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Elimination of all forms of discrimination and violence
against the girl child
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Online discussion on
Elimination of all forms of discrimination
and violence against the girl child

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* The views expressed in this paper are those of the author and do not necessarily represent those of the United Nations



*Online discussion on
Elimination of all forms of discrimination
and violence against the girl child*

REPORT

Organized by

**Division for the Advancement of Women
Department of Economic and Social Affairs
United Nations**

14 August to 8 September 2006

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1. INTRODUCTION

The online discussion “Elimination of all forms of discrimination and violence against the girl child” was organized by the United Nations Division for the Advancement of Women (DAW), which is part of the UN’s Department of Economic and Social Affairs (DESA).

The discussion was held from August 14, 2006 to September 12, 2006. It was moderated by Mr. Christoph Schuepp, who also prepared this report. Mr. Schuepp presented the report to an Expert Group Meeting on the Elimination of all forms of discrimination and violence against the girl child organized by the Division for the Advancement of Women in collaboration with UNICEF, and hosted by UNICEF Innocenti Research Centre in Florence, Italy, from 25 to 28 September 2006.

The report does not give a comprehensive coverage of all inputs received but provides a summary overview of the discussion, with some illustrative examples of contributions.

The results of the online discussion will feed into and contribute to a further understanding of the issue, as the experts’ findings will be used as input to the Commission in the Status of Women in its deliberations on the priority theme, “The elimination of all forms of discrimination and violence against the girl child”, during its 51st session in 2007.

The online discussion was spread over four weeks:

Week One: “Protection of the girl child; girls in vulnerable situations”

Week Two: “Empowerment of the girl child”

Week Three: “Monitoring progress - data and statistics on the girl child”

Week Four: “Wrap up and recommendations”

The DAW invited interested parties and individuals to participate in the online discussion on the DAW website. 560 individuals from 105 countries registered and participated (actively and passively) in the discussion. There were 470 female

2. PROTECTION OF THE GIRL CHILD

The theme set the stage for a general discussion of protection issues and a more detailed look at certain groups of girls who are more vulnerable than others. To be able to take measures against discrimination and violence, it is necessary to understand the full extent of the problems that girls and women face in societies. The discussion members used the topic to take stock of existing violations of the rights of girls and highlighted issues where extra efforts are to be made. Jane Mutoni of the Rwanda Chapter of the NGO Forum for African Women Educationalists (FAWE) said: *“When we talk of protection of girls in vulnerable situations, I think we mean girls in refugee camps, poverty stricken areas, wars and maybe girls in societies that believe in early marriages for girls.”*

Caroline Nalyanya of the NGO Kenya Alliance for Advancement of Children added: *“Based on our organizational experience, the main issues concerning the protection of the girl child are protection from harmful traditional practices such as female genital mutilation/cutting (FGM/C)*, early marriage and negative attitudes towards girls and women; of concern is also commercial sexual exploitation and child labour.”*

The discussion about protection was based on a two-step approach: Firstly problematic issues were raised and violations of girls’ rights exposed. Secondly, measures to more effectively address the needs of girls requiring special protection were discussed, i.e. strategies were recommended for carrying out protective work on the local, national and international level. This included a focus on both existing legislation and international standards and recommendations.

Early marriage / child marriage

One of the most discussed topics throughout the whole online discussion was early marriage / child marriage. The discussion board users noted that there is a general problem with the age at which children - especially girls - get married.

Dr. Jaya Sagade of the Indian Law Society Law College in India gave a very good introduction to the topic: *“Throughout the world, particularly in Africa, Asia and Latin America, girls are married young, sometimes even before they reach the age of puberty and many a times before they reach the age of eighteen years, the age recommended by the Committee on Rights of Children. Child marriage is a harmful traditional cultural practice and violates many basic human rights of children. It is a form of domestic violence too. Child marriage affects both girls and boys. However, it has profound adverse physical, psychological, developmental and economical impact, particularly on girl children, which either remains unexamined or is taken for granted, or justified under the guise of their need of protection from vulnerability and sexual abuse.”*

Many of the online discussion members voiced their concerns about the fact that the recommendations of the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) are not followed in their

* Please see page 7 for a discussion of female genital mutilation/cutting

local/national legislation. Dr. Sagade noted: *"My first point is how to use the existing legal instruments such as CEDAW and CRC to stop child marriages. I feel that by and large child marriage is not treated as violation of human rights issue. This needs to be emphatically argued with the governments."*

While the Convention on the Rights of the Child (CRC) does not explicitly mention child marriage, it defines "every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier" (Article 1). The CEDAW (Convention on the

could, however, be argued that countries that are Party to it would be expected to comply and therefore enact laws to reflect the CRC's age limit. It is further argued that while Malawi is not categorically in opposition to the CRC on the issue of 18 years as (...) being the majority age when one can give his/her full consent to marriage, for

Angela Melchiorre concluded that establishing a minimum age for marriage was a complex task, requiring:

“A clear justification of criteria (competence, maturity, puberty, best interest of the couple, etc) and exceptions (parental consent, judicial/administrative dispensation, pregnancy, etc.);

A careful consideration of cultural, religious or traditional values;

A complex evaluation of purposes and implications (is the protection of the child the purpose for establishing such an age? Or is it a way to acknowledge the child’s competence and entitle him/her to the full exercise of a right?)

Harmonisation with the general principles of the CRC and its definition of the child, namely that:

- *There is no discrimination based on gender*
- *The best interests of the child are a primary consideration*
- *Attention is given to the evolving capacity of the child*
- *The child’s point of view and consent is taken into account*

Female genital mutilation/cutting (FGM/C)

Caroline Nalyanya of the NGO Kenya Alliance for Advancement of Children NGOs, provided a short introduction to the issue, stating that *“female genital mutilation/cutting (FGM/C) is common in several countries around the world, predominantly in Africa. It is estimated that more than 100 million women and girls have undergone FGM/C worldwide. A multi-country study was carried out by WHO countries: Burkina Faso, Ghana, Kenya, Nigeria, Senegal and Sudan. The results of the study showed that women who have had FGM/C are significantly more likely to experience difficulties during childbirth and their babies are more likely to die during the pre-natal period as a result of the practice.”*

Study results presented by Ms. Nalyanya’s show a clear link to Angela Melchiorre’s conclusions on child marriage (see above) that put maturity and age into context: *“Girls and boys are considered mature upon being circumcised. This rite of passage is mostly done when the girls and boys are between nine and twelve years of age, a time when the majority of them is between classes four and six of primary education. After circumcision, girls are considered mature and ready for marriage. They are thus married off. On the other hand, circumcision makes girls feel that they have reached womanhood, and are uncomfortable among ‘younger children.’ This forces them to drop out of school to either get married or go to towns where they look for odd jobs such as being house helps or at times engage in child prostitution.”*

Regardless of the age of the girls, FGM/C is viewed as a rite of passage into the world of adults. However, FGM/C is an act of violence against girls and a violation of rights. Furthermore, Mrs. Nalyanya made the point that apart from the psychological implications, female genital mutilation/cutting also puts the health of the young girls in severe danger as it *“threatens the health of girls with infections including HIV/AIDS because of use of unsterilized instruments. Girls’ further experience complications during delivery and this endangers the life of the baby and the mother. Girls may lose their lives through death as a result of bleeding and infections from the instruments used.”*

Female genital mutilation/cutting can only be addressed through awareness campaigns that bridge all sectors of society. The Kenya Alliance for Advancement of Children (KAACR) is making progress through educational campaigns and has recorded a significant reduction in numbers. According to Mrs. Nalyanya, *“32 per cent of Kenyan girls and women aged 15-49 have been ‘cut’ (2003 Kenya Demographic Health Survey). A reduction of 30 per cent has been reported after education, female economic empowerment and alternative rites of passage.”*

This success has only been possible through a holistic approach in which KAACR advocated for the elimination of FGM/C through educating children, girls and boys, religious leaders and community leaders on the need to protect children against this practice. Mrs. Nalyanya stressed

colonialism, the misuse of science and technology, and gender are some leading factors in the oppression of, the domination of, the neglect, exploitation, abuse, torture, and other forms of maltreatments inflicted against the girl child. While this is so, it must be identified that embedded in each of these contributing factors is the ul

- Misuse of modern technology of sex selection
- Two-child norm policy of certain state governments.

According to Mr. Rai, the alarming rate of female foeticide has led to a dangerously declining sex ratio, *“with negative results that are already making themselves apparent in India. These include an increase in sexual and social crimes against women, such as rape, abduction, bride selling, etc., which in turn will lead to an increase in prostitution and sexual exploitation and cases of Sexually Transmitted Diseases (STDs) and HIV/AIDS, with a resulting increase in physiological and psychological disorders, particularly among women, as well as unwanted pregnancies and forced abortions.”*

Gomathy Venkateswar, also from India, wrote: *“Horrible newspaper reports in India in some of the leading news dailies, have in recent weeks brought to light how female foeticide is being practiced in some Western States in India. The patriarchal family systems look down on the birth of a first born girl, and mothers are then treated horribly for having delivered a daughter. As a result, women secretly get amniocentesis done in spurious Nursing Homes (though the government prohibits under law such practices). (...) In India as is the custom the pregnant woman comes to her paternal home for the delivery, and where no earlier tests have been undergone on the sex of the child, the entire family is under tremendous strain and anxiety that their daughter delivers ...a boy. Last week in Kolkata, in West Bengal, a neo-mother strangled her baby daughter soon after birth, and buried it in the garden fearing reprisals from her-in-laws on the birth of a second daughter. Age-old mindsets and attitudes towards girls have to change through strong governmental measures to change society.”*

As lessons learned / recommendations, Vijay Rai named the following points:

- Campaigns targeting awareness on female foeticide should be run in connection with awareness building for the importance of birth registration, as it will be an effective tracking mechanism.
- Working with self-help groups helps to reach the community in an effective way.
- Use of audio/video media helps in environment building around the cause.
- Capacity building of staff including Govt. and NGOs, help in better understanding of the concept.

It is important to note that in this contribution the role of the media is again highlighted. Gomathy Venkateswar of India suggests that even the film industry (in India) could make a major impact by promoting positive images of women and girls rather than engaging in a further manifestation of the male gender stereotype.

Child labour

Child labour was identified as another area where protection is critical. In the discussion, child domestic work (CDW) was mentioned repeatedly as one of the most invisible and therefore underreported issues. Virginia Murillo Herrera, Vice President for the Americas with Defence for Children International (DCI), provided a useful overview on Child Domestic Work:

“Child Domestic Work (CDW) constitutes one of the most invisible forms of child labour and takes place in work places where children are in vulnerable conditions. Girls and adolescent women are the most affected by this kind of work. The child domestic work belongs to the informal sector with informal conditions because these children work out of sight in public spaces, contrary to other children. Child domestic workers work in private family homes (third houses) on their own, where it is not possible to see them and to have access to them. (...) Poverty and migration are common causes for child domestic work. The children’s families are facing marginalization and vulnerable conditions of their native communities. These children start working at 5-6 years of age, work during long hours (more than 12 hours a day), receive no or very little income, have no contract, have no access to school, their rights are not recognized, have no opportunities to play with other children and are exposed to mistreatment, sexual abuse and labour accidents.”

Although international recommendations exist, Virginia Murillo Herrera sees the problems around CDW in a lack of awareness in the local/national level: *“Even if the CRC, CEDAW and ILO Convention 182 provide dispositions and elements to protect children, there are still many cases to address and a need to combat the lack of political will to recognize the important dimension of these figures and international standards fail to see CDW as a problem, the weakness of domestic law and the difficulties to combat work at private places such as homes.”*

Luc Franzoni, who works with UNDP in Switzerland, quoted the Second Global Report on child labour issued by ILO, the International Labour Organization, in 2004, which “reminds us that (...) 218 million children are trapped in child labour of which 126 million were in hazardous work. “ Mr. Franzoni added: “The little girl from West to East, South from North, seems to be

Lakshmi Krupa Ginjapalle from India regarded child sexual abuse as “*a problem that’s on the rise everyday...*” She concludes that the less empowered a girl is, the more vulnerable is she and the easier it becomes for the abuser to perpetrate his crime. What makes it all even worse, is that “*in most cases, the abuser is someone whom the girl child knows already very well, and its only later in life that the child understands that she has been abused.*”

Child sexual abuse also goes hand-in-hand with the threat of HIV/AIDS infection. Moses Emanuel shared his experiences from a study he carried out in Tanzania: “*It was clear for example that majority of children were aware of HIV/AIDS, and majority of them knew how it was spread and how one needs to protect oneself from getting infected. However, in terms of practice, young girls in normal relationships can go as far as suggesting the use of condoms, but mostly they depend on the willingness of the male partner to actually use a condom, for various reasons, which brings us to the fact that many girls are still not empowered enough in regard to decision-making and firmness in upholding their position when it comes to sexual relationships.*”

It was interesting that Mr. Emanuel also mentioned that girls in urban regions were more vulnerable than those in rural settings. The anonymity of large cities and the lack of personal communication with girls and their parents outside rural areas seem to make them an easier target for abuse. Poverty is also a factor that supports child sexual abuse, which is often the case in international trafficking and local sex trade.

Girls in prisons

A number of discussion members also shared their experiences with another highly vulnerable group of girls: Girls in prisons. Most of the contributions acknowledged that the situation of boys in prisons can be much worse than the situation of girls, and that there are larger numbers of boys in prison.

Luc Franzoni wrote about his experience with a UNDP programme in support of Penitentiary Reform (1995-1998) in Haiti: “*(It) has convinced me that a geographic separation between kids and adults in jail is a basic first protection against cruelty! (...) I agree with you that the international community must think and act more on this account*

for obvious reasons, one being that the juvenile court process is too cumbersome for them to deal with. In such situations, it is the duty of social workers or probation officers to appeal such sentences with proper documentation of their ages and request for their transfers to juvenile institutions.

Finally, Ms. Sossou highlighted that incarcerating both young boys and girls under the age of 18 years in adult prisons anywhere in the world is a human rights abuse of these children and should be prevented by judges, magistrates, social worker/probation officers, the police and legal aid officials.”

The right to education has been enshrined in many international documents. Ms. Scholz noted:

“The Universal Declaration of Human Rights and the Convention on the Rights of the Child guarantee the right to education. In 1990 governments promised that Education for All would be reality by the dawn of the new millennium. That commitment was reaffirmed, by the Dakar Framework for Action, which placed a particular emphasis on girls' education. The 1995 Beijing Platform for Action assured us that action would be taken to eliminate discrimination against girls in education, skills development and training. Those promises were repeated yet again in the Millennium Declaration and the Millennium Development Goals include commitments to end gender disparity in primary and secondary education by 2005.”

Advocating for education is however not enough; it has to be quality education: *“If education is to be truly empowering it must be quality education, Ms. Scholz continued.”* In this context, she insisted that *“educational facilities must be safe and the environment gender sensitive and that educational institutions must put in place policies aimed at preventing violence and harassment of girls and include mechanisms which protect complainants and monitor effectiveness*

She called for better training of teachers so they are prepared to *“address the underlying causes of gender inequality, violence and discrimination. Finally, Mrs. Scholz mentioned that “gender bias in curricula and teaching practice that perpetuates gender inequality must be eliminated and educators develop engendered curricula and materials that empower girls to act on their own behalf and contribute to the transformation of the social, cultural, and economic structures, which perpetuate patriarchy and inequality.”*

This comprehensive look at the benefits and challenges of education showed that education has to be seen as a process and a goal. Education is not limited to learning in schools or other institutions, but also includes the learning of life-skills. David Kenneth Waldman, Founder and CEO of a US-based NGO To Love Children Educational Foundation International Inc noted that it is also important to educate and train others on the rights of the girl child. *“Education that is sustainable for the girl child, sensitivity training for males, along with creating opportunity is the best investment we can make. We need to act cohesively as a world body of girl child advocates to bring clean water, security, micro finance for women, health education and clinics to name a few and to stand behind the force of our UN conventions but also to work to get all sectors to see this as a priority that is essential for world peace and prosperity. Am I naive or setting the impossible goal of reaching all girls? (...) Imagine if all of us [participating in this online discussion] pooled our resources, funding, ideas, volunteers and expertise to come together and*

In many parts of the world, children (and especially girls) have to start working at a very young age to support their families. Poverty can cause lack of access to education – lack of education results in a lack of empowerment, which in turn leads to more poverty, discrimination and violence.

Gomathy Venkateswar from Kolkata, India, added this perspective when he asked: *"How are these problems to be solved except through gigantic poverty alleviation programs by Government and NGOs and civil society?"* His conclusion was clear: *"As a teacher for the last 34 years, how else but through education, spread of information and knowledge of one's own rights can we hope to tackle this almost insurmountable evil problem that besets us not only in South and South East Asia, but throughout the Western World in some form or the other where there is the huge influx of cultures, beliefs and practices?"*

Indira Koirala from Nepal also added a list of recommendations, including *"Increase awareness among girls - through school education and also through other mechanisms such as mass awareness campaigns etc about the CRC - right to participate, right to non-discrimination, right to be free from abuses and exploitation and right to growth and development. Many girls in developing countries don't even know that they have these rights that must be fulfilled by family, community and state."*

A controversial issue in the discussion arose regarding affirmative action, in particular on the issue of admitting girls to university with lower grades than boys. Lea Mwambene from Cape Town wrote in this context: *"Apart from been ridiculed by other students, it is indeed very demeaning to feel, as a woman myself, that you are educated because your passing mark into the University system was reduced, for example. This would, in my opinion, have an effect on the completion of that programme. What is ideal, as a suggestion, are policies that will champion equal entry and retention of both boys and girls into the educational system. What we also need are positive initiatives that will achieve the goal of educating and empowering girls for a better world. Initiatives that will instill confidence in a girl child throughout the education system and after graduating."*

Finally, Lea Mwambene from the University of Western Cape in South Africa did not leave any doubt that education plays a central role in the elimination of discrimination and violence against the girl child and recalled the text of the Convention on the Rights of the Child: *"Article 28 of the CRC provides for education as a basic right and for free and compulsory primary education as a matter of urgent priority. Although the term girl child does not appear anywhere in the CRC, it has been argued that several provisions of the CRC speak to the situation of the girl child and can be used as an agenda for action to identify persistent forms of inequality and discrimination against the girl child in all fields, including education. The CRC is buttressed by four other articles that assert overarching principles of law on this right. All have far reaching ramifications, particularly in terms of what is needed to mould the education system. These are article 2, on non-discrimination; article 3 on the best interest of the child; article 6 on the child's right to life, survival and development; and article 12 on the views of the child. The non-discrimination principle has been argued to be key to combating gender discrimination. Schools must ensure that they are responsible to girl's needs in every possible way, from physical location to classroom curriculum and practice."*

While education is not the only important factor in the process of empowerment of girls and women, it nevertheless can be regarded as the central element that leads to a better protection of

girls. It is the starting point from which all campaigning and advocacy starts. Only educated girls can stand up for their rights and take the future in their own hands.

Changing stereotypical attitudes and behaviour

The empowerment of girls requires positive change for girls themselves. It also requires change in the attitudes and behaviour of others in families, schools and other institutions in the community. Participants in the online discussion agreed that changing stereotypical attitudes and behaviour was one of the main issues surrounding girls' empowerment.

Examples from developing countries were presented that demonstrate how positive change can be brought about when different groups in a community are part of the process. "Breast ironing" in Cameroon (introduced to the discussion by Bessem Ebanga of the NGO RENATA in Cameroon), a painful and unhealthy local custom where mothers "iron" their daughters'

“Each neighborhood parliament has a neighborhood cabinet, with a neighborhood chief minister and ministers for various concer

portrayal of women... Such issues also necessitate debates on freedom of expression, of media, of arts and performance etc. "

Busakorn Suriyasarn replied with a look at the positive and the negative side of the media: *"I think the role of media is often a double-edged sword. Media are very useful *when used with care* in raising awareness and setting a public and policy agenda on issues that need public and political attention. For example, on issues such as girl domestics, domestic violence, sexual harassment, etc. that need to have the profile raised to the wider audience. Targeted use of media, such as radio or TV dramas, PA spots, etc. on issues such as above are a good advocacy strategy that compliment real actions on the ground. However, like everything and everyone else, the media are not perfect and many journalists are not necessarily well informed and they espouse values and prejudices like everyone else in the society. Sensationalism also often gets in the way of reporting. The standards of professionalism also leave a lot to be desired in many countries."* Busakorn's final recommendation on this topic was that *"there should be serious sensitivity training programs for journalists."*

The image of the "double-edged sword" regarding the media was supported by many of the discussion members. They acknowledged the importance of the media and its power in opinion making. The general view was that the media should be used much more for conveying positive messages prompting behaviour change or for making educational programmes available to underprivileged groups. There were some good examples given, but there are also a lot of negative examples where the media convey stereotypes and give wrong advice. While adults are usually in a position to differentiate between good and bad, wrong and right, true and false, children are in a different position and find it hard, especially when not supported by their parents in the process, to filter the right messages from the massive media exposure they are surrounded with. In the context of girls' education and girls' empowerment, the discussion members called for better training of journalists on gender issues and a more development-based approach by broadcasters and newspaper publishers.

4. MONITORING PROGRESS - DATA AND STATISTICS ON THE GIRL CHILD

Collecting data for statistics is always a difficult, rather expensive and time-consuming issue. Quality and quantity have to be balanced, and even then access to information sources can become a problem. In the field of protection and empowerment of girls, some factors are difficult to measure. While, for example, the number of girls in prisons in a given country should be fairly easy to measure, it might not be in the interest of the government to have these numbers published and therefore access to information could be restricted. Other problems arise when it comes to measuring empowerment. What factors define empowerment – and how can they be measured? Can the empowerment of girls in a country in the industrialized world be compared with the level of empowerment of girls in the developing world?

Esther Ajayi from Action Health Incorporated in Lagos, Nigeria, wrote in

Indira Koirala from the Tribhuvan University in Nepal agreed with the rather negative picture regarding current monitoring situation: *"Monitoring on aspects that particularly relates to women and girls has suffered from high*

the incidence of rape, laws concerning rape, laws concerning who can testify in a rape case, estimates of the level of enforcement of rape laws within the society and across various sub national regions, customary practice after rape (ostracism, honor killings, effect on marriage ability or on divorce), laws concerning abortion in the case of rape, laws on marital rape, customary practices regarding marital rape, presence of resources for women who have been raped, legal punishments concerning rape, and estimates of HIV/AIDS transmission due to rape, and even first-hand accounts of rape victims of their treatment within the society. Clearly, the constellation of information provided in WomanStats database paints a far more accurate and detailed picture of how rape affects the lives of women in various nations than what is currently available."

Valerie Hudson and her team are *very interested in hearing from experts that may have developed datasets that they would like to have included in the larger database. Full credit is given to the creator of such sets, and full bibliographic cites are given online. In addition, we also seek country experts that would be willing to answer questions concerning missing data for particular variables for particular countries.*

The database could, once the data is entered and updated, provide a possible solution to the problem of monitoring progress and possibly facilitate comparison between countries. It could also become a tool for measuring progress in a given country by comparing the research data on a yearly basis. The team of researchers is trying to

5. CONCLUSIONS

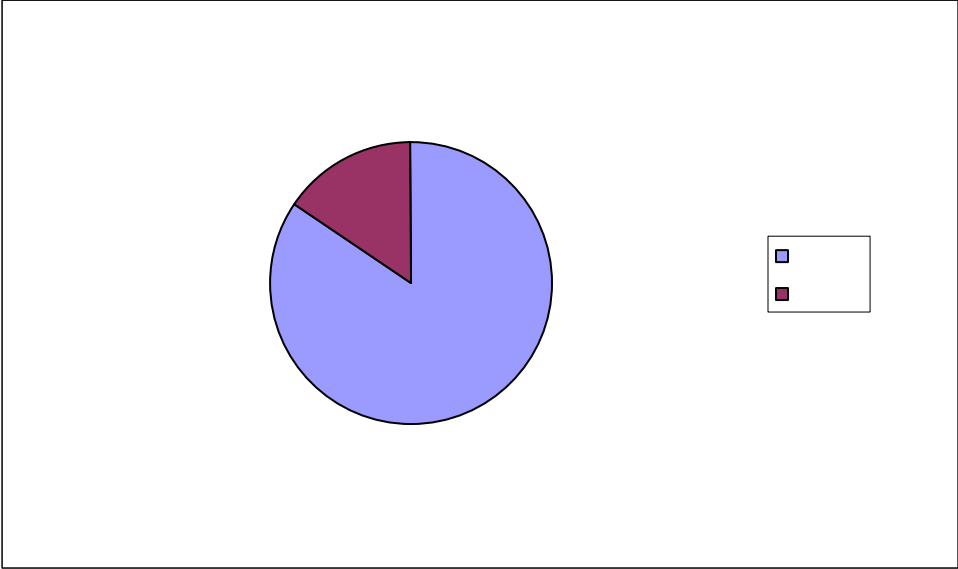
The online discussion clearly showed that there is an urgent need to take further steps to achieve the goal of eliminating all forms of discrimination and violence against the girl child. Progress has been made over the last few decades in working on this situation, but major inequality persists, including through harmful traditional practices, child marriage, lack of educational opportunities for girls, negative stereotypes in the media and the use of girls as child domestic workers and sex slaves. Violence against girls is far reaching and affects millions of girls even before they are born.

In nearly every contribution that described possible solutions to the different issues facing the girl child, the need for a better cooperation between all stakeholders was emphasized. David Kenneth Waldman described it as follows: *“There are tens of thousands of NGOs, individuals, government officials, private businesses that are now working to improve the human rights of children. We need to find ways to better coordinate our efforts. The task now as I understand it to be, is to bring together this army of private, education, Non Governmental Organization, government and international government sectors in a coordinated and cohesive way - a federation that will not only educate and safeguard the needs of the girl child with the international community at large and will also will work in a concerted manner to create a grassroots awareness and constituency to help change the political will.”*

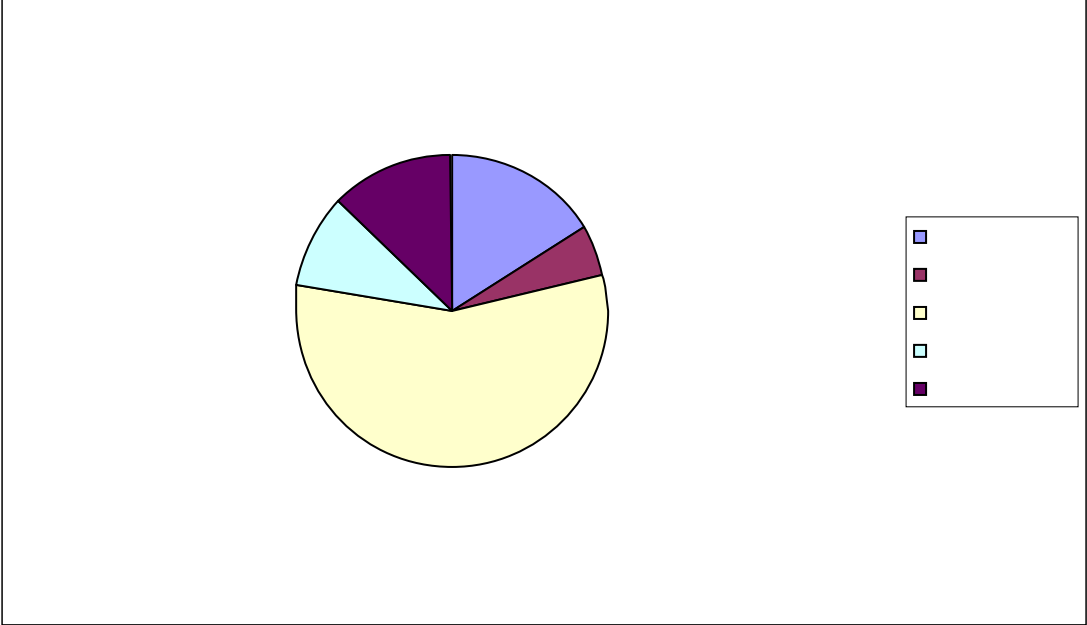
Finally, it should be noted that the vast majority of the online discussion contributors saw education as the principal tool for the elimination of all forms of discrimination and violence against the girl child. Education in this context does not only mean education of girls, but also the education of society at large. Awareness comes through education, and the problems that girls and women face in many of the countries are a direct result of a lack of awareness at all levels of society.

Annex 1: Participant statistics charts

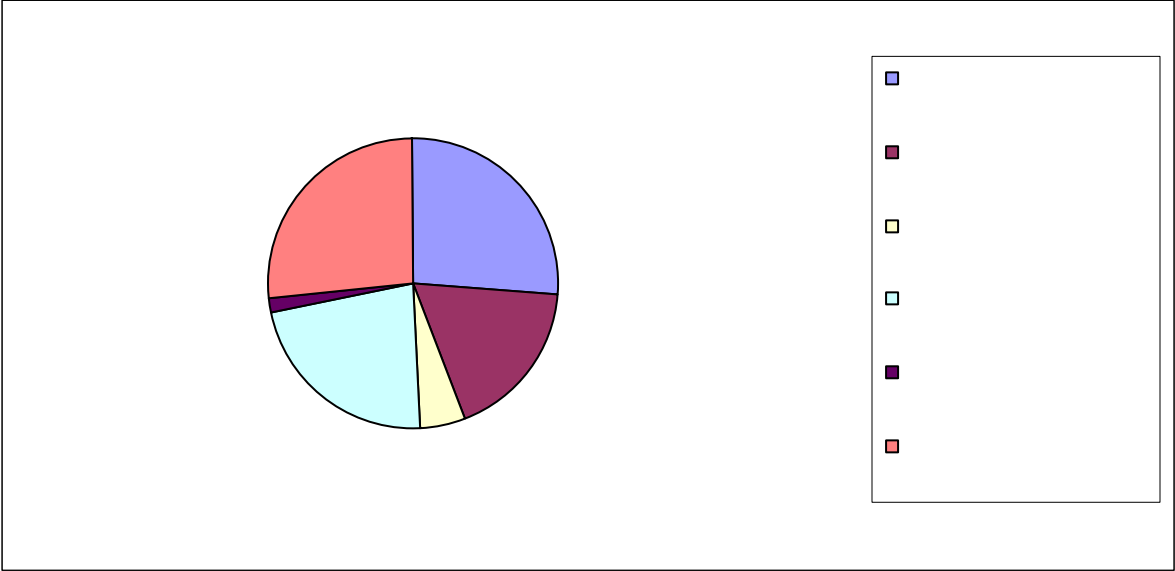
Participants, by sex (total number and percentage)



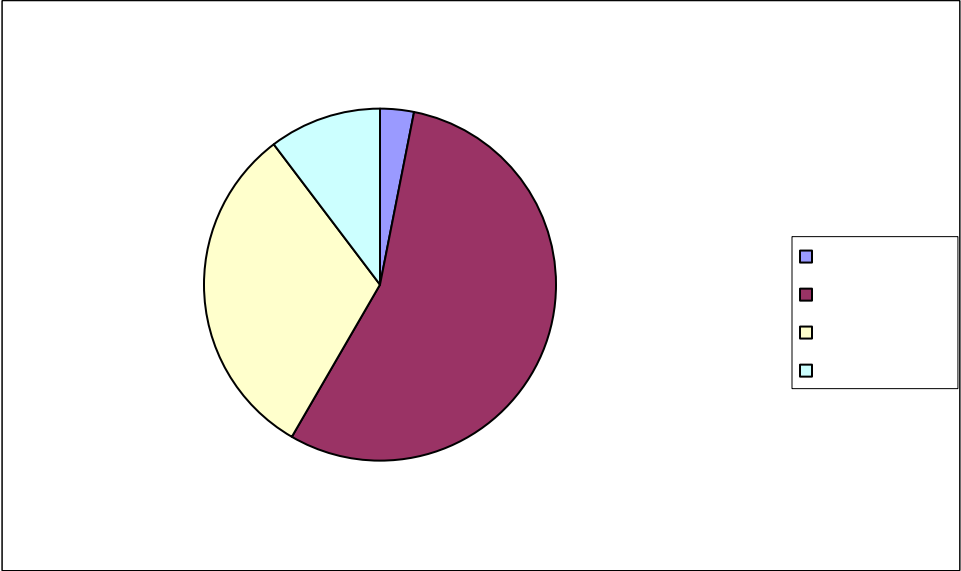
Participants, by affiliation



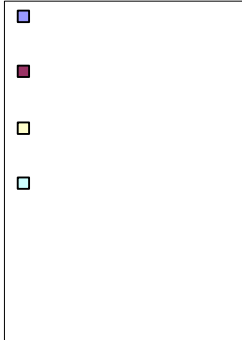
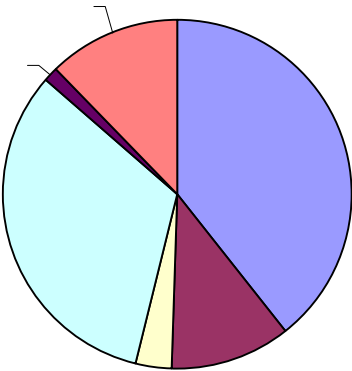
Participants, by region



Participants, by age



Male Registrants by Region



Annex 2: Numbers of participants

Annex 3: List of recommended links

The following list of links is compiled from links mentioned in the online discussion and/or sent by discussion participants to the discussion moderator by email.

Convention on the Elimination of All Forms of Discrimination against Women

<http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

Convention on the Rights of the Child

<http://www.unhcr.ch/html/menu3/b/k2crc.htm>

Melchiorre, Angela: At what age? ...are school-children employed, married and taken to court?

http://www.right-to-education.org/content/age/age_new.pdf

Gender and Development Network of Cambodia

<http://www.online.com.kh/~gad/Networks.htm>

Empowerment for Children, Youth and Families

<http://www.ilo.org/public/english/region/asro/bangkok/library/pub4d.htm>

The United Nations Girls' Education Initiative (UNGEI)

<http://www.ungei.org/>

Girl Child Quiz (on Voices of Youth)

http://www.unicef.org/voy/explore/rights/711_girlchildquizen.php

BBC report on “breast ironing” in Cameroon

<http://news.bbc.co.uk/2/hi/africa/5107360.stm>

Girls' Education Monitoring System

<http://www.educategirls.com/>

The Millennium Development Goals and the United Nations Girls Education Initiative - A Guidance Note to UN Country Teams

http://www.unesco.org/education/efa/known_sharing/flagship_initiatives/ungei_guidance.pdf

UNESCO Multimedia gender training kit

http://www.ignou.ac.in/igun_gentr/index.asp

Gender for journalists – Online training toolkit

http://www.cpu.org.uk/cpu-toolkits/gender_reporting/index.html

Female Foeticide in India

<http://www.indiafemalefoeticide.org>

Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages

<http://www.ohchr.org/english/law/convention.htm>

Ritual abuse torture – Jeanne Sarson and Linda MacDonald
<http://www.ritualabusetorture.org/>

The Gender and Development Center (GAD/C) and Cambodian Men’s Network (CMN)
<http://www.online.com.kh/~gad/Networks.htm>

Woman Stats database
www.womanstats.org