# The impact of discriminatory social norms on adolescent girls

## Synthesis of the Wikigender/Wikichild online discussion

There is compelling evidence that investing in adolescent girls' empowerment could significantly help to reach development goals. Numerous reports and campaigns highlight the link between discriminatory social norms affecting adolescent girls and development outcomes, as well as the challenges experienced by adolescent girls along with solutions to address them. In this context, Wikigender[1] and Wikichild[2] hosted an online discussion on "The impact of discriminatory social norms on adolescent girls" from 2-11 April 2013, together with the Health Behaviour in School-aged Children research network (HBSC), the Department for International Development (DFID UK), ASCD – The Whole Child, the Girl Hub, the Overseas Development Institute (ODI) and Plan (UK).

The purpose of this online discussion was to bring together a range of perspectives, best practices and 'on the ground' experience on how we can transform social norms to empower adolescent girls. A total of 62 comments identified how discriminatory social norms shape the lives of adolescent girls by influencing their access to opportunities, resources and power and proposed a number of effective interventions to transform such discriminatory social norms and practices.

This paper provides a synthesis of the comments made and its main outcomes will be presented at an expert workshop on "The impact of discriminatory social norms on adolescent girls", taking place on 26 April 2013 in London. The event is co-organised by the OECD Development Centre, the Overseas Development Institute (ODI), the Department for International Development (DFID UK) and the Girl Hub.

The report outlines examples of discriminatory social norms and practices that impact on adolescent girls and then proposes eight strategies for change which include:

- ◆ listen to the voices of adolescent girls and create spaces for peer support;
- ◆ change attitudes through awareness campaigns;
- ◆ focus efforts on boys also;
- ◆ challenge violence against girls;
- ◆ target the gendered dimensions of well-being;
- ◆ link adolescent girls' empowerment with broader development programmes;
- ◆ address multiple forms of disadvantage;
- ◆ engage with all sectors and all actors.

## Questions included:

- ◆ How do widely accepted social norms and practices (such as early marriage, son bias, etc.) hinder the empowerment of adolescent girls? What can be done about it?

- ◆ How do these practices affect girls and boys differently? Are there examples of places (home, school, work, urban vs. rural areas) where girls are particularly at risk and why? What is your experience of measuring and monitoring changes in social norms?

- ◆ How can the voices and perspectives of adolescent girls be brought into global development discussions? How can the balance between long-term planning and short-term project/donor cycles be justified?

# Discriminatory social norms and practices

Participants agreed that discriminatory social norms significantly shape adolescent girls' lives in all countries. While it is possible to change social norms, they take time to change depending on the context. The circumstances vary in different countries, between rural and urban areas and depend on girls' social, political and economic circumstances. Social norms affecting adolescent girls operate at multiple levels of society; however, participants highlighted several examples of strong social norms at play in the family and community. Below are the discriminatory social norms listed by the participants:

- **Early marriage** was a recurrent theme, particularly with its links to poor education outcomes and maternal mortality. The practice was mentioned in countries like India, Ethiopia, Nigeria and Bangladesh. Participants reported that in countries like Mexico or even England, if early marriage is not common practice, adolescent girls who become pregnant early usually also drop out of school.

- **Female genital mutilation** (FGM) was another harmful practice that participants identified as a cause of long-term physical, emotional and social challenges for girls.

- **Son bias**, which stems from the social norm where daughters are typically considered an economic burden while sons are viewed as a source of lifelong economic support, was mentioned in the case of India. Son bias is also linked to the early marriage and **inheritance** discriminatory practices, where the fact that girls may be married young or are unlikely to inherit property makes households less likely to invest in their care or education.

- **Violence against girls** was also highlighted, with mentions of sexual harassment, domestic violence, female infanticide, acid throwing, dowry deaths and honour crimes.

- **The practice of female exclusion** as a social norm that segregates men in the public sphere and women in the private sphere was seen to reinforce notions of honour and shame, through which physical control over girls' bodies is exercised.

> *"The problem of child marriage in India remains rooted in a complex matrix of religious traditions, social practices, economic factors and deeply rooted prejudices. (…) Laws are not enough to deal with the issue and there has to be a change in ideology and the first step has to come from the girls and the family that are affected."*
>
> Rekha Pande

# Strategies for change

## Listen to the voices of adolescent girls and create spaces for peer support

The many individual stories and experiences shared throughout the discussion highlighted the notion that adolescence is a particularly crucial time of opportunities and vulnerability for girls, as they go through physical changes and a period of discovery, learning and affirmation of choices. Comments emphasised the peer-pressure that adolescent girls can experience, the various issues pertaining to sexuality and education choices, and the conflict between a girl's aspirations and what is expected of her from society. Therefore, the importance of listening to the voices of adolescent girls and creating spaces for peer support to address these issues emerged as a strong theme. Some of the solutions identified were:

- establish school-based peer education networks to prevent forced marriage (e.g. Bangladesh), to facilitate greater voice and collective action;

- foster the debate around sensitive issues for adolescent girls through blogs to reflect the reality on the ground, so that donor spending can be more appropriately targeted;

- take a sensitive approach: in order to avoid clandestine cutting rituals, listen to the perspectives of girls and their families on early marriage and FGM (e.g. social stigma of pre-marital sex) to develop a better understanding of the reasons for continuing the practice – especially as sometimes encouraging girls to stand up to the way they are treated may put them in danger;

- create spaces exclusively for adolescent girls to meet, share their thoughts and build up their confidence;

- put in place a gender curriculum in schools to raise awareness about societal gender inequalities from a young age (e.g. re-edit the textbooks with a gender perspective, establish discussion groups on gender issues and train teachers as necessary);

- turn the negative aspects of "peer pressure" into a positive source of influence for adolescent girls through "peer networks" – which could be used to shift social norms.

> *"Are we teaching "each child" or promoting "each stereotype"? Access to education – in healthy, safe environments is a core first step – but access to engaging, meaningful and relevant education, where each child is supported and challenged is then also key."*
>
> ASCD Whole Child

## Change attitudes through awareness campaigns

Social norms and the portrayal of girls in the media often prevent adolescent girls from realising their dreams in education or employment sectors. For example, adolescent girls are often prevented from achieving their full potential because they are defined by their physical attributes rather than their intellectual achievements, which underlies practices such as "sexting" (see list of resources). There were a large number of propositions to tackle this issue:

◆ use the media and technology (TV, Internet, etc.) to channel a different image of adolescent girls and promote a sense of "personal identity and self" in adolescent girls, e.g. 'One Billion Rising' and 'Girl Rising' campaigns;

◆ teach adolescent girls how to use technology so they can argue their own case, connect with each other around the world, tell their individual stories and change how they are portrayed in the media;

◆ run campaigns encouraging young people to talk about what makes a healthy relationship and combine this community approach with a legislative approach, by lobbying and relationship building with policy makers;

◆ community mobilisation is another way of changing the culture of peer approval of discriminatory social norms. For example, the Bell Bajao campaign in India mobilises young men to take a stance on violence against women through TV ads and community video vans;

◆ raise awareness of adolescent girls' potential through education and vocational training;

◆ promote role models to inspire adolescent girls; for example, reach out to girls in rural areas who have finished secondary education and obtained higher education and link them up with younger girls so they can share their experience.

**Aisha Abubakar**
@ayifabelle
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@Wikigender #AdolescentGirls can be positively Empowered by engaging them in Vocational Skill Acquisition programs after school hours

10:05 AM - 10 Apr 13

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## Focus efforts on boys also

It was raised that the impact of discriminatory social norms on boys should also be studied, as it has an indirect impact on girls. Boys are often pressured to fit stereotypical notions of masculinity. For example, they are expected to not show their emotions or weaknesses, even if it implies treating girls inappropriately. Many boys want to have relationships based on equality, but find it difficult to achieve as they feel pressured by their peers and family. Here are some suggestions emerging from the discussion:

◆ take into consideration that for boys to be labelled as the 'stronger' sex can be difficult;

◆ work with boys on reducing the social pressure they experience, which will indirectly benefit girls;

◆ development organisations should engage boys in their gender equality work, e.g. working with boys by engaging with imams (muslim spiritual leaders);

◆ educating boys and young men is needed for long-term systemic change in gender relations: boys should be taught that they won't lose their privileges if they are friendly to girls and they should be taught about the benefits of empowering girls for society as a whole;

◆ work done on masculinities by Instituto Promundo and Sonke Gender Justice should be expanded and built upon, without forgetting projects with women and girls. It is important to have separate spaces for both genders so they can openly discuss issues that matter to them.

## Challenge violence against girls

Sexual violence was repeatedly mentioned throughout the discussion. For example, sexual harassment was identified as a major barrier to schooling for adolescent girls. While discriminatory practices like FGM can be reduced through legislation, as in the case of Ethiopia, several participants mentioned that resistance to eliminating the practice remains in some cases and girls experience peer pressure to undergo the practice. In the case of India and the issue of female infanticide, one participant (Rita Banerji) found that women over 25 years old are among those who persist in undervaluing daughters, while the younger generation – the Internet generation – is more aware of concepts such as body integrity. Also, girls who marry early tend to be more exposed to cases of domestic violence. Solutions proposed included:
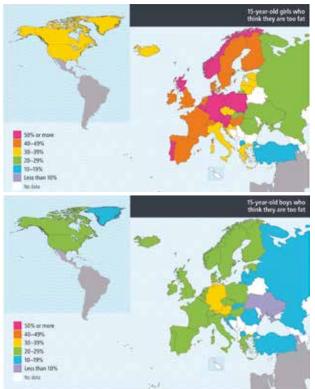
◆ encourage girls to speak about violence, as they rarely do;

◆ assist schools to develop support systems and a knowledge base of appropriate options to advise girls that are victims of violence;

◆ encourage culturally appropriate and sensitive ways of celebrating rites of passage at birth or adolescence that promote cultural values without causing physical damage. The successful community-based approach by the NGO Tostan in Senegal was highlighted;

- adopt a more effective and culturally appropriate policy approach to tackle a practice like FGM, by linking it with wider social processes such as health or the socio-economic status of women;
- research by ActionAid across Ghana, Kenya, Mozambique, Nigeria and Tanzania led to a number of recommendations: create girl clubs to empower girls; work with well-trained female teachers; challenge child marriage; promote codes of conduct; support re-entry policies to schools for girls after pregnancy; and reviewing curricula through gendered lenses.

## Target the gendered dimensions of well-being

Several comments referred to HBSC studies showing that girls have lower levels of self-esteem about their bodies than boys – which means they are less likely to start a physical activity – and girls are also less likely to rate highly their life satisfaction. The HBSC study on "Health policy for children and adolescents" and HBSC key findings on gender (see list of resources) looks at how adolescent girls' well-being links to the place of women in the societies in which they are growing up. For example in the case of England, the HBSC study found that girls felt they were judged in terms of their appearance and attractiveness. Also, both boys and girls reported that girls were likely to face future discrimination in the workplace and were therefore under more pressure to achieve academic success. Finally, it was found that girls in Ireland are more oriented to the future than boys. So it is important to keep this in mind and target these gendered dimensions of well-being too.



Source: HBSC study (WHO, 2012)

> *"Today, more than ¼ of the population of developing countries is made up of adolescent girls and young women aged 10-14.*
> *600 million adolescent girls live in developing countries, the largest number of adolescent girls ever registered, a figure that is likely to increase over time.*
>
> Lucille Terré

## Link adolescent girls' empowerment with broader development programmes

Participants agreed that shifting discriminatory social norms could improve development outcomes for girls and the wider community by breaking inter-generational poverty and promoting sustainable development. Early marriage, sexual harassment or discriminatory inheritance practices can negatively impact on girls' education and employment outcomes – but also poverty can lead to early marriage and forms of violence. Women are increasingly more likely to become NEETs (not in education, employment or training) than their male peers and in developing countries it is often because women have married early. In some countries, such as Pakistan, it is hard to persuade parents about the benefits of education for their daughters. As for OECD countries, even if the education gap is closed, there are wide gaps in female and male education choices, as mathematics and science remain an option predominantly chosen by boys. In this context, as raised by a couple of participants, it is not surprising that girls lack the confidence to dream about becoming an economist, a successful lawyer or a doctor. Participants suggested ways that adolescent girls' empowerment can be linked with broader social and economic policy and programmes:

- raise the age of marriage in countries where there is a high prevalence of early marriage and promote education and employment opportunities for girls;
- promote skills acquisition and vocational training (e.g. illustration, crafts, fashion design, etc.) for adolescent girls to encourage them to think about future possibilities and their contribution in the community;
- explain the benefits of education to parents who are reluctant to send their daughters to school. In the case of Pakistan, this could be done by showing them the modern areas of the country where women can move freely and work outside the house;

- ensure a quality education, establish better links between the education and employment sectors and provide transparent labour market information that can enable a successful school-to-work transition for adolescent girls;
- gender-sensitive vocational training programmes tailored to local contexts on non-stereotypical roles may enhance a more gender equal participation in the labour market;
- combine life skills training (knowledge of risky behaviours) with vocational training to economically empower adolescent girls and preserve their human capital (health);
- create quotas for female leadership positions at local level, which can improve the education outcomes and ambitions of adolescent girls;
- increase the number of women in senior positions in all sectors (the government, business, the media), which can help adolescent girls see what is possible;
- seek ways to effectively engage girls in topics such as science and technology via single-sex classrooms.

## Address multiple forms of disadvantage

Several participants mentioned the fact that adolescent girls can also face multiple disadvantages, which makes them disproportionately affected by discriminatory social norms. As we focus on the success stories such as national data on girls' education, we must not forget rural girls, indigenous and ethnic minority girls, castes (e.g. dalit girls), girls who are pregnant, sexual minorities, girls with disability, girls not registered at birth or girls in conflict or post-conflict settings – to mention a few. For example, in rural Bangladesh female literacy is progressively improving thanks to the positive role of the media, greater access to the labour market for women and increased urbanisation, but there are still families that prefer to see their daughters married early instead of accessing education. Some suggestions for girls experiencing multiple forms of disadvantage included:

- establish a mentorship programme where local girl leaders could act as mentors for younger adolescents in indigenous communities;
- involve women from ethnic minorities and rural women in the political domain at local level and enhance their civic participation;

- encourage birth registration and registration for ID cards in rural areas, so that adolescent girls can fully access health services;
- tackle sanitation problems (female toilets) and make water more easily available to improve adolescent girls' lives in rural and remote areas (for example to avoid sending girls to fetch water while they could be in school – which is linked to a need for a more gendered division of labour at the household level);
- make sure that post-conflict aid gives girls an opportunity to demonstrate their skills and capacities, so that more equitable social structures are created (rather than girls and women automatically taking on men's responsibilities);
- in order to eradicate practices like early marriage or FGM, especially in indigenous communities where social norms are part of a community's identity, use a multi-track approach (e.g. provide shelters for girls who need immediate protection, start community dialogues, financially support school fees for girls, etc.);
- take into account the economic factors or gaps in legislation (not only social norms) that lead girls into situations of vulnerability and ensure that girls have a safe transition from childhood to adulthood by equipping them with life skills;
- use technology whenever possible to connect rural with urban areas – for example in Pakistan, solar powered mobile phone chargers were distributed to teachers. Having mobile computer labs to teach rural children lessons on how to use a computer and search for information on the Internet would also make a big difference in rural girls' lives.

*"Non-indigenous Spanish-speaking girls [in Guatemala] have approximately 7 years of education, while for the Q'echi-speaking minority the education length drops to only 2 years!"*

**Michele Tuccio**
**(quoting a 2010 study by UNESCO)**

## Engage with all sectors and all actors

Engagement with development actors was seen as essential to strengthen the effectiveness of development interventions and in particular empower adolescent girls. Several participants also referred to data as a key component to foster progress in gender equality. Lack of gender-disaggregated data at local level or insufficient/poor-quality data to compare rural and urban areas means that we have an incomplete picture and therefore we are lacking the evidence

to argue for the case of adolescent girls. Participants emphasised the following:

◆ target those who influence the lives of adolescent girls: peers, parents and the wider family, women leaders, community leaders (religious leaders and older women), teachers; but also politicians, institutions and the media;

◆ ensure that older generations promote equal treatment of young girls and boys, starting with the allocation of tasks at home, or rules on socialising outside the home;



MidwifeAssist
@MidwifeAssist
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For #adolescentgirls to reach their potential: rights to control their bodies, #birthcontrol, the right to say no #GirlEffect @Wikigender

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◆ ensure co-ordination between schools, communities and public services so that girls are not denied justice against violence;

◆ strengthen linkages in research/action agendas with proponents of women and children's rights, context-specific programmes, policies and interventions for hard-to-reach adolescent girls;

◆ remember that the respect and protection of girls' rights is a condition of the effectiveness of any development intervention;

◆ find innovative approaches to the restricted mobility and participation of girls in all spheres of public life;

◆ be aware of the situation on the ground by collaborating with local actors in order to design effective programmes, e.g. it was suggested to approach women in positions of power locally so they can help in reaching the wider community and assessing girls' needs;

◆ make sure that there is a good balance of short-term and long-term projects in the field, such as small projects that are part of the bigger picture. For example, having a diversity of small grassroots projects (taking different angles like using the media, focusing on social work, training etc.) would help achieve the long-term goal of empowering adolescent girls;

◆ strong co-ordination and long-term funding is needed over several years in order to actually change normative beliefs and attitudes but can be a challenge, especially for multi-track approaches; in addition, community-based organisations should be trained to effectively document and monitor changes in normative perceptions;

◆ improve data systems in a bid to increase gender equality and develop a clear understanding of the evidence gaps to promote social transformation for girls.

# Conclusion

This online discussion was particularly interesting not only as many participants shared their personal stories and experience around issues of discrimination for adolescent girls but also because they engaged with other comments made throughout the discussion. This conversation led to several recommendations on how discriminatory social norms can be transformed to empower adolescent girls and interventions that work. It also confirmed that:

◆ policy makers should continue to focus on adolescent girls and listen to their voices;

◆ gender programmes need to understand the points of vulnerability and opportunity across the lifecycle;

◆ development actors need to take into account the multiple forms of disadvantage that adolescent girls may face;

◆ progress in empowering adolescent girls will be more effective if boy's issues are also addressed.

In this report we attempted to highlight the main themes and solutions reflecting the views of participants. A list of all the resources shared by the participants can be found at the end of the report. The discussion brought together perspectives from all corners of the world, including: Afghanistan, Bangladesh, Bosnia Herzegovina, Egypt, Ethiopia, France, Ghana, Guatemala, India, Indonesia, Kenya, Mexico, Mozambique, Nigeria, Pakistan, Russia, Saudi Arabia, Senegal, South Sudan, Tanzania, the United Kingdom, the United States and more. Participants included international organisations, policy analysts, gender experts, development practitioners, international and local NGOs and civil society.

# Resources shared by the participants

## PAPERS AND STUDIES

◆ ASCD – Does Gender Matter in Education? (ASCD Express, vol. 5, issue 12, 18 March 2010)
www.ascd.org/ascd-express/vol5/512-toc.aspx

◆ Bandiera et al, Empowering Adolescent Girls: Evidence from a Randomized Control Trial in Uganda (London School of Economics, October 2012)
http://econ.lse.ac.uk/staff/rburgess/wp/ELA.pdf

◆ France Diplomatie - Rapport "Adolescentes, jeunes femmes et développement" (mars 2013)
www.diplomatie.gouv.fr/fr/photos-videos-et-publications/publications/enjeux-planetaires-cooperation/etudes-20720/article/adolescentes-jeunes-femmes-et

◆ HBSC - Health policy for children and adolescents, no. 6 (2012)
www.euro.who.int/__data/assets/pdf_file/0003/163857/Social-determinants-of-health-and-well-being-among-young-people.pdf

◆ HSBC - Key findings on gender from 2009/2010 International Report (2013)
https://docs.google.com/file/d/0B3SLpfvg60_uWXBSc0NiWlp2VkU/edit?usp=sharing

◆ OECD Development Centre, Transforming social institutions to prevent violence against women and girls and improve development outcomes (March 2013)
www.wikigender.org/images//d/d0/OECD_DEV_Policy_Brief_March_2013.pdf

◆ ODI - Background note, "Adolescent girls, capabilities and gender justice: review of the literature for East Africa, South Asia and South-East Asia" (March 2013)
www.odi.org.uk/publications/7308-adolescent-girls-capabilities-gender-justice-review-literature-east-africa-south-asia-south-east-asia

◆ Plan - Because I am a Girl: So, what about boys? (2011)
https://plan-international.org/about-plan/resources/publications/campaigns/because-i-am-a-girl-so-what-about-boys

◆ Young Lives - Harmful Traditional Practices and Child Protection: Contested Understandings and Practices of Female Child Marriage and Circumcision in Ethiopia (2013)
www.younglives.org.uk/publications/WP/harmful-traditional-practices-and-child-protection

◆ The Educational Institute of Scotland (EIS) Dating Abuse (October 2012)
www.eis.org.uk/images/equality/dating%20abuse%201012.pdf

## ARTICLES AND BLOGS

◆ Amy Auguston, Kenya Election Results: Empowering Kenyan Girls is the Next Step For a Peaceful Kenya (Policymic 9 April 2013)
www.policymic.com/articles/33919/kenya-election-results-empowering-kenyan-girls-is-the-next-step-for-a-peaceful-kenya

◆ ASCD - Stop Pseudoscience of Gender Differences in Learning (3 November 2010)
http://inservice.ascd.org/educational-leadership/myth-of-pink-blue-brains/

◆ Donna Goodman, "Adolescent girls at the tipping point of substainable development", Earth Child Institute pp. 167-179 in UNDP (2012), "Powerful synergies: Gender Equality, Economic Development and Environmental Sustainability"
www.undp.org.tr/publicationsDocuments/Powerful-Synergies%5b1%5d.pdf

◆ Sabina Alkire, Measuring development post-2015: highlighting the poorest of the poor (ProgBlog, 7 March 2013)
http://theblogprogress.blogspot.co.uk/2013/03/measuring-development-post-2015.html

◆ Emma Barnett, Girl guides sign 'No More Page 3' campaign (The Telegraph, 9 April 2013)
www.telegraph.co.uk/women/womens-life/9979877/Girl-guides-sign-No-More-Page-3-campaign.html

◆ Primary Education Project blog: many inspiring stories of girls in Pakistran overcoming the odds
http://primaryeducationproject.wordpress.com

◆ Scottish Women's Aid article, Dating Abuse
www.scottishwomensaid.org.uk/advice-information/advice-information-young-people/dating-abuse

◆ Wikigender - Sexting: Impact on Teenage Girls
www.wikigender.org/index.php/Sexting:_Impact_on_Teenage_Girls

## CAMPAIGNS

◆ 10x10: 10x10 is a global campaign that, through the film "Girl Rising", tells the story of nine girls from different walks of life, all seeking self empowerment through education: http://10x10act.org/

◆ Bell Bajao – Bring Violence to a Halt: Ring The Bell calls on men and boys around the world to take a stand and make a promise to act to end violence against women: www.bellbajao.org

◆ Girl Effect: movement about leveraging the unique potential of adolescent girls to end poverty for themselves, their families, their communities, their countries and the world: www.girleffect.org/

## VIDEOS

- 10x10 Presents "Girl Rising" (Trailer): www.youtube.com/watch?v=BJsvklXhYaE
- Girls Are Going To Save The World: Cheryl Miller at TEDxVilnius, a video on the portrayal of girls and women in media and how we could turn the system: www.youtube.com/watch?v=cfEsMz8Wd_Q
- Plan International's Youtube Channel: www.youtube.com/user/planinternationaltv
- Wadjda (Trailer): The story of a girl trying to realise her dreams in Saudi Arabia: www.youtube.com/watch?v=O8SQRnwTxWc&feature=youtu.be

## OTHER RESOURCES

- Action Aid: www.actionaid.org.uk
- ASCD - The Whole Child: www.wholechildeducation.org
- Gender Hopes: an NGO that combats gender-based violence by raising awareness, informing policy-makers and the general public and by highlighting negative stereotypes that promote gender-based violence http://genderhopes.org
- Health Behavior in School-Aged Children (HBSC) www.hbsc.org
- HBSC Facebook and Twitter pages www.facebook.com/HBSCstudy and https://twitter.com/HBSCStudy (email info@hbsc.org)
- Overseas Development Institute: www.odi.org.uk
- OECD Development Centre – Social Institutions and Gender Index: www.genderindex.org
- OECD Gender Initiative: www.oecd.org/els/family/oecdgenderinitiative.htm
- No Pressure Scotland: a discussion page set up by Zero Tolerance and Scottish Women's Aid for young people aged 16-25 to share their thoughts on sex, pleasure, consent and relationships http://nopressurescotland.wordpress.com
- Plan UK www.plan-uk.org
- Prorights Consulting: consulting organisation dedicated to ensuring that communities have the tools and support they need to claim their fundamental rights: www.prorightsconsulting.com
- The Centre for Women's Studies, University of Hyderabad http://webserver.uohyd.ernet.in/index.php/morelinks/womens-studies
- I Get It: project from Scottish Women's Aid targeting 16-25 year olds on healthy relationships http://igetitswa.tumblr.com
- The UK Department for International Development (DFID) www.gov.uk/government/organisations/department-for-international-development
- The Girl Hub: www.girleffect.org/about/girl-hub
- The National Society for the Prevention of Cruelty to Children (NSPCC): www.nspcc.org.uk
- Tostan - an NGO dedicated to empowering African communities to bring about sustainable development and positive social transformation: www.tostan.org
- The WONDER Foundation: promoting justice, equality, progress and peace around the world to help the world's most vulnerable people find ways out of hardship and poverty: www.wonderfoundation.org.uk

From 2-11 April 2013, Wikigender had 18 328 unique visitors and 29 927 unique pages views, of which 1 528 related to the online discussion page. Wikigender has on average over 50 000 monthly visits and over 40 000 unique monthly visitors since January 2013.
During the same period (2-11 April) Wikichild had 1 398 pageviews and 708 unique visitors. Wikichild has on average over 1 700 visits and over 1 300 unique monthly visitors since January 2013.

Stay tuned via Wikigender for future discussions! http://wikigender.org/index.php/Online_Discussions

For more details and to read all contributions to the online discussion, please see the online discussion page on Wikigender: http://bit.ly/X4SWmv

Any questions, suggestions of online discussions? Email us at contact@wikigender.org

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