

YOUTH ADVOCACY TOOLKIT

GIRLS' AND YOUNG WOMEN'S RIGHTS
AND THE 2030 AGENDA

GIRLS
ADVOCACY
ALLIANCE



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WHO IS THIS TOOLKIT FOR?

This toolkit has been designed for the young people recruited as part of the Girls Advocacy Alliance project to advocate on girls' and young women's rights in their communities and countries.

It provides a handy reference for youth advocates throughout the project, and includes a project overview as well as material for use in the capacity-building workshops¹.

This Toolkit is interactive

2

Above the pages links to: content



turns to the previous & next page

¹ Material in this toolkit has been drawn and adapted from several youth advocacy sources, in particular Plan International (2014), Advocacy for Education Toolkit

WELCOME AND INTRODUCTIONS

Congratulations! You have been selected as a youth advocate to champion girls' and young women's rights in your community and country.

You may have heard of the Sustainable Development Goals, or the 2030 Agenda, which governments agreed in 2015. These are a set of 17 goals to make the world a better and fairer place, such as Goal 5: Achieve gender equality and empower all women and girls. The 2030 Agenda holds the ambition to 'leave no one behind'. This especially counts for girls and young women, as they often face multiple discriminations. Advocates have been working for years to ensure that girls and young women were included in these goals. This included many girl and youth advocates who used their voices to influence decision-makers. As a result, we have a goal on gender equality and other targets to end child marriage, ensure access to health services, education and many more.

A great success! But it is not over yet. We now have to make sure that governments keep the promises they made, invest in girls' and young women's rights and make an effort to change their lives for the better. We know that when you invest in a girl, it benefits everyone so we are asking you to help us make those goals a reality².

This is your opportunity to influence some of the most powerful people and organisations in your country, affecting the lives of many. The goals have been given a deadline of 2030. That's just 15 years, but the impact will go on for much longer.

You are needed to help convince these leaders why it is so important and you must hold them to account for the promises they have made.

WHAT IS THE GIRLS ADVOCACY ALLIANCE?

The Girls Advocacy Alliance (GAA) is a 5-year advocacy programme aimed at contributing to gender equality and equal rights and opportunities for girls and young women, with a focus on the elimination of gender-based violence and the economic empowerment of girls and young women. By economic empowerment, we mean making sure they have a good education, ensuring they find decent work and supporting young women to start and own their own businesses. When girls and young women are not empowered economically, they are economically excluded. By gender-based violence, we mean violence that is directed against a girl or woman because she is a girl or woman or violence that affects females disproportionately.

The GAA is a collaboration of 3 organisations – Plan International, a global organization for children's rights and equality for girls, Terre de Hommes Netherlands a charity working to end child exploitation and Defence for Children – ECPAT Netherlands, a child rights organisation. Each of these organisations has offices in many countries around the world. The Dutch Ministry of Foreign Affairs has given these three organisations money for this programme and will also work closely together with them, using their contacts, networks and influence.

Together, the alliance will be working together to try to improve the lives of girls and young women in 10 countries.

² Chabaan and Cunningham (2011), Measuring the Economic Gain of Investing in Girls: The Girl Effect Divident, World Bank

STATISTICS ON VIOLENCE AGAINST GIRLS & WOMEN & ECONOMIC EXCLUSION

70%

Up to 70% of women have experienced physical and/or sexual violence from an intimate partner in their lifetime



ALMOST 1 IN 4 GIRLS SUFFER SEXUAL ABUSE

700,000,000

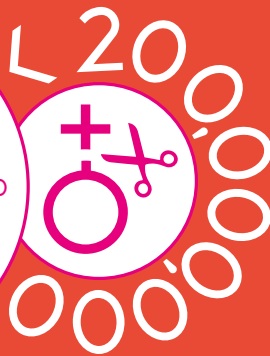


OVER 700 MILLION WOMEN ALIVE TODAY WERE MARRIED AS CHILDREN

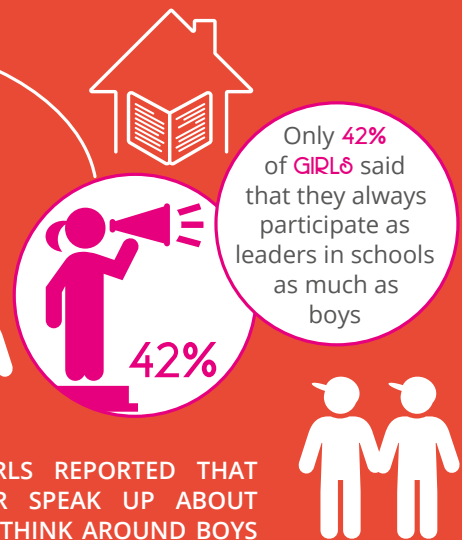
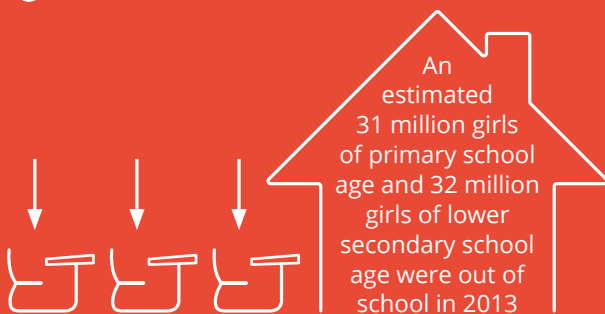


An increase in female labour force participation - or a reduction in the gap between women's and men's labour force participation - RESULTS IN FASTER ECONOMIC GROWTH

AT LEAST 200 MILLION WOMEN AND GIRLS ALIVE TODAY HAVE UNDERGONE FEMALE GENITAL MUTILATION/CUTTING IN 30 COUNTRIES. IN MOST OF THESE COUNTRIES, THE MAJORITY OF GIRLS WERE CUT BEFORE AGE 5

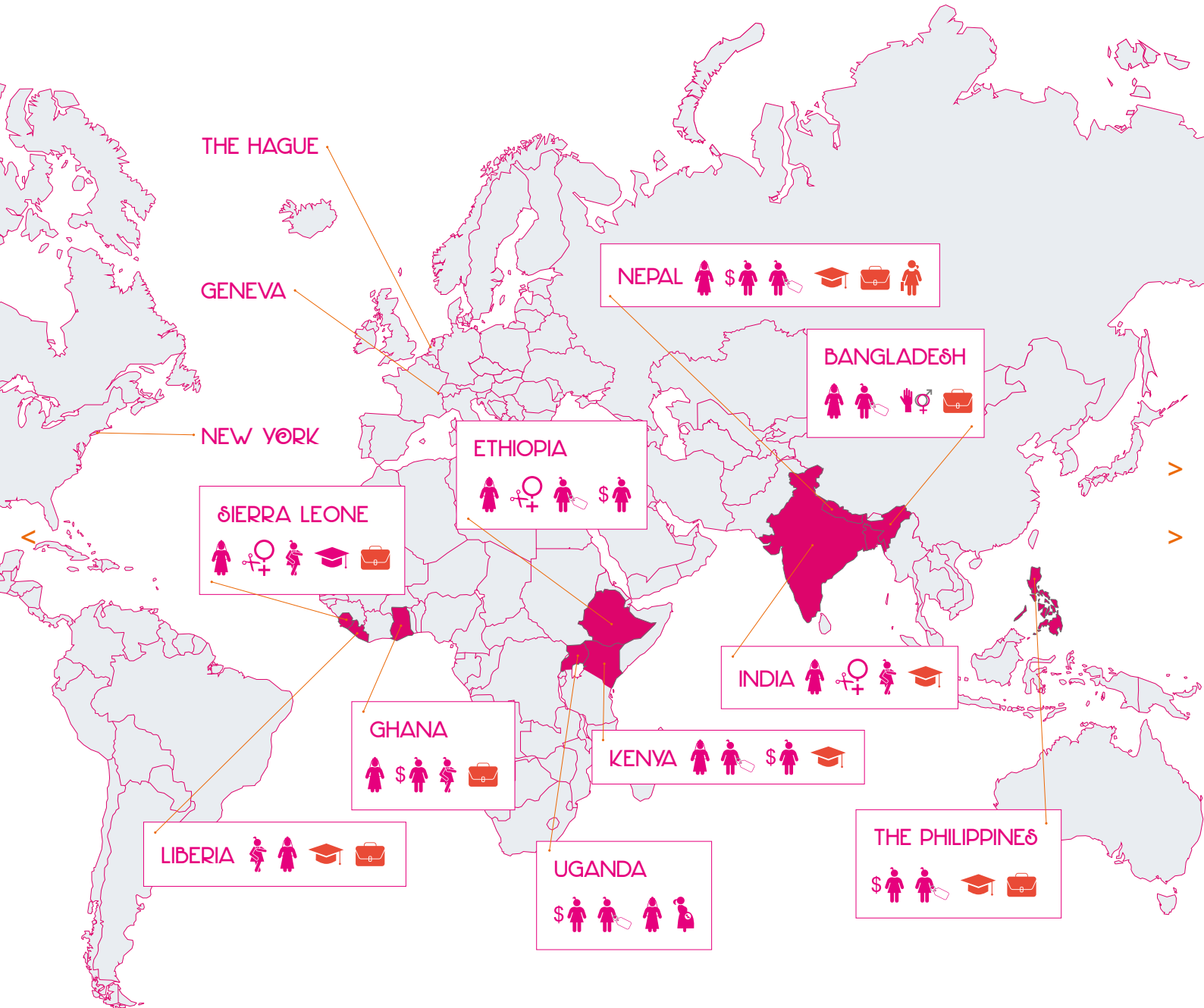













GLOBALLY, WOMEN ARE PAID LESS THAN MEN. WOMEN IN MOST COUNTRIES EARN ON AVERAGE ONLY 60 TO 75 PER CENT OF MEN'S WAGES



GAA PROGRAMME COUNTRIES

They will strive for equal rights and opportunities for girls and young women by focusing on protecting girls and young women from abuse and violence and ensuring they are not excluded from the economy.



-  Gender based violence
-  Economic Exclusion
-  Commercial Sexual Exploitation of Children (CSEC)
-  Female Genital Mutilation/Cutting (FGM/C)
-  Child Trafficking (CT)
-  Child Labour
-  Child Marriage
-  Sexual violence & Abuse
-  Post-primary education & vocational training
-  Decent work
-  Female Entrepreneurship/Business

THEY HAVE 4 MAIN GOALS:

The GAA will be using the 2030 Agenda as a framework. This means they will work within this process, alongside the governments who have all committed to the new sustainable development goals. They will also use the human rights mechanisms at the UN in Geneva such as the Committee on the Rights of the Child (CRC Committee), Committee on the Elimination of Discrimination against Women (CEDAW Committee) and the Universal Periodic Review (UPR) and using both these sustainable development and human rights processes to hold governments to account.

1
MAKE PEOPLE
AWARE ABOUT THESE
ISSUES AND GET MORE
PUBLIC SUPPORT TO
CHANGE THINGS FROM
THE PUBLIC;

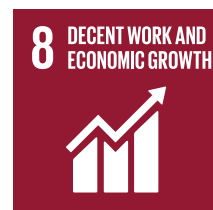
2
IMPROVE HOW
BUSINESSES WORK
IN SUPPORT OF THE
ELIMINATION OF VIOLENCE
AGAINST GIRLS AND
YOUNG WOMEN AND
THEIR ECONOMIC
EXCLUSION;

3
INCREASE THE POWER
OF ORGANISATIONS,
ADVOCATES AND ACTIVISTS
TO MAKE PROGRESS IN THE
ELIMINATION OF VIOLENCE
AGAINST GIRLS AND YOUNG
WOMEN AND THEIR
ECONOMIC EXCLUSION;

4
MAKE SURE LAWS
AND POLICIES THAT
SUPPORT THE ELIMINATION
OF VIOLENCE AGAINST
GIRLS AND YOUNG WOMEN
AND THEIR ECONOMIC
EXCLUSION ARE PUT
INTO ACTION.

The GAA runs from 2016-2020 and during this time will be focusing on the following four Sustainable Development Goals, which relate to their two issues of gender-based violence and economic exclusion:

- Goal 4: Ensure good quality and equal education for girls and boys
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 8: Ensure good work for all and economic growth that benefits everyone equally
- Goal 16: Promote societies that are peaceful, just and have strong institutions



The GAA will do this by trying to influence the 11 governments - the 10 programme countries and the Netherlands - through their programmes in which young women and men will be trained as advocates. This is where you come in!

FIRST THINGS FIRST!



Your Role as Advocates

This document contains important information and activities for you to complete on your path to being a successful youth advocate on girls' and young women's rights.

Girls and young women have the potential to make their communities and countries a better and more equal place. But to do that, girls and young women have to be able to access their rights. This includes their right to participate meaningfully in the decision-making that affects their lives. Young men and boys also have this right to participate and can be powerful advocates for girls' and young women's rights and gender equality. This toolkit, therefore, is for young women and men to use.

Being a youth advocate means developing and leading a shared advocacy strategy to ensure the leaders of your country listen to the voices of young people and take action to support girls' and young women's rights. You are the experts on your own story and story-telling is a vital part of advocacy.

As a youth advocate, you will be identifying the best places and spaces to take your voices and messages, in order to best influence people with power. You will participate in activities to promote girls' and young women's rights and influence decision-makers to implement the 2030 Agenda that they have committed to.

You will be involved in media and communications work – things like writing articles for newspapers, interviewing on TV or radio or meeting with people in your community to discuss your issues and raise awareness.

Finally, being a youth advocate means having fun! It means thinking about who you are and what you'd like to achieve. It means discovering new skills and learning from great experiences to help you reach your full potential.

SAFETY AND CHILD PROTECTION

House-keeping

To make sure that your participation is meaningful, safe and successful, we need to make sure you understand your role and responsibilities, as well as the roles and responsibilities of others involved in the project – such as the Plan International staff member leading this project, your chaperones and others who will be supporting you.



Together with your parents or caregivers, please complete the forms accompanying this toolkit:

- Read the 'Roles and Responsibilities'. If you understand what it says and accept, please sign the form. If not, let us know!
- Read and sign the consent forms – if there are things you don't understand, ask us!
- Please complete the Health and Safety forms – these forms help us to keep you safe throughout the project.

All of these documents will be kept confidential – they won't be shared with anyone except those working closely with you on the project. During the workshop you will also undergo a child protection briefing.

BEING SAFE AS ADVOCATES

There are many risks involved with being a youth advocate. It can be stressful, tiring and at times pose risks to your safety and physical and mental wellbeing. You will be working on tough issues and will be challenging people in power and it is important to make sure you are doing everything you can to be safe.

Throughout this toolkit you will revisit this issue of safety and must prioritise it throughout the development and implementation of your advocacy strategy. You will find tools, activities and information on how best identify and mitigate these risks to your safety and wellbeing in the following sections:

SECTION 4.1 PLAN

Understand the Situation includes questions to help you think about the political situation in your country and how easy it is to advocate.

SECTION 4.6 PLAN

Risks, Monitoring & Evaluation includes information and tools to identify different risks to your advocacy strategy and ways to lessen those risks.

SECTION 5.1 TACTICS

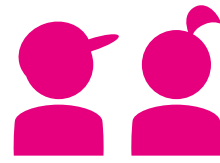
Public Campaigning includes information about how to be safe online

SECTION 5.4 TACTICS

Media includes tips for working with the media

During the workshop, you will also have a child protection briefing when you can ask questions and learn more about your responsibilities and our role in keeping you safe.

WHAT'S THE PLAN?



Ok. So what is advocacy and what does a youth advocate actually do?

Advocacy has been described as 'speaking truth to power', because it is focused on challenging and influencing people in power to change their beliefs and actions. This is done using a strategy based on evidence and the real life experience of those who are demanding the change.

So, your mission will be to co-create with other young people from around your country an advocacy strategy to ensure governments keep the promises they made and that the goals and targets about girls' and young women's lives are invested in and put into action! That's the very short version. Being a youth advocate and girls' and young women's rights champion is a bit more than that...

We can break your journey as a youth advocate into **six key steps**:

1 PREPARE

- Complete forms to ensure you are safe and have all the things you need to travel to the workshops, and to advocate successfully.
- Do the activities in Section 1 - Prepare of this toolkit before coming to the workshop.

2 CONNECT

- Meet with your fellow youth advocates and share your stories, fears, hopes and ideas.
- Establish what YOU want to get out of this project – and discuss with others what they want to achieve.

3 LEARN

- Explore issues like gender equality with your fellow youth advocates
- Find out about the 2030 Agenda and the human rights framework – the political processes we are trying to influence. The GAA programme will run until 2020 so we will focus on the first 5 years of the 2030 process.
- Build your skills and expertise on things like advocacy (raising awareness, persuading others, meeting with people, influencing policy), communications (writing key messages and articles for media, public speaking), leadership and research.

4 PLAN

- Design a shared plan of action to promote your priorities and influence your leaders to supporting your recommendations.
- Nominate yourself for roles in national and international advocacy events and activities.

5 TACTICS

- Carry out your plan! You'll be meeting with important decision-makers, leaders, the media and people in your wider community to try to change beliefs, actions and policies.
- You'll be using your voice to tell your country to support girls' and young women's rights and make sure that your government is prioritising gender equality when it designs and delivers its 2030 action plan.

6 FOLLOW UP

- Share what you have learned with your peers and work with Plan International and the GAA on what you'd like to do next with your new skills and experiences.
- Communicate your response to any action, or to lack of action, taken by your government. Continue to hold your government to account!
- Work with Plan International and the GAA to ensure we are measuring the progress of your participation and advocacy.
- Receive a certification and reference to show that you took part and what you contributed.

PREPARE ► CONNECT ► LEARN ► PLAN ► TACTICS ► FOLLOW UP

As you'll discover as you go through this toolkit, there is a LOT of information. We're going to do our best to keep it simple and straight forward.

For example, you can see on the next page how your role will look over the whole project. Notice that steps 2-4 will be worked on during workshops. That's because we want you to have as much support as possible during the process.

Step 5 'Tactics' will take place throughout the project and during the follow up strategy sessions, while steps 1 'prepare' and 6 'follow up' will mainly happen in your community or at home. The rest of the document will be divided by these steps.



SECTION 1 – PREPARE



KEY MESSAGES

- Great advocacy means telling great stories and the story begins with you! Take time to think about your own experiences and life because you are the experts of your experiences.
- The 2030 Agenda is a complex process to understand, but with some reading and fun activities, it is possible to learn about it and to influence it.
- Advocacy can be tiring and stressful. An important part of staying safe, calm and happy is taking time to reflect and take care of yourself.

These activities are for you to read and do at home before the first workshop.

Write your bio!



Every great advocate needs firstly to know themselves well. Great advocacy means telling great stories, and the story begins with you! Here's your chance to tell us your story, your ideas, challenges and your hopes and dreams! It's important to begin thinking about these ahead of the workshop and to share with us so.

Finally, it would be great to have a photo of you! The GAA or interested media may want to use a picture of you in their work if you give consent. Please ask a friend, family member or Plan International staff member to help you take a few portraits of you. This could be taken in your favourite place around your community, in your class room or anywhere that it important for you.

Remember: protect your privacy! Don't take pictures of yourself anywhere that might reveal too much about where you live or go to school. Avoid signs for places or obvious landmarks.



Photorecords Plan (Adolescent girls taking part in a workshop session on health issues)



YOUTH BIO QUESTIONNAIRE

Your First Name _____

Your age _____

Your district and country _____

Tell us about your family and your community – who do you live with? What do you like best about the community you live in? Who are the people who support you and inspire you? What are some of the challenges for your community?

Tell us about what it's like to be a girl/boy/young person in your community – what challenges exist only for girls and young women? Are there activities that only girls or boys can participate in? Are girls and boys expected to carry out different duties?

Tell us about your hopes and dreams – what change would you like to see in your life, in your community and in the world? What would you like to be when you are older? Why do you think it is important that people respect girls' and young women's rights? Why do you think it's important for youth people – girls and boys – to use their voices to improve the lives of girls?

What is your relationship with the organisation leading this project? Are you involved in a programme with them? If so what programme? And what is your role in the program?

What issues do you feel are most important to you and your community? Child, early and forced marriage? Violence against girls? Equal access to education for girls and boys? Violence in schools? Young people participation in decision-making? Something else?




SUSTAINABLE DEVELOPMENT GOALS

READ ABOUT THE 2030 AGENDA

Before you travel to the start-up workshop, you'll need to become familiar with the 2030 Agenda. This is a set of 17 goals, 169 targets to measure how well a goal is being met, and hundreds of indicators to track progress for each. Quite complicated! The really important bits of the document – the goals and targets about girls' and young women's lives – are in the Annex. Make sure you spend some time to read through these.

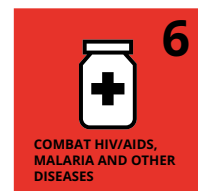
Below is more information on the 2030 Agenda. We will be talking about this lots at the workshop because it's the global political process that we want to influence.



WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

The Sustainable Development Goals are not the first set of global goals to be developed. In 2000, governments wrote the Millennium Development Goals (MDGs). These were a set of 8 goals. Each goal was broken down into targets. For example, 'Ensure that, by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling'. The deadline for achieving the MDGs was 2015. Some targets were met, but most were not.

The MDGs were a promise to make the world a better place. The rights and needs of girls and young women were not fully addressed in the MDGs and we want to make sure that this does not happen again with the new set of goals in the so-called Agenda 2030.



WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

The world we live in is now very different to the place it was when the MDGs were agreed. We have learnt a lot about what works and does not work to help end poverty. So, UN Member States agreed to write a new set of goals to better reflect the world we now live in. The new 2030 Agenda is different to the MDGs in a number of ways:

- It is universal, which means it applies to all 193 countries in the United Nations
- It promises to leave no one behind
- It is rooted in human rights
- It is more comprehensive

As the deadline for achieving the MDGs was 2015 the new goals are often called the 'Post-2015 framework', the 'SDGs', the 'Global Goals' or the '2030 Agenda'. There are 17 goals. As with the MDGs, each goal has been broken into several targets – 169 in total. The targets will be measured by indicators, which will help to show how well a country is doing. These indicators have been created, but governments must choose which to use. This, therefore, is still an opportunity for influence. The indicators will be measuring data – information about different parts of people's lives - to help us understand if and where progress is being made. For example, how many girls finish secondary school or have access to information about their health.

The global debate to agree how to implement the 2030 Agenda is the most important international development and human rights debate in a generation. It has the potential to affect how trillions of dollars are spent to help end poverty because of the increased investment to implement it. Many girls, young women and youth advocates shared their recommendations on which goals and targets should be included, which is part of the reason why we have lots to celebrate.

WHAT DO THE SUSTAINABLE DEVELOPMENT GOALS SAY ABOUT GIRLS AND YOUNG WOMEN?

Important ground has been gained for equal rights and opportunities for girls and young women. There is a specific goal to achieve gender equality -Goal 5. There are also targets about free, quality education, birth registration, nutrition, violence against girls and ending harmful practices including female genital mutilation (FGM) and child marriage.

There is still work to be done. This is why we need your help. The GAA will focus on gender-based violence and economic exclusion and the targets that relate to those issues.

WHAT ARE HUMAN RIGHTS MECHANISMS & HOW ARE THEY RELATED TO THE SDGs?

The United Nations has developed international laws –or treaties - that specifically protect the rights on certain groups. The Convention on the Rights of the Child (CRC) and the Convention to Eliminate All Forms of Discrimination against Women (CEDAW) are two important ones for girls' and young women's rights. Governments have a choice to sign up for these laws. They do not have to, but all did except the United States of America. The CRC is the human rights treaty with the most government commitments ever. These laws are a good tool to use in advocacy because they reflect commitments that governments have already made. Each treaty has a review mechanism – a process to track a country's progress on implementing or enforcing the rights they agreed to give to their population– that organisations can use in their advocacy work. The Universal Periodic Review (UPR) is another review mechanism that monitors all human rights obligations, legal and non-legal of each UN Member State.

The CEDAW is important because it calls for equal rights for women and for girls and young women to have the same opportunities and chances in their lives as boys and men.

HOW DO THESE RELATE TO THE 2030 AGENDA?

Lots of the issues contained in the 2030 Agenda about girls' and young women's lives are already recognised and included as human rights in international law like the CRC and CEDAW. So while the 2030

Agenda is not legally binding, all 193 states have signed up to them. We can use existing laws and mechanisms to advocate for improvements in girls' and young women's education, safety and more. There are already ways for people to monitor their government's progress with these treaties and ways to feed into how and when governments are monitored and reviewed. They are very good tools to support our advocacy.

Section 3b: Learn – Understand the Theory and Section 3d: Learn the Context – the 2030 Agenda have lots more information and activities to help you make sense of it.

YOUR ADVOCACY DIARY

Throughout the project, you will write in your advocacy diary. Your diary is a great way to document how you are feeling throughout the project and what activities you are doing.

After you have taken part in an advocacy activity, use the following questions to help guide your diary writing:

- What did you do? Was it successful? Why/why not?
- How did that make you feel?
- How the plan is going generally? What's working well? What are you struggling with?

Keep an eye out in Section 6: Follow-up for a reminder of these questions!



LOOKING AFTER YOURSELF

During the workshops you will receive a full child protection briefing when you will learn all about staying safe, who you can go to if you are unsure about anything or have any worries and what your responsibilities are as a youth advocate.

Throughout the workshops you will also participate in self-care and wellbeing activities to help you feel positive, calm and happy. Wellbeing activities, such as meditation are great ways to stay focused, relaxed and positive. Below is one type of self-care activity you can practice at home. Meditation is just one example of how you can take 5-10 minutes to focus on yourself and your wellbeing.

GIRLS ADVOCACY ALLIANCE

Activity



MEDITATION - THE BALLOON

Sit somewhere comfortable and quiet for this activity.

1

Relax your body and begin to take deep breaths in and slow exhales out through the nose.

2

Start to take a slow, deep breath to fill your belly up with air, as if you're trying to blow up a big balloon. Make your belly as big as you can.

3

Slowly let the air out of the balloon (through the nose) as you release the breath from the belly.

4

Feel your whole body relax each time you breathe out; each time air is slowly being let out of the balloon.

5

Continue for a few minutes. If you have an alarm clock or mobile telephone, you could set an alarm for 5 or 10 min.

SECTION 2 – CONNECT



KEY MESSAGES

- To design and deliver an advocacy plan for girls' and young women's rights, it is important to work as part of a team! Getting to know each other from the beginning will help you to grow and work as a team.
- Change happens when we dream big, can imagine a better world and understand the power we have as advocates and activists.
- This project involves co-designing an advocacy strategy with shared objectives with your group, but your personal goals and aims are also very important.

The aim of the Connect section is to meet with your fellow youth advocates and share your stories, fears, hopes and ideas.

During this section you will also be thinking about what you want to get out of this project – and discuss with others what they want to achieve. You are here to advocate with and for others, but you are also on a journey so let's take some time to think about your personal goals.

The activities in Sections 2-5 onwards will be completed with your group during the workshops.

IF I WAS LEADER OF MY COUNTRY...

This activity is a great way to learn about your fellow advocates, as well as share your dreams and ideas. It will also help you to start thinking about the power of advocacy. In the workshop, you will think about the following questions:

- If I were the leader of my country, the first thing I would do is...and when I'm no longer president, I would want people to remember me as...
- Someone I admire is... because...
- An example of when I have working well in a team is...
- One interesting fact about me is...

WHAT'S IN IT FOR ME?

As an advocate, we often need to be able to understand what the people we are trying to influence want to achieve themselves. Once we know this, we can find ways to show how our solutions benefit them and help them to achieve their goals, making them more likely to support us!

In the workshop, you're going to think about what it is that you want to get out of your advocacy personally. Within this project you have new opportunities and the chance to gain new skills and knowledge, but it's important that you identify the things that you want to achieve, as well as things that you are concerned might prevent you from achieving your goals.

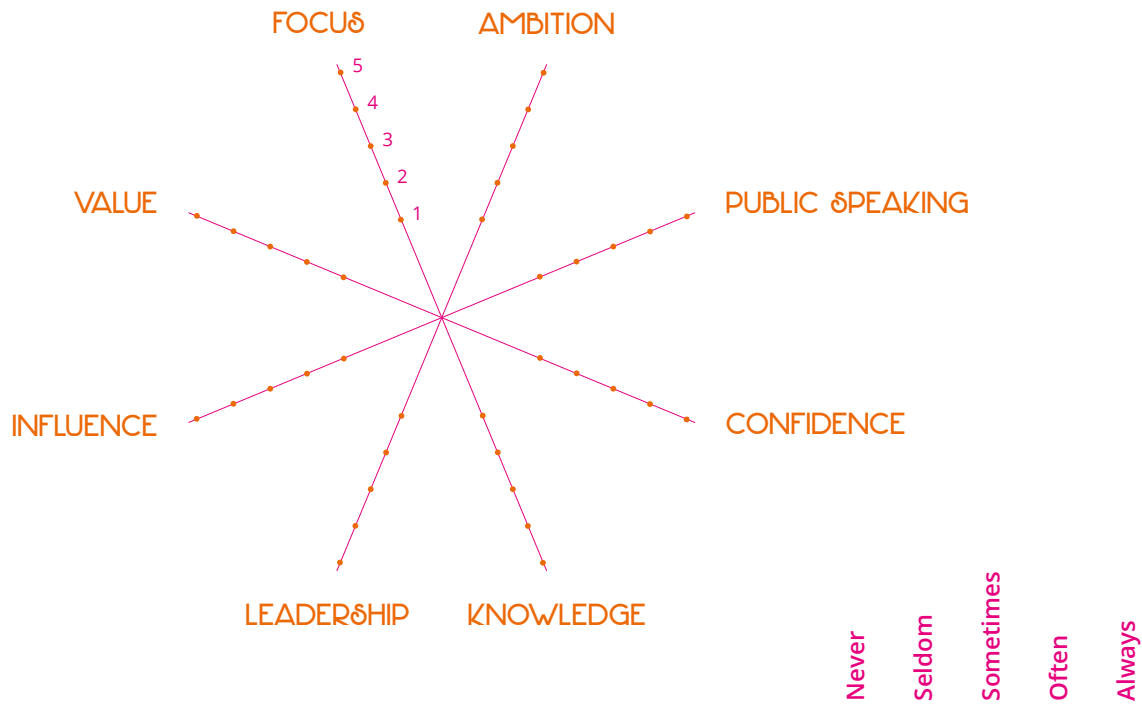


Photocredits: Plan International (Yadis, 16, participating in a conference on peacebuilding in Cartagena, Colombia)



THE EMPOWERMENT STAR

This activity is to work on on your own. You will be shown how to complete the star during the workshop.



	Never	Seldom	Sometimes	Often	Always
Value Do you feel you are as valuable as your peers of the opposite gender?	1	2	3	4	5
Influence Do you feel you have influence over dicisions that impact your life?	1	2	3	4	5
Leadership Do you believe you have the ability to lead groups?	1	2	3	4	5
Knowledge Do you have the information you need to make informed arguments?	1	2	3	4	5
Confidence Do you feel you can approach important people with ease?	1	2	3	4	5
Public speaking Are you comfortable speaking in a public way?	1	2	3	4	5
Ambition Do you feel driven to make a change in the world around you?	1	2	3	4	5
Focus Do you have a clear idea of what is important for you to change in the world?	1	2	3	4	5
Abillity Do you feel you can change the world if you put your mind to it?	1	2	3	4	5

circle your response value

SECTION 3.1 – LEARN – GENDER EQUALITY



KEY MESSAGES

- Sex and gender are fundamentally different. “Sex” refers to the biological and physiological characteristics that define men and women. “Gender” refers to the socially made up roles, behaviours, activities and characteristics that a given society considers appropriate for men and women.
- Difference and inequality are not the same. Girls and boys may have many differences, but there is no reason why this should affect anyone’s status or rights. Gender inequality is the result of treating girls and women unjustly simply because of the sex they were born with.

WHY GIRLS AND YOUNG WOMEN?

In this part of the workshop, we will be learning more about the link between gender equality and girls’ and young women’s rights.

Right now, girls’ and young women’s rights are not being respected, protected and realised everywhere. They are not being supported to reach their full potential. There is a very uneven distribution of power right now because of gender inequality – which means the discrimination faced by girls and young women is because they are female. They also face discrimination because they are young.

Girls’ and young women’s rights are still lacking behind men’s and until they are given a seat at the decision-making table, this won’t change. They don’t just have a right to this. It is also a smart decision. Governments and communities are missing out on economic benefits by leaving them out of education, the labour market and political decision-making.

But this isn’t just about girls and young women. Boys and young men – you are some of the most powerful activists out there and you have an opportunity to use your voices and share YOUR recommendations to help change things for the better.

WHAT IS GENDER EQUALITY?³

Gender equality means that women and men, girls and boys enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices.

Gender equality does not mean that women and men, or girls and boys are the same. Women and men, girls and boys have different but related needs and priorities, face different constraints, and enjoy different opportunities. Society tends to value men and boys more so than women and girls. Because of this, they are affected in different ways by policies and programmes. A gender equality approach is about understanding these relative differences, appreciating that they are not rigid but can be changed, and then designing policies, programmes and services with these differences in mind. Ultimately, promoting gender equality means transforming the power relations between women and men, girls and boys in order to create a more just society for all.

³ Adapted from Planting Gender Equality.

1979

The UN adopts the Convention on the Elimination of All Forms of Discrimination Against Women - an international law to protect the rights of girls and women.

1989

UN Convention on the Rights of the Child adopted to protect the rights of children.



1994

The International Conference on Population and Development (ICPD) Programme of Action, adopted by 179 Member States, emphasised the value of investing in girls and women. It highlighted the importance of sexual and reproductive health.

1993

Vienna Declaration mentions that the "human rights of women and of the girl child are an alienable, integral and indivisible part of universal human rights" and calls on governments to better realise those rights.

1995

The 4th World Conference on Women in Beijing results in a global Platform for Action - an action plan for women's equality, empowerment and justice.

2000

Millennium Development Goals include the "ratio of girls to boys in primary, secondary and tertiary education".

2000

UN resolution⁴ 1325 on Women, Peace and Security adopted, recognising the particular impact of conflict on girls and women.

GIRLS' & YOUNG WOMEN'S RIGHTS THE JOURNEY SO FAR



2011

International Day of the Girl established by the UN.

2014

Malala Yousafzai awarded the Nobel Peace Prize.

2012

UN General Assembly adopts a resolution to stop female genital mutilation.

2015

Youth advocates participated in important global and national advocacy moments such as the Addis Financing for Development Conference.

2012

Launch of Plan International's Because I am a Girl campaign.

2016

The New Urban Agenda, shaping the future development of cities, was adopted by UN member states in October and it specifically recognised the rights and needs of girls in urban areas.

2016

For International Day of the Girl, girls were supported by Plan International to stage takeovers in over 50 countries and challenged gender roles by taking over the offices of national ministers, world leaders and people in business.

2015

Strong promises made in the goals and targets of the 2030 Agenda for girls and young women.

2017

Millions of people joined Women's Marches to stand in solidarity for girls' and women's rights and in protest against any attempts to reverse the rights.



GREAT GIRLS' AND YOUNG WOMEN'S RIGHTS ACTIVISTS

Here are a few examples of girls' and young women's rights activists from around the world. Some are well-known and others may be less famous, but are still having a huge impact in their communities and countries.



MALALA YOUSAFZAI

Malala is a Pakistani activist for girls' education.



MEMORY

Memory is a Malawian youth activist who advocates to end child marriage.

NADIA MURAD BAŞEE TAHA

Nadia witnessed the murder of her family by ISIS in 2014 and was then kidnapped, beaten and raped. She sought refuge in Germany and continues her activist work from here. She is now a Nobel Peace Prize Nominee and the first Goodwill Ambassador for the Dignity of Survivors of Human Rights Trafficking of the United Nations.



CHERNOR BAH

Chernor is from Sierra Leone and is a youth advocate on education and girls' rights.



BEYOND BORDERS

Beyond Borders is a feminist group in Armenia that uses art and creativity as a tool for social change⁶.

AND
YOU!

BANDANA

Bandana, a child bride from Nepal, started Radio Udayapa, a place for young brides and mothers to gain confidence and build self-esteem through learning technical radio anchor skills⁵.

TAMIKA MALLORY, CARMEN PEREZ & LINDA SAROUR

Tamika, Carmen and Linda organised a Women's March in the USA at a time when the rights of girls and women around the world are under particular threat. They are all long-term activists.

4 A United Nations resolution (UN resolution) is a formal text adopted by a United Nations (UN) body. It is usually considered legally binding.
5 FRIDA Young Feminist Fund (2016), 'Annual Report'.
6 Ibid.

SECTION 3.2 – LEARN – POWER, RIGHTS AND ADVOCACY

KEY MESSAGES

- Human rights are basic freedoms that everyone has regardless of age, sex, race, ethnic background. These are protected in global laws and principles that different countries have committed to uphold. We can use these existing commitment to strengthen our advocacy in the 2030 process.
- Girls' and young women's rights are human rights and focussing on their rights means focussing on the equality and highlighting that in many countries, girls' and young women's rights are not valued and realised in the same ways as everyone else.
- A policy is a guide for decision-making and a commitment to a course of action. Some policy will become law, for example, 'all children under 16 years old must attend school'.
- Advocacy is about using an evidence based strategy to influence people with power to make positive change happen in society.
- Advocates can use their individual and collective power as a group to make girls' and young women's lives better.
- Good advocacy is based on a clear plan and follows a general 5-step cycle to develop and implement the plan: 1 Understand the change you want to see, 2 Choose the right strategy, 3 Develop an action plan, 4 Do it!, 5 Monitor progress and evaluate impact.



Photocredit: Plan International

HUMAN RIGHTS & GIRLS' AND YOUNG WOMEN'S RIGHTS

A RIGHT

A right is something to which a person is entitled, legally or morally. It's different from a privilege (something that you are given) or a responsibility (something you should do). For example, education is a right. Going to school at a specialised private school is a privilege. Making sure you show up for class is a responsibility. You – girls, children, young people, everyone - are a rights-holder.

HUMAN RIGHTS

are basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language or other status.

HUMAN RIGHTS ARE

- **Inalienable:** you cannot lose these rights any more than you can cease to be a human being.
- **Indivisible:** no one can take away a right because it is deemed 'less important' than another right.
- **Interdependent:** together human rights form a complementary framework. Protected by the Universal Declaration on Human Rights and other international human rights conventions, including the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women.

GIRLS' & YOUNG WOMEN'S RIGHTS

are not different to human rights, but girls and young women have specific needs and face barriers in accessing their rights. Their rights are all about equality and the freedom for them to demand the same rights that are afforded to everyone else.

DUTY-BEARERS:

States and their institutions are responsible for respecting, protecting and guaranteeing human rights. We call them 'duty bearers' because they have the DUTY to guarantee that we all enjoy all of our rights. Other institutions and people with duties related to rights include caregivers, families, communities, and civil society organisations.

HUMAN RIGHTS TOOLS

What are some of the human rights tools that protect girls and young women?

1. Convention on the Rights of the Child (international law)
2. Convention on the Elimination of all Forms of Discrimination against Women (international law)
3. Universal Declaration of Human Rights (internationally agreed commitment and review mechanism)

DUTY-BEARERS RESPONSIBLE FOR GIRLS' & YOUNG WOMEN'S RIGHTS

Government: To ensure that their laws are in harmony with international human rights standards, especially those dealing with gender equality and the elimination of discrimination. To ensure that girls, boys, young men and women share the same opportunities to participate in decision-making at all levels.

Family members: To ensure that girls, boys, young men and women are treated equally in terms of access to nutrition, education, care and protection.

Community members, including traditional and religious leaders: To ensure that girls and young women are protected against violence at school and within the community. To eliminate harmful practices that affect girls and young women. To value girls, boys, young men and women equally.

School system: To enforce zero tolerance for various forms of violence including GBV and ensure girls, boys, young men and women have equal education opportunities.

Civil society: To raise awareness concerning the situation of girls and young women and to advocate on their behalf.

UN Entities: To advocate for the fulfilment of the CRC and CEDAW, to support governments to create policies and programmes that will fulfil the rights of girls and young women and to support governments to fulfil their commitments to the 2030 Agenda. The UN platform overseeing the implementation of the 2030 Agenda is the High Level Political Forum.

Private sector: To provide funding to support programmes for girls and young women in order to help break the cycle of poverty and to ensure equality in the work place for men and women, including equal pay. To abstain from violating human rights and to act according to international and national laws.

IMPORTANT SDGS FOR GIRLS & YOUNG WOMEN?

All the goals are important because together they aim to make the world a better place and they are interconnected, but some goals and targets are more relevant than others for girls and young women and gender equality:

- Goal 2:** Includes a target which mentions the nutrition of adolescent girls
- Goal 3:** Ensure everyone is healthy and well, including having access to sexual and reproductive health and rights
- Goal 4:** Ensure good quality and equal education for girls and boys
- Goal 5:** Achieve gender equality and empower all girls and women
- Goal 6:** Includes a target about menstrual hygiene
- Goal 8:** Ensure good work for all and economic growth that benefits everyone equally
- Goal 16:** Promote peaceful and fair societies

For the GAA, we will focus specifically on Goals 4, 5, 8 and 16. You will work together to choose specific targets from these goals to focus on.

Remember that gender inequality runs through each and every goal. Therefore the SDGs cannot be achieved without a specific focus on achieving equality for girls and young women throughout the entire 2030 Agenda.

A full table of important targets is included in the Annex.

HUMAN RIGHTS & 2030 AGENDA REVIEW MECHANISMS:

GLOBAL POLICY FRAMEWORKS

There are a number of existing legal and non-legal international frameworks that can be used to advocate on girls' and young women's rights. This box introduces them and outlines how they relate to the 2030 Agenda.

WHAT IS THE HIGH LEVEL POLITICAL FORUM?

The High-Level Political Forum (HLPF) is another review mechanism advocates can use to hold their governments to account. The HLPF is the main UN platform to deal with sustainable development. As such, it is overseeing the 2030 Agenda. The HLPF meets each year and has a different theme for each meeting.

Countries are encouraged to conduct a voluntary national review – a review by the country of its own progress in meeting the targets and goals. These should monitor progress at the national, district and local levels and should be inclusive, meaning people and organisations can participate.

The voluntary national reviews aim to support shared learning between countries, improve policies and government institutions and encourage partnerships between different groups to increase progress.

The reviews serve as a basis for the regular reviews carried out by the HLPF. A list of countries volunteering for national reviews can be found at this website: <https://sustainabledevelopment.un.org/hlpf>. It lists the countries by year.

When developing and carrying out your advocacy plans, check to see when your country is coming up for review. This could be a good opportunity to feed into the review and advocate for your issue to be focused on.

INTERNATIONAL HUMAN RIGHTS FRAMEWORKS



The Universal Declaration of Human Rights (UDHR)

The UDHR is a list of 30 rights that the UN governments agreed after the Second World War during which millions of Jewish people, minorities and excluded people were killed in what became known as the Holocaust. Human rights apply to everyone in the world and grant the fundamental rights to life, work, play, food, education, freedom – and many more. The declaration is not law. This means that while it is the most widely accepted document about human rights, governments are not legally bound by it. Instead, it provides a foundation for law to be built on.

The Convention on the Rights of the Child (CRC) and the Convention on the Elimination of all forms of Discrimination against Women (CEDAW)

Because the UDHR is not law, more specific international laws have been created, often for different types of rights or different groups of people. There are two treaties that are particularly important for girls' and young women's rights. One of them is the Convention on the Rights of the Child (CRC), which was created in 1989 to protect the rights of children – to a legal identity, be protected, go to school and be healthy and happy.

The second is the Convention on the Elimination of all forms of Discrimination against Women (CEDAW), which was created in 1981 to protect the rights of women and girls. The CRC explains how and why children should be protected and their rights realised. CEDAW requires that all countries stop the discrimination against girls and women and treat them as equal to men and boys.



Governments have a choice to sign up for these laws. They do not have to, but most do. When a government has signed a treaty and agreed to commit to it, they have ratified it. The CRC is the human rights treaty with the most government commitments ever. All countries have ratified it except for the USA. These laws are a good tool for advocating because they show commitments that governments have already made.

How do these relate to the 2030 Agenda?

Lots of the issues contained in the 2030 Agenda about girls' and young women's lives are already listed as human rights in laws like the CRC and CEDAW. So while the 2030 Agenda is not legally binding, we can use existing laws to advocate for improvements in girls' and young women's education, health, safety and more. There are already ways for people to monitor their government's progress with these treaties and ways to feed into how and when governments are monitored and reviewed. They are very good tools to support our advocacy. The following box talks about the Universal Periodic Review.

HUMAN RIGHTS REVIEW MECHANISM: UNIVERSAL PERIODIC REVIEW

What is it?

The UPR is one of the most important mechanisms created by the UN because it is a system that reviews the legal human rights obligations and voluntary commitments of all 193 UN member states no matter how big they are, how wealthy or how politically important. The UN organisation that leads the UPR is called the Human Rights Council (HRC) and the HRC was created in 2006 specifically for this purpose.

The ultimate goal of the UPR is to improve the human rights for people around the world and make sure governments are fulfilling their legal and voluntary commitments to protect, respect and realise the human rights of all people.

How does it work?

The UPR is a peer-review mechanism which means that countries examine each other's human rights record and the country under review has an opportunity to say what progress they have made and reply to any criticisms. There is a working group of 47 countries who lead each review, but any country can give recommendations if it wants to.

To get the information needed for the review, civil society, the UN and the government itself all prepare reports or submit information. The review itself is a 3.5 hour discussion. Countries are expected to follow up on the recommendations. During the following review, they give updates on how they have been working to do so.

How can you use the UPR in your advocacy?

Your life experiences are important because they can inform those submissions and recommendations that make up the report. Like many members of civil society will, you can use the UPR as an opportunity to monitor your government's progress in the 2030 goals and targets. By linking the two review processes, we can hold governments accountable not just to their voluntary obligations to meet the goals and targets, but also their legal human rights obligations.

USING GLOBAL FRAMEWORKS AND MECHANISMS FOR ADVOCACY

These global frameworks can be powerful tools for advocacy. They can help:

- Link your objectives related to the non-legal 2030 framework in existing and legally binding human rights obligations.
- Position you within a wider global movement for girls' and young women's rights.
- Provide evidence of the rights of girls and young women.
- Hold your government accountable to commitments they have made.
- Use language to communicate your message to different audiences.
- Provide data - or information - on girls' and young women's lives, which is needed for monitoring progress.
- Compare your country against others, which can be useful in influencing national decision-makers.
- Highlight your campaign if you feel rights are being violated.
- Connect to other campaigns and networks around the world.



WHAT IS POLICY?

A policy is a guide for decision-making and a commitment to a course of action. For example, a national education policy might include a commitment to increased investment in primary schools, which will guide how education develops in that country.

Some policy will become law, for example, 'all children under 16 years old must attend school'. We use the term policy to include local and national government policies and those of international institutions (e.g. the UN), and organisations (e.g. NGOs and donors).

HOW POLICY IS MADE

The process of policy-making includes the following steps, all of which may present lobbying opportunities.



Each of these steps is usually broken down into a number of stages. For example, decision-making can be a long process, including different groups having their say in different ways.

Although this step-by-step process looks quite simple, the way that policy is developed and influenced can be complex. This can make planning an advocacy strategy challenging though it can also be a good thing because it means there are potentially lots of different ways of and moments for influencing policy. Section 5b: Tactics – Lobbying gives more information on how to influence policy.

WHAT IS POWER & WHO HAS IT?

Now we have spoken a bit more about gender equality. By placing more value on boys and male characteristics, society is giving them more power. There are more men in decision-making positions for example, meaning they have more power.

When thinking about influencing people, organisations or governments, it is important to think about who has power, what power you have and how you can use it, on your own or with others. This is called collective power.

The unequal distribution of power means that girls and women are less able to influence the decisions that affect their lives and ultimately, are unable to realise their rights.

Only when we understand these power dimensions can we begin to think about how to change who has the power and make it more equal. The idea of empowerment means the bringing together of these forms of power.

4 FORMS OF POWER.

1 POWER OVER

When one person or group has the ability to impose their views, needs or desires over another person or group.

2 POWER WITHIN

Individual feelings of self-esteem, value and dignity that enable one to take action.

3 POWER WITH

The strength and capacity that is gained by working together with others.

4 POWER TO

The ability to act – both the awareness that you can act and the skills and knowledge to do so.



THE THREE ADVOCACY PS:

CHANGING PERCEPTIONS

showing people that there are new ways to look at an issue and change is possible

CHANGING PRACTICE

offering new ways to do things so that positive change can happen in people's lives

CHANGING POLICIES

influencing governments and leaders to develop the policies needed to bring about change.

WHAT IS ADVOCACY?

How do we change things that are unequal, unfair and simply not right? How can you be a part of this movement and work with others using your collective power to make girls' and young women's lives better in the world? The answer is advocacy.

Advocacy has been described as 'speaking truth to power', because it is focused on challenging and influencing people in power to change their beliefs and actions through the development and implementation of a strategy based on evidence and the real life experiences of those who are demanding the change.

Remember that good advocacy is about continually communicating with people who are impacted by your issue, as well as those who know a lot about the issue, and have the power to change it.

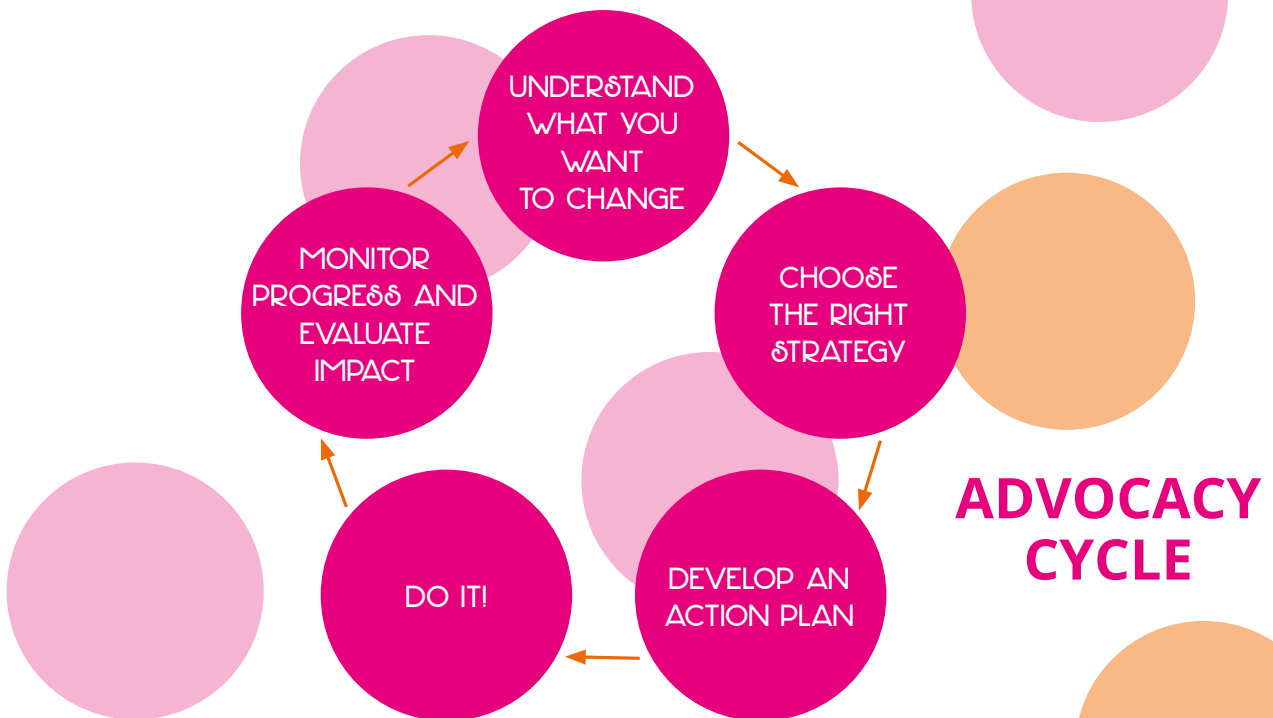
WHAT IS ADVOCACY

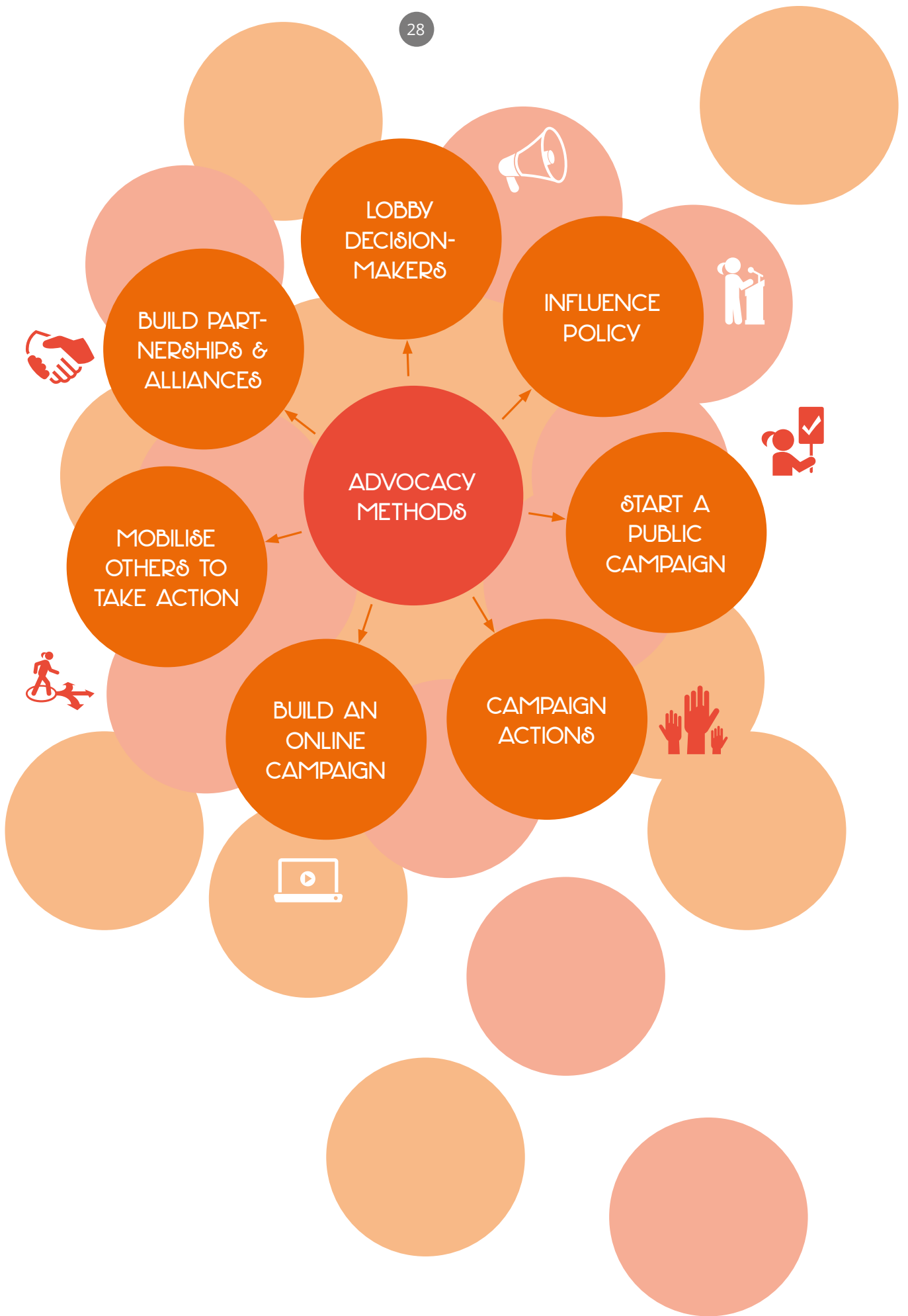


Advocacy is about:

 <p>GIVING PEOPLE A VOICE about the issues that affect them.</p>	 <p>BUILDING EVIDENCE on what needs to change and how that change can happen.</p>	 <p>POSITIVE CHANGE IN SOCIETY towards greater social justice and equality.</p>	 <p>INFLUENCING PEOPLE WITH POWER and changing how they think and act.</p>
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SPEAKING TRUTH TO POWER





"THIS IS OUR MOMENT" PROJECT

Since 2013, Plan International has been working to advocate for girls' rights to be included in the Sustainable Development Goals. This involved designing an influencing strategy to identify who were the key decision-makers and decide which activities to do to try to influence them e.g. meetings with government ministers, events etc. They also worked with key allies (or partners and supporters), coordinated their country offices so everyone was working together and developed a strategic communication plan which outlined how and when to say what they wanted to say. For example, how to share their message with the local media, in a government meeting or in communities.



Photocredit: Plan International

Another part of Plan International's strategy was to support a group of girl advocates to meaningfully participate too, because Plan International believes that girls and young people have a right to be a part of decision-making that will affect their lives and because they bring fresh ideas, real experience and strong recommendations. Plan International trained a group of 50 girl advocates in 4 countries – Brazil, Pakistan, Kenya and the Philippines. The girls took part in an advocacy workshop, they received a special advocacy toolkit and worked with Plan International staff throughout the year to put their plans into action.

In the Philippines, the youth advocates wanted to meet with the Philippines government to share their recommendations for how and why girls should be a part of the 2030 Agenda. They met with a minister from the Department of Education and talked about the issues that girls in their communities face, such as teen pregnancy. They asked for support from the government to share these recommendations at the United Nations. The ministers shared statements in public confirming their support after these meetings.

One of the youth advocates, Nurfahada, was nominated by her peers to go to New York to advocate at the United Nations herself. One of the things she did was speak at an event with Michelle Obama, the then First Lady of the United States of America to share her hopes, dreams and recommendations about girls' education.

For International Women's Day on March 8th 2015, youth advocates in Pakistan presented a declaration of their recommendations to the President of Pakistan and the First Lady. A large number of important decision-makers were there too to listen. The event was broadcast on TV and reported in the newspapers too.

Later in March that year, Hope, a youth advocate from Kenya gave a passionate and persuasive speech at a high-level meeting at the United Nations in New York about the importance of ensuring girls' right to health and working with girls to figure out a solution to the healthcare problems that girls face in Kenya. The event was hosted by the First Lady of Kenya and Hope stood up in front of 300 to share her story and recommendations. Hope and her fellow youth advocate, Patricia were invited to a meeting with the government when they returned to Kenya. This was also featured in Kenyan media.

Many of these girl advocates are still active in their communities. They are using their skills to influence local government, train other young people in their area and more.

- Why did the study benefit from having youth advocates?
- What types of advocacy tactics did they use?
- What do you think made their participation meaningful?
- What do you think would have been different if girls hadn't participated at all?
- What do think are the characteristics of a good advocate?



F. Gernyx, Plan International (Youth delegate Nurfahada from Philippines speaks at the launch of the new data and research partnership)

SECTION 3.3 – LEARN – THE 2030 AGENDA

KEY MESSAGES

- The Sustainable Development Goals (SDGs) are also known as the 2030 Agenda. In 2015, governments agreed to achieve 17 goals and 169 targets to make the world a better place. Girls' and young women's rights featured in many goals and targets, but there is still work to be done to make sure governments keep the promises they made.
- Implementing the 2030 framework, monitoring it, measuring it and financing it are four of the important next steps and opportunities for you to advocate.
- Choosing gender-based violence and economic exclusion issues to focus on and identifying the appropriate targets to focus on will help to align your plan to both the 2030 framework and the international human rights framework.

Now onto the tricky stuff...The 2030 Agenda. This section will explore the political context in more detail: the goals, targets, indicators and what should be happening next in your country. The aim is to help build an understanding of where we are in the process and identify the issues and targets you want to prioritise.

Remember: this is an incredibly complex process and will take a while to understand. Even governments are still working out what happens next!

The following boxes help us break down the 2030 Agenda into 4 parts to make it a bit easier to talk about

ACTION PLANS

How and when will each country write a plan of action



THE GOALS AND TARGETS

Which are relevant for gender-based violence and economic exclusion issues? How does this relate to girls' and young women's rights?



MONITORING AND ACCOUNTABILITY

How will countries track progress and how can you hold your governments to account?



FINANCING

Who is going to pay for this?

WHICH GOALS & TARGETS ARE IMPORTANT FOR GIRLS' & YOUNG WOMEN'S LIVES?



As you read earlier, there are 17 goals and 169 targets. For example, 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (Goal 4) and 'Achieve gender equality and empower all women and girls' (Goal 5). Each goal has specific targets to be achieved in 15 years and indicators to measure each target. These will tell us how well a government is progressing.

The GAA will focus on ending violence against girls and the economic empowerment of girls and young women. These issues are reflected in Goals 4, 5, 8 and 16:

- Goal 4: Ensure good quality and equal education for girls and boys
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 8: Ensure good work for all and economic growth that benefits everyone equally
- Goal 16: Promote societies that are peaceful, just and have strong institutions

You can use the targets for these goals to remind governments what promises they have made and will be doing an activity to help you to choose which targets to focus on in your advocacy plans.

HOW WILL COUNTRIES DEVELOP THEIR ACTION PLANS?



Now that all governments have committed to the SDGs, each will have to write a plan for how they will put it into action. This is also known as a 'national implementation plan' or 'national implementation strategy'. They will have to say who in their government will be working on these goals and how different people will be working together. For example, will the Minister of Education and the Minister for Health be working together? How? Who else? How will governments' budgets change to pay for these ambitious promises?

There may be an opportunity for advocates, including youth advocates like you, to be a part of the formal planning process or to make recommendations into the planning process.

Later this toolkit will help you to explore what is already happening in your country, what the process looks like already, who are the important people and how to make recommendations to them. This research will help to form your strategy.

HOW WILL COUNTRIES TRACK PROGRESS AND HOW CAN YOU HOLD YOUR GOVERNMENT TO ACCOUNT?



The 2030 Agenda is very ambitious and it is going to be hard to achieve all the goals and meet all the targets. It is very important that we monitor governments' plans and actions and hold them to account. This means tracking their actions and progress and reminding them of the promises they have made. By monitoring them, we can shine a light when they are doing well and where they could do better. As advocates, you will be a part of this – identifying when and how to monitor governments and hold them to account.

Section 4a Plan – Understand the situation provides tools, activities and guiding questions to help you understand the situation in your country, the mechanisms that exist for you to use and the gaps you and others can advocate to fill. For example:

- Participating in the voluntary national review to the High Level Political Forum by submitting your recommendations in a shadow report.
- Advocating for a place on your government's SDG Planning Committee (if one exists!).
- Advocating for strong national monitoring mechanisms and youth participation in the process.
- Focussing on Goal 16, Target 7 – to ensure inclusion, participation and representation at all levels of decision-making. This includes young people participating in the governance of your own country!
- Advocating for your government to adopt strong indicators that properly measure girls' and young women's lives (see next box for more details)

WHAT IS DATA AND WHY IS IT IMPORTANT?



One thing you will hear a lot is 'data' – information that we can measure about people's lives and the planet. Millions of girls are 'invisible' to governments and policy makers because they are not being counted. The 2030 Agenda calls for the global community to "leave no one behind".

To ensure girls and young women are not left behind, their lives and the opportunities they have – or do not have – must be measured. Only then will we be able to track the improvements made by the government and the progress in girls' and young women's lives. A way to do this is to ensure that they include and invest in indicators that properly measure girls' and young women's lives. Without this data, or information, we don't know where they are doing well and where they are most in need, which will affect the success of the goals. It is easier to ignore a problem if you cannot see it!

Goal 16, for example, talks about the importance of peaceful and inclusive societies and includes a target for "responsive, inclusive, participatory and representative decision-making" at all levels. But most countries do not have information about the differences between male and female participating in local councils.

Data – both numbers and the stories behind them– can be really powerful advocacy tools because they provide evidence. Advocates can go to their governments and say "well done – this evidence shows that you are doing really well on this goal" or "evidence shows us that you need to do more for the education of girls in refugee camps or to include girls with disabilities".

HOW WILL THE 2030 AGENDA BE PAID FOR?



The 2030 Agenda is very ambitious and is trying to do a lot in just 15 years. To pay for it to happen – or to 'finance' or 'resource' it - will cost trillions of dollars and right now, governments have not committed enough. To give an example, stopping just one single child marriage costs between \$300 and \$600. There are 39,000 child marriages every day!

Not having enough money will be one of the biggest challenges and big things need to change to pay for the agenda. Governments will be writing budgets to show their plans for achieving the goals.

It is not just about spending more money, but about changing practices and attitudes in the business world. For real change to happen, businesses must hire more women, pay them the same as men and governments must make sure young people have an opportunity to gain a good education and skills so that they can work later on in life. Girls and young women must be supported to be included in and not excluded from the economy.

SECTION 4.1 – PLAN – UNDERSTAND THE SITUATION

KEY MESSAGES⁷

- To identify the best strategic approach, it is important to understand the political, social and economic context in which the advocacy is taking place. This will help to analyse the problems and develop solutions.
- Evidence refers to the facts and information that will support your advocacy message.
- One of the best ways to get other people to support a course of action is to show them the evidence of why it's in their interest or the interest of others to do so. Evidence could be statistics, stories and personal perspectives, reports from others working on the issue or media reports, for example.

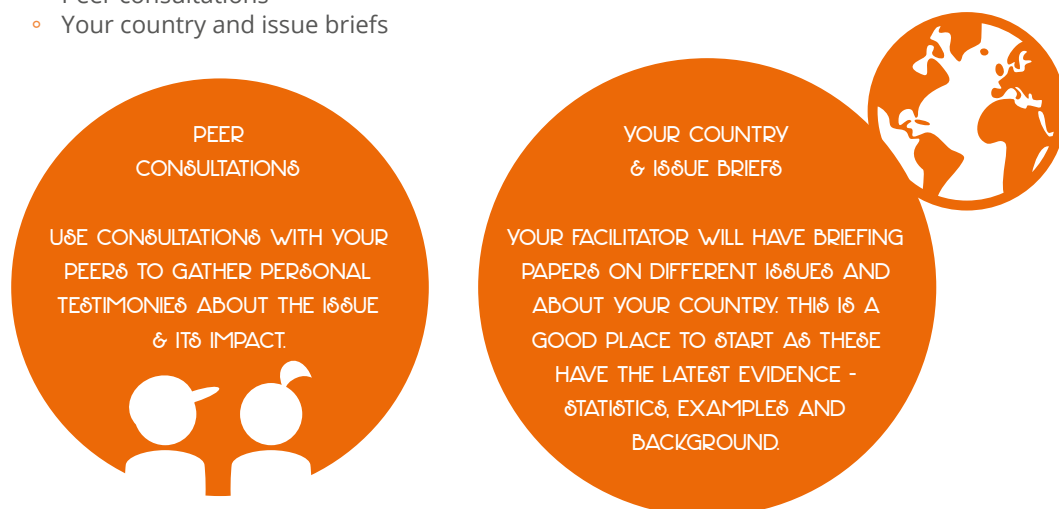
Now you should have more of an understanding about gender equality and girls' and young women's rights. You are more familiar with the 2030 Agenda and how this relates to human rights. You have started thinking about what advocacy is, why it is important to advocate for girls' rights and how you can use your power within, power to, power over and power with others to make change happen! You have also started to think about what you would like to see changed in your community and country for girls and young women and identified which target(s) from the 2030 Agenda are most relevant. This is fantastic! Next we are going to research the situation in your country and identify what the best strategy is.

WHAT'S THE SITUATION IN YOUR COUNTRY RIGHT NOW?

Knowing the context is the first step to understanding specific problems and being able to work out solutions. We do this through research. Knowing where we are in the 2030 process and understand the political context is so important. It means your influencing plan will be timely, relevant and, most importantly, strategic.

You can do this during the workshop using:

- Peer consultations
- Your country and issue briefs



During the workshops, you will learn and practice a simple activity to help you carry out consultations with your peers.

⁷ This section has been adapted from the Plan International/UNGEI 'Advocacy for Education' Toolkit.



Photocredits: Will Boase, Plan International

EVIDENCE

What is evidence and why gather it?

Evidence refers to the facts and information that will support your advocacy strategy. One of the best ways to get other people to support a course of action is to show them the evidence of why it's in their interest or the interest of others to do so. Evidence could be statistics, stories and personal perspectives, reports from others working on the issue or media reports, for example. These are just a few! Your story will also be really important.

What sort of evidence do I need?

Different types of evidence appeal to different people. Data and statistics are good for convincing governments and organisations especially if they are linked to an economic argument. That's why we included statistics at the beginning of this toolkit... Dear President please take note that:

Human interest stories such as that of Malala Yousafzai or Memory are vital to motivate people to care about the issue in the first place. Your own story is also important! Think back to your bio from Section 1: Prepare and remember that you are experts in your own lives.



AN EXTRA YEAR OF
PRIMARY SCHOOL EDUCA-
TION BOOSTS GIRLS'
EVENTUAL WAGES
BY 10-20%*



AN EXTRA YEAR OF
SECONDARY SCHOOL
EDUCATION RAISES
EVENTUAL WAGES
BY 15-25%*

* World Bank 2002

SECTION 4.2 – PLAN – DEFINING YOUR CHALLENGE & THE SOLUTION

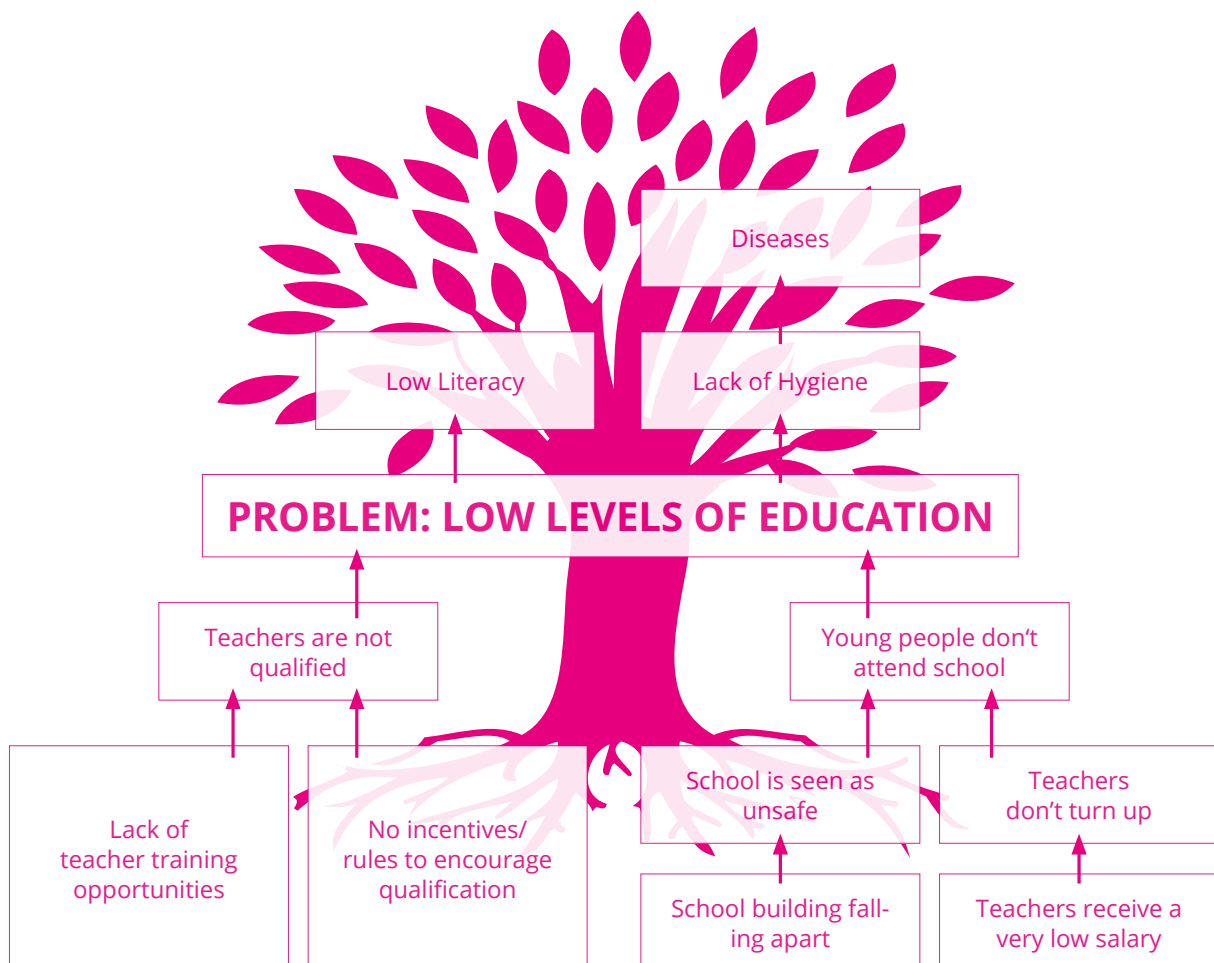
KEY MESSAGES

- A Problem Tree helps to break down problems to identify the causes and consequences and to develop solutions and effects.
- An overall aim helps to clarify what an advocacy strategy is trying to achieve and objectives show how the aim will be met. Objectives should be SMART and based on evidence.

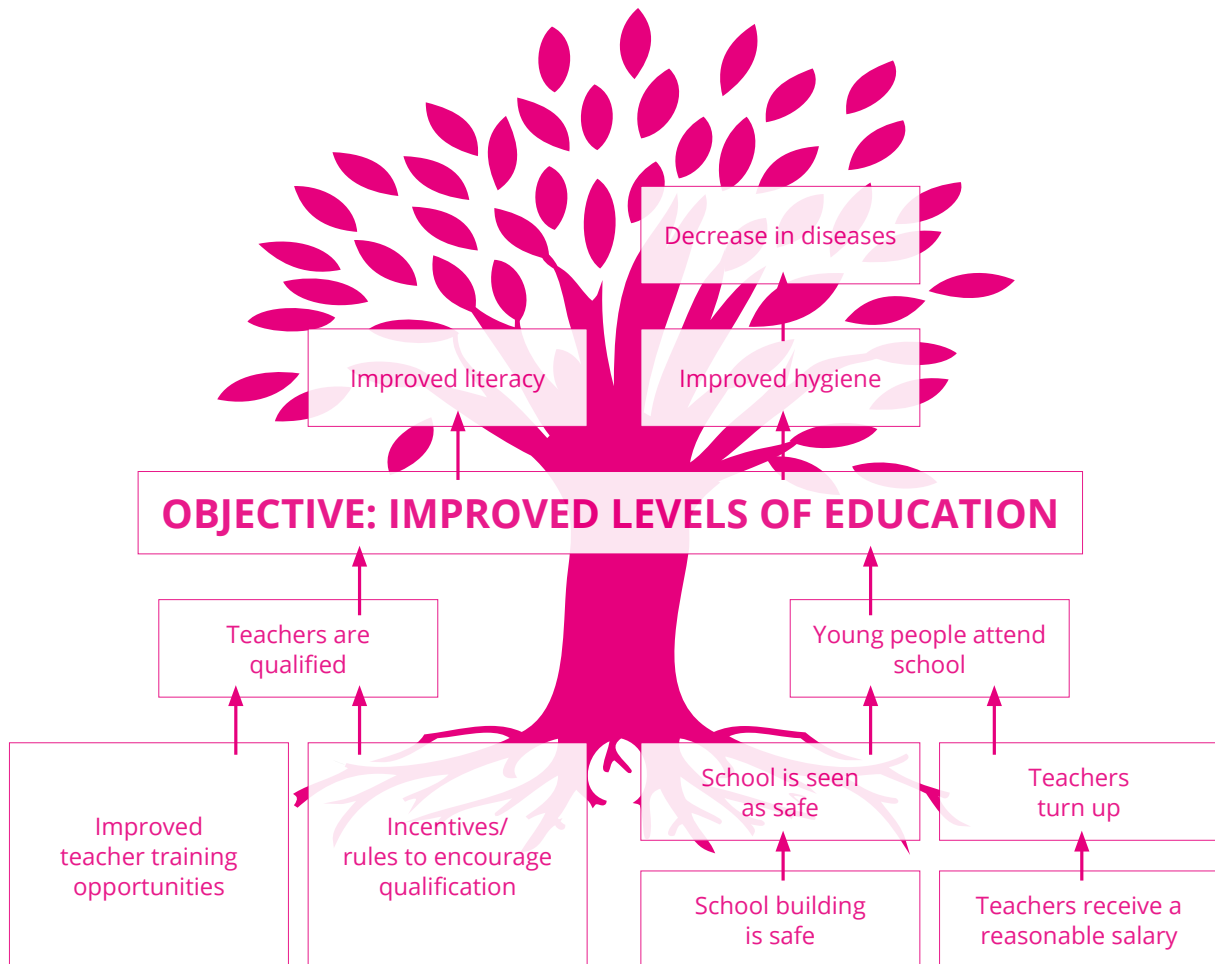
By now you will have done some research on the situation in your country. You will have an idea of some of the challenges that girls and young women face. This section will help you to break down the challenges and identify the causes, consequences and solutions.

Tool: Problem/Objective Tree

A problem tree allows you to break the problem down and identify possible areas where you could advocate for change. The roots of the tree, in the lower part of the drawing, represent the causes of the main problem. The tree trunk at the centre of the drawing represents the main problem and the tree branches, on the upper side of the drawing, provide a visual representation of the effects of the main problem. Write the problem you want to analyse in the box in the centre.



To turn this into a solutions tree, simply turn the causes into positive statements. Create positive statements which usually include words like: improve, increase or decrease.



Now you're ready to fill out your own.

WHAT IS YOUR AIM AND WHAT ARE YOUR OBJECTIVES?

Your Problem Tree should have helped you identify some of the problems and potential solutions. Think about what your overall aim is – this should be related to the SDG target you chose as a group. Reflect on the objectives in your objectives tree. It is best to have 1-2 objectives so you may have to prioritise.

Examples of good objectives:

- Gain a youth advocate seat on the 2030 Agenda planning committee for your country by January 2019 in line with Goal 16, Target 7
- By January 2018, secure commitment to and funding for a school-based programme on violence against girls in line with Goal 5, Target 2

MAKE SURE YOUR OBJECTIVES ARE SMART!



TIP!
AN OBJECTIVE IS A SPECIFIC, RELEVANT RESULT THAT A PERSON OR ORGANISATION AIMS TO ACHIEVE WITHIN A TIME FRAME AND WITH AVAILABLE RESOURCES.

BUILDING OUR ADVOCACY PLAN

In the last session we worked out:

- What is the political context? What is our issue?
- Why? (What are our arguments and what are the counter arguments?)

To develop our advocacy plan though we need to also work out:

- Who you want to influence; who has the power?
- How you're going to influence them –
 - What you want to say and how you're going to say it;
 - When? (is a good opportunity to do advocacy);
 - Where? (what spaces should we advocate in)
- Whether or not your plan is working along the way
- What are the risks and how can we lessen them?
- How do we track our progress and success?



SECTION 4.3 – PLAN – TARGETS AND INFLUENCERS

KEY MESSAGES

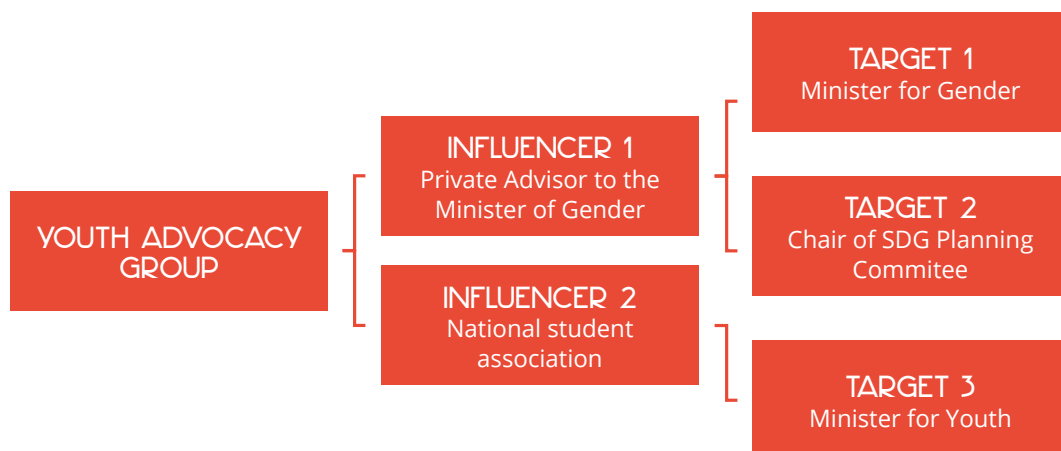
- The role of an advocate is to influence people or organisations that have the power to change things.
- A stakeholder analysis tool can help to identify and analyse the different stakeholders who may be allies or opponents and plan if and how to engage them. This includes the targets and influencers.
- The policy or decision-maker who can make the change happen is the target and there will be various people and organisations who can influence that target. They are the influencers.
- Knowing who or what influences your target is the key to good advocacy. An influencer mapping tool will help to understand this and plan actions to engage the different people and groups so as to reach your target.

As advocates your role is to influence people or organisations that have the power to change things. The first stage in your advocacy plan is to decide who can make the change happen to achieve your objectives. These are the decision-makers – your targets. There may well be different or multiple targets for each objective. These could be different people or people within an organisation or institution.

Then you need to find out who has influence over your targets. These are your influencers. Perhaps they will be easier to influence than your target.

To understand both of these groups, we'll complete a quick stakeholder analysis. A stakeholder analysis is a way of identifying who's involved in the issue, their perspective and how to work with them. Stakeholders are people who have an interest in the issue – this could mean that they are champions for it or the opposite – perhaps they are really against it!

Here is a very simplified example of what a chain of influence between an advocacy group and target(s) might look like if the objective is to secure youth representation on the SDG Planning and Review Committee, in alignment with Goal 16, Target 7:





Tool: Stakeholder Analysis

STAKEHOLDER ANALYSIS	IT DOESN'T MATTER MUCH	IT MATTERS A LOT
<p>POWER TO INFLUENCE CHANGE</p> <p>LOW POWER TO INFLUENCE CHANGE</p>	<p>SATISFY</p> <p>Find out the position of these people as your influencing plan develops. Examples: media, other local activists and NGOs</p> <p>MONITOR</p> <p>Low priority, involve only where resources permit or there is potential added value. Example: local businesses affected by the issue</p>	<p>INFLUENCE</p> <p>Consult them or speak to experts to find out what influences their decision-making. Examples: policy-makers, local decision-makers, funders.</p> <p>INFORM, CONSULT, INVOLVE</p> <p>Those most affected by the issue could be in this category. If possible, involve them in planning and delivering the research. They could also be a target of the research itself. Example: your target group 'unemployed 16 – 18 year olds in x community'</p>

MAKE SURE YOU IDENTIFY 2030 AGENDA STAKEHOLDERS!

As well as the stakeholder groups listed below, think carefully about the individuals and groups that are specifically connected to the 2030 Agenda.

In the government, there may be a cross-ministry group responsible for planning and monitoring the 2030 process. In civil society, there may be others advocating on gender equality who you could partner with. Think about the following groups:

GOVERNMENT

As part of your stakeholder analysis, find out if there is a planning committee or group. If so, who is leading it? Which ministries or organisations are involved and which individuals are responsible? Are there any opportunities for young people to join? Have any parliamentarians mentioned the SDGs and if so, what did they talk about?

MEDIA

Have any local newspapers or radio stations talked about the SDGs? What have they said?

NON-GOVERNMENTAL ORGANISATIONS

Are there other organisations working on the 2030 Agenda? If so, are any focussed on girls' and young women's rights and gender equality too? Are there any youth groups in your area? Do they know about the 2030 Agenda? Are they working to influence it?

STAKEHOLDER GROUPS





INFLUENCER MAPPING

Next we will map the influencers. As suggested above, use this table to figure out if and how to work with our influencers. Of all the stakeholders, think about the following:

- Who can make the change happen?
- Who has power over those decision-makers?

Influencer mapping > High Impact

DIFFICULT TO INFLUENCE	EASY TO INFLUENCE
<p>Advice! Reach out to them! Try to work with this group over the longer term. Explore what influences them, look for opportunities to build a relationship.</p>	<p>Advice! Focus on them! Focus most of your time and energy on this group.</p>

Influencer mapping > Low Impact

DIFFICULT TO INFLUENCE	EASY TO INFLUENCE
<p>Advice! Forget them for now! Forget it! Well, almost. Just be aware of them, as they may become easier to influence or more powerful in the future. It is also worth monitoring what they are up to during this process too.</p>	<p>Advice! Reach out to them! Contact this group; they could give you some easy successes to inspire others with. They could also be door-openers to more important targets, allies who will add their voice to your campaign, or informants who have access to crucial information.</p>



HOW CAN WE INFLUENCE OUR TARGETS?

The people we want to influence have their own beliefs, experiences and values – a whole world around them... Just like you! Let's try a quick activity:

It is so important to know who and what influences your target – or has power over them. This is the key to great advocacy. For each of your key targets let's map out the influences on their position around your issue.

1 DRAW A PICTURE OF YOURSELF



2 ASK YOURSELF: WHAT INFLUENCES MY POSITION ON EDUCATION FOR ALL?

What do i think education is for?
The global situation?
What needs are there, etc.?

3 THINK ABOUT:

What you care about?
What you do?
Who you know?
Where you get your information from?

For example...



4 WRITE YOUR TOP 5 AROUND YOUR PICTURE

Look at your list and notice that some of your influences are people and some are other things like experiences or cultural factors.

5 SHARE YOUR TOP 5

If you are working in a group then compare and discuss your influences.

SECTION 4.4 – PLAN – WHAT IS YOUR MESSAGE?



KEY MESSAGES

- A good advocacy message is essential to reaching the right audiences. It must be relatable and interesting, appeal to the heart, hands and hear and tell a story. Different audiences need different messages.

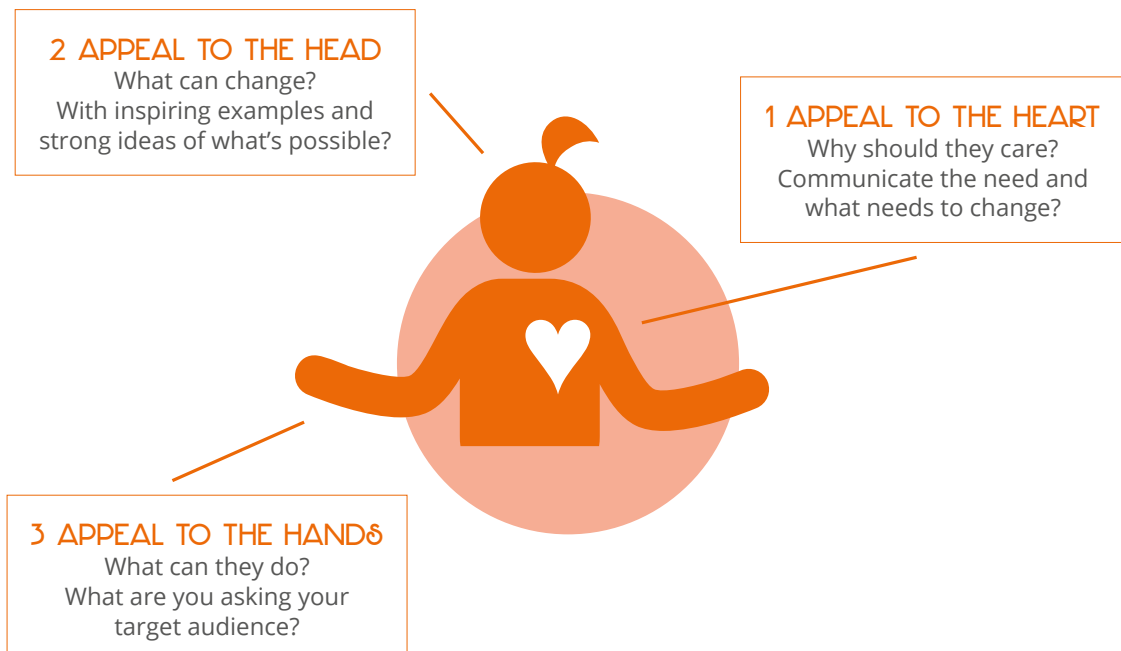


WHAT MAKES A GOOD MESSAGE?

Think about when you last sat up and took notice because someone told you something. What grabbed your attention? What made you want to find out more?

On the whole, people respond well to messages which:

- Relate to an existing interest that the target already has
- Appeals to the heart, the head and the hands
- Tell a story – people are more likely to remember a story, than a bunch of facts and statistic (though these are important too!)



WHAT AND WHO IS YOUR MESSAGE FOR?

You will need to prepare a different sort of messages depending on who you are speaking to or, in other words, your audience:

A quick-fire message

This is sometimes called an 'elevator pitch' – because it's the sort of message you'd give someone really important if you were in the elevator with them for only a minute or two and had to convince them in that time!

This message should include:

- What the problem is and how it can be changed?
- What you want from that person – it could just be the chance to meet to discuss in more detail later.

Adapted messages

Would you say the same thing to a celebrity as you do to a politician? Do you say the same thing to your grandparents that you might to your friends? Adapted messages are specially developed with a particular audience in mind to ensure you are 'speaking their language' when communicating what you want.

WHICH OF THE FOLLOWING DO YOU THINK IS THE MORE POWERFUL MESSAGE?

The person is a celebrity who may not have heard about the issue.

1. "Thousands of girls and young women are being denied their right to participate in decisions that are made about their lives. Because of this, they are not reaching their potential. Our project provides an effective and fun way for girls to take part in local government and be more politically empowered. Your voice at our next gathering would convince the community to get behind us and make this a success."

OR

2. "We run a girls' political empowerment project and we would like you to speak at our next gathering to convince the community to support us. The project provides an effective way for girls to take part in local government. If it's successful we can ensure girls claim their rights and help them to reach their potential"

The first is usually the most effective because it makes an emotional appeal first, which encourages the target to pay attention to the rest of the message.

BRILLIANT MESSAGES ARE:

1
SIMPLE

2
SOLUTION
FOCUSED

3
PRACTICAL &
REASONABLE
IN THEIR
REQUESTS

4 EVIDENCE-
BASED
they including
real life stories,
facts & stats

5
APPROPRIATE
FOR THE AUDIENCE
IN LANGUAGE
& CONTENT

6
PERSONAL
they show why
you care



SECTION 4.5 – PLAN – TURN YOUR WORDS INTO ACTION!

KEY MESSAGES

- Different advocacy strategies require different tactics depending on the aim, objectives, targets and influencers.
- Most strategies will require a mix of insider and outsider advocacy. Insider advocacy involves working closely with decision-makers to influence them while outside advocacy involves bringing about change through mobilising the public and/or undermining decision-makers.
- Most advocacy will involve a combination of lobbying, campaigning and media.



Now that we have our messages, our targets, and an idea of what interests our targets – it's time to decide what actions we will take to create change. What sort of things do we need to consider when deciding what actions - or advocacy methods - we'll take?

- Where in the 2030 Agenda planning and implementation process is your country?
- Is your country being reviewed by the CEDAW or CRC Committees this year?
- What will have the biggest impact?
- What might be the easiest thing to do?
- What skills and contacts does your group already have?
- What do you and others involved like doing? What excites you?
- What do you know has worked in the past?
- Will you influence decision-makers by working closely with them as an 'insider' or by mobilising the public?

INSIDER, OUTSIDER OR A MIX OF BOTH?

INSIDER ADVOCACY

Working closely with decision-makers to influence them can be effective but be aware, it can lead to:

- A conflict of interests where fear of losing your insider position could prevent you from speaking out on important controversial issues.
- Losing touch with the community you want to help as you focus on understanding the decision-makers.
- Being used by decision-makers to give the impression that they are listening to the public – when in fact they're not.

OUTSIDER ADVOCACY

Bringing about change through mobilising the public and/or undermining decision-makers is effective but be aware, it can lead to:

- Tension and conflict between decision-making groups & communities and the different groups within the community.
- A stronger opposition to the change you're advocating for. If a group feels threatened it can make them stronger as they forget their differences, work closer together and are joined by like-minded people.
- Missed opportunities to work together through dialogue.

Every advocacy plan will be different, but most will include a mix of one or more of these elements:

LOBBYING

to directly influence decision-makers.

CAMPAIGNING

to support action by the public.

MEDIA AND COMMUNICATIONS

to promote your issue and campaign. messages is asking the government to stop wasting money on big political events and spend more money on education, it's probably best to avoid organising a big political event as part of your strategy.



TIP!

YOUR ACTIONS SHOULD BE CONSISTENT WITH YOUR MESSAGE AND HOW YOU WANT TO BE SEEN BY OTHERS. IF ONE OF YOUR MESSAGES IS ASKING THE GOVERNMENT TO STOP WASTING MONEY ON BIG POLITICAL EVENTS AND SPEND MORE MONEY ON EDUCATION, IT'S PROBABLY BEST TO AVOID ORGANISING A BIG POLITICAL EVENT AS PART OF YOUR STRATEGY.



2030 YOUTH ADVOCACY PLAN

It's time to make our plan. You'll see the table below provides a neat and tidy template for organising all the information captured in our previous exercises. You'll need to take time now to think about the concrete steps you will need to take to bring your action plan to life and begin making change! Don't worry – we will fill in the last two sections on managing risks and monitoring progress in the next session.



Photocredits: Plan (Kajal, one of the beneficiaries of Plan's programme work, addressing the audience at the Meri Beti Meri Shakti launch)



YOUTH ADVOCACY PLAN

WHAT NEEDS TO CHANGE?
Our aim

Tip: Decide a broad overall aim, aligned to your priority SDG target.

WHAT NEEDS TO CHANGE?
Our Objectives

- 1
- 2

Tip: Choose 1-2 related objectives. These should focus on your priorities within the 2030 agenda, such as the targets. Use words like 'improve, decrease, increase or achieve' to describe the change.



WHO DO WE NEED TO INFLUENCE?

- 1
- 2
- 3

Tip: Identify who and make the change happen and who has power over them.



WHAT DO WE NEED THEM TO DO?

- 1
- 2
- 3

Tip: Identify 2 or 3 things which would help achieve the objective, for example 'We need the government to ...'. Avoid writing the actions you will do.



HOW CAN WE
INFLUENCE
THEM?

Tip: Write down the detailed specific actions you will carry out to influence the targets.



TO DO

- 1
- 2
- 3

BY WHOM

- 1
- 2
- 3

BY WHEN

- 1
- 2
- 3

SECTION 4.6 – PLAN – RISKS, MONITORING AND EVALUATION



KEY MESSAGES

- Doing advocacy means taking risks. Taking time to think about potential risks and how to avoid – or mitigate – them is essential and will save headaches later on!
- There are two types of risks – risks to your safety and wellbeing and risks to the success of your advocacy strategy.
- Monitoring progress helps to prove the impact of the strategy and to improve it by learning about what's working and what's not.

WHAT ARE THE RISKS? AND HOW CAN WE LESSEN OR AVOID THEM?

Advocacy and influencing are risky. You might be challenging people in power or questioning a deep-rooted behaviour or attitude. So it is really important when planning to think about what risks you may encounter and what you can do to lessen the risk. We call this process, risk management.

Risks mainly fall into two categories:

- Risks to your safety and wellbeing
- Risks to the success of the advocacy strategy

The next tool helps to identify risks and a strategy for avoiding them. You will need to revisit this throughout the project – are the risks still the same? Have any new ones come up? Are you still doing everything you can to mitigate them?



Photocredits: Plan



4.6.3 TOOL: RISK ANALYSIS

RISK	DEGREE OF RISK	AVOID	DEAL WITH
RECEIVING HARASSMENT ONLINE	MEDIUM	<p>Consult the social media guidelines before any online activity</p> <p>Only use the private Facebook/WhatsApp groups for posting sensitive information</p> <p>Make Facebook page private so no one can see my location</p>	Review safety, happiness and comfort of each advocate throughout the process
BEING OVER AMBITIOUS	LOW	Plan to start small by choosing priority activities	Review the strategy regularly to ensure all activities are strategic

HERE ARE A NUMBER OF RISKS YOU MAY FACE:

LACK OF PUBLIC SUPPORT FOR YOUR ISSUE

Too many organisations trying to influence girls' and young women's rights and gender equality in different ways

RESOURCES / FUNDING NOT AVAILABLE OR TIED TO OTHER OBJECTIVES

Not able to put girls' economic empowerment or participation on the agenda

UNCLEAR AIMS, WEAK EVIDENCE OR NOT SEEMING CONVINCING / LEGITIMATE

Not understanding what is really influencing the 2030 national implementation process

HOW WILL WE MEASURE PROGRESS AND IMPACT?

It is really important to monitor the progress and impact of your strategy – both the positives and negatives. Otherwise, how will you know if it's working? Or if you need to change any of your plans?

Monitoring involves gathering information about your progress and using it to:

- **Prove:** gather evidence about whether change is happening – so that you can know and show to others what's going on.
- **Improve:** learn about what's working and what's not.

What to monitor

- Did the actions get a reaction?
- Did the reaction achieve a result?
- Did this result have the desired effect?
- What worked and what didn't?
- Were there unexpected outcomes?

Monitoring the progress and success of an advocacy strategy, though, is different to measuring other projects. Advocacy is unpredictable. It requires flexibility and changes to your campaign sometimes. You will often be working with others or as part of a wider movement, which makes it difficult to allocate successes on an individual strategy.

Most importantly, advocacy involves working in very complex, political situations with lots of different things going on. Lots of decision-making happens in secret, behind closed doors. Because of this, monitoring will be a continual process and a lot of a team-work. Your Plan International staff member will also help to monitor your shared strategy.

HOW CAN WE EVALUATE OUR STRATEGY?

Review meetings

Reviewing means gathering information at key moments during your advocacy campaign to get a wider perspective on what's happening. Here are questions to help guide the meetings:

1. What have we learnt and what inspired us?
2. What were the challenges and how could we improve?
3. Who do we need to share our learning with?



Don't worry if things don't turn out well. Very few strategies work as planned the first time round. Reflecting, reviewing and tweaking your plans will help you to improve your strategy quickly. After carrying out your review share your findings with those who have supported you as well as others who are working on the same issue.



Your advocacy diary

Your diary will be a great way to document how you are feeling throughout the project and what activities you are doing. Remember to write in it after you have taken part in an advocacy activity. Use the following questions to help guide you:

1. What did you do? Was it successful? Why/why not?
2. How did that make you feel?
3. How the plan is going generally? What's working well? What are you struggling with?

Read back over it when you are participating in review meetings or in the upcoming strategy sessions. This will refresh your memory so much and remind you how you felt during a certain time.

SECTION 5.1 – TACTICS – PUBLIC CAMPAIGNING

KEY MESSAGES

- Public campaigning is a series of activities that is targeted at wider public audiences, beyond your team and those you want to influence and contributes to your objective.
- Mobilising means inspiring and organising others to get involved. It is one strategic advocacy approach you can use.
- When mobilising people, it is important to understand different people's strengths so as to be able to build a strong team. There are different types of leaders and different roles within a campaign.
- International solidarity actions are a way to mobilise support during critical tipping moments in your advocacy strategy.

CAMPAIGNING

Public campaigning is a series of activities that is targeted at wider public audiences, beyond your team and those you want to influence and contributes to your objective.

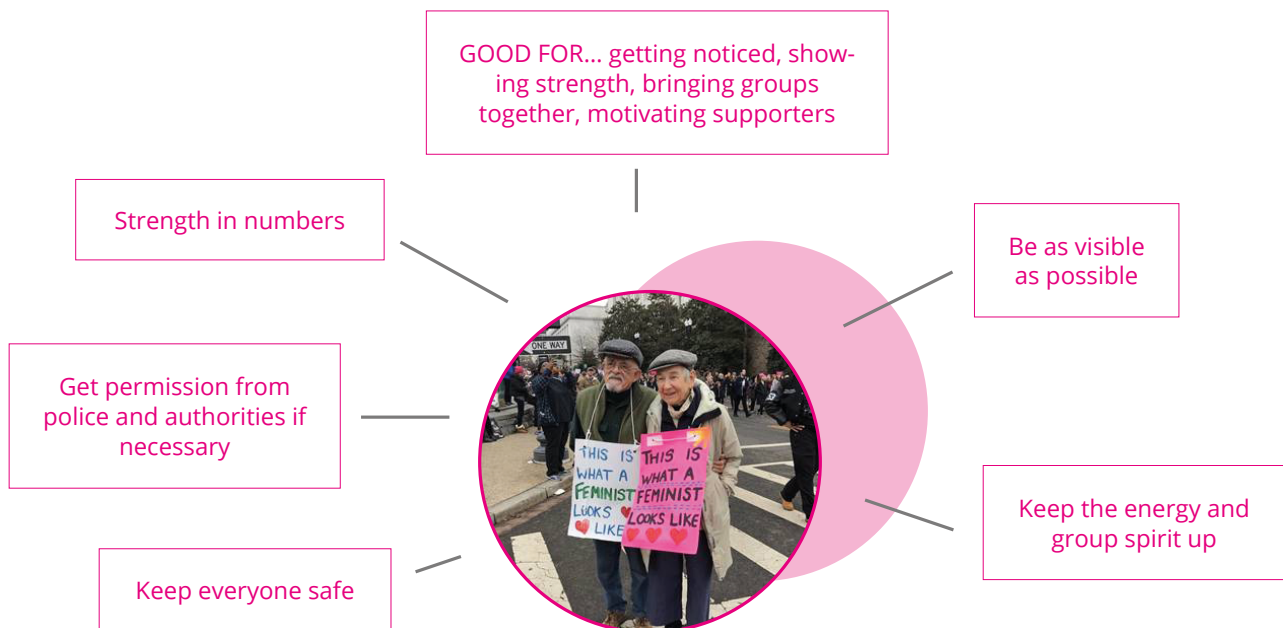
Why campaign?

- To raise awareness and educate people about your issues and your position on it
- To raise the profile of your organisation and work
- To increase public pressure on decision-makers
- To grow the numbers of supporters and mobilise more people into action

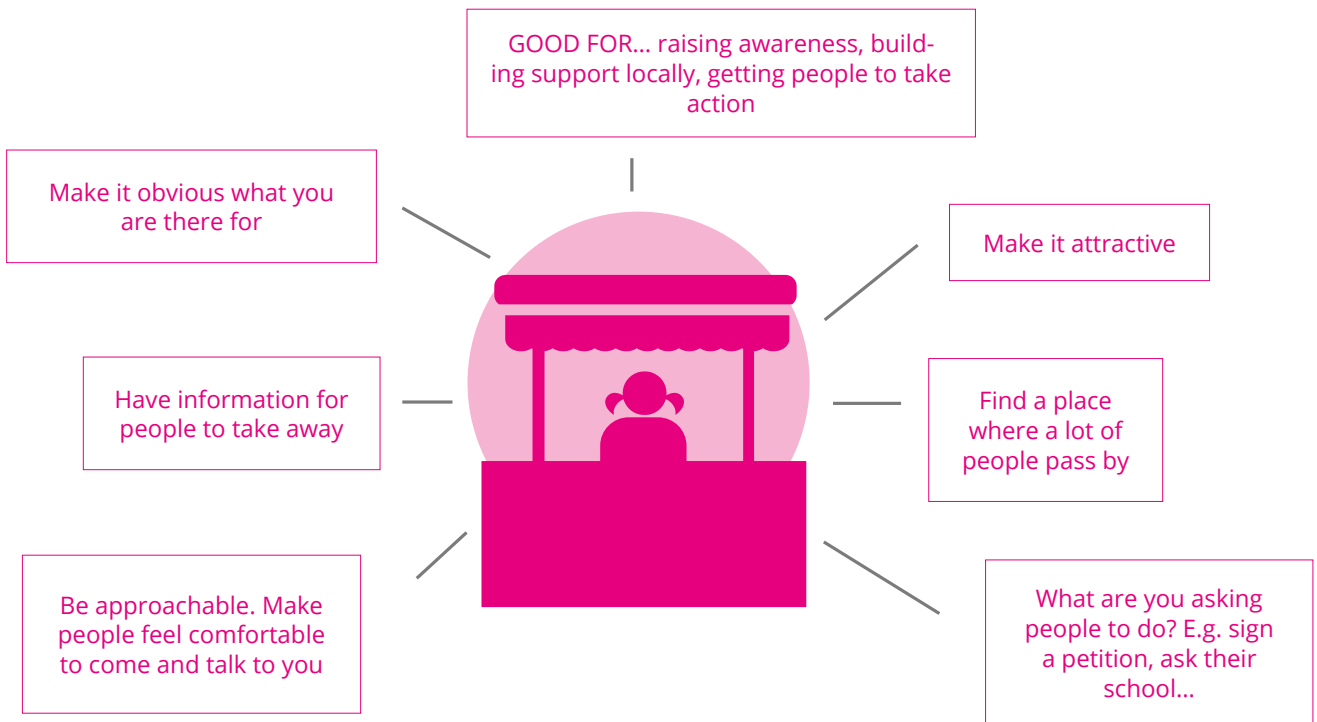
Campaign Tactics

Some popular campaigning tactics include...

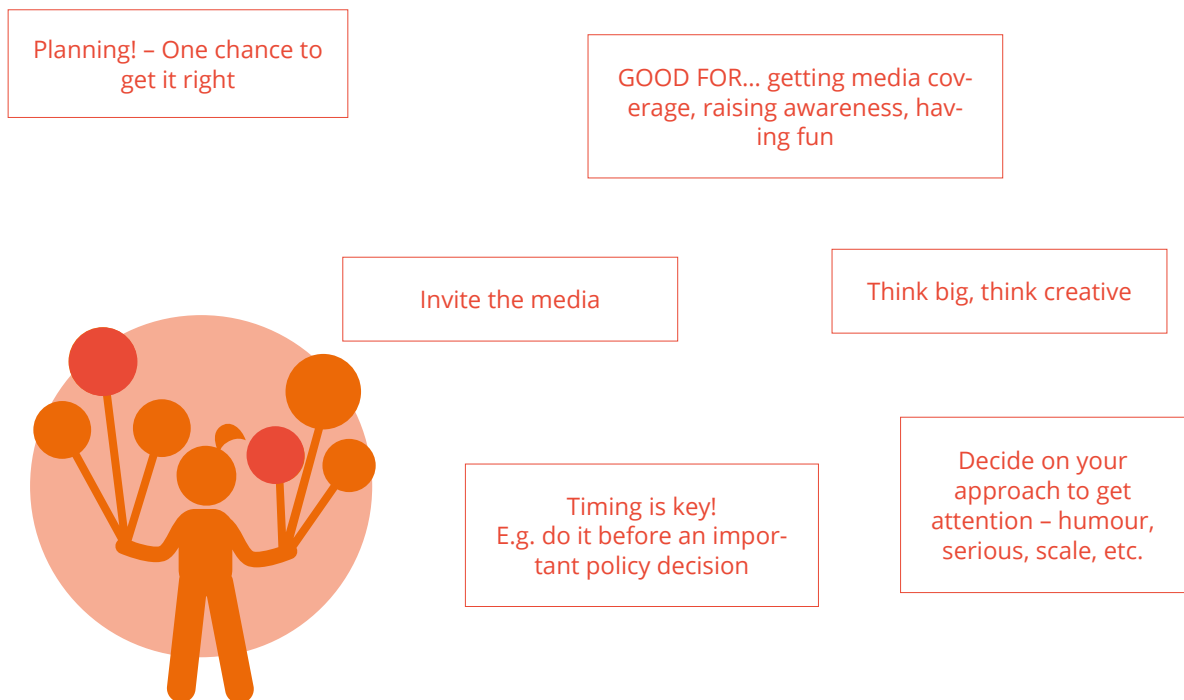
RALLIES AND MARCHES



PUBLIC STALLS AND EXHIBITIONS



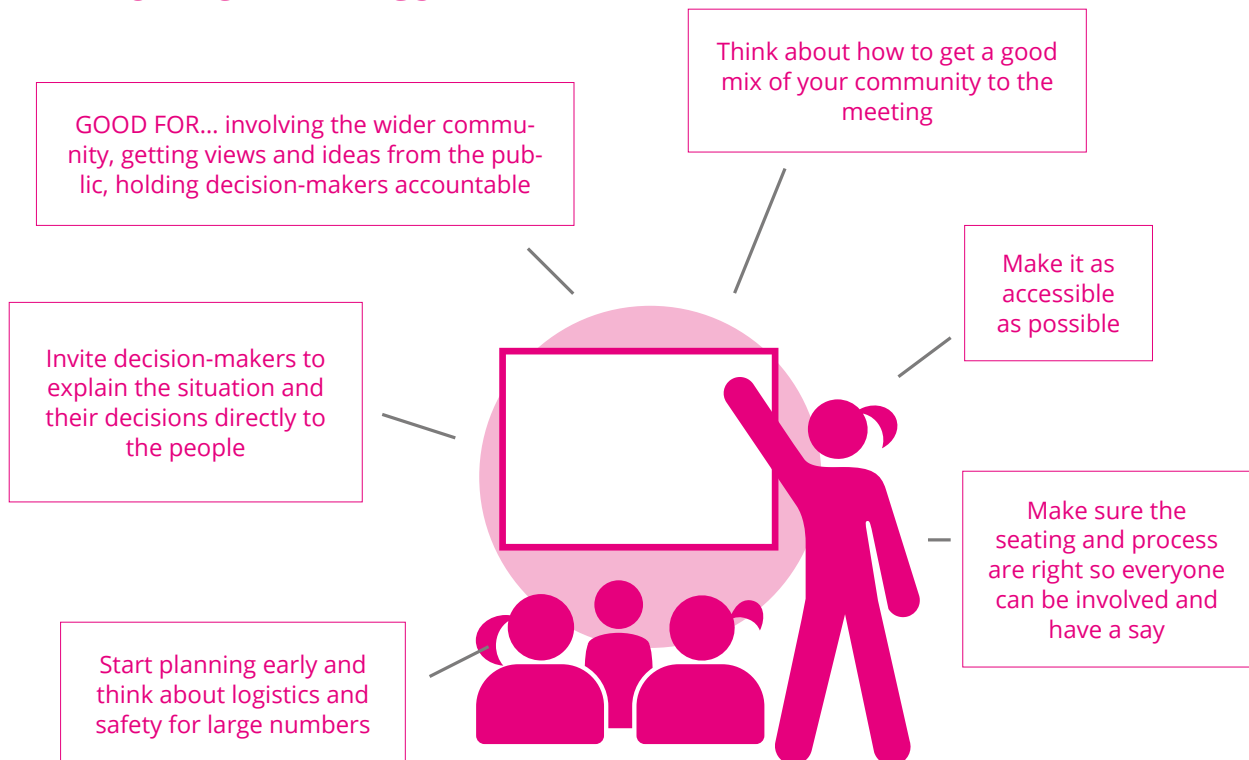
HIGH PROFILE STUNTS



PERFORMANCES – MUSIC, THEATRE, POETRY, COMEDY...



PUBLIC MEETINGS



NONVIOLENT DIRECT ACTION

For example: occupations, disruptions, strikes.



Know what you want to say to people when they ask you what you're doing

Understand your rights and the law

Make sure everyone involved knows the principles of non-violent action

Think about the timescales of your action. Once a sit-in has started for example, it may be a long time before your demands are addressed

GOOD FOR... giving a positive voice and outlet for anger or despair, sharing demands, forcing a conversation

Consider how you will organise yourselves if people join you

TALKS AND PRESENTATIONS

Practice!

Engage a wider audience and open up the conversation online if possible. e.g. get people tweeting using a specific #

Give a platform to those demanding a good education



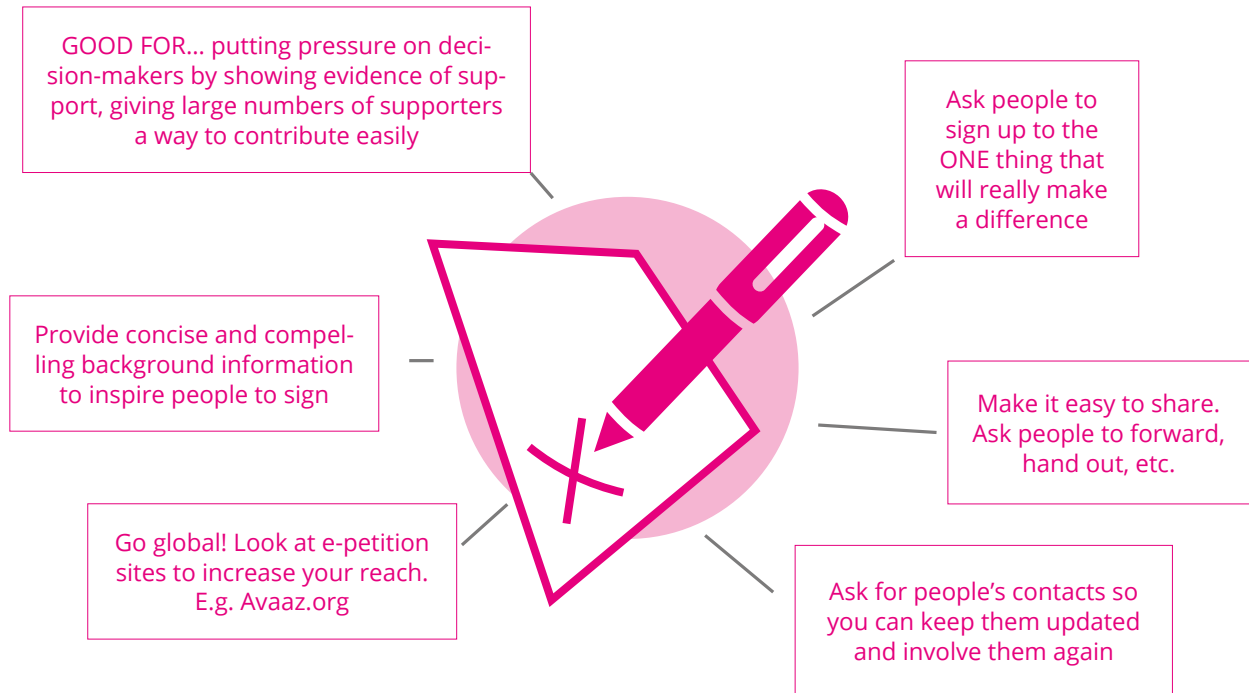
Use lots of visuals to get your messages across

GOOD FOR... raising awareness and understanding, getting conversations started, hearing from different stakeholders

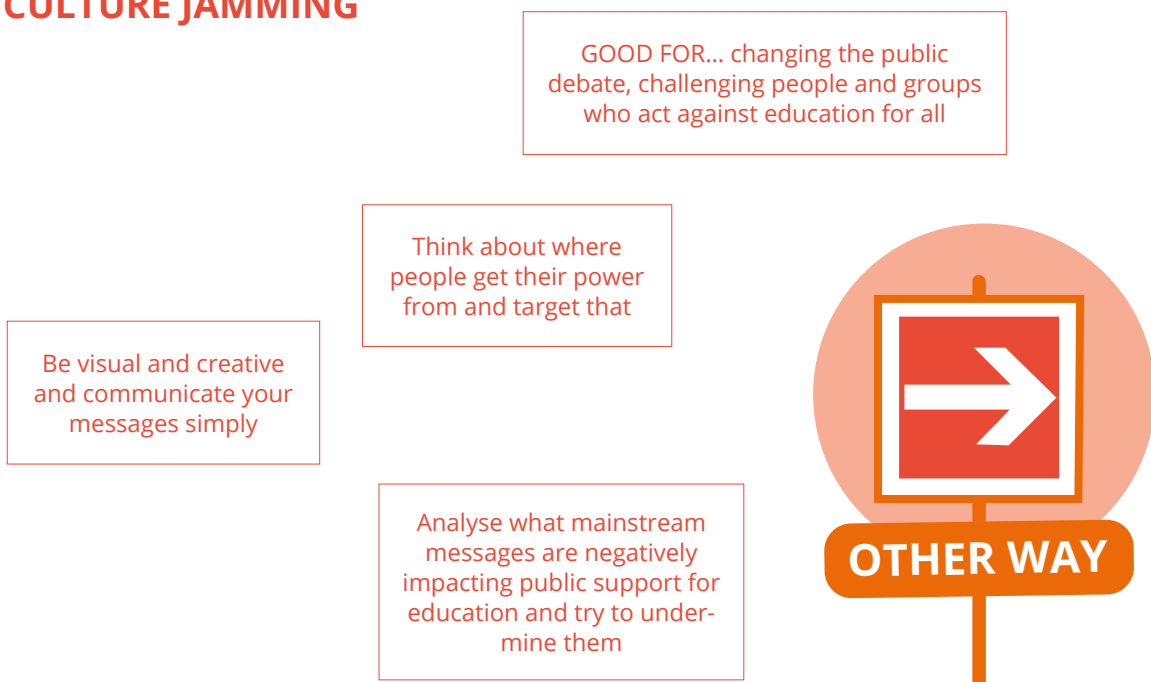
Involve the audience and get them talking to each other good education

Record or transcribe the presentation and share it

PETITIONS



CULTURE JAMMING



PUBLIC MESSAGING AND COMMUNICATIONS

If you're going to bring your work to the members of the public you need to have a very strong "story" to tell. All public campaigning activities should be underpinned by key messages that are consistently pushed out at every occasion. If you stick to your key messages across all your activities, you will make sure your messages will reach your target audience. Remember Section 4d: Plan – What is your message? provides information and tools for developing a strong message and tailoring it for different audiences.



Online Campaigning

By online campaigning we mean using web-based tools and approaches to communicate to your target audience. This includes social media such as Facebook, video sharing, online petitions, virtual marches, and more. Online campaigning can be a powerful tool for mobilising people into action – especially, to create international solidarity around a key advocacy moment or issue.

Why online campaigning?

EASY

Technology is developing fast and there are more and more ways to get people involved in your campaign.

QUICK

You can respond to news and events, send messages to supporters, share information at the click of a button.

CHEAP

It's all there for you. Emails, social media and a whole lot of web-based tools are there for you to use for free.

REACH

It's where people are. People spend time on the internet and using social media, you can reach huge numbers online, your supporters can spread what you share with others in their networks, and so on...

MAKE CONNECTIONS

Social media helps connect your supporters to each other. This makes them feel part of a community and motivates them as part of something bigger.

SIMPLE TO ACT

Engaging supporters in action can start with something simple, like signing an online petition. There are simple entry points that can lead to greater involvement.

DATA

You can easily store and build up information about your supporters, and help move them up the ladder of involvement.

THE DOS AND DON'TS OF ONLINE CAMPAIGNING

DOS

- 1 Overload your message with too many issues that might take away from your core advocacy messages.
- 2 Exhaust yourself. Try to choose one or two main platforms for your advocacy, and use other social media to support or direct attention there.
- 3 Be aggressive in your social media posts. Things can be misinterpreted online. Re-read what you write before you post it to make sure you come across as you would hope.
- 4 Use professional jargon or slang. It can complicate or weaken your message.
- 5 Expect to build an online community too quickly.
- 6 Take too long to respond to people. Social media thrives on live conversations.
- 7 Automate everything. It can be convenient, but use some variety across your platforms to keep things fresh.
- 8 Use social media to advertise.
- 9 Let untrue or negative stories take root. Don't ignore them. News travels really fast online, so step in quickly and make sure your side of the story is heard.

DON'TS

- 1 Follow the same rules about good messaging covered throughout the toolkit.
- 2 Plan your online action – just like you would any other action.
- 3 Share things that people will want to share.
- 4 Get into conversations. Show you are open to other opinions and arguments, and respond to them.
- 5 Know your target audience, and think about where they are and what they are doing online.
- 6 Tell your personal stories. As young people you may not be experts on particular topics, but you are experts of your own experiences so it's important to highlight that.
- 7 Get to know how to make the most of all the major platforms (Facebook, Twitter, YouTube, etc.) and explore platforms that are new to you.
- 8 Tie in your online advocacy with your offline advocacy and activities. Arrange to meet committed online activists, and encourage your community networks to take conversations on line.
- 9 Be yourself. You may be communicating through a machine, but don't become one!
- 10 Analyse the effectiveness of the social media platforms you're using, and alter your approach to make it more effective.
- 11 Connect with influential people online. Ask them to retweet something, or give you a quote. It can be easier than you think.
- 12 Join online girls' and young women's rights advocacy groups and campaign networks.
- 13 Create new and useful content.
- 14 Promote your social media channels where you can – including on otherw social media channels.
- 15 Monitor who is viewing your social media, who's opening your links and who is forwarding things on (e.g. Google).

GUIDANCE – BEING SAFE ON THE INTERNET

1

Never tell anyone you meet on the online any personal details, such as your home address, your telephone number, your school's name or mobile/telephone number, unless your parent or carer specifically gives you permission.

2

Never send anyone your picture, credit card or bank details, or anything else, without first checking with your parent or carer.

3

Never give anyone your password to anyone, not even a best friend.

5

Never hang around in a chat room or in a teleconference if someone says or writes something which makes you feel uncomfortable or worried, and always report it to your parent or carer.

6

Never respond to nasty, suggestive or rude e-mails or postings. It's always okay to immediately end a conversation online without explanation if it is making you feel uncomfortable. Always remember to speak to your parent or care giver.

4

Never arrange to meet anyone in person without first clearing it with your parent or carer, and get them to come along to the first meeting, which should always be in a public place.

7

If you receive spam or junk email and texts, never believe them, reply to them or use them. And remember if someone makes you an offer which seems too good to be true, it probably is.

8

It is not a good idea to open files from people you don't know. It could be a virus or worse – an inappropriate image or film.

9

Always tell your parent or carer if you see bad language or distasteful pictures while you are online.

10

Always be yourself and do not pretend to be anyone or anything you are not.

11

Remember, what gets posted online becomes public and cannot always be removed! So, take care that what you post online does not reveal anything about you that you're not comfortable sharing. For example, don't post things about your body, family, friends, teachers etc. that you would be uncomfortable with everyone reading!

If you feel upset about anything you have seen on the computer (such as something you think may be illegal or inappropriate) or if someone has said something which you feel is rude, inappropriate or if you are being bullied online, you should report to a staff member.

MOBILISATION

Why mobilise?

We can't do everything on our own, and we'd be missing out on others' energy, opportunities and talents if we tried. You want to mobilise others to join your campaign in different ways to:

- Build a stronger voice and be more influential
- Expand your networks
- Volunteer to take on work
- Bring in specific expertise
- Link up similar campaigns.

Public mobilisation is a tactic that can be used by advocates and campaigners to put additional pressure on decision-makers and targets at a critical point in time to progress advocacy asks. By mobilising the general public in support of your campaign in a creative way, you can show your targets that your cause is receiving wide public support.

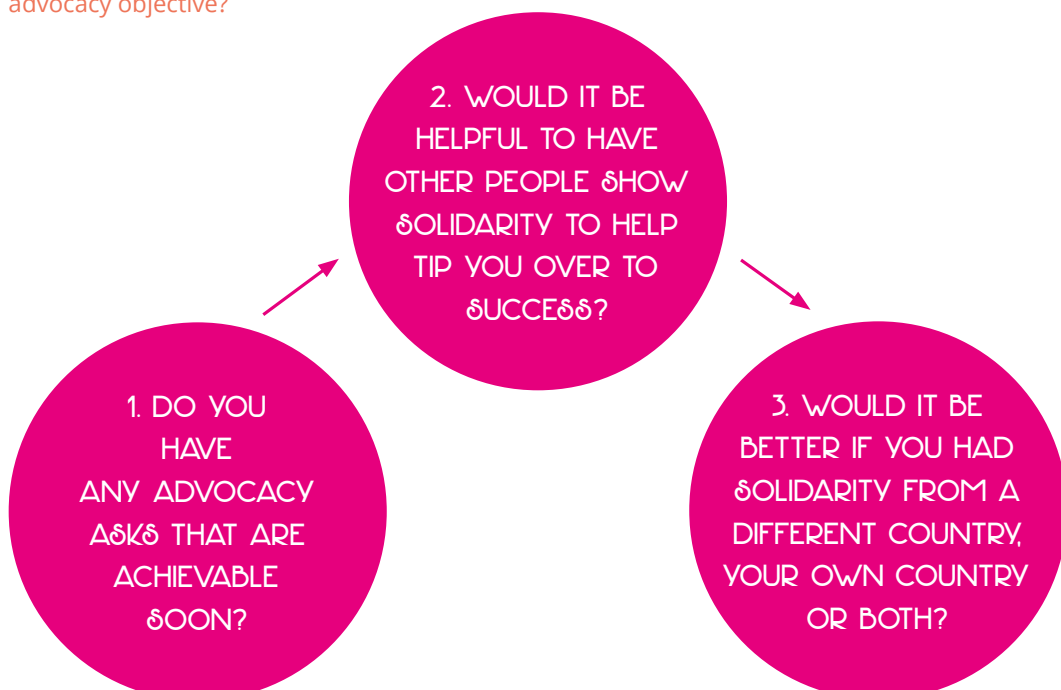
By mobilising the members of the public to support your campaign, you are asking them to show solidarity with your cause. This solidarity can come from within your own country or also from other countries. It is up to you how you want to collect and showcase this solidarity and public support – as long as it reaches your targets and supports your engagement with them.

Mobilisation can take many forms – from delivering petition signatures, holding demonstrations, and doing social media work – but if you use it in the right way it can be a very powerful way to influence governments and other decision-makers. To be truly impactful, the tactic must be used to support advocacy work by being part of an advocacy strategy!

IS THIS TACTIC RIGHT FOR YOUR CAMPAIGN?

There are three questions to answer to decide whether this tactic is right for your advocacy strategy:

Firstly, are you at a tipping point in your advocacy campaign? Do you have specific advocacy "asks" that are achievable in the short-term and could contribute to reaching your overall advocacy objective?



If so, are you more likely to be successful if you have the support and solidarity of others? If you have answered yes to the first two questions, next think about where it would be best to get solidarity from – inside or outside of your country? Perhaps your government has a good relationship with another country and would be under pressure if your campaign received a lot of public solidarity from people there.



If so, are you more likely to be successful if you have the support and solidarity of others? If you have answered yes to the first two questions, next think about where it would be best to get solidarity from – inside or outside of your country? Perhaps your government has a good relationship with another country and would be under pressure if your campaign received a lot of public solidarity from people there.

Or maybe it is the only country in a region, e.g. Central America or West Africa, that does not have a specific law and it would feel under pressure if people from other countries in that region showed solidarity with your cause. These are the types of questions you need to ask yourselves and do research on before deciding which countries to ask for solidarity from.

WHAT ARE THE RISKS WITH PUBLIC MOBILISATION?

Public mobilisation is a risky tactic because it can embarrass or anger governments and decision-makers. In some cases, this can be helpful to get them to take action and make a change happen, but it does not always work and can be seen as aggressive. There is a risk of damaging your relationship with decision-makers, which is not a good idea.



Framing the action around solidarity helps to avoid – or mitigate – this risk. Instead of asking people to directly demand a government to take action, such as pass a law, you are asking them simply to show solidarity with your cause. The difference is small but can be very important. The pressure is indirect, but can be powerful and less aggressive.



INTERNATIONAL SOLIDARITY: TACKLING CHILD MARRIAGE IN MALAWI

"IN MALAWI, BOYS ARE TOLD THEY CAN BECOME THE PRESIDENT, WHILE GIRLS ARE TOLD THEY WILL BECOME A WIFE. WHY CAN'T I BE BOTH?"
MEMORY, YOUTH CAMPAIGNER

In 2016, Plan International UK worked with a youth advocacy group in Malawi to tackle child marriage, which they saw was a barrier to girls finishing school.

Malawi has one of the highest rates of child marriage in the world and around 50% of women between 20 and 24 years of age are married before the age of 18. When a girl is married she is often not allowed or able to continue school, due to new responsibilities such as raising children and doing household chores.

As part of their advocacy strategy to tackle the law that allows child marriage, the group in Malawi used international public mobilisation as a tactic and had great success!

What was the advocacy objective?

The group's advocacy objective was to introduce a new law, which would bring the Malawi Constitution in line with the newly amended Marriage Act by the end of 2016. It would remove a legal loophole, which has allowed children between the ages of 15 and 18 to marry with parental consent.

Why did they use a solidarity action?

The youth advocates wanted to show the government how much international support and attention their cause had. They also wanted to raise the media's interest in the Girls' Conferences they were planning with the Plan International office in Malawi.

How did they raise awareness and mobilise solidarity?

Plan Malawi organised three Girls' Conferences in 2016 to build momentum towards the November Parliamentary session. School girls and local young people, civil society and key decision-makers (e.g. local Members of Parliament, Minister of Gender, the First Lady) all took part in the conferences.

The youth advocates worked with Plan International UK, based in London, to launch an online and offline petition where members of the public in the UK (and other countries too) could commit their support to the work of the youth advocates. Other Plan International offices joined too.

The petition's call to action was: Stand with young people in Malawi to end child marriage. Signatures were collected throughout July and August and were presented during the Girls' Conference in Malawi on 1st September 2016.

How did Plan International support?

Plan International UK shared the petition with people in the UK in different ways - through social media, online advertising and at their events. Plan International also shared it with UK youth advocates in the form of a picture action. Young people took pictures holding a small banner with the message: I stand with young people in Malawi to end child marriage. The best pictures were used on social media and were printed and shown during the Girls' Conference in Malawi. The final collection of signatures was presented at the Girls' Conferences to the First Lady of Malawi. The petition had over 42,000 signatures.

What is a success?

The solidarity action was successful - especially in terms of how big it was (over 42,000 signatures), how many countries it involved (30) and how helped to deliver an advocacy objective (the law was changed). In February 2017, the amendment to fully outlaw child marriage in Malawi was voted through by the Parliament! Malawian Parliamentarians voted 131 to 2 in favour of the change.

An independent evaluation of the youth advocates' work in Malawi showed that changes to the national law and local implementation of that legal change were partly the result of youth advocacy. In particular, some decision-makers said the petition brought clarity and focus to the advocacy work.

Furthermore, traditional leaders have since been working locally to enforce the law in communities. This impact was measured later as part of the evaluation of the strategy, not just the solidarity action.

SECTION 5.2 – TACTICS – LOBBYING



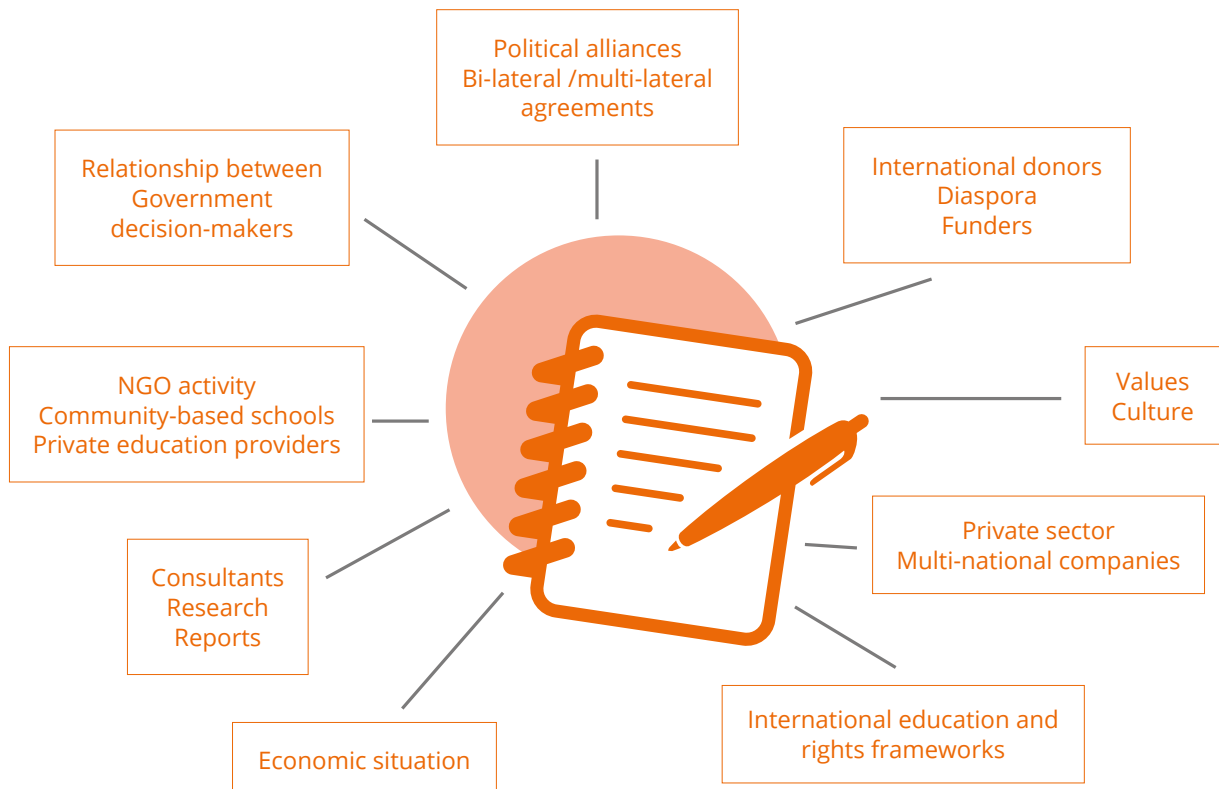
KEY MESSAGES

- Lobbying is an attempt to influence policy and decision-makers by communicating and building relationships with them.
- A policy is a guide for decision-making and a commitment to a course of action.
- Advocacy usually involves a combination of lobbying and campaigning to change policy, attitudes and behaviours.

WHAT IS POLICY?

As a reminder, policy is a guide for decision-making and a commitment to a course of action. For example, a national education policy might include a commitment to increased investment in primary schools, which will guide how education develops in that country.

Some policy will become law, for example, 'all children under 16 years old must attend school'. We use the term policy to include local and national government policies and those of international institutions (e.g. the UN), and organisations (e.g. NGOs and donors).



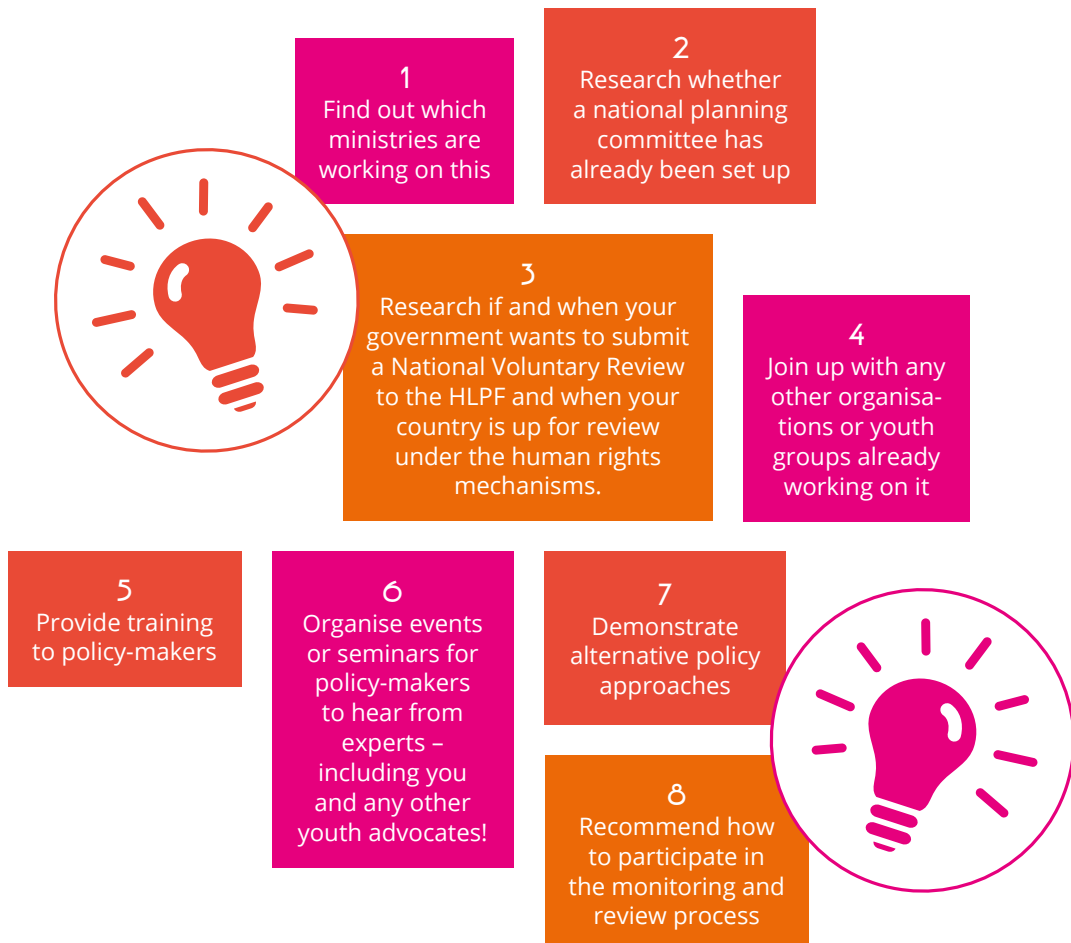
INFLUENCING POLICY

The following steps outline the process to influence policy:

1. Map out the process for the policy that you're trying to influence.
2. Identify how you could influence the policy. Think about:
 - Which actors are in charge of the process?
 - What is motivating policy development or the way it is being implemented.
 - Where you can make the most impact? For example, do you need to target the policy or the ways the policy is being carried out?
 - What's missing from your maps? What do you need to find out?
3. Take part in meetings with decision-makers or those who can influence them.

THINK about how your government is developing its National Implementation Plan for the 2030 Agenda and how it will be putting it into action.

Ideas for influencing your government's national action plan for the 2030 Agenda



Meeting decision-makers

There's a good chance that you will need to meet someone in a position of power to help you achieve your goals. This could be a national Minister of Gender, an advisor, someone on the National Planning Committee for the 2030 Agenda, or a local community leader. Whoever it is, there are some things to keep in mind to help you reach and influence them.

1. SETTING UP AN ADVOCACY MEETING

CONTACT

Find out the best way to reach them. Who can help you set up a meeting?

COURTESY

The relationship starts here! Recognise that your issue might not be their priority

TIMING

Is this a good time? Can what you are asking them to do be done now?

CLARITY

Be clear about what you want from them.

2. PREPARE

WHAT INTERESTS AND INFLUENCES THEM?

Go over their position on your issue – could they support the change you're looking for?

WHO SHOULD GO?

Think about who is best to attend the meeting. Can you involve those directly affected by the issues?

HAVE YOU DESIGNED BRILLIANT MESSAGES?

Go through your messages and requests. List your key points to communicate.

ARE YOU LEGITIMATE?

Are you recognised as a representative of the people whose interests you are advocating? Do you have evidence from your research?

ARE YOU CONVINCING?

Do you have evidence to support your position? Will what you are proposing really make a difference?

HAVE YOU GOT A PLAN B

It's common to turn up at a meeting to find that it's a different person than you expected, that you have less time, and that their agenda is different to what you'd agreed. Be ready for anything!

3. FOLLOW UP

Follow up after an interview is as important as being prepared. Advocacy is about relationship building and taking time after a meeting is crucial to building and maintaining that relationship.

SAVING THANK YOU.

Thank them in writing (a letter or email) for taking the time to meet with you.

SENDING FOLLOW-UP MATERIALS.

Share over email or send any information you mentioned in the meeting e.g. a report you have written.

SHARE OUT AN UPDATE.

If suitable and agreed by the person you met with, share photos from the meeting on social media, demonstrating support for your issue.

HERE ARE SOME TIPS FOR A GOOD MEETING :

1
INTRODUCE
YOURSELF, AND
THE PURPOSE OF
YOUR MEETING

2
LISTEN
CAREFULLY, AND
RECOGNISE THE
POSITIONS AND
INTERESTS OF
OTHERS

3
ENSURE
THAT YOU
COMMUNICATE
YOUR KEY
POINTS

4 DON'T
GET INTO AN
ARGUMENT, IT USES
TOO MUCH TIME AND
FOCUSES ON THE
NEGATIVE COMMUNI-
CATE YOUR KEY
POINTS

5 FOCUS
ON
COMMON
GROUND

6 AT
THE END
SUMMARISE
WHAT EACH SIDE
HAS SAID AND
AGREED TO
DO

7 DON'T
LET IT END
THERE! TRY TO
GET AGREEMENT TO
MEET AGAIN, OR
A PROMISE TO
FOLLOW UP



DIALOGUE

Meeting with decision-makers may give you an opportunity for dialogue. Dialogue refers to a conversation where the purpose of the conversation is learning and sharing with others. Successful dialogue will improve trust and understanding between you and decision-makers. For dialogue to be successful it's important to:

A
APPLY SENSITIVE LISTENING
AND COMMUNICATION SKILLS
AND

B
PROVIDE AN OPPORTUNITY
FOR EVERYONE TO
PARTICIPATE IN THE
CONVERSATION.

NEGOTIATION

Negotiation takes place when... "two or more people, with differing views, come together to attempt to reach agreement. It is persuasive communication or bargaining". We use negotiation all the time, with all kinds of people in all kinds of ways; for example, dealing with competing priorities from two bosses at work, or the breakdown of chores in a shared house.

Some advocacy meetings with decision-makers will involve negotiation. This is where you want to gain something specific from the meeting – for example agreement to include a young woman on the SDG planning committee. As part of the bargain you may also need to offer something in return, for example, to promote the local council as a supporter of the programme.

In addition to the tips on meeting with decision-makers, you also need to consider:

- **Their needs:** What do they want to gain from your meeting?
- **Your offer:** Can you provide something that the other group wants?
- **Your need:** What do you NEED to get from the meeting. What is the minimum you would be happy with?
- **Your concessions:** What are you willing to give up to get what you want?

And remember in the meeting...

- **Aim high:** You can always negotiate down, but is it difficult to negotiate up.
- **Give concessions reluctantly:** be seen to be driving a hard bargain.

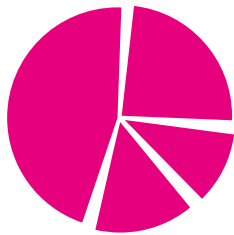
Possible outcomes of the negotiation:

- **Win/Win:** where both parties feel as if they have achieved something.
- **Win/lose:** where one party comes out as a 'winner', and the other feels like they've lost.
- **Lose/lose:** where both parties feel like they have lost out. It's surprising how many times this happens!

Most often you will be seeking a win/win outcome. Although not always.

NEGOTIATION TACTICS⁸

8 Adapted from National Union of Students Negotiation Training

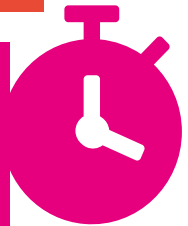


"CAN WE BREAK THIS DOWN?"
Some things are too big to agree straight away and need to be broken down into smaller decisions. It takes time and patience.

ULTIMATUM
"This is our last and final offer"

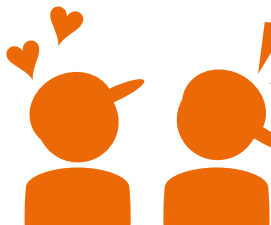
"DO YOU KNOW WHO I AM?"
Relying on status rather than skill. This can come across as dominant and forceful.

CLOCKWATCHING
Using time pressures to create a real sense of urgency and force an agreement.



"I HAVE TO CHECK WITH OTHER PEOPLE FIRST"
Reverse of the above. You can't make a decision now, and have to go back to your team or superiors.

REPACKAGING
Taking something you originally tried to negotiate for and presenting it in a different way.

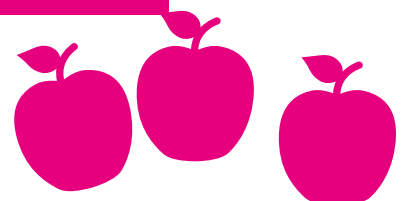


GOOD COP / BAD COP
Team performance where one person is very critical and aggressive; the other is kind and easy-going.

"WE BOTH LIKE FRUIT... BUT YOU LIKE APPLES AND I LIKE BANANAS"
Working from a principle of what you agree on, e.g. we both believe all children deserve a good education, but I believe it should be free and you believe parents should pay. Use shared principles to work out an agreement.



EXTREMES
You propose something extreme in order to get the small 'win' you actually want.





SECTION 5.3 – TACTICS – BUILDING PARTNERSHIPS

KEY MESSAGES

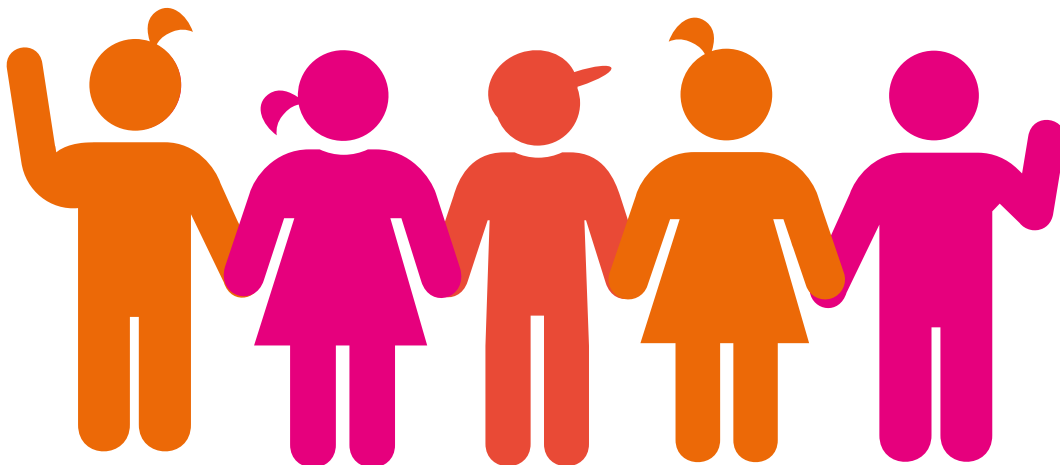
- There may be other organisations or groups working on similar issues or also working to influence the 2030 Agenda. Working with other organisations that have the same aim can help you accomplish goals you could not accomplish alone.
- Take time to understand the other organisations and groups working on this issue and figure out if it is worthwhile building an alliance or partnership.

BUILDING ALLIANCES AND PARTNERSHIPS

Working with other organisations that have the same aim can help you accomplish goals you could not accomplish alone. Take time to understand the other organisations and groups working on this issue and figure out if it is worthwhile building an alliance or partnership

When looking for partners, think about each of the following points:

- Long or short term: Are you looking for a long term partnership or someone you can work with for the short term, just for an event for example.
- Who is doing what already? If something is being done well then get involved or involve them. Their gain is your gain, and vice versa.
- Look at your stakeholders: Are any of the organisations or youth groups that could be good partners?
- Join networks: Networks are good for making contacts and getting access to information and resources.
- Outreach: Bring people together to find out what you're doing, ask questions and see if they want to get involved.
- Be creative: Just because you are working on a girls' and young women's rights project doesn't mean you have to partner with girls' and women's rights organisations. Some of the best partnerships are between completely different types of organisations that combine their strengths to create something exciting.



SECTION 5.4 – TACTICS – MEDIA



KEY MESSAGES⁹

- The media can be really powerful tool for campaigning if you know how to tell and share a good story.
- Journalists are influencers themselves – it is important to know what matters to them or their programme/publication and to understand how their mind works.



WHY USE THE MEDIA?

The media – including radio, TV, print media such as newspapers and magazines, and web media, like blogs, issue-based websites and social media – can be a hugely powerful tool for your campaign.

Whatever media you choose to target, there are some key things to know and skills to pick up:

- What makes a good story?
- How to get noticed?
- How to give a good interview?

Getting Noticed

Inside the mind of a journalist...



⁹ This section has been adapted from the Plan International/UNGEI 'Advocacy for Education' Toolkit.

Newsworthiness

- 'A big story: as well as being new, the media are after stories about: conflict, hardship, threats in the community, scandal and individual achievement.
- A trend: Small, single issues aren't of great interest. Journalists are more interested in stories that have something to say about society as a whole and how it is changing.
- A surprise: Something that shows evidence against what most people believe always gets attention.
- Easy to understand: Can it be explained in one short paragraph?
- Accessible to all: Your story should be interesting to as wide an audience as possible.
- Memorable: Is it powerful enough to be remembered?
- A hook: Does it relate to something that is already in the news or topical?

TALKING TO THE MEDIA – INTERVIEW SKILLS

An interview is a good opportunity to get coverage and spread your advocacy messages.

Know who you're talking to

- Get to know the journalist or interviewer.
- Get to know their publication or programme.
- Work out who their main audience is.



Know what you want to say

- Work out your key messages (probably no more than 3).
- Prepare an introduction and finishing statement.
- Prepare some 'soundbites' – memorable phrases that will help the audience remember your important points.
- Know your facts, figures and personal stories, and remember where the facts have come from. You may be challenged
- Ask the journalist to tell you what the first question will be.

Practice

- Practice saying your key messages.
- Get friends or colleagues to give you a test interview.
- Think of the difficult questions you might be asked.
- Practice 'bridging' – taking whatever question comes at you and answering with one of your key messages.



Learn from every interview

- If it doesn't go well, don't be hard on yourself. Youtube has some famous fails to make yourself feel better!
- Ask for feedback.
- Learn from what you did well and from your mistakes and do better next time!

Be professional during the interview

- Remember the three Cs: confidence, clarity and control.
- Get your key messages in early.
- Don't get flustered – handle your interviewer calmly and with courtesy.
- Don't use a lot of jargon and complicated language.
- Don't try to bluff.
- Round off by repeating your key messages.
- Having said all that – be human.



Being authentic and passionate is more important than giving the perfectly polished interview.

SECTION 6 – FOLLOW-UP



KEY MESSAGES:

- Your staff member will provide you with support to help implement and review your shared strategy and will work with you to decide next steps as a group.
- Reflection is key for monitoring your progress – both in terms of your advocacy objectives and in terms of how you feel things are going and your personal goals.
- Self-care is really important for keeping calm, happy and positive during what can sometime be a stressful process.

NEXT STEPS

MEETING UP

There are more in-person workshops per year. These will provide an opportunity to:

- Report on your advocacy activities to you team
- Update the research and evidence if needed
- Continue to build skills in campaigning, lobbying and mobilisation
- Plan next steps together.

Your staff member will help you to join these meetings and groups to ensure you and your team can communicate and work together in between the in-person workshops.

REFLECTION

Throughout your campaign, make sure you're spending time to reflect on the following:

- Am I achieving what I set out to do?
- This is both in terms of your personal objectives, and those of the group.
- What is going well... and what isn't?
- It's important to share your experiences with others in the group, as well as your friends and peers! This goes a long way towards achieving your objective.
- Look out for yourself and each other! Remind yourself of our safety and wellbeing documents and let your staff member know straight away if there are any issues



Let us know if you are feeling overwhelmed, confused or in need of support. We are here to help.

YOUR ADVOCACY DIARY



Your diary will be a great way to document how you are feeling throughout the project and what activities you are doing. Remember to write in it after you have taken part in an advocacy activity. Use the following questions to help guide you:

- What did you do? Was it successful? Why/why not?
- How did that make you feel?
- How the plan is going generally? What's working well? What are you struggling with?

Read back over it when you are participating in review meetings or in the upcoming strategy sessions. This will refresh your memory so much and remind you how you felt during a certain time.

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Development Cooperation
Ministry of Foreign Affairs of the Netherlands

The Girls Advocacy Alliance is one of the strategic partners of the Dutch Ministry of Foreign Affairs in the Dialogue and Dissent framework.