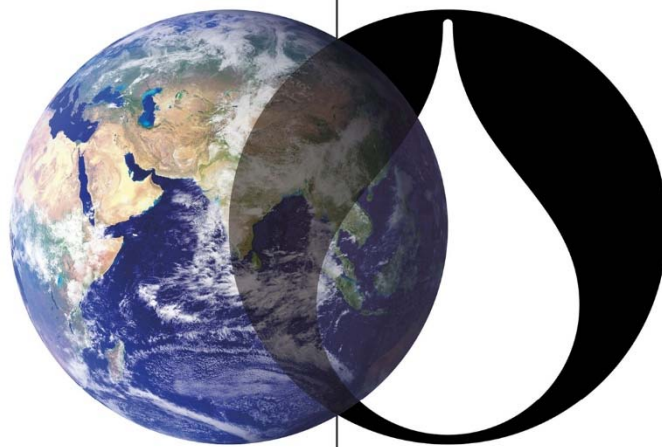


StanCom's Proposal to the Delegates Conference 2018:

# Strategic Goals of International Program Activities 2018 - 2023

**joint** decisions



**global** impact

terre des hommes

2018

Fifth International  
Delegates Conference

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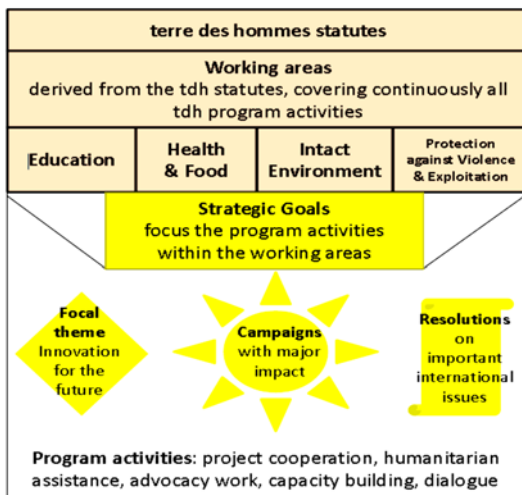
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## Introduction

terre des hommes Germany (tdh) derives four working areas from its statutes, which build the thematic framework for its fight for child rights: Education, Health & Food, Intact Environment, and Protection against Violence & Exploitation. In these thematic working areas, tdh implements its international program activities jointly with local partner organizations and youth networks. In Germany, terre des hommes volunteers and youth support the international program by awareness raising and fundraising.



*Organizational structure of terre des hommes' international program activities*

international program of terre des hommes and partners: Focal themes (issues to be further explored), joint campaigns (joint global advocacy and awareness raising), and resolutions on important international issues (public declarations).

The strategic goals orient and focus the joint international program activities of tdh Germany and its partner organizations for a period of five years. The goals assign a focus and special resources on certain strategic aspects within our working areas. This way, we continuously develop our future-oriented international program. As the goals have to be achievable within five years, they cannot cover everything we do. Hence, terre des hommes will continue to support projects that are not covered by the strategic goals but fall into its general working areas. Of course, also terre des hommes' partner organizations will continue their own activities that are not part of the cooperation with terre des hommes. Besides the strategic goals, the Delegates Conference<sup>1</sup> decides on three other instruments of the joint

### Strategic Goals and Sub-Goals

We further specify each Strategic Goal by three categories of sub-goals, forming the pillars of the strategy to achieve it. Obviously, overlaps between sub-goals are possible (e.g. a goal for participation also containing lobby elements):

- “Change by Creating Models and Approaches in Project Work”: Within this sub-goal, we define what we want to achieve within our project work. We create, identify and promote approaches and models of social change and education that have proven to be effective in our own projects. Vice versa, we learn from others and implement their approaches. The path to achieve all the strategic goals will very much depend on education in a holistic sense.
- “Change through Participation”: Social change can only be sustainable if it empowers and participates those affected by problems. Within this sub-goal, we describe what we want to achieve regarding participation and empowerment in project and lobby work. By participation, we especially refer to the participation of children and youth within our programs, but also of our volunteers, youth networks, and partner organizations as part of our social movement.

<sup>1</sup> The Delegates Conference is a decision body formed by representatives of partner organizations, volunteers, International Youth Network, and staff of terre des hommes Germany.

- “Change through Lobby and Advocacy”: Within this sub-goal, we define what we want to achieve on the political level. This includes classical lobby work, but also awareness raising or monitoring the implementation of child rights.



**Strategic Goal: Promoting a Culture of Peace**

# 1. Strategic Goal: Promoting a Culture of Peace

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By 2023, terre des hommes and partners have scaled up innovative solutions that enable children, youth, their caretakers and communities to understand and challenge the cycle of violence in which they are involved and to acquire nonviolent forms of conflict resolution. terre des hommes and partners have established multi-actor agreements as well as measures to protect children and youth by preventing violence and creating safe environments.

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## 1.1. Sub-Goals

We will promote change by....

### ...creating models and approaches in program work

terre des hommes and partner have...

- ✓ ...identified best practices of preventive measures, especially in the education of nonviolent handling of conflicts, within the existing programs in each region.
- ✓ ...exchanged best practices with other initiatives and with children and youth.
- ✓ ...scaled up the identified best practices (increased numbers of beneficiaries in our own project implementation, or replicated by others).

### ...fostering participation

terre des hommes and partners have...

- ✓ ...jointly with children and youth, identified and documented the major risk factors for becoming victim of the most pertinent forms of violence and named sources of conflict, also considering different risks at different age stages.
- ✓ ...enabled children and youth to voice these major risk factors towards communities and authorities that are capable of reducing them and to demand the development of counter-strategies.
- ✓ ...included children and youth in the development and design of educational and other innovative methods for nonviolent handling of conflicts.

### ...lobby and advocacy

terre des hommes and partners have...

- ✓ ...established local multi-actor agreements (e.g. between schools, families, authorities, companies) and measures within communities that prevent violence against children, promote non-violent solution of conflicts and foster peaceful communities.
- ✓ ...achieved the inclusion of best prevention practices into curricula and public policies.
- ✓ ...voiced the views of children on major risk factors and best practices of prevention and non-violent conflict resolution in discussions within international platforms and campaigns (e.g. Bellagio process on SDG 16.2, campaigns against export of arms).

## 2. Background

### 2.1. Relevance

In a recent study (2017)<sup>i</sup>, UNICEF found that 300 million two to four year old children have faced physical or psychological aggression by their caretakers in their lives; 15 million adolescent girls (15 – 19 years old) suffered forced violent intercourse, at the given moment every seven minutes an adolescent is killed by violence. Homicide is among the top five causes of death in adolescents, with boys comprising over 80% of victims and perpetrators (WHO 2018)<sup>ii</sup>.

Besides the devastating physical and psychological damages afflicting children, violence and existing prejudices often perpetuate a vicious cycle. Together, we must try to break this cycle of violence and prevent violence before it happens. We consider that inclusive education is one of the main means to achieve this.

Children and youth can be agents of change if they learn to solve conflicts peacefully at an early stage, starting with early childhood, and question existing prejudices. Grown-ups must overcome behaviour and norms that support violence against children and find agreements and measures to prevent it from happening.

### 2.2. Definition of Subject and Target Groups

According to the World Health Organization (WHO 2016:14)<sup>iii</sup>, violence is *“the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”*. In addition to physical force, we would also add forms of psychological violence, as for instance (cyber-)bullying or degradation, to our definition.

One of the founding fathers of the scientific discipline of peace and conflict studies, Johan Galtung<sup>iv</sup>, distinguishes three interdependent types of violence:

1. Personal Violence: Depicting violent behavior, physical or psychological, afflicted from one person or group to another.
2. Cultural Violence: Cultural or societal norms that justify and support personal and structural violence.
3. Structural Violence: Avoidable structures within society that systematically impair certain groups (especially poor and marginalized) to meet their fundamental human needs.

In the coming five years we will focus on the prevention of **personal violence** against children and youth in family, schools and communities and the non-violent resolution of conflicts, which also implies changing norms supporting and justifying this violence (**cultural violence**). We are furthermore well aware of the existence of structural violence against poor and marginalized groups such as ethnic minorities, LGBTIQ and disabled persons, making them more likely to become victims of violence and less resilient to cope with the effects. Violence resulting from structural origin, will also be addressed during peace education. However, fighting structural violence, or you may as well say social injustice, is the core of our long-term work and vision. The prevention of personal violence against children remains the key approach of this goal which in the long term should contribute to the reduction or mitigation of structural violence.

We understand **“Peace”** as a situation where people live together in harmony and non-violence.

Positively formulated, we strive for a **“Culture of Peace”** as defined by the UN Declaration 53/243 A as a **“set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations.”**<sup>v</sup>

Our measures will support **marginalized children and youth with an imminent risk of suffering violence**. Furthermore, we will directly work with caretakers, teachers, educators, communities; in our lobby and advocacy work, we will address authorities and institutions that have the power to establish measures of prevention and peaceful solution of conflicts.

### **2.3. Strategy and Possible Instruments**

Therefore, our strategy is to strengthen approaches in our work that:

- Help to understand and challenge norms that support violence: This implies to understand the cycles of violence children are involved in, to question and challenge them, e.g. by awareness raising or lobbying against (legally formalized) norms, taking into account aspects of respective cultural diversities.
- Scale up trainings for a non-violent handling of conflicts, principally for children and youth, but also for caretakers, education professionals, and whole communities. This includes learning appropriate methods to act in unavoidable situations of manifest violence.
- Create a safe environment and establish preventive and conflict solution measures: Therefore, we will foster dialogue and negotiation to establish and implement agreements on the prevention of violence and promotion of a culture of peace between different actors (e.g. schools, caretakers, authorities)

We have a large number of instruments and tools available to implement these strategies, as for instance: Street soccer to train non-violent handling of conflicts, parent schools for non-violent discipline (challenging norms, training), youth theatre as a method of awareness raising on violence (challenging norms), promotion of traditional games, establishment of emergency protocols at schools to prevent forced recruitment (creating a safe environment), peace, life-skills, and intercultural education, training of children and youth as peer mediators.

## **3. Normative International Provisions**

Ending violence against children is a global imperative. In 2015, world leaders acknowledged epidemic levels of violence against children, and committed to end all forms of violence against children by 2030 as part of the Sustainable Development Goals.

United Nations Sustainable Development Goal (SDG) 16.2: End abuse, exploitation, trafficking and all forms of violence against and torture of children

United Nations Child Rights Convention (UNCRC)

- Art. 29, 1d education directed to peace and tolerance
- Art. 19, 1 protection from violence

- Art. 12, (as a prerequisite to allow articulation of different experiences in relation to “adverse” counterparts)
- Art. 31. (as a means to help resolving conflicts by cultural encounters)
- Optional protocol to UNCRC on the involvement of children in armed conflict (with emphasis on Art. 6,2 requesting to make the principles and provisions of this protocol widely known and promoted by appropriate means, to adults and children alike)

UN Declaration on a Culture of Peace

Bellagio process: Joining Forces Initiative for Ending Violence against Children and Child Rights Now

Strategy of the Terre des Hommes International Federation



**Strategic Goal: Improving Mental Health, Psychosocial and Educational Services for Forcibly displaced Children and Youth**



# 1. Strategic Goal: Improving Mental Health, Psychosocial and Educational Services for Forcibly displaced Children and Youth

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By 2023, terre des hommes and partners have developed, implemented and multiplied measures to improve the quality of psychosocial and educational support services, including mental health, meeting the special needs of forcibly displaced children aiming at creating life opportunities.

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## 1.1. Sub-goals:

We will promote change by...

### ...creating models and approaches in program work:

terre des hommes and partners have...

- ✓ ...identified, developed, and documented best practices of mental health, psychosocial and educational support services, from Early Childhood Education to vocational training, for displaced children and youth.
- ✓ ...conducted peer-to-peer trainings and exchanges on best practices with professionals/ volunteers directly working in the support of forcibly displaced children and youth (especially tdh and TDHIF partners).
- ✓ ...multiplied best practices through own project implementation or motivating other organizations (especially of TDHIF partners).

### ...fostering participation:

terre des hommes and partners have...

- ✓ ...encouraged and empowered displaced children and youth to voice their special needs with regard to education and special care in their families and communities; and to organize themselves for this purpose wherever it is possible.

### ...lobby and advocacy

terre des hommes and partners have...

- ✓ ...compiled the needs identified and voiced by children and youth and propelled them onto regional and international policy platforms (e.g. teachers associations, ministries of education, UNESCO, International Network for Education in Emergencies/ INEE).
- ✓ ...achieved inclusion of best practices of mental health, psychosocial and educational support for forcibly displaced children into public policies.
- ✓ ...driven initiatives to transform provisions in the UN Global Compacts regarding mental health, psychosocial and educational services for forcibly displaced children into national and subnational policies.

## 2. Background

### 2.1. Relevance

In 2016, the UNHCR registered 65.6 million forcibly displaced people, comprising 22.5 million refugees, 40.1 million internally displaced and 2.8 million asylum seekers. 51% of the refugees were children (under the age of 18). 75,000 unaccompanied or separated children solicited asylum, 35,900 of them in Germany (UNHCR 2017)<sup>vi</sup>.

Children often suffer stress, loss, and violence during flight. Often, they have to experience that their parents and families are not able to protect them from harm. When arriving in receiving communities they rapidly have to adapt to a new environment, culture and language, sometimes even facing rejection and racism. Furthermore, they are often torn between the cultural identity and traditions of their place of origin and those of the communities and countries where they arrive. In this situation, they need education, psychosocial support and sometimes even psychotherapy that address their special situation, needs and wishes.

### 2.2. Definition of Subject and Target Groups

Refugees, internally displaced persons, smuggled or trafficked people, stateless, returnees, asylum seekers – there exists a large number of often overlapping formal categories which, when transformed in legal status, often decide over the fate of children and youth.

Within this goal, we focus on the special and indispensable support to all of these children and youth, regardless of category or legal status. Therefore, we use the wider term of **forcibly displaced children and youth**, meaning those who have suffered forced migration as defined by the International Organization for Migration (IOM 2018)<sup>vii</sup> as *“A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).”*

With our measures, we will directly address **institutions** (e.g. schools), **professionals** (e.g. therapists, teachers, educators, social workers) and **volunteers supporting forcibly displaced children and youth in receiving countries and communities** with mental health, psychosocial, and educational support. Furthermore, with our lobby and advocacy work we urge politicians, institutions and authorities in charge to facilitate and improve these services.

### 2.3. Strategy and Possible Instruments

Our strategy to achieve an improvement of the quality of mental health, psychosocial, and educational support for forcibly displaced children and youth is to...

- identify (or develop) and document best practices within our projects, wherever possible with the participation of children and youth. Especially in the field of education, children shall be empowered to voice their needs.
- multiply best practices through qualification of other professionals and volunteers working directly with displaced children
- multiply best practices through implementation in projects (own projects or those of others)
- multiply best practices through their inclusion into public policies

As best practices, we understand “a specific action or set of actions exhibiting quantitative and qualitative **evidence of success** together with the **ability to be replicated** and the potential to be adapted and transferred.” (Advance Africa cf. BMZ 2018)<sup>viii</sup>

Best practices may comprise, for instance, protocols for therapeutic treatments; play, sports and cultural activities as instruments of psychosocial support; curricula for the education of forcibly displaced children or the training of the people working with them. In all of our regions, we have vast experience in offering support to forcibly displaced children and youth. This Strategic Goals shall help us to create synergies out of these experiences.

### 3. International Normative Provisions

- UN Child Rights Convention, especially Article 22 (refugee children),
- 1951 Geneva Refugee Convention on the Status of Refugees and Stateless People and 1967 Protocol
- The African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention)
- The Office of the UN High Commissioner for Human Rights (OHCHR) Guiding Principles on Internal Displacement
- Global Compacts on safe, orderly and regular Migration and on Refugees



**Strategic Goal: Promoting a Child's Right  
to a Healthy and Sustainable  
Environment**

# 1. Strategic Goal: Promoting a Child's Right to a Healthy and Sustainable Environment

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By 2023, terre des hommes and partners have conceptualized, implemented and communicated a coherent program approach on environmental child rights. Jointly with children and youth terre des hommes and partners have raised global awareness on environmental child rights and succeeded in including them into public policies.

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## 1.1. Sub-Goals:

We will promote change by....

### ...creating models and approaches in program work

terre des hommes and partners have...

- ✓ ...implemented education programs that increase children's understanding of environmental issues and collected scientific evidence for their effectiveness.
- ✓ ...applied and documented approaches to protect children and youth from harm due to environmental destruction and degradation and to support biodiversity.
- ✓ ...implemented and documented programs to enhance disaster preparedness and resilience of communities.
- ✓ ...developed a practitioner's manual on project work on child's rights to a healthy and sustainable environment.

### ...fostering participation

terre des hommes and partners have...

- ✓ ...facilitated the participation of children in environmental decision-making processes.
- ✓ ...supported worldwide community based activities led by children and youth that provide practical examples on how to promote a sustainable lifestyle.

### ...lobby and advocacy

terre des hommes and partners have...

- ✓ ...collected information about sources of environmental harm to children and made it publicly available in a child friendly language.
- ✓ ...showcased examples of harmful ecological practices by case studies in their advocacy work (e.g. towards state reporting process at the UNCRC, campaign for awareness raising).
- ✓ ...included environmental child rights into national and regional policies with reference to the SDGs.
- ✓ ...included environmental education, from Early Childhood Education to school and/ or university curricula.

## 2. Background/ Justification

### 2.1. Relevance

Of the 5.9 million deaths of children under five each year, 26% are attributable to environmental pollution. Air pollution alone kills 570,000 children under five every year. Over half a billion children live in areas with extremely high risk of flooding, and almost 160 million are exposed to high drought severity. (UNCRC 2016)<sup>ix</sup> These numbers are only the tip of the iceberg as there is a silent pandemic of diseases associated with exposure to toxics and pollution during childhood. Children growing up today will not encounter many plants and animals that were familiar to their parents: While the human population almost doubled between 1970 and 2010, the earth has lost 52% of its biodiversity according to the World Wide Fund for Nature (WWF 2014)<sup>x</sup>.

Climate change poses an immediate threat to the enjoyment of many of the rights enshrined in the UNCRC. From malnutrition and the spread of vector- and water-borne diseases, to physical and psychological trauma, children are more profoundly affected than adults are.

### 2.2. Definition of Subject and Target Groups

According to the United Nations Environmental Program (UNEP 2018)<sup>xi</sup>, *“there are three main dimensions of the interrelationship between human rights and environmental protection:*

- *The environment as a pre-requisite for the enjoyment of human rights (implying that human rights obligations of States should include the duty to ensure the level of environmental protection necessary to allow the full exercise of protected rights);*
- *Certain human rights, especially access to information, participation in decision-making, and access to justice in environmental matters, as essential to good environmental decision-making (implying that human rights must be implemented in order to ensure environmental protection); and*
- *The right to a safe, healthy and ecologically-balanced environment as a human right in itself (this approach has been debated).”*

For Children, the interdependency between their rights and the environment is even stronger than for adults<sup>xii</sup>: It is clear that **children’s rights and environmental protection are dependent upon one another**. Children’s ability to enjoy their rights to life and health, as well as a host of other rights (water, play, food, housing etc.), depends on their living in an environment that is healthy and sustainable. The converse is also true: the exercise of children’s rights is necessary, or at the very least highly important to, the enjoyment of a healthy and sustainable environment. When children who are potentially affected by proposed policies and activities can freely participate in the environmental decision-making process, their societies are much more likely to have strong environmental protections.

In his report on children’s rights, John Knox (Knox 2018: 10)<sup>xiii</sup>, the UN Special Rapporteur on Human Rights and the Environment, clarifies: *“The human rights obligations of States in relation to the environment apply with particular force to the rights of children, who are especially at risk from environmental harm and often unable to protect their own rights.”*

Other approaches go even further and question the legal and conceptual separation, which defines humans as subjects and nature as object without any rights. They demand to include not only the rights of children and adults into environmental debates but also those of **future generations and the rights of “nature” itself**. These approaches have had legal repercussions: The constitutions of Ecuador (2008) and Bolivia (2009) have elevated the Pachamama to an own subject of rights. In India (2017), the Ganges and Yamuna rivers have been recognised as legal persons. Recently (2016), a Colombian court has defined the Atrato River as an own subjects of rights, shortly afterwards, another court the Amazon region (2018). Since 2017, the Andean Parliament officially supports a campaign to establish an Ombudsperson for the Right of Future Generations on the UN level.

In many regions of the world, animals, plants, rivers and mountains are considered as own physical and spiritual beings, which makes it impossible to separate humanity from nature. Rights approaches must respect the different cultural understandings. We use the term of **Child Right to a Healthy and Sustainable Environment** or **Environmental Child Rights** to describe the interdependent and interwoven rights of children, future generations and the rights of all other beings with whom we co-habit this planet.

Within this goal, we support **children and youth that stand up for the environment**, we protect **children affected by the consequences of environmental destruction**. Furthermore, we address policy makers to recognise the children’s rights to a healthy and sustainable environment.

### 2.3. Strategy and possible Instruments

We have vivid practical experiences in many projects to foster children’s activities on environmental protection, comprising, for instance, environmental education for and by children’s eco-clubs, rehabilitation of degraded areas or programs for disaster preparedness. What we are lacking is a coherent and conceptualized rights approach in project work that enables us to expand existing practices, communicate them to others and create synergies. In the coming five years, we will continue with our practical work, **document and evaluate it in order to create a coherent approach**. This approach should include the issues of environmental education: Protection from harm due to environmental destruction and degradation, supporting biodiversity, enhancing disaster preparedness and resilience.

So far, lobby and advocacy work clearly focused on the inclusion of a Child Right to a Healthy and Sustainable Environment in the general comments of the UN-Child Rights Convention. In the coming five years, we will continue in this line **widening this focus also on other public policies**. To be effective in this, we must **raise awareness on this complex issue and mobilize the public**.

## 3. Normative International Provisions

The UNCRC is one of the few human rights instruments that explicitly require States to take steps to protect the environment.

**Article 24 (2)** on the right of the child to the enjoyment of the highest attainable standard of health provides that: *“States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures: [...] to combat disease and malnutrition [...] taking into consideration the dangers and risks of environmental pollution”*

**Article 29 (1)** on the aims of education provides that: “*States Parties agree that the education of the child shall be directed to: [...] the development of respect for the natural environment.*”

Many other provisions of the UNCRC implicitly relate to environmental protection.



**Strategic Goal: Fighting Gender  
Based Rights Violations**



# 1. Strategic Goal: Fighting Gender Based Rights Violations

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By 2023, terre des hommes and partners have increased their organizational capacities and created regional and global synergies to denounce the most pressing gender based child rights violations, protect children and youth from these violations, and empower them to claim their rights.

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## 1.1. Sub-Goals:

We promote change by...

### ...creating models and approaches in program work

terre des hommes and partners have...

- ✓ ...used participative methods in their projects to assess and analyse the major risk factors for gender based rights violations affecting girls but also other children and youth, and set up activities to address them.
- ✓ ...identified the most pressing gender based rights violations within each region and best practices of response measures to these rights violations.
- ✓ ...exchanged, within each region, best practices of early childhood development, life-skills and sexual education, and vocational orientation that empower girls and other children and youth to stand up against gender based discriminations.
- ✓ ...systematically documented these best practices and analyses and combined them with external approaches and experiences in order to develop new models for program work. The identified methods have been made available to all partner organizations, the International Youth Network, TDHIF and volunteers.
- ✓ ...integrated the gender perspective, including also the rights and needs of LGBTIQ children and youth, in all programs and development approaches.

### ...fostering participation

terre des hommes and partners have...

- ✓ ...encouraged and enabled children and youth to take an active role in local, national and regional discussions on major risk factors, most pressing gender based rights violations and the definition of best practices to combat them.
- ✓ ...empowered children and youth to initiate activities against gender based rights violations.

### ...lobby and advocacy

terre des hommes and partners have...

- ✓ ...explored and tested different strategies in lobby and advocacy work (e.g. case studies on gender based rights violations, integration of the status of girls in shadow reports).
- ✓ ...developed a coherent advocacy strategy to influence decision makers on various levels to combat the discrimination of girls.

- ✓ ...explored the potential of advocacy work on gender based rights discriminations.

## 2. Background

### 2.1. Relevance

Since the nineteen seventies, violations of girls' rights are at the centre of the debates within development politics and cooperation. Although we have made important progress especially on the level of international policies, the statistics on the **enforcements of girls' rights remain depressing:**

According to UN Women (2018)<sup>xiv</sup>, worldwide, every tenth girl aged below 20 has experienced sexual violence. Today, in 30 countries, around one in three girls aged 15 to 19 have undergone female genital mutilation. 15 million girls will never get a chance to visit primary school and to learn to read and write. Globally, 750 million girls are married before the age of eighteen. Numerous girls and women are also sexually harassed at their workplace. Being a woman in itself is a risk to one's life in many countries in the world.

Though being the largest group, girls are not the only ones to suffer from gender-based rights violations. Increasingly, children and youth, whose sexual orientation or identity differs from those assigned to them at their birth or commonly expected by society (LGBTIQ), face discrimination and serious rights violations. According to a global survey, a quarter of the world's population believes that being queer should be a crime, between 2008 and 2014, 1612 trans people were murdered across 62 countries (ILGA 2017)<sup>xv</sup>. Still there are few statistics on LGBTIQ children and youth. In 2015, a US-government agency found out in a national survey, that 10% of lesbian, gay or bisexual students were threatened or injured with a weapon on school property, 34% bullied on school property, and 28% electronically (CDC 2015)<sup>xvi</sup>. **Even when it comes to legislation, discrimination still is widespread:** 72 countries worldwide criminalise same-sex relationships and, in eight countries, they are officially punished by death or there is evidence for the unofficial existence of death penalty (ILGA 2017)<sup>xvii</sup>.

Within the program work of terre des hommes and partners, we have longstanding practical experiences in fighting for girls' rights. Now it is time to systematize this experience to a more coherent approach, also considering gender diversity.

### 2.2. Definition of Subject and Target Groups

The Global Fund for Women (2018)<sup>xviii</sup> defines Women's rights as follows: *"Women's rights are the fundamental human rights that were enshrined by the United Nations for every human being on the planet nearly 70 years ago [...]. That is to say, women are entitled to all of these rights. Yet almost everywhere around the world, women and girls are still denied them, often simply because of their gender. Accordingly, girls' rights are child rights, which they are often denied simply because of their gender.*

**LGBTIQ** (Lesbian, Gay, Bisexual, Transsexual, Intersexual, Queer) can be summarized as people whose sexual orientation or identity differs from the one assigned to them at birth or commonly expected by society<sup>xix</sup>. The term helps to recognize that gender is defined by cultural attributions. The biological and societal reality is far more diverse than described by the common concepts of masculinity and femininity.

As gender based rights violations, we understand any human and child rights violations due to gender discrimination. This comprises, for instance, female genital mutilation, femicide, or violence against LGBTIQ.

Primary target groups are **children and youth, suffering from gender-based rights violations**. This especially comprises girls, but also LGBTIQ. Secondly, we focus on the **strengthening of our own (terre des hommes and partners) organizational capacities** regarding approaches against gender-based discriminations.

### 2.3. Strategy and possible Instruments

On one hand our existing work in the defense of girls' rights shall be expanded, on the other hand, existing approaches shall be systematized and developed into a more comprehensive gender approach, also considering the rights of LGBTIQ children and youth. Of course, this new approach has to consider that in many of our project countries, LGBTIQ- rights cannot be publicly addressed, in some of them not even girl's rights.

First, we have to systematize existing best practices regarding our work for girl's rights, and then widening our view, recognizing the diversity of gender and sexes and adapting our approaches accordingly. Therefore, the following steps will be necessary:

1. Conduct participative risk analysis regarding gender based rights violation in projects and set up activities to address them
2. Identification of the most pressing forms of gender based rights violations in each region and of response mechanisms, strategies and approaches to fight these violations
3. Regional exchange on best practices and case studies, also including external organizations
4. Compile the results of analyses and exchanges, make them available to partners and allies in order to create synergies and develop a comprehensive and future oriented approach on the issue of gender based right's violations

## 3. Normative International Provisions

Gender equality and girls' rights are guaranteed in various UN conventions. Relevant binding conventions with monitoring mechanisms are UNCRC and CEDAW: the Convention of the Rights of the Child (including the Optional Protocols (UNCRC, 1989) and the **Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979)**, with an additional protocol that allows for individual claims.

UN Sustainable Development Goals strengthen girls' rights in some goals, SDG 5 is directly addressing "Achieve gender equality and empower all women and girls". The UN SDG's are monitored by the UN High Level Political Forum and on national levels by governments and by civil society.

Many conventions stress the vulnerability of girls and women towards violence and exploitation (e.g. **ILO Forced Labour Convention**).

In many regions, girls and women rights are addressed and guaranteed, for instance in the **African Youth Convention (2006)**, the **ASEAN Human Rights Declaration (2012)**, the **Charter of the Organization of American States (1948)**, the **European Convention for the Protection of Human Rights and Fundamental Freedoms (1950)** and the **Arab Charter on Human Rights (2004)**.

In 2016, the United Nations Human Rights Council, adopted a **resolution on "Protection against violence and discrimination based on sexual orientation, and gender identity,"** and mandated the appointment of an independent expert on the subject.



## Glossary of Terms and Abbreviations

Term/ Abbreviation	
ASEAN	Association of Southeast Asian Nations
Bellagio Process	Alliance of the world's biggest child-focused NGOs: World Vision, SOS Child Villages, Plan International, Childfund International, TDHIF
BMZ	German Ministry for Economic Cooperation and Development
CDC	United States Centre for Disease Control and Prevention
CEDAW	UN Convention on the Elimination of all forms of Discrimination Against Women
Child Rights Now	Lobby Initiative for Child Rights by the Bellagio Alliance
ILGA	International Lesbian, Gay, Bisexual, Trans, and Intersexual Association
ILO	International Labour Organization
INEE	International Network for Education in Emergencies: Members are practitioners working for national and international NGOs and UN agencies, ministry of education and other government personnel, donors, students, teachers, and researchers who voluntarily join in the work related to education in emergencies
IOM	International Organization for Migration
Joining Forces Initiative for Ending Violence against Children	Initiative of the Bellagio Alliance on SDG 16.2 (Ending all Forms of Violence against Children)
LGBTIQ	Lesbian, Gay, Bisexual, Transsexual, Intersexual, and Queer
OHCHR	Office of the UN High Commissioner for Human Rights
SDG	United Nations Sustainable Development Goals
StanCom	Standing Committee of the tdh Delegates Conference
tdh	terre des hommes Germany
TDHIF	Terre des Hommes International Federation
UN	United Nations
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNCRC	United Nations Convention on the Rights of the Child
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
United Nations Global Compacts	The United Nations Global Compacts on safe, orderly and regular migration as well as on refugees are in the process of development by states and civil society to be adopted by the UN GA in late 2018.
WHO	World Health Organization
WWF	World Wide Fund for Nature

## Endnotes

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- <sup>xii</sup> This paragraph is loosely based on the following Articles by John Knox, UN Special Rapporteur for Human Rights and the Environment  
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- <sup>xix</sup> For complete definitions please see: <https://www.stonewall.org.uk/help-advice/glossary-terms>