



Minsk International Model United Nations
2-5 November, 2017
Inclusion of vulnerable groups: Adolescents in focus

Guide

United Nations Human Rights Council

Topic 1: Gender parity: a right of adolescents to self-identification

Topic 2: Orphans and abandoned children: steps to protect and remove children from streets

Chairs: Nikita Salmanovich, Anastasiya Martinkevich

Topic 1: Gender parity: a right of adolescents to self-identification

Introduction.

The topic, “**Gender parity: a right of adolescents to self-identification**” requires the full understanding of your country’s policy. This topic addresses a broader theme in human rights, which is the struggle for the rights of the adolescents.

Gender parity is a very abstract meaning, which includes education, sexual orientation, future job etc.

Definition of Key Terms

- **Sexual orientation** - Sexual orientation refers to a person’s physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is integral to a person’s identity. Gay men and lesbian women are attracted to individuals of the same sex as themselves. Heterosexual people are attracted to individuals of a different sex from themselves. Bisexual people may be attracted to individuals of the same or different sex. Sexual orientation is not related to gender identity.
- **Transgender** - Transgender is an umbrella term used to describe a wide range of identities—including transsexual people, cross-dressers, people who identify as third gender, and others whose appearance and characteristics are perceived as gender atypical. Transwomen identify as women but were classified as males when they were born. Transmen identify as men but were classified female when they were born. Some transgender people seek surgery or take hormones to bring their body into alignment with their gender identity; others do not.
- **Gender identity** - Gender identity reflects a deeply felt and experienced sense of one’s own gender. A person’s gender identity is typically consistent with the sex assigned to them at birth. For transgender people, there is an inconsistency between their sense of their own gender and the sex they were assigned at birth. In some cases, their appearance and mannerisms and other outwards.
- **Gender** - is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e. the state of being male, female or an intersex variation which may complicate sex assignment), sex-based social structures (including gender roles and other social roles), or gender identity, characteristics may conflict with society’s expectations of gender-normative behavior.
- **Intersex** - An intersex person is born with sexual anatomy, reproductive organs, and/or chromosome patterns that do not fit the typical definition of male or female. This may be apparent at birth or become so later in life. An intersex person may

identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity: intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

Background information

What statistics says?

Sexual orientation refers to whether a person's physical and emotional arousal is to people of the same or opposite sex. One does not have to be sexually active to have a sexual orientation. Sexual and affectational preferences are not always congruent. Those who are attracted primarily to the opposite sex are heterosexual, those attracted primarily to the same sex are homosexual (gay or lesbian) and those who are attracted to both sexes are bisexual.

Studies that try to define the percentage of teens who are not heterosexual are often limited by the questions that they ask. Teens who will eventually identify as gay, lesbian or bisexual do not always do so during adolescence. Having had sex with someone of the same gender does not always mean the teen is gay, and many gay teens have never had sex with someone of the same gender. The best available Canadian statistics are from the 2003 British Columbia Adolescent Health Survey, a cluster-stratified, weighted survey that represented 289,767 students from British Columbia who were enrolled in public schools. While only 1.5% of all boys identified themselves as bisexual, mostly homosexual or 100% homosexual, 3.5% of sexually active boys said that they have had sex with someone of the same gender in the past year. Three per cent of girls identified as bisexual, mostly homosexual or 100% homosexual, while 6.4% of sexually active girls reported having had sex with someone of the same gender in the past year . American data are similar; Remafedi et al reported that 1.1% of teens identified as gay or bisexual, but 4.5% stated that their main sexual attraction was to individuals of the same sex. A Massachusetts (USA) study found that 2.5% of youth self-identified as gay, lesbian or bisexual.

1- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2603519/>

Countries and Organizations involved

Europe

Since February 2014, the European Union has been working to create a “roadmap against homophobia”². That roadmap has yet to be clearly laid out, but a new list of actions to advance LGBT Equality has been published by the European Commission.

National research has indicated that LGBT discrimination was a decisive factor for leaving school for between 5 and 10% of respondents³

Beyond leaving school early, discrimination has a wide range of impacts with LGBT youths reporting that they had changed school because of discrimination (13%) missed class more than once (49%), struggled to concentrate (69%), chose not to participate in questions or class discussions (62%), achieved lower results in school (57%) and did not feel they acquired the skills they should have done⁴

USA

The situation in the US is quite another. There are some State, which support anti-LGBT policy and there are some states, which support anti-bullying policy⁵ while LGBT culture is very popular among adolescents in the US.

Africa

Most of the African countries have prohibited LGBT culture, but such community continue to be there with the help of NGO⁶.

LGBT Youth in the Middle East

“Lesbian, gay, bisexual and transgender citizens generally enjoy limited or highly restrictive rights in parts of the Middle East, and open hostility in others. Homosexuality remains illegal in 10 of the 17 countries making up the region; and punishable by death in four of these. The rights and freedoms of LGBT citizens are strongly influenced by the prevailing cultural traditions and religious mores of people living in the region - particularly Islam.

All sexual orientations are legal in Israel. Male homosexuality is legal in Bahrain, Iraq, Cyprus, Turkey, Jordan, and Lebanon - although few of these countries recognize legal rights and provisions. Male homosexuality is illegal and punishable by imprisonment in Kuwait, Egypt, Oman, Qatar, the UAE, and Syria. It is punishable by death in Iran, Palestine, Saudi Arabia and Yemen.

Several Middle Eastern countries have received strong international criticism for persecuting homosexuality and transsexuals by fines, imprisonment and death. However, some of Middle Eastern countries have developed more tolerant social attitudes and taken some steps to protect LGBT people from discrimination and harassment, most notable Cyprus, Turkey and Israel.”

LGBT Youth in Asia

“Lesbian, gay, bisexual, and transgender (LGBT) rights in Asia are limited in comparison to many other areas of the world. Same-sex sexual activity is outlawed in at least twenty Asian countries. While at least nine countries allow same-sex people to serve in the military, only Israel provides a wider range of LGBT rights - including same-sex relationship recognition.

Organizations involved

1. United Nations Statistics Division – UNSD. Global Gender Statistics Programme;^x
2. Council of Europe (2003). Genderware – The Council of Europe and the Participation of Women in Political Life;^x
3. Alliance for Parity Democracy & Feminine Intervention, sponsored by the Commission for Equality and for Women’s Rights (2001). What is Parity Democracy After All? Lisbon, Portuga⁷.

²⁻ <http://www.lgbt-ep.eu/press-releases/european-commission-publishes-list-of-actions-to-advance-lgbti-equality/>

³⁻ <https://www.salto-youth.net/downloads/4-17-948/ReportSocialExclusionIGLYOIlga.pdf> ; <http://www.glen.ie/attachments/432630f4-fb63-469f-b614-f6f60df44995.PDF>

⁴⁻ <http://www4.shu.ac.uk/research/ceir/sites/ceir/files/IGLYOBullyingReportJan2014.pdf>

⁵⁻ <https://www.hrw.org/report/2016/12/07/walking-through-hailstorm/discrimination-against-lgbt-youth-us-schools>

⁶⁻ <http://www.qayn.org/>

⁷⁻ <http://eige.europa.eu/rdc/thesaurus/terms/1195>

Previous Attempts to solve the Issue

Girls and young women are specially affected by this as well as by gender-based discrimination, marginalization, violence and other human rights violations, including unequal access to quality education, healthcare, employment, and opportunities for leadership and participation. This situation demands that we hold the line with a unified assertion of the counter-narrative of peace, gender equality, sustainability and shared prosperity, including for the most marginalized and excluded.

The 2030 Agenda for Sustainable Development is largely about youth and for youth, and the force and inspiration of our youngest leaders represents one of the critical drivers for

accelerating progress on sustainable development and gender equality. Advancing young women's and girls' human rights, economic empowerment and political participation are critical levers for driving progress on gender equality, fighting inequalities and eradicating poverty, supporting health and wellness in our communities, and promoting inclusive sustainable development.

Despite growing evidence of the positive outcomes of young women's and girls' economic empowerment, young women and girls continue to experience unequal access to education and skills development. They face barriers to securing decent work and opportunities to thrive as entrepreneurs. Young women's access to resources, including land and loans, may be restricted by discriminatory laws and practices. Furthermore, young women and girls continue to shoulder an unequal share of unpaid care work from an early age, due to the persistence of traditional gender roles. To overcome these and other challenges, we need a strong, transnational discourse of substantive gender equality, opportunity and justice, building and gathering strength from grassroots movements and networks and coalitions. ^x

X- <http://www.un.org/webcast/pdfs/170311-12-youthforum.pdf>

Possible Solutions

Search Strategy

To identify studies for inclusion in this review, we searched the electronic databases ERIC, PsycINFO, PubMed, and Web of Science. We used numerous search terms related to peer victimization in combination with terms related to sexual orientation or gender identity/expression and the target population or setting. Additional details regarding the search strategy, including a complete list of search terms, are included in the [Appendix](#). The search was limited to the English-language literature and captured articles published through the first half of 2012. We supplemented the list of articles yielded by the database searches with articles from our own files and those that were referenced by other studies. These efforts produced a list of 485 unique citations.

Inclusion and Exclusion Criteria

The first author reviewed the abstracts of all 485 citations to determine which studies met the review's inclusion criteria. To be included, studies must have

- 1) been published after 1992;

2) been published in a peer-reviewed journal;

3) been empirically-based;

4) reported original research findings;

5) been conducted among adolescents or focused on adolescent experiences (studies in which adults retrospectively reported on adolescent experiences were included);

6) been concerned with victimization perpetrated by adolescent peers or in school settings; and

7) explored a psychosocial or health outcome in relation to peer victimization.

We focused on studies published after 1992 because Savin-Williams (1994) summarized earlier work in this area.

We excluded studies that either

1) did not assess the sexual or gender minority status of participants or

2) were not focused on victimization that was related to gender identity/expression or actual or perceived sexual orientation.

Fifty articles needed review of the full text before a decision about inclusion or exclusion could be made; these decisions were made by the first author in consultation with a co-author.

Useful links:

- <https://www.youtube.com/watch?v=sYFNfW1-sM8>
- <https://www.youtube.com/watch?v=RJIorrwXCTwh>
- <https://www.youtube.com/watch?v=XQKGigb5l28>
- <https://www.youtube.com/watch?v=Ij0PACjbLq4>
- <https://www.youtube.com/watch?v=tkRBa4woMt0h>
- http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf
- <https://documents.un.org/prod/ods.nsf/home.xsp>
- <http://www.ohchr.org/EN/pages/home.aspx>
- <http://www.ohchr.org/Documents/ProfessionalInterest/vienna.pdf>
- http://ec.europa.eu/justice/discrimination/files/lgbti_actionlist_en.pdf
- <http://www.asia-pacific.undp.org/content/rbap/en/home/operations/projects/overview/being-lgbt-in-asia.htmlh>
- <https://www.unicef.org>
- <https://www.un.org>
- <http://adsdatabase.ohchr.org/>
- <http://uhri.ohchr.org/>
- <http://www.ohchr.org/EN/HRBodies/HRC/Pages/HRCIndex.aspx>
- <http://www.universal-rights.org/human-rights/human-rights-resolutions-portal>
- <https://documents.un.org/prod/ods.nsf/home.xsp>