violence.

Investigate gender bias / abuse in media organizations; institute penalties for abuse.

Tell stories of women whose achievements are often overlooked, make women and their achievements visible ... e.g. by writing articles on Wikipedia, concert by women composers, exhibitions of women painters etc.

Promote and support female leadership & ownership of media

(Example: the Indian news outlet run by Dalit women “Khabar Lahariya” ... as well as other women-led news outlets around the world: f.e. Brazil’s AzMina, Uganda’s HerStory, Nigeria’s BONews Service and Nepal’s Boju Bajai)

Media education; how to consume media intelligently?

Strengthen journalists ’education

Pay attention to/get active about images/ of women and other marginalised groups in educational material (get involved at local levels, school boards etc.)

Fight stereotypes in representation (news media as well as entertainment).

Develop incentives for fighting stereotypes.

Support journalists ’unions, federations etc.

Counter online & physical harassment & violence against women (and other) journalists, experts, etc.

Strengthen regulatory bodies and increase penalties for abuse

Regulate advertising

Show solidarity for women journalists working in war-affected areas.

Support diversity, a plurality of voices, strengthen/amplify voices of marginalised groups, women facing intersecting forms of discrimination

Stories matter! We make sense of the world through stories -> importance of representation, very wide field from news to books, movies, games, social media ... influences us from an early age (children's stories/books/movies!).

Especially for girls: self-perception, self-confidence, role models etc.

However: Important that boys, too, grow up with so-called "girls' stories": schooling empathy, normalising "strong women/girls" & gender equality, teaching that girls'/womxn's experiences are important, worthy of attention, too

Portrayal of women is not just a "problem issue", it can also be a "force for good" – depending on the voices we empower, the stories we/they tell, and who we/they tell them to.

Some useful resources:

UNESCO and the International Federation of Journalists have published a good overview of the topic, which includes tools such as guidelines for reporting on violence against women, recommendations for campaigning, or links to useful websites and organisations:

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000180707&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_8073aa57-f8d9-465b-869a-895b662ffca4%3F_%3D180707eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000180707/PDF/180707eng.pdf#%5B%7B%22num%22%3A83%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D

The European Federation of Journalists has published a "Handbook on Gender Equality Best Practices in European Journalists' Unions":

https://www.ifj.org/fileadmin/images/Gender/Gender_documents/Gender_Equality_Best_Practices_Handbook_-_English_version.pdf

The Brussels Binder (and the Brussels Binder Beyond) advocate for more diversity and inclusion in politics, but also the media. Includes expert lists and toolkits:

<https://brusselsbinder.org/>
<https://toolbox.brusselsbinder.org/>

The following tools/ campaigns were not necessarily developed for women in the media; however, they might still be useful to counter, for example, the online harassment that women and other marginalized persons encounter when working or appearing in the media:

Project: Stop Hate Speech (German & French)

The project is a collaboration between Alliance F and the ETH Zurich to counter hate and insults on the Internet in an innovative way. Among their tools are the algorithm "Bot Dog"

trained to recognize hate speech on platforms like Twitter, or a toolbox on how to react when encountering hate speech online. <https://stophatespeech.ch/>

Campaign: #NotTheCost, and Safety Planning Tool: #think10

The #NotTheCost campaign was launched by the National Democratic Institute (NDI) to stop violence against women in politics, declaring that violence should not be the cost of women's political participation. It includes the safety planning tool #think10 which aims at providing women in politics guidance on how to enhance their personal security. #NotTheCost:

<https://www.ndi.org/not-the-cost>

#think10: <https://dem.tools/guides-and-tools/think10>

Campaign: #Toxic Hush, including Action Kit

Created by the Canadian NPO Informed Opinions in collaboration with a feminist tech company to combat online hate directed at women and gender-diverse people.

<https://informedopinions.org/toxic-hush/>

NGO / Platform: #ShePersisted, including Tool Kit

#ShePersisted influences strategic conversations on democracy, technology, and women's rights through research, events, webinars, and roundtables with global leaders in the field. It provides information as well as a tool kit to tackle gendered disinformation.

Organisation: <https://she-persisted.org/>

Tool Kit: https://r2g26a.n3cdn1.secureserver.net/wp-content/uploads/2022/06/ShePersisted_Digital_Resilience_Toolkit.pdf

AlgorithmWatch

German/Swiss organization that looks at how AI can perpetuate stereotypes and discrimination. Different publications and recommendations on their website.

<https://algorithmwatch.org/en/>

B+ 30 Workshop Environmental Report

The environment is everyone's concern, but women are uniquely positioned to lead the way in protecting our planet.

As part of the UNECE Beijing +30 review sessions, a group of committed, passionate women from around the UNECE region worked on assessing progress (or not) versus the aims laid out in the Beijing Plan for Action in 1995. The group wrote a summary statement and recommended 3 areas of action (Empowerment, Education and Food systems), supported by a Background paper with references, sources and data. All this can be found at <https://ngocsw-geneva.ch/beijing-30/>.

At the Civil Society Forum, over 200 women, and a few men, reviewed the work done, and developed it further for Advocacy. The Environment workshop developed a unified core message structure about the relationship between women and the environment.

Using the Working Groups 'Statement, Recommendations and Background papers, we crafted a message structure for 2 of the 3 actionable recommendations, with the aim to empower us all to act. We also brainstormed practical actions we could take in our communities.

Message Houses and possible Advocacy actions will be posted alongside the key documents. Whether talking to policymakers, the local community, or the workplace, we hope these messages will help drive real, sustainable change.

Let's work together to support women and protect our planet!

Speakers:

Pascale Muylaert, SI UN Representative Geneva
Monica Maghami, NAWO UK
Merly Berlaan, WFWPI

Protecting the Human Rights of Women

Highlights and Summary:

- We affirmed the importance of ratifying and effectively implementing CEDAW, as the foundational document for the Human Rights of Women in the Beijing Declaration and Platform for Action.
- We discussed strategies for advocating for women's human rights, including using the Message House as an advocacy toolkit. The Message House includes key messages about the importance of the Beijing Platform for Action, the need for government commitment and funding for women's rights, and the importance of addressing violence against women.
- We highlighted the need for inclusive and intersectional approaches to advancing women's rights, emphasizing the inclusion of marginalized communities, the need for civil society to be more inclusive, and the importance of involving men in fighting for women's rights. Furthermore, we discussed the need to recognize the importance of the voices of young people and elevate the voices of rural women.
- We emphasized the importance of all sectors of society - governments, the private sector, and civil society - working together to achieve the goal of gender equality and non-discrimination of women.

Session notes:

We had a wonderful opportunity to introduce ourselves focusing on 3 questions:

1. What is your name and organization?
2. What do we want to see for Beijing + 35?
3. What is your superpower?

Although we spent a little longer on this exercise than originally planned, networking was one of the most important aspects of the Civil Society Forum, and we wanted everyone to get a chance to know who else was attending.

We then went on to discuss the short-term, medium-term, and long-term recommendations, summarized below.

Short-term recommendations from the Working Group:

- Secure core funding for women's organizations and ensure they are involved in policy making at all levels
- Enact legislation on sex-disaggregated and gendered data in all State policies and programs
- Implement a system for tracking, evaluation, and accountability to ensure outcomes are achieved; highlight intersections with other critical areas, e.g., education barriers, economic inequality, violence
- Use the roadmap provided by the Sustainable Development Goals and Methods as a tool for immediate action on gender equality and sustainability

Additional recommendations/responses from the workshop session:

- Make use of institutional mechanisms, including infrastructure and monitoring mechanisms
- Require accountability, justice and transparency, through the use of penalties/sanctions, ensuring that any penalties fell on governments/companies rather than on people
- Make civil society and other more inclusive, break glass ceilings in order to encourage voices from new participants or younger generations
- Affirm the effective universality of human rights
- Involve men in fighting for women's rights
- Ensure the inclusion of marginalized communities
- Bring together the recommendations from the 12 critical areas and structure workshops to be inclusive of all the critical areas, reviewing all recommendations that cut across all areas
- Meet climate commitments
- Secure the human rights of refugees and asylum seekers
- Governments, civil society and the private sector must work together to achieve human rights goals - is there a political trigger when these situations become worse?
- Revitalization of CSW - power of civil society and the importance of its voice in decision

making

- Ensure that the voices of young people/children are heard in these processes

Medium-term recommendations from the Working Group

- Ratify CEDAW (all ECE Member States and EU)
- Ratify regional conventions to eradicate violence against women, such as the Istanbul Convention in Europe with open accession to other States and Belém do Pará Convention in the Americas
- Harmonize national legislation with human rights standards, principles, and guarantees set by the UN system and regional bodies, such as the European Court of Human Rights and the Inter-American Court of Human Rights
- Develop and fund training programs for law enforcement as well as officials in the justice and protection systems regarding the legal tools within CEDAW and other regional conventions

Additional recommendations/responses from the workshop session:

- Ratify the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- Achieve true equality
- Raise awareness of colonial legacies, changes made by colonization by Western countries
- Elevate the voices of rural women, including through information and education, as noted in CEDAW
- Recognize the importance of the voices of young people in bringing new ideas and insights from the communities we need to reach
- Requires that we commit to capacity building with youth - ensuring that they are able to learn from older generations on how to create change.

Message House

At this point in the session, we turned to the Message House that the Working Group had created. The Message House is meant to be a part of advocacy toolkit that you can use in your communities with you are advocating for women's human rights. At this point we added more recommendations in the context of the Message House as an advocacy toolkit.

- Explore the intersection of development language with human rights goals
- Develop a roadmap/strategy for building a consolidated message house across all 12 critical areas

- Develop effective monitoring mechanisms, including:
 - Collecting disaggregated data
 - Defining data
- Explore how to use the message house with national news media, taking advocacy beyond grassroots and social media campaigns
- Go from silos to connections
 - Are women working together effectively across various identities/areas of concern?
 - How can we work more effectively toward unity?
 - How can we ensure diverse women leading this unity?
- What ways can women connect outside the UN system? How can we build more opportunities for networking, sharing ideas, etc, such as the Forum this weekend?

Women in Power and Decision-making

Presented by Shaila Mistry, Sallie Chaballier and Connie Phlipot

Cultural Barriers to women in politics
Differences among countries

Women in politics should support other women

Impact of Colonialism

Women are natural leaders

Building career pipelines

Empirical data on female academics mentored by women having slower career paths than women with male mentors

“Motherhood Penalty” – provision of childcare is essential

Women helping women is critical

Rethinking Care system overall

Need penalties for misbehavior by men (not just politicians)

Reconfiguring the system to accommodate women/families, including funding to support child and elder care

Quotas do work!

Intersectionality

Workplace Violence

Options about life choices – non-judgmental perspective

Men and boys need to be educated

Power: women need to be at the table making decisions about women’s lives

Training to help women overcome barriers, but system itself need to change

Male Allies

Specific Needs and actions:

Mentorship
Allies
Funding
Legislation
Implementation
Penalties

B+30 CS Forum – Workshop Health

The workshop on Health shed light on the gender inequalities in healthcare access and the digital gender gap which prevents women and girls from achieving their human right to health. As stated by the speakers, the exponential increase in digital health technologies and AI has exacerbated gender biases due to the male-centric design and lack of legislation. Furthermore it was showcased, that women and girls have a disproportional susceptibility and increase in cardiovascular and respiratory diseases as well as malignancies from climate change. The interaction of several environmental factors such as air pollution, heat waves, wildfires, and vector-borne diseases detrimentally impact the health of women and girls. These factors lead to multiple medical complications for pregnant mothers and their newborns.

Compared to men, women and girls have higher rates of depression and anxiety which increased by 25% due to the COVID-19 pandemic. Exposure to social media is one of the contributing factors to the rise in mental health conditions worldwide. Adolescent girls as well as pregnant and post-partum women are the most vulnerable.

Unfortunately, cases are underdiagnosed and untreated leading to increased rates of suicide, developmental delays, and mental health disorders in children of struggling mothers. The take-home message of this workshop was that the goal is that all women and girls, particularly those from vulnerable groups, must be empowered with access to preventive services, reproductive health, mental health screening and treatment free of stigma to close the gender gaps in health and achieve the strategic objectives of section C from the Beijing Declaration and Platform for Action.

Moderator:

Olga Tzortzatou Nanopoulou, SI UN representative Geneva

Speakers:

Hala Ghoson, United Voices For Global Impact

Graciela Soto, The Grail

Sabine Peters, Zonta

Workshop Report: The Girl Child

Facilitators: Sama Tanhai, Yasmin Wilkinson-Smith & Alina Young

Participants: Representatives from various organizations focused on child rights, mental health and gender equality, including:

The Guttmacher Institute, Regards De Femmes, Soroptimist International, Standing Together Against Domestic Abuse UK, University of Geneva, UNODC Human Trafficking and Migrant Smuggling Section, Widows for Peace through Democracy, Zonta Club of Sion-Valais Switzerland

Introduction

The workshop addressed critical issues impacting the girl child, specifically in the areas of mental health, child marriage, and child widows. Discussions aimed to identify challenges, share solutions, and develop actionable recommendations for advocacy at local, national, and international levels.

1. Mental Health of Girls

Overview of Issues:

Social Media and Mental Health: WHO reports show that adolescent girls in Europe and Central Asia experience worse mental health outcomes compared to boys, with 30% of teen girls in some countries reporting having seriously considered suicide in recent years. Social media exacerbates mental health challenges by reinforcing negative self-image and patriarchal pressures.

Impact of Societal Pressures: Socio-economic conditions and social media compound to create higher rates of anxiety and depression in young women across the globe- social media isn't going anywhere, how do we address this?

Stigma and Access to Care: Access to mental health care remains limited, particularly for girls in low-income or refugee communities, where there are long waiting lists and a lack of specialized services.

Recommendations:

Social Media Regulations: Advocate for stricter social media regulations to reduce harmful content targeting young girls, with policies focused on minimizing exposure to extreme online misogyny, body shaming, and harmful gender stereotypes.

Promote Male Engagement in Mental Health Education: Educate boys and men on mental health management to foster healthier behaviors and reduce indirect negative impacts on girls. Programs should address the stigma men face in discussing mental health, as studies show increased rates of domestic violence correlate with male frustration and mental health challenges.

Educational Guidelines on Social Media Use: Develop and distribute age-specific guidelines on social media use, including screen time recommendations. Switzerland's guidelines, which suggest age-appropriate platforms and time limits, serve as a possible model.

School-Based Mental Health Education: Integrate mental health topics into school curricula from primary education onward. Mental health should be part of biology, personal development, and citizenship lessons to normalize mental health awareness.

Establish Safe Spaces for Support: Schools and community centers should create dedicated, stigma-free spaces for girls to discuss mental health openly, facilitated by trained counselors.

2. Child Brides

Overview of Issues:

Prevalence and Consequences: Approximately 12 million girls under 18 are married each year, and child marriage is linked to increased rates of school dropouts, exposure to domestic violence, early pregnancies, and limited career prospects. Child marriage also doubles the risk of maternal mortality and infant deaths.

Lack of Birth Registration: Birth registration is essential for enforcing age-based laws but remains underutilized in many regions. Unregistered girls are often more vulnerable to child marriage due to a lack of official age records.

Economic Factors: Poverty is one of the primary drivers of child marriage. Families facing financial hardship may view early marriage as a means to reduce their economic burden.

Recommendations:

Mandatory Birth Registration: Ensure universal birth registration as a crucial first step in preventing child marriage. Authorities should provide mobile registration units in rural areas and conduct awareness campaigns to educate communities about the importance of birth registration.

Strengthening Legal Penalties: Advocate for stronger penalties and consistent enforcement of anti-child marriage laws. In many countries, laws are poorly enforced, and the penalties for violators are minimal. Greater accountability and oversight can deter child marriage practices.

Economic Support Programs: Implement financial assistance programs to support girls' education, reducing the economic incentives for families to marry off their daughters. Conditional cash transfers and scholarships could help more girls remain in school.

Awareness and Education Campaigns: Educate communities, particularly in rural areas, about the long-term benefits of delaying marriage for girls, including improved health, economic outcomes, and family stability.

3. Child Widows (& GBV)

Overview of Issues:

Child Marriage as a Form of GBV: Child marriage is widely recognized as a form of gender-based violence and exploitation. These young girls are at risk of physical and psychological abuse, forced pregnancies, and, in many cases, servitude.

Challenges Faced by Child Widows: Child widows often face compounded human rights violations, including loss of inheritance rights, social isolation, poverty, and, in some cases, harmful traditional practices like widow inheritance.

Legal Gaps and Cultural Practices: In many regions, existing laws on child marriage and GBV are not enforced, and cultural practices such as widow inheritance place young girls at further risk of exploitation.

Recommendations:

Recognize Child Marriage as a Form of Abuse: Advocate for international recognition of child marriage as a form of exploitation and GBV. By reframing it as abuse, governments and communities may take stronger actions to eradicate the practice.

Refer to Child Marriage as 'Child Rape': Language around marriage can suggest a mutuality between those getting married and the term 'Child Rape' was called for multiple times to emphasize the severe sexual exploitation that results from Child Marriage.

Comprehensive Support for Child Widows: Develop targeted support services for child widows, addressing their unique needs for legal assistance, financial support, and mental health care. Partnerships with local NGOs and international organizations can extend support to marginalized regions.

Strengthen Legislation on Harmful Traditional Practices: Push for enforcement of laws against practices like Female Genital Mutilation (FGM) and widow inheritance that disproportionately harm girls and young women. Educate communities on the health risks and legal implications of these practices.

Integrate Consent and Boundary Education: Integrate discussions on consent, personal boundaries, and healthy relationships into school curricula, targeting both boys and girls. Early education on these topics can help prevent GBV and foster respectful attitudes.

4. Broader Advocacy Strategies

Overview of Issues:

Data Collection and Storytelling: Reliable data on mental health, child marriage, and GBV among girls is essential for informed advocacy. Personal stories of affected individuals also play a significant role in humanizing the data and raising public awareness.

Engagement of Male Allies: The group highlighted the importance of involving boys and men in discussions on gender equality and mental health. This inclusive approach could reduce GBV and support girls' well-being.

Recommendations:

Expand Data Collection on Vulnerable Populations: Encourage systematic data collection on girls affected by mental health issues, child marriage, and widowhood. Quantitative and qualitative data, including personal stories, can strengthen advocacy efforts and influence policy.

Promote Storytelling as Advocacy: Support storytelling initiatives that allow survivors and affected individuals to share their experiences. Personal narratives help bring attention to issues and create empathy, particularly when shared with policymakers, media, and the public.

Engage Male Allies in Gender Equality Initiatives: Develop programs that actively involve men and boys in gender equality advocacy and mental health education. Addressing harmful gender stereotypes can prevent GBV and create a supportive environment for girls.

Increased Funding for Holistic Health Programs: Advocate for comprehensive funding of mental health and social support services, recognizing that mental, emotional, and physical health are interconnected. By taking a holistic approach, advocacy efforts can better address the needs of the girl child.

Conclusion

The workshop concluded with a collective commitment to advancing these recommendations. Participants emphasized the necessity of a multi-faceted approach involving education, legal reform, economic support, and community engagement to address the unique challenges faced by girls globally.

Workshop: CSW Revitalisation

Recommendations from the session

Ensure meaningful civil society engagement in the CSW

Include civil society as an equal partner in CSW processes. Ensure transparent processes whereby information is shared with civil society in a timely manner and civil society has opportunities to be heard in plenary in the negotiations process and can observe the negotiations process.

Ensure access of diverse civil society to the CSW processes.

Including for people with disabilities and young people. Consider moving CSW to different spaces that increase opportunities for diverse civil society to engage. Enable not only in-person but also online (hybrid) ways of engaging in CSW processes.

Strengthen follow-up and accountability of Member States.

Ensure action is taken in-country to move forward with the CSW recommended actions.

Strengthen CSW processes whereby Member States are held accountable for their follow-up (like through reporting processes at the CSW). Strengthen integration between CSW and other related and complementary UN mechanisms and processes.

Including CEDAW, Universal Periodic Review (UPR), High Level Political Forum (HLPF) and others. Consider linkages and interactions in terms of content, actions, processes and engagements, etc.

Other recommendations mentioned but not (entirely) explicitly included in the above currently:

Recognize and use what happened before Beijing (BpfA), like the earlier Women's Conferences and CEDAW. [CEDAW is explicitly mentioned]

Keep the CSW on the agenda during the year, through for example check-ins halfway through the year. [accountability & country level follow up is explicitly mentioned]

Strengthen intergenerational interaction. [youth engagement is included, this seems more focused on NGOs than CSW/Member States specifically]

For civil society:

Engage and pressure your own governments; work with your decision makers.

US based NGOs should make strong advocacy issues to change US policy on visa entry requirements for gender advocacy

Intergenerational Feminist Cooperation Workshop:

Convened by Emma Aphthorp, Ann Davison and Alice Jackson

Section 1: What limits intergenerational work and how do we combat this?

Limits:

- Funding and a 'short-termist' approach to feminist programmes.
- A focus on efficiency
- Knowledge not being passed down.

Solutions and best practice:

- Transparency in organisations
- Prioritise listening and the sharing of knowledge.
- Curiosity and humility.
- Design models of work that consider the barriers of intergenerational feminism.
- Recognition of underlying dynamics
- Pick collaborative issues
- Hierarchical approach vs a collegiate approach.

- Focus on vision
- Have good role models within organisations
- Facilitate conversations

Section 2: How do we combat the rise of extreme misogyny online?

Issues:

- Women's rapid emancipation has disconnected the genders and led to men feeling alienated and vulnerable to radicalisation.
- The rise of AI and new misogynist technologies and content.
- Extreme pornography and the rise of easily accessible illegal pornographic content online.
- Young men are not listening to older men, they look to their peers.

Solutions:

- Internet regulation particularly against rage bait content.
- Algorithm regulation.
- Support for parents on understanding these issues.
- Role models for young men.
- Bringing men into the conversation.
- Leaving no men behind
- Education standards on these issues.
- Feminist policy to tackle these issues.
- Regulation of the porn industry.

Feminism and Faith: Strengthening Commonalities of Feminists and Women of Faith

A Workshop at the CSO Forum on B+30 Oct 2024 Notes

Workshop Advocacy Recommendations

- 1) Encourage women's integration into leadership
- 2) Integrate gender equality into early educational curricula
- 3) Collect data that is community based
- 4) Use the tool of consultation as a tool for empowerment, learning, bridge building and

consensus building from diverse perspectives

5) Adopt feminist – and inclusive—theology into Faith communities

6) Recognize the role of faiths in protecting human rights

Feminism & Faith Notes - collected from one of the participants

- Spoke about need to Address intersectionality
 - Used language such as Women of faith; women and men of faith
 - Work we do to shift the paradigm, done in the aspect of faith
 - How important to safeguard diversities within faith
 - The initiative stopped, because decisions eventually were taken by men
 - Recognize “Women’s soft power” - education, health care etc
 - Faith can be a source of motivation.
 - Believing in a system of beliefs
 - Faith has been used as motivation, but also as motivator for pushback.
 - When we use faith to its fullest capacity it can be the cause of harmony and can bring people together.
 - Task of religion is to foster unity
 - Some religions accept that the equality of men and women is a divine truth - how does this motivate us?
 - Helps us keep engaged in difficult conversation
 - to find constructive solutions, important when there is lack of trust in each other.
 - Faith can foster trust
 - Faith can help us reorient our perspectives
 - Faith is a community of practice - to create new patterns of social life
 - Faith can help us in the process of learning
 - Develop a new body knowledge and practice, such as religion and science
- Faith literacy - to provide a for gender equality
 - There are patriarchal attitudes in many faith settings.
 - “What we can do is to bring people together, that doesn’t focus on what is polarizing us”

Workshop Discussion

● Moderated by two org: Latter-Day Saint Church of Jesus Christ (LDS) - US and the World Council of Churches

- Participants: there were many others whose organizations were not recorded
 - LDS
 - WCC

- NAWO - from UK
 - Baha'i International Community
 - Widows Right International
 - Context of marginalization - feminism and allies
 - How faith can be used to transcend gender norms and shift paradigms
 - Feminist and faith are often perceived as contradicted, but this dialogue tries to question this
 - Focus on the things on common concerns and not what polarizes us. Approach the session with Tolerance and respect - to overcome challenges and misunderstandings
- Faith and Feminism Group challenges

- How to to enhance systems analysis,
- Could be a potential space to look at how we can overcome polarization
- Issue of soft power of women needs further clarification
- The language in this space was very different from that used in feminist circles.
- There might be challenges addressing men & masculinities with some faith groups

Lili's Personal Talking points

- A great 20th thinker and advocate for peace once said
- "religion must be the mainspring and source of love in the world, for religion

is the revelation of the will of God, the divine fundamental of which is love. Therefore, if religion should prove to be the cause of enmity and hatred instead of love, its absence is preferable to its existence"

- Faith communities embody the interconnectedness of human beings
- Religion has a key role to play in demonstrating that our well-being is inextricably tied to that of our neighbours.
- The task of religion is to foster unity by harmonizing disparate elements and nurturing in every heart a selfless love for humankind.
- For Baha'is, the equality of women and men is not only a goal to be achieved, but a divine truth about human nature to be acknowledged and embraced.
- How does faith motivate us?

- Faith can be a motivating force for justice
- channel of moral guidance that reaches to the roots of human motivation.
- awakening in people the capacity to love,
 - to create,
 - to sacrifice, and to overcome prejudice, ignorance and other harmful practices and beliefs
 - source of motivation to help us to remain engaged in difficult conversations
 - supplies hope in our abilities to find constructive solutions to problems that seem insurmountable
- Especially where there is lack of trust
- Spaces for meaningful conversation among people of different faiths and races can help to build this trust
- Trust is a reciprocal relationship
 - one must offer it and accept it.
 - Trust requires the telling of truth
 - Without truth, the full nature of injustice (for example the deleterious impact of patriarchy on all members of the human family)
 - And its effects and the actions needed to end it — become obscured
 - Faith helps us to understand that
 - We should be uncompromising in defense of the truth,
 - yet infinitely gentle and loving as we bring our spiritual principles to bear on the needs of the time we are living in.
 - Therefor Faith can help us to foster honest and open dialogue,
 - to challenge our assumptions,
 - reorient our perspectives, and expand our consciousness —
 - These are crucial practices we need to
 - Establish gender justice.

○ In our faith, we can find both the call to justice as well as the means to achieve it.

- helps us translate initial excitement for causes and programs into sustained, long-term commitment to action.

- enables us to understand and have faith that human beings are essentially noble,

- that they have dignity,

- and that they are entitled to certain inalienable rights to safeguard their high station.

How does faith Motivate communities and institutions?

- With -

Faith and Religion can be the

- chief instruments for the establishment of order in the world and of tranquility amongst its peoples.

The Bahá'í community has found it helpful to conceive of faith communities

- as an evolving system of knowledge and practice,

- analogous to science, aimed at contributing to the advancement of civilization.

A faith community, in this context, becomes a community of practice,

- engaged in a systematic process of learning as it strives to noble ideals to create new patterns of social life.

the above poster in mind

Faith and engaging in a process of learning have ramifications in the context of gender equality

No one knows what a society truly based in gender equality looks like, for such a society has never existed.

- While we may be able to identify some obstacles and steps forward, we will need to learn our way towards a new paradigm based in gender equality.

- The enterprise of bringing about gender equality can be understood as an urgent learning process.

- To develop a new body of knowledge, we need to draw on humanity's great systems of knowledge: religion and science.

- For religion to function alongside science as a system of knowledge and practice, scientific qualities of humble inquiry and learning are needed:

- We need to ask questions and formulate hypotheses.
 - We need to observe, measure and rigorously test ideas we think will lead to the empowerment of women and girls.
 - These ideas must be measured against the standard of key principles like justice, kindness, trustworthiness, and nobility.
 - These efforts must unfold in a pattern of consultation, action and reflection so that observations and insights into effective practices can be better understood and continually improved.
 - Religion should serve as a dynamic knowledge system that provides much of the impetus for progress and advancement.
- Recommendation
- Develop “faith literacy” at the United Nations that makes visible existing faith-based resources that provide a basis for gender equality and justice.