

# Kontaktkonferansen 2014



## NGO Forum

Recommendations to Norwegian Government

This document is intended to provide constructive input to the Norwegian authorities at The Commission on the Status of Women 2014, and other international fora, including bilateral and multilateral meetings with other states, where issues relevant to women's rights and gender equality are discussed.

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## **Bakgrunn**

Dette dokumentet er en oppsummering av den arbeidssamlingen som ble avholdt 30. januar 2014 som en del av FOKUS Kontaktkonferanse 2014. Dokumentet beskriver kort arbeidsprosessen og de konkrete resultatene fra samlingen.

Formålet med arbeidssamlingen var å gi det norske sivile samfunn muligheten til å utarbeide konkrete innspill til hva den norske delegasjonen bør prioritere under den 58. sesjonen av FNs Kvinnekommisjon i 2014, der hovedtemaet er «*Challenges and achievements in the implementation of the Millennium Development Goals for women and girls*»

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## **Arbeidsform**

Arbeidsprosessen som ble benyttet under samlingen bygger på aktiv samhandling mellom deltakere med ulike interessefelt og kompetanse for å sikre konsensus rundt de konkrete anbefalingene. Deltakerne ble inkludert i en intensiv prosess der informasjon, kunnskap og rammebetingelser ble delt og utforsket. Aktivitetene var tilrettelagt for å stimulere til helhetlig tankegang og samarbeid for å skape en felles anbefaling innenfor de aktuelle hovedtemaene.

Deltakerne ble delt opp i 4 tematiske grupper for utdypende diskusjon. Innspillene fra hver av gruppene ble dokumentert og delt med samtlige av de andre deltakerne i plenum. I løpet av presentasjonen ble det gitt rom for innspill fra samtlige deltakere.

Anbefalingene er basert på organisasjonenes kompetanse og diskusjonene som ble holdt under dag en av Kontaktkonferansen. Anbefalingene baserer seg også på *The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda – Illustrative goals*, og rapporten fra den norske Post-2015 konsultasjonsprosessen.

Det var konsensus blant deltakerne rundt de endelige innspillene med tilhørende kommentarer. Det var videre enighet om at FOKUS- sekretariatet har deltakernes tillit til å oppdatere innspillene innenfor hvert fokusområde i henhold til de kommentarene og utdypningene som fremkom i løpet av presentasjonene.

## Participants

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# Recommendations

## I

### **VIOLENCE AGAINST WOMEN AND GIRLS IS A SERIOUS OBSTACLE FOR THE FULFILLMENT OF ALL THE EIGHT MILLENNIUM DEVELOPMENT GOALS.**

In the United Nations Millennium Declaration, governments *resolved to combat all forms of violence against women*, still gender based violence (GBV) was not included in the Millennium Development Goals. This led to a lack of focus and funding on the issue, and contributed to the underachievements of all the other goals.

*Violence against women and girls is a violation of human rights, and compromises physical, emotional and mental wellbeing. It represents an obstacle to poverty reduction and development as it prevents women and girls from participation in political and economic processes.*

Violence is inextricably linked to unequal power relations between men and women, boys and girls and stereotypical gender norms. In order to prevent it, it is therefore important to work with men and women to change the social norms perpetuating this violence, including activities to deconstruct harmful gendered perceptions and practices such as violence and supporting boys, young and adult men to take a stand against GBV.

Research has documented that boys who have been exposed to or witnessed domestic violence are more likely to become perpetrators of violence themselves. It is, therefore, important to provide support to these men, both for their own benefit and in order to prevent them from being perpetrators against women and girls, boys and other men.

#### ***Norwegian authorities should:***

- Promote and fund primary preventive measures on violence against women and girls, as outlined by the Council of Europe Convention.
- Oppose all efforts by member states, international organizations or civil society to make excuses for violence against women and girls on the ground of culture, custom, religions or “honor.”
- Encourage all member states to criminalize and punish violence against women and girls, in all forms, in its national legislations.
- Urge all member states to develop and implement a national plan of action for preventing and responding to violence against women and girls, in cooperation with civil society and the media.
- End impunity by implementing the laws and prosecuting the perpetrators, provide sufficient resources to the police to increase access to justice for all citizens.
- Urge all member states to invest time and resources into upgrading police capacity to treat violence against women as a serious offence, to investigate the cases thoroughly and professionally, and to protect and respect the victims.
- As a prevention strategy, the value of human rights, including gender equality and gender-based violence, should be part of the standard curriculum at an early age in

primary education for all girls and boys. Civic education for adults should also focus on preventing gender-based violence.

- Increased resources to more and better psycho-social support centers for survivors of violence.
- Urge member states to establish and strengthen adequate referral services for victims of conflict-related violence, including access to justice, health and psycho-social support;
- Ensure that responses to gender based violence must address the unique aspects of violence against women and girls with disabilities.
- Promote and fund programs that help men and boys adopt non-violent masculinities, and engage men both as partners , change agents and allies in promoting gender equality and reducing gender based violence
- Advocate for dealing with men’s experience of violence as victims/survivors in prevention strategies to end gender based violence.
- Urge the UN and member states to allocate resources to include data on violence against women and girls and domestic violence in the national bureau of statistics. This should be disaggregate data according to victims, perpetrators, and different forms of violence, in line with the core set of violence against women indicators adopted by the United Nations Statistical Commission in 2013.

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## II

### GOAL 1: ERADICATE EXTREME POVERTY & HUNGER

**Current poverty measures do not adequately depict women's vulnerability to poverty**, as they are usually based on household survey data where aggregate household-based income or consumption data are used to calculate per capita income. Such measures are often calculated assuming that household resources are distributed equitably among household members. These measures do not indicate anything about the gender dimensions of poverty, including the unequal sharing of household resources between women/girls and men/boys. Nor do they capture inequalities in time use, which result in longer working hours for women, or women's lack of voice or control in respect of household income.

Because of several factors, including discriminatory social norms that restrict their right to paid work, their caring responsibilities, and gender-based disparities in labour markets, women either have lower incomes or are more likely than men to be without an income of their own.

Poverty needs to be seen from a broader perspective where important dimensions of well-being such as being educated, well-nourished and healthy, having equal participation in decision making, access to resources, knowledge and information, and freedom from violence are indicators.

Although some indicators for target 1.B (*Achieve full and productive employment and decent work for all, including women and young people*) are sex-disaggregated, they are not sufficient. Women are overrepresented in vulnerable forms of employment and low-paid jobs; they have less access to social protection; and, globally, women are paid on average less than men for work of equal value.

*Women's employment opportunities are reduced by the disproportionate amount of unpaid care work that they perform.*

Rural women are mostly smallholders cultivating cereal crops on rain fed land and raising livestock. Use of inputs is limited and productivity generally low. Though women in most countries have the right to own and inherit land, the formal national laws are often in conflict with customary laws and therefore not implemented. Women that don't own the land that they are cultivating experience difficulties when it comes to accessing loan and capital and therefore are not able to fully utilize their land resources. Without a bank guarantee the female farmers are not able to invest in their plots and access new technology. Female farmers in many ways hold the key to accelerating progress on target 1.C. (*Halve, between 1990 and 2015, the proportion of people who suffer from hunger*)

### **Norwegian authorities should:**

- Promote indicators of poverty and inequality that are gender sensitive in all the new development goals.
- Promote non-discriminatory labor laws and decent jobs for women
- Fight social norms that are obstacles holding back women's economic participation
- Promote and implement UN Women and UN Global Compact's *Women's Empowerment Principles – Equality means Business*
- Focus on gender equality and women's economic empowerment in development policies and increased financial aid
- Promote economic equality between men and women as a key factor in preventing gender-based violence
- Encourage member states to adopt gender budgeting as a standard methodology of all public budget processes
- Promote and support women's rights to own, inherit and control land and property and get access to and control over credit, technology and agricultural inputs
- Increase aid to the agricultural sector and focus on female farmers
- Lift the constraints on women's time through promoting and supporting increased access to child care and improved parental leave policies for both women and men
- Ease women's access to markets through promoting and supporting gender sensitive investments in technology and infrastructure
- Support women's rights to education and life long learning

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### III

## GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

Norway has come a long way with regard to ensuring that education is child-focused and inclusive, through good structures and knowledge on what children need and how children learn. Moreover, Norway has significant experience in teacher participation and organisation. Historically and currently, the Norwegian state has financed the education sector from pre-primary all the way to university and college level. Financial support to higher learning institutions and arrangement for student loans have contributed towards increased number of female students who graduate. Equally important is that children and youth from different socio-economic backgrounds have been given equal possibility, not only to complete primary and secondary education, but to graduate with a university degree. Wherever possible, Norway should capitalise on these experiences to play a leading global role in ensuring education for all.

The current Millennium Development Goal on Universal Primary Education has over-emphasised enrolment in primary education at the expense of ensuring that every child who completes primary school leaves school with sufficient knowledge and skills. Approximately 40 percent of young adults are illiterate even though they have completed five years of schooling, which exceeds the number of children out of school. It is the poorest, most marginalised children, particularly girls, including those living with disabilities or in areas affected by conflict, who are at the highest risk of being out of school or being in school but learning very little. Girls with disabilities (particularly mental disabilities) are particularly marginalised.

*There is a need to focus not only on ensuring gender parity with regard to school enrolment, but also on equality in the learning process and in opportunities after completing school.*

Education for all should be inclusive and relevant, both to marginalised groups and in a broader social context; efforts should be made to ensure that education responds to real needs in the labour market. Only then can education be fully an enabling right. When a child, regardless of circumstance, receives a quality education, she is enabled to secure other rights throughout her lifetime, fostering better access to jobs, health and other services. For education to play this role as an 'enabling right', it must be of high quality, available and equitable, built to tackle discrimination and allow each child to flourish according to her own talents and interests.

The teachers' importance for quality education outcomes is indisputable. It is therefore important that the education of teachers has a good quality and is relevant. Short courses to satisfy short-term goals of getting more teachers in schools is not sustainable. On the contrary, poor education of teachers contributes to high dropout rates and fewer thus receive the learning outcomes they need to develop local community and society at large.

We know that many girls drop out of school early because there is not enough female teachers, and because they are at risk of or become victims of sexual harassment or exploitation in or around the school environment. The social barriers of cultural and religious nature associated with being a girl / young woman and having a male teacher, contributes

not only to fewer girls getting a satisfactory education, but also reduces their opportunities for education at a higher level and for gainful employment. Facilitating girls' safety in schools means both political will in terms of legislation and plans of action against sexual abuse in schools at the highest levels, and practical means such as separate latrines at the local level. Further, we cannot comprehensively address the problem of girls' drop out from education without tackling the issue of child marriage.

***Norwegian authorities should:***

- Look beyond primary education access and include post-primary education completion to a greater extent. Apply a holistic approach to education, from early childhood to higher education. Higher education institutions are important for the quality of curriculum, progressive research on education and qualified teacher training.
- Secure inclusive, gender-sensitive education in conflict, war and disaster situations.
- Ensure that all girls and boys have equal access to and complete a quality primary and (lower) secondary education in a safe and supportive learning environment with opportunities for life-long learning.
- Promote a broad approach to education that addresses the social, economic and political barriers to education, including child marriage, harmful traditional practices etc.
- Ensure that all girls and boys complete a quality primary and secondary education with the requisite knowledge and skills to fully develop and participate in political, economic and social progress of society
- Promote student representative councils and other mechanisms to ensure that all children and youth have a voice, are able to participate and are heard in school and in the development of the national education system
- Urge member states to adopt girl-friendly schools, with a sufficient number of female teachers, adequate and healthy buildings, adequate sanitary facilities, zero tolerance for sexual harassment and safe and secure arenas for girls' participation inside and outside the classroom, and accessible for persons with disabilities.
- Encourage member states to adopt inclusive and gender sensitive curricula both for pupils and teachers,
- Urge member states to secure safe and inclusive learning environments for marginalised groups<sup>1</sup>
- Promote the inclusion of life skills, citizenship learning and awareness of rights in primary school, in addition to basic literacy and numeracy
- Ensure that learning takes place in children's mother tongue
- Ensure that education is relevant, both to pupils' culture and context, but also to wider society and the labour market after completed education. The contents of the learning should enable boys and girls alike to be confident and participatory actors in their own lives and society, and should be in line with Universal Declaration of Human Rights.
- Promote comprehensive sexuality education that is non-discriminatory, non-judgmental, rights-based – emphasizing sexual<sup>2</sup> and reproductive rights – age appropriate, gender-

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<sup>1</sup> Marginalized groups as defined in the Bali Global Youth Forum Declaration 2012; "Girls, LGBTQI, people living with disabilities, indigenous people, migrants, [socioeconomic status], language minorities, women, pregnant girls, people living in the context of war and humanitarian contexts, sex workers, people living with HIV/AIDS, dropouts, Afro- descendants, and displaced peoples."

<sup>2</sup> With reference to the WHO working definitions of sexual rights, the Yogyakarta Principles, <http://www.yogyakartaprinciples.org/yogyakarta-article-human-rights-law-review.pdf> and Sexual Rights as defined in the IPPF Declaration; <http://ippf.org/resources/publications/sexual-rights-ippf-declaration>

sensitive, youth- friendly, evidence based and inclusive of sexual orientation and gender identity

- Promote early learning and pre-primary education as a crucial element in lifelong learning, ensuring that all children start primary education on time and ready to learn, and that there are progressive and equitable improvements in availability and access of quality pre-primary education
- Attract qualified teacher students with a diverse background to build a national pool of teachers with different languages, gender, disability status and ethnic backgrounds
- Encourage member states to promote quality teacher training, and ensure training for unqualified teachers.
- Promote compulsory curricula in gender and sexuality for all teacher-training students.
- Urge member states to secure safe working conditions, decent salaries and adequate follow-up of teachers
- Advocate for teachers' rights to be organised in unions
- Advocate for primary school completion and learning to be monitored to the same extent as enrolment. Encourage the collection and use of not just gender-disaggregated, but also data disaggregated by, age, disability and other status that adversely affect women and girls (such as ethnic or language minority, sexual orientation, caste etc.)
- Promote more inclusive and participatory systems for monitoring and reporting that also includes children and youth in all national and international processes

## IV.

### **GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN**

**Goal 3 on women's political participation has not seen sufficient progress to date.** Similarly, they did not state the right of girls to participate in all decisions relevant to them, and hence overlooked the intersection of gender and age discrimination in decision-making. The MDGs have not sufficiently tackled women's equal rights to safe and decent work (outside of agriculture) and the gap in terms of equal pay for equal work.

Because of the strength of alliances in the UN in terms of restricting sexual and reproductive health and rights of women and girls, one should emphasize the relevance of including progressive global faith-based organizations alongside women's organizations in the work with gender issues. This includes violence against women and girls, child marriage and decoding and analyzing religious terminology, among others.

*Whilst the world has seen a significant decline in number of persons living in absolute poverty, there has been an increasing feminisation of poverty.*

Although more women than men are enrolled in higher education, the situation for women in the poorest countries is far from equal. Only 21.4% of all democratically elected parliamentarians are women. We are still far from achieving equal pay for equal work, and there is a long way to go before women have equal rights to safe and decent work outside of agriculture. It must also be recognised that discrimination against women can be exacerbated by background. Disability, age, sexual orientation, gender expression and identity, ethnic group, location, caste etc. are all factors that make girls and women more vulnerable to discrimination.

There is a need to see the goal of empowering women as more than a woman's agenda. The empowerment of women has wide-ranging benefits not only for women, but also for men and society as a whole. Boys and men should be made aware of the benefits to women, to themselves and to society of increased gender equality. Moreover, new models of masculinity should be promoted to ensure that women's empowerment has a holistic approach and benefits entire societies.

***Norwegian authorities should:***

- Urge member states to end child marriage
- Urge member states to prevent and eliminate all forms of violence against girls and women
- Advocate for special attention to women from marginalised groups and for women and girls who experience multiple and intersecting forms of discrimination, particularly women with disabilities, women from ethnic minorities etc. Promotion of gender equality and elimination of gender discrimination is also related to other forms of discrimination, such as on the basis of disability, sexual orientation and identity, ethnic group, location, caste etc.
- Urge member states to ratify and fully implement the Convention on the Elimination of all Forms of Discrimination against Women, withdraw all reservations to the Convention, and ratify or accede to its Optional Protocol-
- Ensure full and effective implementation of the Beijing Platform for Action and the Programme of Action of the International Conference on Population and Development
- Promote women's rights to legal and economic agency
- Eliminate discrimination against women in political, economic and public life, ensuring that women are able to own and inherit property, sign a contract, register a business, open a bank account, and have equal access to credit.
- Ensure that inclusive growth strategies address the barriers women and girls with disabilities face in accessing education and employment opportunities.
- Take action to increase women's participation in political and public life, including women and girls with disabilities.
- Ensure protections and an enabling environment for women's defence of human rights, including in relation to freedom of association, assembly and expression
- Promote an understanding among boys and men that gender equality and women's empowerment is inherently beneficial to themselves and their entire societies, not only to their female counterparts
- Support already existing and well established networks on men working with gender equality.

## V

### **GOAL 4: REDUCE CHILD MORTALITY. GOAL 5: IMPROVE MATERNAL HEALTH**

The global progress to improve maternal health has been especially slow and there continues to be unacceptably high numbers of maternal deaths and a significant number of women with an unmet need for family planning.

Maternal deaths, which are largely preventable, are linked to the low status of women and inadequate health-care services in developing countries, including the lack of emergency obstetric care services as well as low skilled attendance at delivery.

Accelerating progress on Goal 5 requires a broader approach that focuses on sexual and reproductive health and rights and women's and girls' right to health.

This approach should address the risk factors contributing to maternal mortality, including the inadequate provision of care or lack of sexual and reproductive health-care services and information; inaccessibility of care owing to other reasons, such as social barriers including women's limited autonomy and freedom of movement, distance and cost; early marriage; and women's constrained reproductive and sexual choices, such as if and when and how many children to have.

In the work on maternal health and maternal mortality it is important that more concrete aims and wording is implemented. In patriarchal societies, there should be a more comprehensive understanding on maternal security, knowledge and rights. It is thus important to get a common agreement among health services and religious groups on the importance of these issues.

Even though there has been a decrease of child mortality worldwide, it is of great concern that in some areas, among others China and India, there is a greater chance for male children to survive. In many cultures a female child is less important than a male. It is thus important to conduct awareness raising among health workers, religious and cultural groups, men, women and children that girls and boys are of equal value and have equal rights. In addition essential health services and information should be available for all, regardless of gender, economic status, age, ethnicity or disability.

#### ***Norwegian authorities should***

- Promote universal access to sexual and reproductive health and rights, including holistic, comprehensive and high quality sexual and reproductive health services, including universal access to comprehensive and youth friendly sexual education, universal access to a choice of safe and affordable contraception, universal access to safe and legal abortion and universal access to safe and quality treatment of sexual transmitted infections (STIs) and HIV/AIDS.
- Work for the implementation of an addition to MDG 5:  
Increase the number of educated midwives and other qualified health workers worldwide to decrease maternal mortality and strengthen the knowledge and access to sexual and

reproductive rights, including information on contraception, family planning and abortion in communities.

- Advocate for a more precise terminology on issues concerning girl pregnancies.

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## VI

### **GOAL 7: ENSURE ENVIRONMENTAL SUSTAINABILITY**

A rather new challenge facing rural women is climate change. The effect of climate change is much worse in poor and destitute households, as it affects not only their productivity but all their access to natural resources, including forest and water resources. Women with no land ownership or sustainable means of income are disadvantaged as they are in no position to implement any adaptive initiatives to climate change.

Climate change creates new challenges and women must be part of the solutions. Women are affected in different ways than men and have different ideas of innovative technology. Improved cooking stoves that save energy and firewood are good news for both the women and the forest, but women must also be given the opportunity to be climate-smart entrepreneurs within agricultural production technology.

*Accelerating progress on target 7 will require the full and equal participation of women and the systematic gender mainstreaming across environmental sustainability and disaster risk reduction policies.*

***Norwegian government should:***

- Promote a human rights-based approach to environmental sustainability recognizing that the realization of human rights depends on a healthy environment
- Ensure equal access to natural resources and the benefits of a healthy environment, with specific focus on women's participation in decision making in relation to management of natural resources
- Promote and implement sustainable agricultural, ocean and freshwater fishery practices, bearing in mind that women are responsible for 60-80% of agricultural activities in many countries
- Involve women and women's organizations to reduce deforestation and increase reforestation
- Involve women and women's organization to improve soil quality, reduce soil erosion and combat desertification
- Involve women farmers and entrepreneurs in developing climate smart technology
- Promote and support education and training programs on sustainable practices to women and women's organization
- Promote and support education and training programs on gender and women's participation to environmental organizations

- Strengthen the resilience of women to shock and stresses related to disaster, violence, conflicts, climate change and epidemics
- Support gender sensitive programs to achieve universal access to water and sanitation
- Support universal access to clean and sustainable energy sources, bearing in mind the importance of both genders in decision-making processes and activities
- Support programs to eliminate all preventable deaths from cook stoves and open fireplaces
- Take the initiative to evaluate the Co2 emissions trading scheme taking gender equality into consideration.
- Phase out inefficient fossil fuel subsidies that encourage wasteful consumption
- Increase the sustainability of governments procurements

## VII THE POST-2015 PROCESS:

The World Bank and UN (Millennium Development Goals report 2012, gender chart) both conclude that 70 % of the worlds' poor are women, and that the main reasons for this inequality is women's lack of access to the formal labor market and the pandemic levels of violence against women.

Women own one percent of all property, and receive less than ten percent of the world's income. Discrimination of women in the economic sphere is also evidenced by the fact that women in agriculture have lower access to technology and means of production than men. IFAD has estimated that if women in agriculture had the same access to technology and means of production as men, the world's food production could have increased by four percent. This increase alone would have secured sufficient nutrition for 100-150 millions of the world's undernourished.

The WHO's global review on violence against women (2013) shows that 35 % of women worldwide have experienced violence from a partner or sexual violence from a non-partner. This has devastating consequences not only in terms of the suffering of the victims, but also for communities. Violence impedes women from participating in economic and political life, in addition to the direct costs it represents to society in terms of treatment, prosecution of

*The current MDG 3 on gender equality, measured by a single target of gender parity in education, is clearly insufficient to achieve the broader goal of gender equality*

perpetrators etc.

Achieving gender equality and women's full enjoyment of their human rights will require a multi-dimensional strategy that tackles the structural reasons behind gender inequality that permeate the private sphere, community level, labor market and the political sphere. It means tackling violence against women and girls, women's disproportionate share of unpaid care work, women's equal access to assets and productive resources, the gender wage gap, women's sexual and reproductive health and rights, and women's equal participation at all levels of decision making.

The Norwegian Government should promote a holistic post-2015 agenda that has poverty eradication and full enjoyment of human rights at its core. The importance of women's empowerment and gender equality has two dimensions that lead us to the conclusion that gender equality must be a goal in itself as well as mainstreamed throughout all the other goals:

1. Discrimination against women has led to the most pervasive form of inequality around the world and is a pressing human rights concern
2. Unless women and girls, who comprise 50 % of the world's population, are included in economic and political life on an equal footing with men and boys, and violence against women and girls is combatted, the eradication of poverty for women, men, girls and boys through sustainable development will not be possible to achieve.

The new development goals should be seen as inherently interlinked. Efforts to nationalise or

regionalise the indicators should be sought wherever possible. Norway should advocate for a continued inclusive process with broad participation from civil society in the formulation of the new goals. Civil society at the national level should have the possibility of shadow reporting, starting with the submission of a final shadow report in 2015 and continuing into the post-2015 agenda.

***Norwegian government should:***

- Promote a view of the new development goals as inherently interlinked.
- Promote the development of targets and indicators for each development goal, and that they should be defined at international, national and local levels. All targets must be disaggregated by gender, location, age, ethnicity, physical and intellectual disability and wealth in order to track inequalities and ensure no one is left behind.
- Promote implementation of national strategies in every country, including Norway.
- Promote monitoring mechanisms and peer to peer reviews of the implementation of the new development goals at international and national levels (like The United Nations Periodic review in the Human Rights Council). In addition, shadow reporting by civil society at the national level should be promoted and supported, starting with the submission of a final shadow report in for the MDGs in 2015.

*Recommendations specifically on gender equality:*

**The Norwegian Government should:**

- Promote a stand alone goal on gender equality and women's rights as well as mainstreaming of gender equality considerations into all other development goals in line with the recommendations from the report of the UN Secretary Generals High-level panel. Such a goal must establish minimum standards and promote change in the following critical areas: freedom from violence, ensure women's and girls' capabilities and bodily integrity, access to resources, and ensure women's and girls' voice, participation and influence in decision-making processes.
- In the United Nations Millennium Declaration, governments resolved to combat all forms of violence against women. Still gender based violence (GBV) was not included in the Millennium Development Goals. This led to a lack of focus and funding on the issue, and contributed to the underachievements of all the other goals. Therefore, we strongly recommend that violence against women and girls are included as a target under Goal 2 on gender equality, as suggested in the report from the UN Secretary Generals High-level panel.
- An equitable learning agenda must be central to the post-2015 development framework. Acknowledging that inclusive education is better for all children, it is important to ensure that all children are able to learn in an appropriate enabling environment. Special attention should be paid to ensuring that girls and people with disabilities are able to participate in the same way as their peers. An inclusive education system can be defined as "all children learning together in mainstream classrooms in their locality or community, irrespective of the different range of abilities and disabilities, with teaching methods, materials and school environments that address the needs of all girls and boys" (Global Campaign for Education).