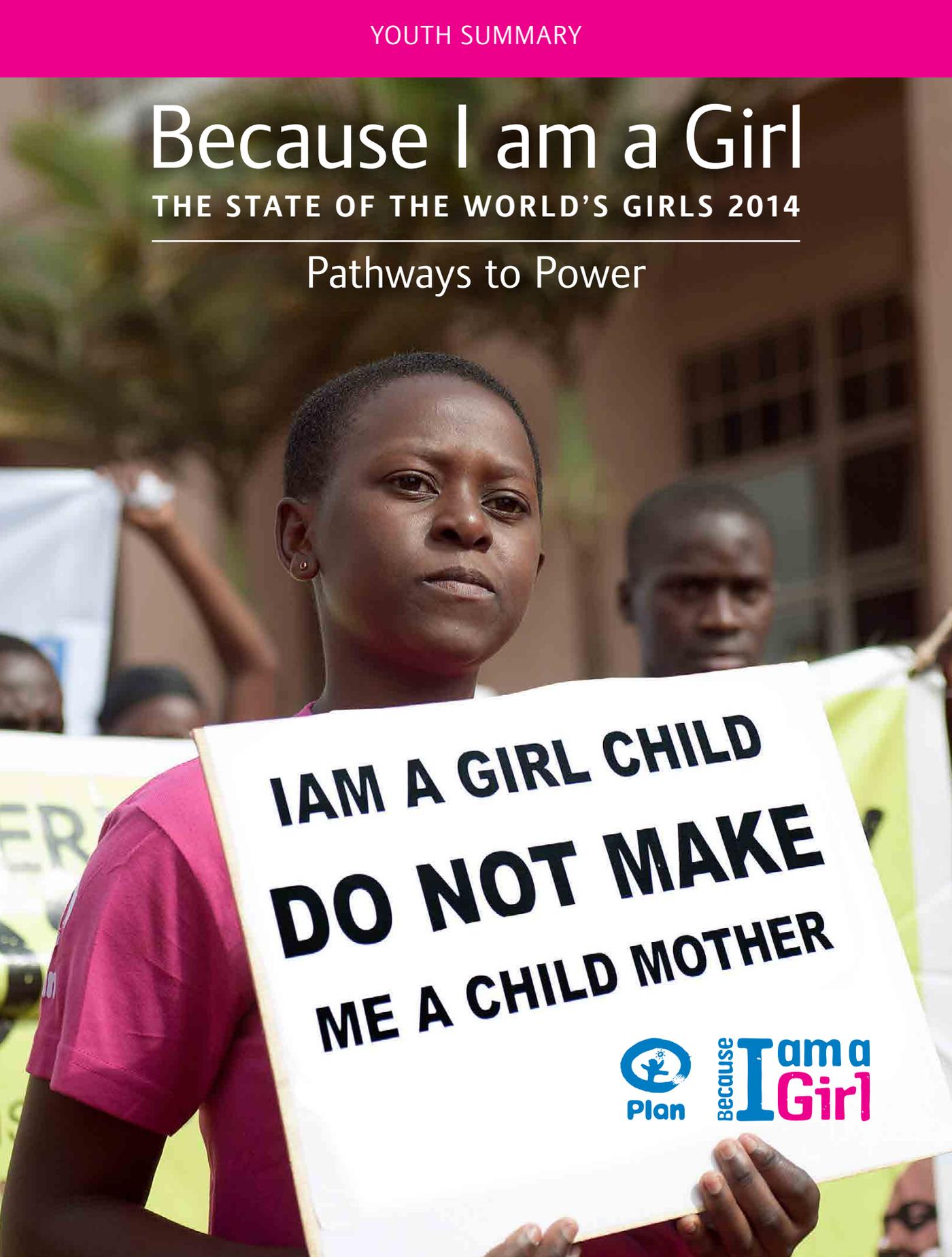


Because I am a Girl

THE STATE OF THE WORLD'S GIRLS 2014

Pathways to Power

A young girl with short dark hair, wearing a pink t-shirt, is the central focus. She is holding a white rectangular sign with bold black text. The background is slightly blurred, showing other people at what appears to be a public demonstration or rally. The lighting is bright, suggesting an outdoor setting.

**I AM A GIRL CHILD
DO NOT MAKE
ME A CHILD MOTHER**



because **I am a
Girl**

Pathways to Power

Power struggles through history – from the early collective action for women’s votes to civil rights movements, from disability campaigns to trade union activism – are long and usually difficult. The struggle for gender equality and for girls’ rights is no different. This year’s ‘Because I am a Girl’ report recognises that the last few years have seen improvements to equality for girls and women but these improvements do not go far enough.



65 million
girls out of
school¹



14 million
girls under 18
are forced to
marry each year²

Both these facts limit girls’ choices and can keep them out of public life. Girls and women do more housework than men and boys, and when they work outside the home they are paid less; they are less likely to become government ministers, members of parliament or chief executives but more likely to experience gender based violence. This is not a fair balance!

Young people around the world want to challenge discrimination and to find ways in which they can promote equality between girls and boys, women and men and change the foundations of the world we live in. Come on and show your solidarity!

A girls’ place...

Although it is important for girls to be educated, confident and informed about their rights, in this report we call for a wider focus that moves beyond empowering individual girls, and addresses the structures and responsibilities of society. Are the social institutions that surround girls (family,

community, economy and the government) protecting and promoting their rights? We look too at the role of the law in protecting and promoting girls’ rights, and at its limitations, and call for an approach that changes attitudes as well as laws - one that encourages collective action and the empowerment of girls.

Key Definitions:

Sex: The biological differences between males and females

Gender: The norms, expectations and beliefs about the roles, relations and values attributed to girls and boys, women and men. These norms are socially constructed, they are not biologically determined. They change over time. They are learned from families and friends, in schools and communities, and from the media, government and religious organisations.³

Empowerment: Involves girls having the power to make decisions and choices about their lives (social, economic, political and personal), strengthening girls’ ability to make choices about their future, and developing girls’ sense of self-worth and agency. To be disempowered therefore, means to be without these choices.

Agency: The ability to set goals, act on them and achieve them.

¹ Plan International. ‘Because I am a Girl, Girl Facts: Sources.’ Plan International, <https://plan-international.org/girls/girl-facts-sources.php?lang=en> Citing: UNESCO. ‘Education for All Global Monitoring Report 2013/4. Teaching and Learning: Achieving Quality for All.’ UNESCO, 2014.

² UNFPA. ‘Marrying Too Young: End Child Marriage’. UNFPA, 2012, <http://www.unfpa.org/public/home/publications/pid/12166> [Accessed 22 April 2014]

³ Plan. ‘Planting Equality: Getting it Right for Girls and Boys: Plan’s Gender and Child Rights Training Manual.’ Plan International, Internal Document, 2013.

1. WHAT IS POWER REALLY?

Not all power is the same, nor is it equal. It changes depending on where you are, what the situation is and who you are with. In our report this year, we look at 4 different types of power:

1
POWER OVER:
Having the ability to control or influence others

2
POWER WITHIN:
Enabling you to make decisions, and to have the self-confidence, skills and assets to act upon them

3
POWER WITH:
The ability to join with others to achieve collective (joint) goals

4
POWER TO:
The skills, knowledge and confidence that give girls the capacity to act and challenge those with power over them.

Some power is invisible, or unacknowledged. Some power is visible and determines what girls can or cannot do. This could come in the form of unfair laws or rules that don't offer girls the same choice as boys. Invisible power over girls can influence what is 'normal' for girls to do or aspire to. This means that some girls find it difficult to challenge the low value that society assigns them without ever thinking they have the opportunity or ability to tackle these unequal power relations.

THINK

- Power relations exist throughout all the levels of our lives. Where? Who? How?
- How does gender affect your position in society and your ability to use or influence power?
- When you are at school or at home, with your friends, in the street, how does being a girl, or a boy affect your ability to be safe and to make decisions about your life?



Photo: Plan/Olivier Girard



2. WHERE DO IDEAS COME FROM?

Our gender roles are often shaped very early on in our lives, from the types of games we play as young children, to watching what roles our mothers and fathers or care givers have in our homes. This has been highlighted in our Real Choices, Real Lives cohort research; Charnel in Benin says, “I play only with girls. We pretend to be young mothers by playing with dolls. The boys play football separately.” Likewise, Rosybel from the Dominican Republic explained how she now takes on the role of caring for her younger brother: “Girls don’t play with cars because they are not male, and boys should not play with dolls or with [kitchen] toys. My younger brothers cannot do chores at home, only we girls. If my little brother dirties his clothes I wash them.”⁴



When did you first learn about what was expected of you because you were a girl, or a boy? Did you feel that you had a say in the matter? Was there anyone you could turn to for help?



Girls often grow up to believe that their assigned roles, as care-givers and care-takers, cleaning the house or washing the dishes, are unquestionable or deserved. It’s not only girls themselves that do not feel they are able to question these roles (i.e. that they do not have the power to), often their mothers, friends and teachers feel the same. This acceptance extends also to violence against women and girls in our homes, communities, schools, media and beyond. It is to be expected, it’s normal. We see it on TV, in the press, online and even between people we know.



WHAT ABOUT THE BOYS?

We should remember that gender equality is important for boys too. Boys can often feel pressured to show their masculinity in violent ways; they may not be encouraged to show their emotions unless they are angry ones and they are supposed to be in charge when they may just feel confused. It’s important that girls and boys support each other to free themselves from pressure about how they ‘should’ be, act and feel.

⁴ Plan’s ‘Real Choices, Real Lives’ study, now in its eighth year, is following 142 girls living in nine countries around the world –Benin, Togo, Uganda, Cambodia, Vietnam, Philippines, El Salvador, Brazil and the Dominican Republic


 THINK

The Role of the Media

How does the media (newspapers, TV, the internet, radio, social media) influence the way we as young people think about power? Does the media reinforce stereotypical roles of men, women, girls and boys? Or does it challenge us to think differently about relationships and the behaviour of men and women?

The media can be an obstacle in promoting equal rights and progressive thinking, and can reinforce sexism and discrimination. However, it can also promote change in how we relate to others, for example it can help to challenge negative attitudes and help us to think about new ideas.

Globally, news media usually reproduces – rather than challenges – negative stereotypes about women, often only covering stories about women if they fall into the ‘soft news’ categories of celebrity and the arts, and portraying women mainly as mothers and carers.⁵

However, sometimes the media can be used to raise the profile of injustice and to shame both the public and the law into action. For example, in India following the gang rape of a student on a bus, widespread national and international coverage of the shocking case has contributed to increased attention and protest surrounding violence against girls and women in India.⁶


 THINK

How could the media be used to increase equality between girls and boys?

In your country, or community, can you think of an example where the media has helped to publicize the negative effects of violence against women and girls?

“I feel like the two things that bounce off each other are the media and society. You can’t just change society and you can’t just change the media, but if we start to change the media it would change society. My activism is primarily based in this country. I’m really involved in the No More Page 3 campaign⁷ if you show children page after page of clothed men achieving important things and then a picture of a topless woman in her knickers it sends the wrong image. It’s not massively going to change someone’s life but is going to add value to society and send a message about women.”

Yas Necati, young feminist, UK

⁵ International Federation of Journalists. ‘Getting the Balance Right: Gender Equality in Journalism.’ Belgium: IFJ, United Nations Educational, Scientific and Cultural Organization and Bistandsnamd, 2009.

⁶ Dominguez, Gabriel. ‘Gang Rape Case Has Had a ‘Big Impact’ on India.’ Deutsche Welle, 31 August 2013, <http://www.dw.de/gang-rape-case-has-had-a-big-impact-on-india/a-16961597> [Accessed 7 July 2014]

⁷ A UK Based campaign to end topless photos shown in a UK national newspaper, The Sun. For more info see: <http://nomorepage3.org/>

3. GENDER BASED VIOLENCE

From our research, we know that violence against girls and women (what we call Gender Based Violence- or GBV) is still very common in many communities, schools and families around the world.⁸ One third of all women have been raped or physically abused, eighty per cent of them by a partner or spouse.⁹

Girls and women have the least control or power in many situations, and this increases both the likelihood that they will experience violence, and the possibility that they will be unable or unwilling to report it and get justice. In many situations violence against women and girls is seen as normal and acceptable – both by the men and boys that use violence and also by the girls and women who experience it.

Girls aged 16–19 in Kamuli, Uganda, were asked to rate average levels of violence against girls in their community¹⁰:



Girl who doesn't experience violence

The Girls mark their spot in the middle with their reasoning:

“What we have agreed is that girls, they sometimes experience violence. We are not so violated, and we are not free from it, so we lie in the middle... It's like when she at school, the teacher wants to fall in love with her... violating her”

Is that common for girls in Kamuli to have a teacher who wants to fall in love with her?

It depends on the school and if there are many male teachers.



Girl who experiences a lot of violence

⁸ Plan. 'Because I am a Girl: Pathways to Power.' Plan, 2014

⁹ WHO, Department of Reproductive Health and Research, London School of Hygiene and Tropical Medicine, South African Medical Research Council. 'Global and Regional Estimates of Violence against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence.' World Health Organisation, 2013, <http://www.who.int/reproductivehealth/publications/violence/9789241564625/en/> [Accessed 24 April 2014].

¹⁰ Plan. 'Uganda Focus Group Discussions for 2014 Because I am a Girl Youth Summary.' Plan, 2014

4. WHAT ARE RIGHTS?

If a government supports girls' rights, which are enshrined in international and national law, then they have a duty to protect and uphold those rights at all times. However, governments are not always able – or willing – to do this. Sometimes a law will be ignored because it does not fit with the attitudes and behaviour of the society or community in question. Sometimes there are no resources put behind the law so it is just words on paper rather than a system that guarantees justice. For example, a country may have a law that makes rape illegal, but may not have enough police stations and trained officers available for girls and women to report rape when it happens. Women and girls may feel uncomfortable or nervous reporting gender-based violence to a largely male police force who do not seem to take their claims seriously. Whatever the law says the chances of the rape being reported, prosecuted and punished are remote.

“Some girls might be victims of sexual abuse. Being ashamed, they don't dare to go to school. Most of them will quit studying. There was a sexual abuse case which was then prosecuted in my commune. However, the offender fled away.”

Nhon, rural Vietnamese boy



This year we conducted a small research study in Brazil, Uganda and Vietnam with young men and women and found that they all thought violence, or the threat of it, had an influence in their lives.¹¹ In discussions with urban girls in Brazil, for example, none of the girls felt confident that their right to live without violence would be protected, and nor did they feel that the law was effective in prosecuting perpetrators of violence. Young women and men also talked about violence, and sexual violence in particular, bringing shame, social embarrassment and a loss of confidence to the victim, with a range of negative effects.

“You lose confidence and respect for example there was a girl who was raped and she no longer goes to that village because everyone used to laugh at her.”

Phoebe, urban Ugandan girl

The right information and education is an essential first step on any pathway to power. Girls need to know their rights in the first place before they can claim them. When these rights are backed up by laws and are supported by governments, communities and families, with the resources and political will firmly behind them, laws are an extremely powerful and valuable way of promoting greater equality.



¹¹ Casey, Jean, Charlotte Nussey and Feyi Rodway. 'Exploring the Gap: New Ideas and Old Realities: Real Choices, Real Lives: Research with young people in Brazil, Uganda and Vietnam.' Plan International, 2014.

5. LEADERSHIP AND ROLE MODELS

“We need leaders who really understand our needs and who understand gender equality. Women leaders in high positions of leadership inspire us. Me personally when I see them, I know that I can be able to take a decision.”

Adolescent girl from Rwanda.¹²

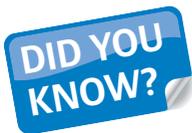
Although it is crucial for girls to act as leaders themselves, it is also vital for them to have inspiring leaders to look up to, who are able to act and speak on their behalf, and provide them with a sense of what female leadership is. Having positive female leaders or role models also helps girls to recognise their own potential and ability to lead. Research with young women in Central America found that their mothers were their most important role model – often because as women’s rights activists, they had introduced them to activism and to the idea that you could bring about change in the world.¹³



What makes a good female leader? We spoke to girls in Uganda who told us these are some of the things they would most look for in a female leader:

- The language she uses is important... when it comes to addressing people in the community, even in an illiterate community she does not undermine them or discriminate
- She supports others
- People are interested in her
- She goes both to the city and to the grassroots village areas
- She handles the rich and the poor the same
- She is empathetic
- She is not ignorant: if she gives money to the village, she wants to know where the money has gone to¹⁴

Having female political leaders is important both because they act as role models and because they are more likely to represent the views and experiences of women themselves. But it is also important that any leader whether male or female, supports gender equality and really plays a key part in developing positive approaches towards equality within governments and beyond.



A 2013 report by Girlguiding UK found two in three girls aged 11 to 21 think that there are not enough women in leadership positions in the UK, rising to 71 per cent of 16 to 21-year-olds.¹⁵

¹² International Research and Development Actions. ‘Cultural, Social, Political, Educational and Economic Context for Girls: A Power Analysis and Exploration of Gaps Between Legislation and Implementation in Africa: The Case of Rwanda.’ IRDAC, 2013. Research conducted for this report.

¹³ Casey, Jean. ‘The Lived Reality of Young Organized Central American Women: Experiences of Leadership, Empowerment and Access and Control of Economic Resources.’ Nicaragua: Unpublished research for Puntos de Encuentro, 2009.

¹⁴ Plan. ‘Uganda Focus Group Discussions for 2014 Because I am a Girl Youth Summary.’ Plan, 2014

¹⁵ Girlguiding UK. ‘Girls’ Attitudes Survey 2013: What Girls Say About ... Equality for Girls.’ GirlGuiding UK, 2013, http://girlsattitudes.girlguiding.org.uk/video/girls_attitudes_video.aspx [Accessed 9 May 2014].



Photo: Plan

Research from Central America asked 29 young women leaders about the qualities a female leader should possess. These were their responses:

- Capacity to empower and act in solidarity.
- Communicate, guide and coordinate the group.
- Personal qualities: dynamic, active, empathetic.
- Commitment to defending women's rights.

One young woman leader from Guatemala explained: “My leadership, for me, is a moral and political commitment, a commitment to humanity and to women. I have participated in different spaces – social spaces and work spaces and at a family level in my community. I have been a promoter of the participation of women, promoter of peace in Guatemala, and of both women’s and mixed organisations. I have participated directly in political spaces, as a participating citizen. I have been a youth activist.”¹⁶

¹⁶ Casey, Jean. ‘The Lived Reality of Young Organized Central American Women: Experiences of Leadership, Empowerment and Access and Control of Economic Resources.’ Nicaragua: Unpublished research for Puntos de Encuentro, 2009.

6. GIRLS' ACTIVISM: OUR VOICES ARE LOUDER TOGETHER!

“To feel that we are not alone is important, that there are other women doing the same work as us. To share spaces together and devise actions together gives us the strength to continue”. Young woman leader, Central America.¹⁷

Although improving the confidence and agency of individual girls is very important, increased attention needs to be paid to the role of feminist and women's rights groups in supporting and mobilising young women, and the importance of women and girl-only spaces. This year one of our key research findings was the importance of collective action and collective energy. More voices not only make more noise but campaigning as part of a group, in a supportive environment, can give girls the added confidence and inspiration they need. Collective action can be expressed in a number of different ways, for example through plays, games, songs and poems, as well as on demonstrations and in political spaces.

“We can speak out but not as a person, only as a group. You can organise a drama about something, when it has that message, you can play it... Drama and music carry messages... You need courage and confidence, which you get as a group. If you say it to your parents, they will say you are undermining them, but if a difference face goes in, they will take that message.”

Girls aged 16-19, Uganda.¹⁸



¹⁷ Casey, Jean. 'The Lived Reality of Young Organized Central American Women: Experiences of Leadership, Empowerment and Access and Control of Economic Resources.' Nicaragua: Unpublished research for Puntos de Encuentro, 2009.

¹⁸ Plan. 'Uganda Focus Group Discussions for 2014 Because I am a Girl Youth Summary.' Plan, 2014

7. CHANGING THE WORLD

“You have to raise collective awareness... you have to communicate with other people, because a single person can’t change the world. An idea can, certainly, but you need other hands, other eyes, other voices to make it a stronger initiative.” Cecilia Garcia Ruiz, young woman, Mexico¹⁹

Across the world, girls and young women are claiming their rights to be free from violence and to live healthy, educated and fulfilled lives. They are campaigning in many different ways: organising marches, leading petitions and protests, coordinating events at schools and in their communities, and using social media to raise awareness and bring about change in their everyday lives.

This activism, whether large or small, is making waves and changing the lives of many girls across the world. However, they still face opposition from parents or leaders in their communities, including with religious leaders who may oppose them and they cannot overcome this without support from others.

The Pathway to Power is a long one. But with supportive adults, both men and women, and collective organising, girls and young women are finding a way through. As we’ve said before, it is not just up to the girls themselves. Families, communities and government authorities must acknowledge girls’ low status and the barriers and limitations that they experience, and help them to overcome the constraints that disempower them. The large institutions of the state, those who make laws and those who enforce them, can support girls, their families and their communities to bridge the gaps between their aspirations and their actual experiences. The journey towards true equality between women and men, boys and girls is one of the greatest challenges of our time.

Girls’ rights are human rights and it is time this became a reality in the lives of girls everywhere.



Do something...

If you are passionate about gender equality and improving the inequalities experienced by girls and young women throughout the world, then claim your voice and speak out about it. Take a look at our pull-out for step-by-step guidance on how to advocate on behalf of girls’ rights. You can change it so that it works for you and your situation. Remember to do a careful risk assessment first to make sure you are not putting yourself, or anyone else, in danger.



¹⁹ Stephens, Paul. ‘Why I Helped Start a Nonprofit in Mexico.’ Dev Ex, 27 March 2014, https://www.devex.com/news/why-i-helped-start-a-nonprofit-in-mexico-83068?mkt_tok=3RkMMJWWfF9wsRonsqvBcu%2FhmjTEU5z17%2BgkUaO3hYkz2EFye%2BLIHETpodcMTcNqML7YDBceEJhgyQJxPr3DJNUN0ddxRhbkdQ%3D%3D [Accessed 9 May 2014].

Further resources:

Plan International- Because I am a Girl Report and Campaign:

<http://plan-international.org/girls/reports-and-publications/index.php?lang=en>

Plan International- Youth advocacy toolkit: The Education We Want:

<http://plan-international.org/girls/reports-and-publications/youth-advocacy-toolkit-the-education-we-want.php>

UN Girls in Education Initiative:

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

Speak out – Peer Education toolkit

UN global campaign, Unite to End Violence against Women:

<http://www.un.org/en/women/endviolence/>

Association for Women's Rights in Development AWiD:

www.awid.org

An Advocacy Guide for Feminists, Young Women & Leadership Series:

<http://www.awid.org/Library/An-advocacy-guide-for-feminists>

Statistics on women's rights - Womankind Worldwide:

<http://www.womankind.org.uk/about/why-women/statistics/>

Young Feminist Wire:

<http://yfa.awid.org/>

Everyday Sexism Project:

<http://everydaysexism.com/>

FRIDA: The Young Feminist Fund:

<http://youngfeministfund.org/>

Miss Representation (films in particular):

<https://www.youtube.com/user/MissRepresentation2>

Girl Up (UN activism resources):

<http://www.girlup.org/get-involved/>

MenCare:

<http://www.men-care.org/Educate-Yourself.aspx>

FCAM (The Central American Women's Fund):

<http://fcmujeres.org>



Pathways to Power:

Guide to Advocacy on Girls' Rights

This guide gives you a brief introduction to some of the most important things to consider when you are planning to do advocacy and campaigns on girls' rights.

We hope you will take the information and inspiration from the summary to support girls around the world to achieve their rights.

What is advocacy for girls' rights?

Advocacy for girls rights means giving girls a voice about their issues and experience. It seeks to bring about greater gender equality through the following:

- **Voice** – Girls speaking for themselves about what they want and need
- **Evidence** – Gathering reliable and compelling information about girls' rights and what needs to change
- **Influencing** – Influencing people with power to improve girls' rights, to change how they think and act
- **Campaigning** – Building greater awareness and support in your communities for equality and justice for girls
- **Working together with boys** – To push for gender equality

1. What Do You Want To Change?

- ☞ What is the specific issue of girls' rights that you want to change? What is your **overall goal**?
- ☞ Why? What motivates you? Is anything being done already?
- ☞ Can you do something to help make a difference?

2. Know Your Stuff

If it's not about your personal situation, how will you find out from those directly involved:

- ☞ What are the issues?
- ☞ What are the causes? What are the consequences?
- ☞ What do other people think about the issues?
- ☞ What are girls, organisations, decision-makers and other groups already doing to change things?
- ☞ Whose voices need to be heard most, and why?

This is **your evidence**

3. Set Your Objectives

With a clear idea of the issues and who's involved, you can think about the **specific changes you want to see**. Try to keep to one or two objectives. Think about:

- ☞ What will really make a difference?
- ☞ What are you best placed to do?

Have your overall goal in mind and make your objectives as specific as possible, achievable (we're not saying don't think big, but be realistic!) and be aware of any dates that you might need to work towards.

4. Advocacy - Influencing Others

Think about **who** you need to influence (**your targets**) and **how** you can influence them (**your strategy**). Take inspiration and guidance from others:

- ☞ **Directly** – by meeting the key person or group
- ☞ **Indirectly** – through another person or group that has access to who you want to influence
- ☞ **Publicly** – through public pressure from media, communications and campaigning

Networks and Movements

Building alliances with groups, networks, movements and identifying allies is critical to making waves and building pathways to power. Networking with groups working on girls' rights- or even different issues – can be critical in helping to open doors for you, or giving you access to the influential people and spaces that you need. Networks can be informal groups of young people who meet together after school or more formal, structured groups such as your national youth parliament. Join together and get involved!

Also- listen and learn from others who have experience in advocating or campaigning on girls' rights. These might be friends or elders within your communities, schools and beyond.



5. Get Your Messages Straight

Whether you are influencing directly, indirectly or through a public campaign you need to have some very clear and strong messages to support your advocacy.

In general people respond well to messages that target the following three:



Appeal to the heart

- Why should they care? Communicate what needs to change and why



Appeal to the head

- What needs to change? Use inspiring examples, evidence and strong ideas of what is possible



Appeal to the hands

- What can they do? What are you asking of your target audience and influencers?

Good messages checklist

- ✓ Simple
- ✓ Solution Focused
- ✓ Practical and reasonable in their requests
- ✓ Evidence based- they include real life stories, facts and stats
- ✓ Appropriate for the audience in language and content
- ✓ Personal- they show why you care

Gender analysis in your advocacy and campaigns

When carrying out advocacy and campaigns on girls' rights it is important to make sure that your messaging, activities and actions do not recreate negative gender stereotyping.

What and **How** you are communicating needs to be **'gender-aware'** and **'gender-transformative.'**

THINK Are your messages:

Gender-unaware (or biased) – do they reproduce gender stereotypes and/or fail to present differences between girls/women and boys/men.

Gender neutral – do they present differences between girls/women and boys/men, but don't call attention to gender discrimination or inequality.

Gender-aware – do they challenge gender stereotypes, expose gender discrimination and promote gender equality.

Gender-transformative – do they address the root causes of gender inequality and promote the value of women and girls.

6. Take It Public - Campaigning

Through public campaigning you can:

- ☞ **increase public pressure** on decision makers or organisations to meet with you, or do something
- ☞ **raise awareness** and educate other young people around gender equality issues
- ☞ **grow your supporters** and recruit more people to help you
- ☞ start a **public debate** about the issue and get people talking!

Social media campaigning

Using social media can hugely increase your reach and grow your campaign.

Do: Stay on message and stay focussed

Don't: Overload your communications with too many different issues

7. Action Planning

Once your objectives, evidence, targets and messages are in place you can draft your plan. It may look something like this...

Objective	Actions	By who?	By when?
What we need?		How we'll get it?	

8. Watch Out For Risks!

Everyone will have different risks, but they may include issues of personal safety, relationships with other groups, impact on objectives or public reputation. Working on girls' rights and gender equality can be very risky in some places and you will need to assess whether a particular action is worth doing. The important thing is to **identify the risks** in advance and consider how to avoid them if you can – or deal with them if the risks turn into realities.

Try This!

1. In your team, brainstorm possible risks.
2. Colour-code them: yellow for low risk, orange for medium risk, red for high risk.
3. It may also help to group the risks into categories and deal with them together – for example, you may get a lot around lack of resources.
4. Starting with the high risk issues, discuss how each can be avoided or dealt with.