

TOOLKIT FOR YOUTH ON ADVOCATING AND ACHIEVING GENDER EQUALITY BY 2030



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FOREWORD

60% of the population in the Arab region today is young women and men under the age of 30. 30% are youth between the ages of 15 and 29. As such, the sustainable development agenda, though created by one generation, will be the ownership of another. To truly achieve these ambitious goals, and a planet that provides equal opportunities for men and women, a planet 50-50, you – as the youth of our region – have to be the driving force, the conscience that keeps the rest of us in check.

With this in mind, UN Women developed this toolkit, which in its simplest form is meant to be a guiding document, a helpful resource to be used in your work on women's empowerment and gender equality. The positive changes we are seeing globally are driven by youth, are youth led – the ability to think creatively, innovatively, the ability to question the status quo lies with young people. Yet often the space for advocacy is taken up by the old guard, the space for voice is reserved only for a certain group. This toolkit is our attempt to support you in claiming that space. Specifically, we hope that you will use it to continue to advocate

for a more gender just world, a world wherein you question patriarchal norms that harm your communities; a world wherein you see the value of engaging men and boys as agents of change for women's empowerment; a world wherein all of you have equal opportunities in education, employment, and in life, freedoms of choice, freedom of a life free of violence, including domestic violence. A world wherein the voices of young women are heard, and not drowned out by the shouts of men, a world wherein no woman or girl fears speaking up, or does not dare dream of a future that she, and only she, dictates for herself.

We hope that you will find this toolkit useful, that you will further build upon the ideas presented, and expand them to strengthen your advocacy for achieving gender equality by 2030. We are proud to be working with you, and we will continue to do so, following your lead.

This is your time, not ours, and the future is yours, not mine.

Mohammad Naciri

Regional Director

UN Women Arab States

ABBREVIATIONS

CBO	Community-based Organization
CEDAW	Convention on the Elimination of Discrimination against Women
CSW	Commission on the Status of Women
HLPF	High Level Political Forum
ICT	Information and Communication Technology
IDP	Internally Displaced Person
IMAGES	International Men and Gender Equality Study
MENA	Middle East and North Africa
MGCY	Major Group for Children and Youth
NGO	Non-Government Organization
NSO	National Statistical Offices
SGD	Sustainable Development Goal
STEM	Science, Technology, Engineering, Mathematics
WPAY	World Program of Action for Youth
YLP	Youth Leadership Programme
YWC	Young Women's Caucus

ABOUT THE TOOLKIT

WHAT IS THIS TOOLKIT ABOUT?

This toolkit is about how youth can advocate strategically for gender equality and empowerment of young women. It highlights ways in which youth can influence decision-making at community, local and national levels to achieve gender equality. An important running thread through the toolkit is on engaging young men as gender equality advocates.

WHY IS THIS TOOLKIT IMPORTANT?

The Arab region has witnessed phenomenal economic advances but gender equality and young women's empowerment lags in the region. Young women in the region continue to face gender-based discrimination, marginalization and violence, restricted mobility, including unequal access to education and opportunities for leadership and participation.

Today a third of the population in the Arab States is young women and young men. This growing youth population can be a tremendous force for development and is essential for achieving gender equality.

The momentum around the 2030 Agenda for Sustainable Development is also a historic opportunity to achieve gender equality. The global agenda must also deliver equal gains for youth. With this idea, the toolkit seeks to equip youth advocates in the region with tools and knowledge to ensure they can take full advantage of the opportunity that the SDGs offer to achieve gender equality by 2030.

WHAT IS ADVOCACY?

For the purpose of this toolkit, advocacy can be understood as a deliberate process, based on evidence that directly or indirectly influences decision-makers, stakeholders and relevant audiences to support and implement actions that achieve gender equality and empower young women in the Arab region.

WHO IS THIS TOOLKIT FOR?

This toolkit is for individual young women and young men, youth-led groups, networks and movements, including youth-focused organizations and other community-based organizations (CBOs), that want to advocate for gender equality, empowerment of young women and engagement of young men as partners for gender equality in the region.

Whether you are an experienced advocate or with limited advocacy skills, this toolkit will be useful for you to become strategic in your advocacy to achieve gender equality by 2030.

WHO COUNTS AS YOUTH?

For the purpose of this toolkit, we consider youth as those persons who are within 15 to 29 years old. This is also the Middle East Youth Initiative's definition of youth. This age range reflects the long transition to adulthood faced by many in the region¹.

¹ UNDP. (2016). Arab Human Development Report: *Youth and the Prospects for Human Development in a Changing Reality*.

In another classification, the UN defines youth as ranging from 15 to 24 years old. This group may include individuals from age 25–30 and sometimes up to age 35, depending on how each country defines its youth population. The African Youth Charter defines youth as any individual whose age is within 15 to 35 years of age.

WHAT CAN I LEARN FROM THIS TOOLKIT?

The toolkit is in three parts.

Part 1 makes a case for youth as partners in achieving gender equality in the region. It will help you get familiar with basic concepts around gender equality and rights of young women. You will learn about Sustainable Development Goals (SDGs) and how you can advocate for gender equality within the national SDGs implementation process.

Part 2 will guide you through the process of planning your advocacy for gender equality.

Part 3 will suggest ideas on how to target young men through advocacy in different settings, to engage them as partners in gender equality.

Accompanying the advocacy toolkit are two manuals, namely:

1. A guide on developing online campaigns

to advocate and achieve gender equality.

2. A facilitators' manual that can be used to develop advocacy workshops for youth groups and CBOs.

HOW CAN I USE THIS TOOLKIT?

The toolkit provides detailed information on basic concepts around gender equality, SDGs and advocacy planning as it is designed to be useful for youth groups and CBOs with varying levels of experience, capacities and skills in advocacy. For this reason, the toolkit does not provide a standard method on how to build an advocacy. Rather it consists of a number of tools, tips and guidance that you can put together in a winning mix that responds to your specific-situation.

This toolkit is designed as a self-guided manual. Young women and young men who are beginning their journey in advocacy may find it useful to go through the guidance and tools in detail in the presented sequence. If you have advanced advocacy skills, you might find value in specific-tips and guidance to get more ideas to make your ongoing advocacy more effective.

While the toolkit focuses on how youth can take the lead to advocate for gender equality, you can also adapt the advocacy guidance and tools across different youth agendas and contexts in the region.

As you read the toolkit, look out for the following icons to get more understanding about a topic:



PART 1: YOUTH AND GENDER EQUALITY: THE ‘WHATS’ AND THE ‘WHYS’

This section focuses on the key concepts around gender equality and empowerment of young women to help you become a successful youth advocate for gender equality.

By the end of Part 1 you will be able to:

- Describe the status of young women in the Arab region;
- Explain why youth engagement and partnership is necessary to achieve gender equality;
- Understand what we mean by gender discrimination and gender equality;
- Detail key international agreements and global agendas to achieve young women's rights, and how they relate to the Arab region; and
- Explain the role of young men as partners to achieve gender equality.

1. GENDER EQUALITY IN THE ARAB STATES

FIRST, THE GOOD NEWS...

In the last few decades, rights of young women and overall gender issues have witnessed progress in the Arab region. New constitutions and laws have secured young women's rights and have given them better protection from gender-based violence and discrimination.

For example:

In Morocco, the Constitution acknowledges equality between men and women, and prohibits violations committed either by the State or the individuals. In Tunisia, the new Constitution states that men and women are equal before law. Constitutions in Egypt and Tunisia also include clear provisions to protect women from violence following the amendments introduced in 2014².

In Bahrain, Jordan, Lebanon, Saudi Arabia and Tunisia, laws on violence against women exist. Other countries are drafting laws, including Egypt (protection from all forms of violence against women), Iraq (protection from domestic violence), Libya (protection of battered and raped women), Mauritania (combating violence against women),

² UN ESCWA. (2017). *Status of Arab Women Report 2017: Violence against Women. What is at Stake?*

Morocco (combating violence against women), Palestine (protection of family), and Tunisia (eliminating violence against women)³.

In Lebanon⁴ and Jordan⁵, an article in the penal code that allowed rapists to avoid punishment by marrying their victims was abolished in 2017. Jordan also amended a legal provision by increasing sentences for 'honor crimes'.

In 2017, Tunisia passed a historic law to end violence against women and girls. The law recognizes all forms of violence against women and girls, including physical, economic, sexual, political and psychological violence. It also provides strong penalties for sexual violence against minors, including the removal of a legal provision that allowed a rapist to escape punishment if he married his victim⁶. The law also mandates compensation and follow-up support for survivors, while clearly recognizing that men and boys, as well as women and girls, can be victims of rape.

In Palestine, the Civil Police Gender Strategy was launched in 2017. The five-year strategy – first of its kind in the Arab States and in the Palestinian security sector – promotes gender equality in the police and in its services to the society⁷.

In Egypt, a new child law in 2008 makes marriage of girls and boys below the age of 18 years illegal⁸. In 2014, a law criminalized sexual harassment in public spaces for the first time in Egypt. Further in January 2017, a draft bill was approved that provides tougher penalties for sexual harassment⁹.

In 2016, Egypt also criminalized the act of female genital mutilation/cutting.

In Morocco, a new family law issued in 2004, strengthened women's rights in marriage, divorce, property and custody of children. In 2014, a law on finance was passed, ensuring that needs of women and girls are increasingly reflected in government spending in Morocco¹⁰.

In Saudi Arabia, a government order has been issued that will ensure women are able to benefit from government services such as education and healthcare without getting the consent of a male guardian. Moreover in 2011, women were for the first time able to hold a position in the government advisory Shura Council. Women can now vote in municipal elections, work in some retail and hospitality jobs and for the first time competed in the Olympics in 2012¹¹. In addition, the government has passed an order to lift the driving ban on Saudi women by 2018¹².

Special government bodies that address women and gender issues have also been created in most countries of the region. Many Arab countries have female quotas in their national parliaments. The maternal mortality ratio in Arab countries has been nearly halved. Many Arab States have reached or are close to reaching equal enrolment of both girls and boys in primary education. An increasing number of young women are completing university studies, often in higher proportions than men.¹³

4 <http://arabstates.unwomen.org/en/news/stories/2017/8/news-lebanon-parliament-repeals-rape-law>, accessed 2 October 2017

5 <http://www.unwomen.org/en/news/stories/2017/8/news-lebanon-parliament-repeals-rape-law>, accessed 2 October 2017

6 <http://www.unwomen.org/en/news/stories/2017/8/news-tunisia-law-on-ending-violence-against-women>, accessed 15 September 2017

7 <http://palestine.unwomen.org/en/news-and-events/stories/2017/02/pcp-gender-strategy-launch>, accessed 15 September 2017

8 <https://www.hrw.org/news/2015/03/04/egypt-small-forward-steps-child-rights>, accessed 2 October 2017

9 <http://english.ahram.org.eg/NewsContent/1/64/254331/Egypt/Politics-/Egypt-parliamentary-committee-approves-tougher-pen.aspx>, accessed 26 October 2017

10 <http://www.unwomen.org/en/news/stories/2014/3/budgets-respond-to-the-needs-of-women-in-morocco>, accessed 2 October 2017

11 <http://www.independent.co.uk/news/world/middle-east/saudi-arabia-male-guardianship-relax-women-work-study-gender-equality-a7721641.html>, accessed 27 October 2017

12 <http://www.bbc.com/news/world-middle-east-41408195>, accessed 27 October 2017

13 Adapted UN ESCWA. (2017). *Against Wind and Tides: A Review of the Status of Women and Gender Equality in the Arab Region (Beijing +20)*.

THE SITUATION ON THE GROUND...

The region continues to rank last globally on the overall global gender gap index of 2016, which takes into account gender gap between women and men in four key areas: health, education, economy and politics¹⁴.

Despite the progress made on achieving gender equality, young women in the region are yet to experience greater empowerment and participation in public and private lives. Discrimination against young women exists in all levels of society. Young women, who are poor, living with disabilities, belonging to a minority group, are refugees, immigrants or internally displaced persons, live in rural areas and/or in a conflict zone, are exposed to a lot more discrimination and violence.

Local traditions and cultures tend to restrict young women's rights, freedoms and protections. This is evident from the findings of the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa (MENA) that targeted about 10,000 people in Egypt, Lebanon, Morocco, and Palestine. The majority of the surveyed men support inequitable, traditional attitudes that perpetuate violence against women or confine women to conventional roles. For example, two-thirds to more than three-quarters of men support the notion that a woman's most important role is to care for the household. Women often internalize these same inequitable views: about half or more of women across the four countries support the same idea. However, a sizeable minority – a quarter or more of the surveyed men in every country – show support for at least some dimensions of women's equality and empowerment.¹⁵ (*More details on the IMAGES MENA study and its findings are available ahead in this toolkit*)

There are very few laws in the region that directly ban gender discrimination, although constitutions tend to be more gender equitable, as noted earlier.

Most laws show glaring differences between men and women in the eligibility for citizenship through marriage. Many nationality laws also do not give mothers the ability to confer their nationality to their children on an equal basis as fathers.¹⁶ In many countries family laws are also gender inequitable by limiting women's right to marry, divorce, obtain child custody and inherit.

Moreover, intimate partner violence is the most common category of violence against women in the Arab region, with ample research and data available.¹⁷ Another most prevalent form of gender-based violence in the region, according to the IMAGES MENA study, is street-based sexual harassment, mainly sexual comments, stalking/following, or staring/ogling.¹⁸ In another study in Egypt, virtually all sampled women had experienced some form of sexual harassment in most cases including unwanted touching. Similar reports have been documented in other countries in the region¹⁹.

The majority of Arab countries do not have laws on certain types of violence, and if they do, they are often discriminatory. This includes honour killing, sexual harassment, violence at workplace and against women at large. Existing laws on violence against women do not fully comply with the United Nations model law that requires States to adopt a broad definition, include complaint mechanisms, address criminal and civil proceedings, and provide services to survivors. Most legislations, including that are newly developed, adopt a narrow definition that omits various elements of violence against

¹⁴ <http://reports.weforum.org/global-gender-gap-report-2016/middle-east-and-north-africa/>, accessed 27 October 2017

¹⁵ El Feki, S., Heilman, B. and Barker, G., Eds. (2017) *Understanding Masculinities: Results from the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa: Executive Summary*. Cairo and Washington, DC: UN Women and Promundo-US.

¹⁶ UNHCR. (2017). *Background note on Gender Equality, Nationality Laws and Statelessness*.

¹⁷ UN ESCWA. (2017). *Status of Arab Women Report 2017: Violence Against Women. What is at Stake?*

¹⁸ El Feki, S., Heilman, B. and Barker, G., Eds. (2017) *Understanding Masculinities: Results from the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa: Executive Summary*. Cairo and Washington, DC: UN Women and Promundo-US.

¹⁹ UN ESCWA. (2017). *Status of Arab Women Report 2017: Violence Against Women. What is at Stake?*

women, such as marital rape and incest.²⁰

Young women's access to economic and financial resources and participation in political and economic decision-making also continues to be low in the region. Higher levels of education have not been translated into more young women joining formal work yet. The IMAGES MENA study shows that about three-quarters or more of men in the four countries, and women at nearly the same rates, support the priority of men's access to jobs over women's.²¹ Moreover, every country in the region has at least one restriction on the type of work a woman can do²². This continues to put young women and girls at increased risk of poverty.

Young men in the region also face vulnerabilities that have become worse due to conflict, poverty, rural residence²³ and by belonging to a minority group. The IMAGES MENA study highlights that men in the region have significant levels of stress and depressive symptoms stemming from their inability to fulfill the provider role, due to the economic instability and conflict in the region. A significant proportion of surveyed men have little access to formal healthcare, including mental health services, particularly for smoking and substance use. Young men and boys are also more exposed to physical violence outside the home.²⁴ They are also more vulnerable to recruitment by extremist networks and to coming in conflict with the law.

This is also a time when the Arab region stands at major crossroads. Uprisings, political instability, armed conflicts and humanitarian situations plague the region. There are also roll-backs in gender equal-

ity as a result of these situations. Women are harmed by widespread lawlessness and generalized violence, while they may not be directly engaged in the armed conflict. Very often physical and sexual assaults against women are used as weapons of war. Conflict situations further limit the mobility of young women and their access to basic services. Decade-long efforts to ensure universal education may become futile because of the destruction of schools and insecurity. Improvements in women's access to sexual and reproductive health are reversed during emergencies. Moreover, internally displaced women and refugees are exposed to extreme poverty, and increasing numbers of women and underage girls are subjected to forced marriage.²⁵

Ten facts about women and girls in the Arab States

1. By 2015, women made up about **48** per cent of the total Arab population.²⁶



48%

2. About **1/3** of the population of the Middle East is aged between 15 and 29.²⁷



1/3

²⁰ UN ESCWA. (2017). *Status of Arab Women Report 2017: Violence Against Women. What is at Stake?*

²¹ IMAGES MENA, Annex to the Press Release, available at <https://imagesmena.org/wp-content/uploads/sites/5/2017/04/IMAGES-MENA-Press-Release-FINAL-EN.pdf>
²² <http://www.worldbank.org/en/news/feature/2016/03/07/the-state-of-womens-rights-in-the-arab-world>, accessed 5 October 2017

²³ UNDP. (2016). *Arab Human Development Report: Youth and the Prospects for Human Development in a Changing Reality*.

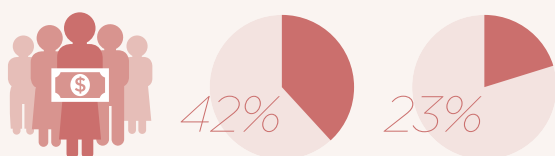
²⁴ El Feki, S., Heilman, B. and Barker, G., Eds. (2017) *Understanding Masculinities: Results from the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa: Executive Summary*. Cairo and Washington, DC: UN Women and Promundo-US.

²⁵ UN ESCWA. (2017). *Against Wind and Tides: A Review of the Status of Women and Gender Equality in the Arab Region (Beijing +20)*.

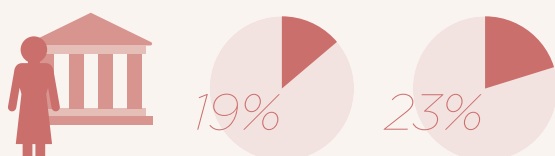
²⁶ <http://arabdevelopmentportal.com/indicator/gender>, accessed 25 September 2017

²⁷ United Nations Inter-Agency Technical Task Team. (2016 – 2017). *Regional Framework of Joint Strategic Actions for Young People in the Arab States/Middle East and North Africa Region*

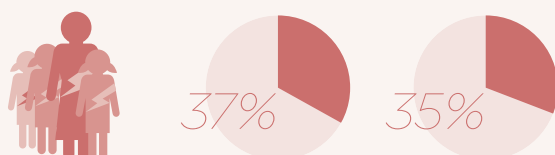
3. About **42** percent of young women and **23** percent of young men are unemployed in the region.²⁸



4. The Arab region has the lowest participation of women in political life globally. At only about **19** percent, the region is far behind the global average of about **23** percent of women represented in parliament.²⁹



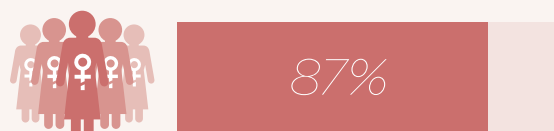
5. **37** percent of women have experienced some form of violence in their lifetime.³⁰ More than **35** percent of ever-married women in the region have experienced intimate partner violence.³¹



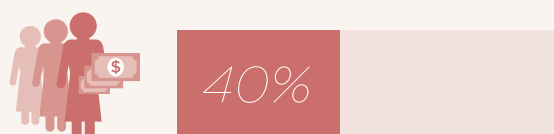
6. **14** percent of girls marry under the age of 18.³²



7. Female Genital Mutilation/Cutting continues to be high in some countries in the region. **87** percent of girls in women in Egypt aged 15 to 49 have undergone the practice.³³



8. Only **40** percent of the gender gap in women's economic participation has been closed.³⁴



9. **145 years** = Number of years it would take the Arab States to catch up to global women's labour participation at current rates.³⁵



10. **356 years** = to close the economic gender gap in the Middle East and North Africa.³⁶



²⁸ United Nations Inter-Agency Technical Task Team. (2016 – 2017). *Regional Framework of Joint Strategic Actions for Young People in the Arab States/Middle East and North Africa Region*

²⁹ UN Women. (2017). *Status of women and girls in a changing Arab region (PPT)*

³⁰ <http://arabstates.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>, accessed 2 October 2017

³¹ UN ESCWA. (2017). *Status of Arab Women Report 2017: Violence Against Women. What is at Stake?*

³² <http://arabstates.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>, accessed 2 October 2017

³³ Ibid. UN Women. (2017).

³⁴ Ibid. UN Women. (2017).

³⁵ Ibid. UN Women. (2017).

³⁶ <http://reports.weforum.org/global-gender-gap-report-2016/infographics/>



Get to know more about the state of women and gender equality in the Arab region. Read '[Against Wind and Tides](#)', A Review of the Status of Women and Gender Equality in the Arab Region (Beijing +20)

Read Status of Arab Women Report 2017. Violence against Women: What is at stake? to get an in-depth view on intimate partner violence and its socioeconomic consequences.



THINGS TO THINK ABOUT AND DISCUSS

1. How would you describe the status of young women in your family and community?
2. How are young men treated differently in your community and why do you think this happens?

2. MAKING A CASE FOR YOUTH ENGAGEMENT IN ADVOCACY TO ACHIEVE GENDER EQUALITY

YOUTH IN THE ARAB STATES

With almost a third of the population aged between 15 and 24-years-old, the Arab region has one of the youngest populations in the world.³⁷ This current youth generation, about 108 million young people³⁸, is also the largest youth population the region has ever had in 50 years³⁹.

This youth bulge has the potential to be a key driver for change in the region. The world got a glimpse of this during the uprisings in the region during 2011. These events showed that the youth are aware of the serious challenges to development in the region and have the ability to initiate action and bring about change.

CHALLENGES FACED BY YOUTH IN THE REGION

Since these events, youth have continued to face many challenges in the region around employment, civic engagement, gender-based violence, health and education. Extremist movements, civil unrest and conflict situations further affect the situation of youth in the region. Youth in the Arab countries are also insufficiently represented in public life, and have no meaningful say in shaping policies that influence their lives. Young women are more affected by these challenges as they face additional burdens of gender inequality and poor participation in economic, political and social life, despite the achievements made to end gender discrimination in a number of countries.⁴⁰ Young women from marginalized groups, for example disabled young women, those

37 UNDP. (2016). *Arab Human Development Report: Youth and the Prospects for Human Development in a Changing Reality*.

38 <http://www.youthpolicy.org/mappings/regionalyouthscenes/mena/facts/#FN13>, 30 September 2017

39 UNDP. (2016). *Arab Human Development Report: Youth and the Prospects for Human Development in a Changing Reality*.

40 UNDP. (2016). *Arab Human Development Report: Youth and the Prospects for Human Development in a Changing Reality*.

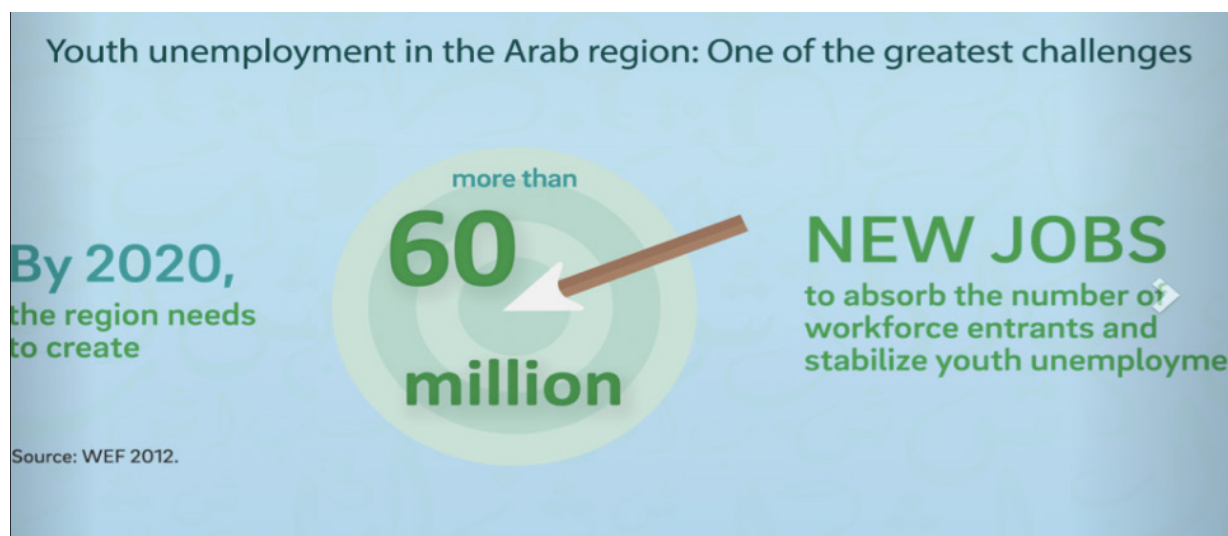
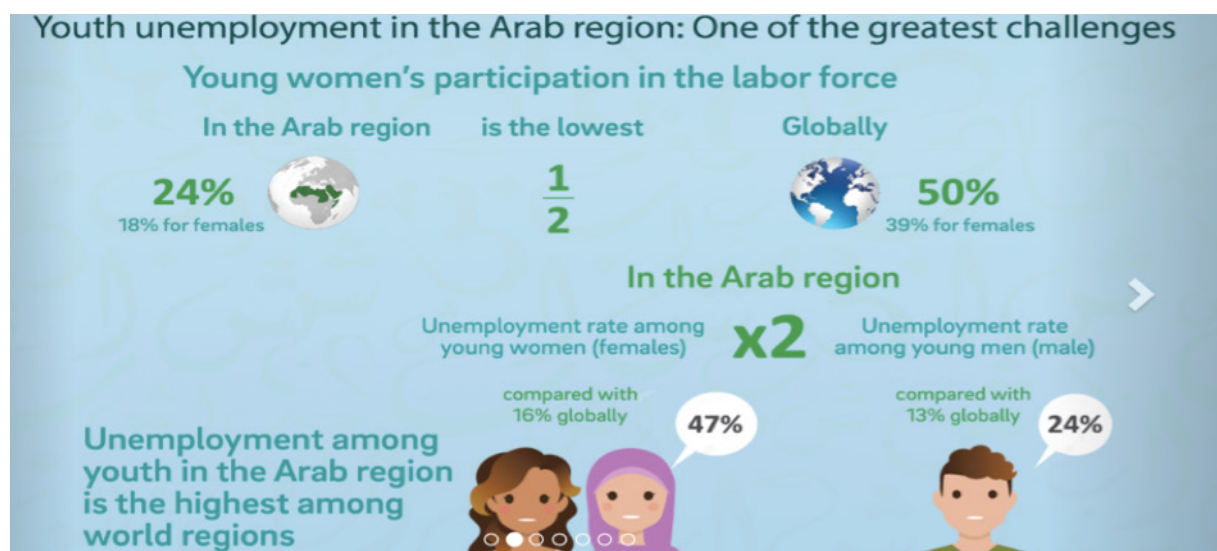
belonging to minority groups, refugees and immigrants, young women in rural areas and from conflict zones, among others, are disproportionately affected and impacted.

As mentioned earlier, young men too face vulnerabilities and additional stresses due to the socio-economic and political situation and conflict in the region.

WHAT IS GENDER-BASED VIOLENCE?

This is a broad term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of gender-based violence vary across cultures, countries and regions. Exam-

ples include sexual violence, including sexual exploitation/abuse; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings; and widow inheritance. (Source: UN Women Training Centre eLearning Campus. Glossary)



Source: UNDP AHDR 2016

YOUTH ENGAGEMENT: KEY TO PEACE AND DEVELOPMENT

The engagement of youth at this point in the history of the region is essential for building sustainable peace, stability and development⁴¹. Many young women and young men in the region are already driving innovation and creative solutions to address some of the humanitarian crises and development challenges. The coming years, whether young women and young men are engaged or alienated, will determine whether Arab societies will prosper or not.⁴² It is time to acknowledge that by engaging young women and young men as critical thinkers, innovators, communicators and leaders, extraordinary progress is possible in society. Special measures to strengthen voice, action and leadership of all young women are crucial in this process.

YOUTH ENGAGEMENT AND INCLUSIVE PARTICIPATION

By 'engaging youth', government and NGO partners means they are trying to give you a voice and a choice to work with them such that you can be empowered to positively impact your life, family, community and society⁴³. Such engagement should empower you to participate and influence decisions at local and national levels to potentially end inequality, poverty, discrimination and violence.

Through active participation and engagement in your community, you can play a vital role in your own development as well as in that of your community. You can learn vital life-skills, develop knowledge on human rights and citizenship and can promote positive civic action. To participate effectively, you must be given the proper tools, such as information, education about and access to your civil rights.⁴⁴

(See basic principles of youth engagement ahead)



NOT ONE HOMOGENOUS GROUP!

The youth in the region comprise diverse groups that come from different backgrounds and have experienced varied circumstances. Decision-making and participatory processes must be inclusive such that all these voices are heard, with special attention given to marginalized groups. These groups include young women and young men from indigenous, ethnic and minority groups, migrants, refugees and Internally Displaced Persons (IDP), young people living with HIV and AIDS, young people with disabilities or living in conditions of poverty and/or conflict, young sex workers and drug users, those facing religious discrimination, those suffering from domestic and sexual violence, widowed young women, as well as young women entering into forced marriages or victims of human trafficking into slavery or sex industry.

Your **right to meaningful participation** in civil, political, economic and social lives of community and society are guaranteed by several international agreements. This includes the Universal Declaration of Human Rights and International Covenants on Civil and Political Rights, and on Economic, Social and Cultural Rights among others. The Convention on the Rights of the Child - that defines children as those under the age

⁴¹ Adapted UNDP. (2016). *Arab Human Development Report: Youth and the Prospects for Human Development in a Changing Reality*.

⁴² Global Partnership for Youth in the 2015 Agenda. *The Global Call on Youth: Prioritizing Youth in the Post-2015 Development Agenda*.

⁴³ Adapted from UN. (2017). *Toolkit for Adolescent and Youth Engagement*

⁴⁴ <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>

of 18 – is foremost in highlighting children’s (including adolescents) right to participation.

In 1995, on the tenth anniversary of International Youth Year, the United Nations strengthened its commitment to young people by adopting the World Programme

of Action for Youth (WPAY). This is an international strategy to address more effectively the problems of youth and to increase opportunities for your participation in society and at all levels of decision-making.⁴⁵ It also gives specific-attention to the rights of young women. (Read more on young women’s rights ahead)



EGYPTIAN YOUTH’S ADVOCATING AND RAISING AWARENESS ON WOMEN’S CITIZENSHIP RIGHTS⁴⁶

UN Women Egypt Country Office has joined efforts with local organizations to build a cadre of young people who are interested in advocating for, and raising awareness on, women’s citizenship rights.

A group of 240 young people across ten Egyptian governorates came together in 2015 under the larger umbrella of the Women’s Citizenship Initiative led by the National Council for Women with the overall aim to issue two million national ID cards for Egyptian women.

The group is gender-balanced, equally represented by women and men, who are known in their communities as ‘Youth Ambassadors’. They are active in their communities to initiate

an open dialogue on women’s citizenship rights, challenges that should be addressed, and opportunities that contribute to their overall welfare. The Youth Ambassadors implemented community initiatives across ten governorates, reaching to impoverished and marginalized areas, where acceptance and openness to women’s rights issues would be regarded as a challenge due to preconceptions, cultural norms and traditions.

The Youth Ambassadors are trained through a series of workshops on designing and planning community campaigns, advocacy, mobilizing community resources, and undertaking needs assessment of beneficiaries on the ground.

⁴⁵ <https://www.un.org/development/desa/youth/world-programme-of-action-for-youth.html>, accessed 25 September 2017

⁴⁶ UN WOMEN, (2015). *Empowering Women, Empowering Egypt. Achievements Report 2015*. Egypt Country Office

UN SECURITY COUNCIL RESOLUTION 2250 (2015) ON YOUTH, PEACE AND SECURITY



Figure source: <https://www.youth4peace.info/UNSCR2250/Introduction>

YOUTH, PEACE AND SECURITY

In December 2015, the United Nations Security Council adopted Resolution 2250, the first ever thematic resolution on Youth, Peace and Security. This historic document is very important for all young peace builders worldwide because it brings recognition and legitimacy for youth's efforts in building peace. It also re-emphasizes the key role young women must play in conflict management, conflict resolution, and sustainable peace.

Youth is often portrayed either as victims or perpetrators of violence. However, the resolution recognizes that young people are also engaged

in building peace. It is an important step to change the negative perceptions and prejudices people hold against youth. The resolution recognizes that a large number of young men and young women are working at grassroots, local, national, regional and global levels towards sustainable peace. They deserve a seat at the negotiation table. The resolution also reminds governments of their responsibility to protect young people in armed conflict. States need to take youth's needs and perspectives, to consideration and support their participation at all levels in peace processes.



Learn more about Resolution 2250 and how you can advocate for its implementation in your country. Read [2250: A Youth Toolkit](#).

Look up what youth in the region are saying about their involvement in Peace and Security programmes. Read [Amman Youth Declaration on Youth, Peace and Security](#).

Check out The [Youth4Peace Global Knowledge Portal](#), to learn more about youth and peace building in the Arab states.

YOUNG WOMEN AND YOUNG MEN LEADING ADVOCACY EFFORTS

One effective way you can engage and influence decision-making to achieve gender equality is through advocacy. As a gender equality advocate, you can bring in ideas from reality to discussions, allowing decision-makers to see problems and solutions from your perspective. This will give you ownership of the solutions and provides you with visibility and greater acceptance as a social actor and active citizen.⁴⁷

You can create awareness around young women's rights in the region; advocate for regional, national and local laws and policies - including their implementation - that secure rights of young women and end all forms of violence against women; you can advocate for change in your culture so that it may empower young women; you can advocate with the private sector to support

economic participation of young women; you can also advocate for more political will to support participation of young women in political and public life.

Above all, young women must be empowered to claim their own rights through advocacy.⁴⁸ This has many benefits, for example:

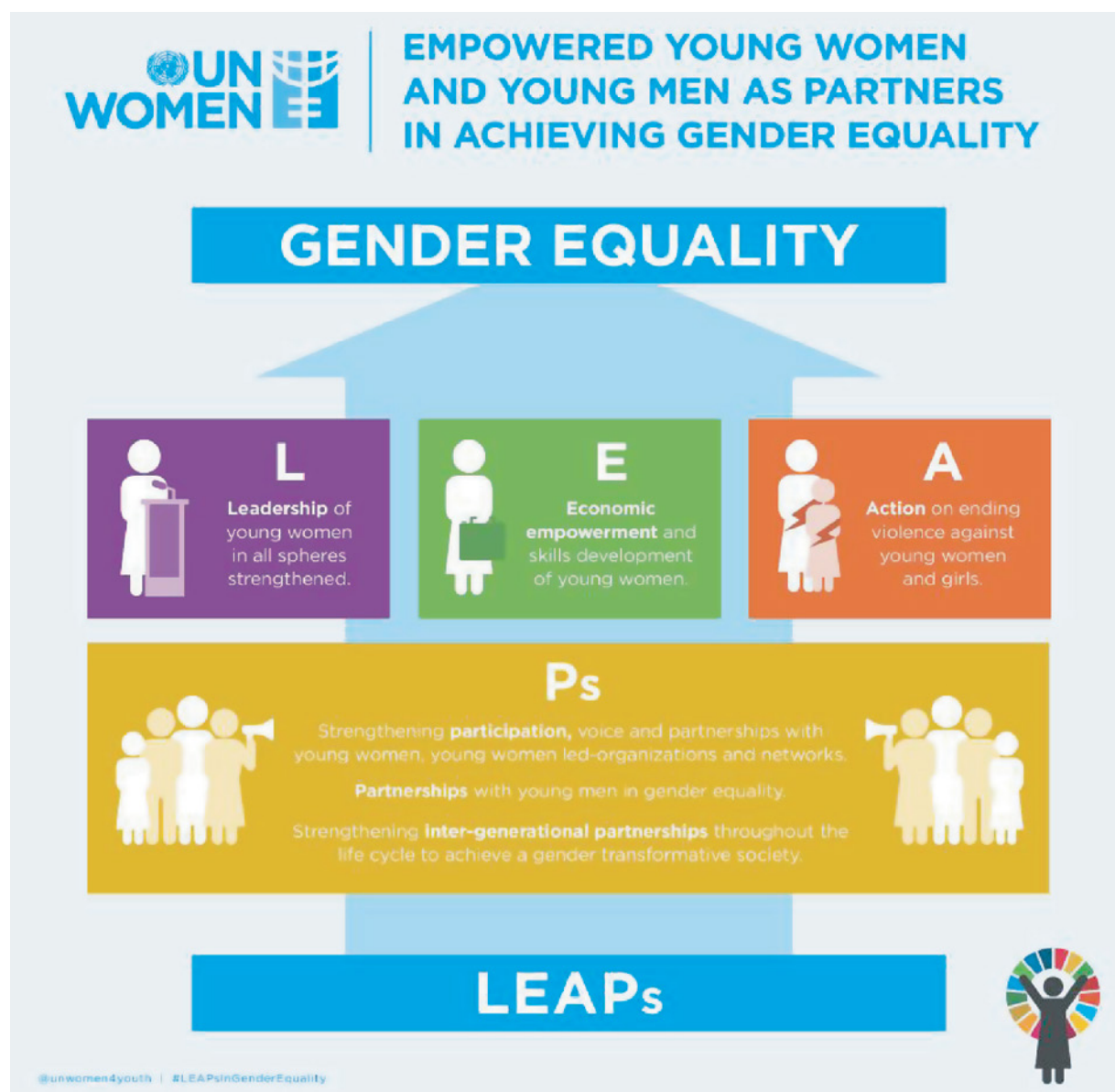
- It strengthens young women's **L**eadership;
- It promotes **E**conomic empowerment and skills development of young women;
- It generates **A**ction to end violence against young women and girls; and
- It promotes **P**artnerships with young women and their organizations; strengthens partnerships with young men in gender equality; and promotes intergenerational partnerships to achieve gender equality.

Together these actions can be called the LEAP model. The LEAP model was developed by UN Women. You can learn more about it [here](#).

⁴⁷ Adapted from UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*.

⁴⁸ UNESCO. UNDP. (2017). *Regional review of youth policies/strategies in the Arab region*

Leap Model: Empowered young women, and young men as partners in achieving gender equality⁴⁹



Young men also play a key role in promoting gender equality and empowerment of young women and girls. When young women and young men reach their full potential, they in turn can shape the development of their families, communities, and countries. *(Learn more about how youth can undertake effective advocacy to achieve gender equality in Part 2 of this toolkit)*

BASIC PRINCIPLES FOR YOUTH'S ENGAGEMENT⁵⁰

Such principles should be:

- **Transparent and informative:** You must be provided with full, accessible, diversity-sensitive and age-appropriate information about your right to express your views freely and your views to be given due weight, and on how this participation

⁴⁹ UN Women. (2017). *Youth Leap into Gender Equality: UN Women's Youth and Gender Equality Strategy*.

⁵⁰ Adapted from UN. (2017). *Regional Adolescent and Youth Engagement Toolkit*

will take place –i.e. its scope, purpose, and potential impact–, ensuring that such information is accessible to the most marginalized groups.

- **Inclusive:** Your participation must be inclusive, challenge existing patterns of discrimination, and in case you belong to a marginalized group, it should provide you with opportunities to be involved based on your context. Youth are not a homogenous group and participation needs to provide for equality of opportunities for all, without discrimination on any grounds. Programmes also need to make sure that they are culturally sensitive to youth from all communities.
- **Supportive of youth-led organizations and networks:** Your youth-led organisation and network, including online networks, should be supported and strengthened. Special efforts should be made to reach out to the most marginalised youth-led organizations and networks, such as those led by young women, indigenous youth, minority youth, youth with disabilities, youth slum dwellers, youth affected by conflict and displacement.
- **Voluntary:** You should be encouraged to volunteer and your contributions must be promoted and respected. You should never be forced or manipulated into expressing views and you should be given the option to discontinue your involvement at any stage.
- **Respectful:** Adults working with you should acknowledge and respect your contributions to your families, schools, cultures, the media, etc. Your views have to be treated with respect and you should be provided with opportunities to initiate ideas and activities. You need to be respected as knowledge leaders and contributors of a knowledge base for youth participation from your perspective and experience.
- **Relevant:** You need to be given space to enable you to highlight and address the issues you identify yourself as relevant and important. The issues should enable you to draw on your knowledge, skills, abilities and responsibilities.
- **Youth-friendly:** Investments need to be made in developing youth-friendly environments, processes, structures and mechanisms that enable you to effectively participate in matters that affect you. Participatory and inclusive methodologies and tools should be adapted to maximize your capacities and potential.
- **Given enough time and resources:** Adequate time and resources (financial and human) should be made available to ensure that you are adequately prepared and have the confidence and opportunity to contribute your views and supportive actions in processes of social transformation.
- **Supported by capacity development:** Adults need preparation, skills and support to effectively facilitate your participation. You can be involved as trainers and facilitators. You may require capacity-building to strengthen your skills and your awareness of your human rights. You may further need training in organizing meetings and campaigns, raising funds, establishing youth-led organizations, dealing with the media, public speaking, and advocacy.
- **Accountable:** A commitment to follow-up and evaluation is essential. For example, in any research or consultative process, you must be informed as to how your views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. You are also entitled to clear feedback on your participation has influenced any outcomes. Wherever appropriate, you should be given the opportunity to participate in follow-up processes or activities.



Refer to UN Women's [Capacity Building Toolbox](#) for emerging CBOs and Youth Groups, to find 55 selected tools to support youth groups and emerging CBOs to engage actively with gender equality and women's empowerment issues.

CBOs should also read the two resources below on how to engage with youth in the region. These guides will help CBOs in supporting young people's engagement in programming in general, and in specific programming to support adolescent- and youth-led economic, civic and social engagement.

UN (2017). Regional Adolescents and Youth Engagement Toolkit

UNICEF MENARO, (2017). Mapping of Adolescent and Youth Participation in Programming.



YOUTH LEADERSHIP PROJECT IN ARAB STATES⁵¹

UNDP's Youth Leadership Programme (YLP) has launched YLP 3 to support young men and women from across the region to design and implement innovative, impactful and sustainable development solutions, with a specific-focus on gender equality and women's empowerment.

⁵¹ <http://www.arabstates.undp.org/content/rbas/en/home/presscenter/events/2017/june/ylp3.html>, accessed 8 October 2017



ABLA AL HAJAIA

“I made history by becoming the youngest City Council member.”

Abla Al Hajaia, 28, from the town of Tafila, is the youngest City Council member in Jordan. At present, she is working to establish a national youth alliance in the country. She was among 104 women who received leadership trainings in 2016, as part of UN Women’s regional Spring Forward programme. In 2016, 20 female Members of Parliament were elected in Jordan—the highest number of female MPs in the history of Jordan—out of which, seven had participated in capacity building initiatives by UN Women and the Jordanian National Commission for Women.

Ms. Al Hajaja’s work exemplifies SDG 5 on gender equality and its target on ensuring women’s full and effective participation and equal opportunities for leadership at all levels of decision making.



“My sister, who’s a lawyer and a woman rights activist, encouraged me to run for local elections. I hesitated at first; even when women are selected, they are expected to be a mere accessory. But I had worked for many years as a volunteer and social worker. I had a grasp on the real issues that my community was facing.

In the beginning, none of the decision-makers involved in the election process liked the fact that a young woman was going to file as a candidate. They resisted me at every turn and said I couldn’t win because of my age and gender.

I campaigned door-to-door. I visited every home, introduced myself and explained why I would be a good candidate. Everyone was surprised

when the results came out—I received more votes compared to many male candidates!

I made history by becoming the youngest City Council member in Jordan.

There are Syrian refugees in my town. I am finding ways to involve them in local interactions, so that we build their engagement and foster community tolerance and acceptance.

For me, educating women on their basic legal rights is the need of the hour. Many have no information on how to protect themselves or exercise their rights. The entire future of a woman can change if that changes.”

3. BASIC CONCEPTS AROUND GENDER EQUALITY

WHAT IS AND WHAT IS NOT GENDER?⁵²

Gender refers to the roles, behaviours, activities, and attributes that a given society considers appropriate for girls, boys, women and men, at a specific-time and place.⁵³

Gender determines what is expected, allowed and valued for a girl, a boy, a woman and a man in a given culture and context.



HOW IS GENDER DIFFERENT FROM SEX?

Sex refers to the biological differences between men and women that are universal and do not change. For example, only women can give birth.

Biological differences can create different needs and capacities for women and men, but these differences should not be used to justify and legitimize gender discrimination.

To put simply, we are born with biological characteristics associated with being female or male, but **we learn to become masculine or feminine**. While growing up as young women and young men, we are taught attitudes and behaviours that girls and boys are expected to adopt. We are also

encouraged to perform certain roles and activities by our parents, teachers, religious leaders, and the community in general that are usually specific for women and men.⁵⁴ The activities that the sexes actually do are called **gender roles**.

For example, young women tend to work inside the home and do things for the family like serving food, cleaning up after them and doing their washing; young men tend to work outside the home and are asked to protect and escort women and girls in public spaces. Girls and women are not expected to play sports. But if boys and men do not show interest in sports, they are taunted for being 'like a girl'.

The IMAGES MENA study also reveals how masculine and feminine traits are reinforced in childhood. For example, men who witnessed their fathers using violence against their mothers, and men who experienced some form of violence at home as children, were significantly more likely to be violent with their intimate partner in adult life.⁵⁵

Gender roles can also vary according to age, class and other factors. Young women of different social classes, or men of different ages, may be expected or permitted to do different things and behave in different ways. For example, it might be socially acceptable for young educated men to share household tasks whereas older rural men doing the same household work might be criticized as unmanly.

In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Moreover, the work that young women are encouraged to undertake is often less

⁵² This section is adapted from material from UN Women Training Centre eLearning Campus; and, ILO, IPEC, ROAP, SRO-Bangkok. (2003). *Promotion of gender equality in action against child labor and trafficking: A practical guide for organizations*.

⁵³ UN Women Training Centre eLearning Campus. Gender Equality Glossary.

⁵⁴ Adapted from *Child Helpline International. Gender Toolkit*.

⁵⁵ El Feki, S., Heilman, B. and Barker, G., Eds. (2017) *Understanding Masculinities: Results from the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa: Executive Summary*. Cairo and Washington, DC: UN Women and Promundo-US.

economically valued.⁵⁶ But remember that **gender roles can and do change**. Technological change, economic shifts, conflict situations, new information, government policy, development projects, social and political movements, migration, environmental pressures and crises often lead to changes in gender norms and roles. For example, the IMAGES MENA study shows that as a result of conflict situations and hardships, when men migrate from home, women take on new roles outside the home, plus playing a greater role within the household in decision-making. Similarly, in conflict-affected areas when men are not able to provide financially, women have taken on the role of the provider. In some cases, because they are women, they are less likely to be arrested or harassed by security forces, and have greater freedom of mobility; so that men had become dependent on women⁵⁷.



THINGS TO THINK ABOUT AND DISCUSS

1. How are gender roles and responsibilities divided in your family and community?
2. Have you noticed any change in gender roles and responsibilities in your family and community over time? What were they like in your parents and grandparents' generations compared to your generation?

Gender norms are ideas on what men and women of all ages should be like. For example, if a woman or a girl gets hurt, it is OK that she cries. But, if a man or a boy gets hurt, he is expected to act “like a man” and be “tough”.

Gender norms lead to **gender stereotypes**. In other words, gender stereotypes are the ideas that people have on what boys and men, girls and women are capable of doing. For example, ideas that women are better housekeepers and men better with machines, or that boys are better in the fields of technology and mathematics and girls are better in nursing. Messages reinforcing gender stereotypes and the idea that women are inferiors come in a variety of ‘packages’ – from songs and advertising to traditional proverbs.⁵⁸ For example, there is a saying in Yemen “It is wrong to educate a woman, because she has no place but her husband’s home.”⁵⁹

As you can see gender norms and gender stereotypes determine gender roles in society. These different expectations and gender roles can often be unfair and may impose unjust restrictions on women and girls – and also on boys and men. They can mean that women and girls end up having a lower status than men and boys in a society. Therefore, harmful gender stereotypes must be dismantled, so that women and girls, men and boys, are no longer viewed in the light of what they ‘should’ do and are instead seen for who they are: unique individuals, with their own needs and desires⁶⁰. We now have solid evidence from the IMAGES MENA study that confirms gender stereotypes are harming men in the region too. The study reveals that many men in all the four countries are under immense stress and depression, to undertake their role of protector and provider, especially given the conflict situation.

⁵⁶ Adapted from UN Women Training Centre eLearning Campus. Gender Equality Glossary.

⁵⁷ El Feki, S., Heilman, B. and Barker, G., Eds. (2017) *Understanding Masculinities: Results from the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa: Executive Summary*. Cairo and Washington, DC: UN Women and Promundo-US.

⁵⁸ UN Women Training Centre eLearning Campus. Gender Equality Glossary.

⁵⁹ <http://www.worldbank.org/en/news/feature/2013/03/14/missing-voices-gender-equality-in-the-arab-world>, accessed 27 October 2017

⁶⁰ <http://www.ohchr.org/EN/Issues/Women/WRGS/Pages/WRGSIndex.aspx>, accessed 20 September 2017

UNDERSTANDING MASCULINITIES

Masculinity refers to the perceived ideas about how men and boys should, or are expected to, behave in a given setting. In other words, it refers to the social meaning of manhood, which is constructed and defined socially, historically and politically, rather than being biologically driven. It is important to note that there are many socially constructed definitions for being a man and these can change over time and from place to place.⁶¹

As mentioned, young men and young women in all societies are taught in their childhood how to behave in certain stereotypical ways and prescribed patterns. Young men typically learn that it is considered 'masculine' to be strong and dominant, sexually active, not to show emotions, and to exercise authority over women and children of their families. This process of socialization shapes men in the same way as it does to women. These messages play a vital role in sustaining gender inequalities and perpetuating harmful forms of masculinities that govern gender roles in almost all societies.⁶²



THINGS TO THINK ABOUT AND DISCUSS

1. Can you think of traditional messages from your community that reinforce gender stereotypes for young women and young men? What are some examples of traditional phrases from your community that support gender equality?
2. How does the media and popular culture reinforce gender stereotypes for young women and young men in your community?

Finally, gender is also about how girls, boys, women and men are expected to relate to one another. It defines who does what, when and how, who decides and, importantly, who has power in society. **The issue of power is very important in understanding gender relations**, as discrimination continues because powerful groups in society benefit from it, and act to maintain their privileged position in relation to others. It is also important to stress here that some women may have more power than some men; for example, urban educated young women may hold more power over rural less educated young men.

WHAT IS GENDER DISCRIMINATION?

When exclusion or restriction is made on the basis of gender that creates barriers for girls, boys, women, and/or men because of their gender in recognizing, enjoying, or exercising their full

⁶¹ UN WOMEN Training Centre eLearning Campus. Glossary.

⁶² MenEngage Alliance. Rozan. (2011). *Engaging with boys and young men to address gender-based violence and masculinities: A Training Module*.

and equal human rights, it is known as **gender discrimination**.⁶³ Gender discrimination persists due to traditional gender norms, imbalance in power relations and patriarchy. Crisis, social instability and fragility in the economic systems tend to worsen gender discrimination.

Girls, boys, men and women may face gender discrimination along with other forms of discrimination because of their race, skin color, caste, age, ethnicity, language, ancestry, gender identity, sexual orientation, religion, socio-economic class, ability, culture, geographic location, and status as a migrant, indigenous person, refugee, internally displaced person, in a conflict zone or under foreign occupation.⁶⁴ When women and men simultaneously face bias along multiple identity dimensions, it is known as **intersectionality**. For example, a disabled young woman from an ethnic minority community, who is also a refugee, can face multiple forms of discrimination that intersect and overlap.

Direct discrimination against girls and women is generally easier to recognize as the discrimination is quite obvious. For example, in some countries, women cannot legally own property; they are forbidden by law to take certain jobs; or the customs of a community may not permit girls to go for higher education.

Indirect discrimination against girls and women can be difficult to recognize. It refers to situations that may appear to be unbiased but result in unequal treatment of girls and women. For example, a university that equally gives admission to young women and young men is situated far from the community in which they live. If parents in the community feel that it is unsafe for their daughters to travel the long-distance to go to the university, they may choose to only send their sons to school. In this way, young women may be stopped from going to university despite being available for their enrolment.⁶⁵



CANCELLATION OF THE GENDER DISCRIMINATORY ADMISSION POLICY AT KUWAIT UNIVERSITY⁶⁶

In March 2012, the Administrative Court of Kuwait pronounced a judgment in favor of a female student at Kuwait University that was the first of its kind in the country. The judgment prevented the university from refusing to accept women students to certain departments based solely on the university's admission policy.

A group of women students had led lawsuits against the University for rejecting their applications to the Department of Medicine even though they had scored higher averages than male students who were accepted. Kuwait University had for many years followed an acceptance policy in certain departments, including medicine, distinguishing between men and women students. Men students were accepted with lower averages than women students.

The court affirmed that the principle of equality is among the general constitutional principles on which the rule of law is based. It indicated that equality, intrinsically, is the equal treatment of all people in similar situations or positions and the unequal treatment of all people in different situations or positions. In the opinion

63 ILO, IPEC, ROAP, SRO-Bangkok. (2003). *Promotion of gender equality in action against child labor and trafficking: A practical guide for organizations*.

64 AWID. (2004). *Intersectionality: A Tool for Gender and Economic Justice*.

65 Adapted UNICEF. (2011). *CEDAW in Brief*.

66 UNDP. (2016). *Arab Human Development Report: Youth and the Prospects for Human Development in a Changing Reality*.

of the court, the university administrative body had set the minimum average for acceptance by the Department of Medicine at 2,080 for Kuwaiti males, and 3,020 for Kuwaiti females, although the two groups were in the same legal position of having passed the foundation year at the Center of Medical Sciences. Considering this to be in violation of the principle of equality stipulated in Article 29 of the Constitution, the court voided the acceptance policy based on gender discrimination.



THINGS TO THINK ABOUT AND DISCUSS

1. Can you pinpoint to multiple and overlapping forms of discrimination faced by young women and young men in your community?
2. Describe some examples of direct and indirect gender discrimination that you may have witnessed in your own life?

WHAT IS GENDER EQUALITY?

Gender equality refers to the equal rights, responsibilities and opportunities of ALL women and men and girls and boys. Gender equality does not require that girls and boys or women and men be the same, or that they should be treated exactly alike, but that women's and men's rights, responsibilities and opportunities will not depend on wheth-

er they are born males or females. It also implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the different groups and backgrounds of women and men.⁶⁷

Gender equality means that the biological fact of being male or female does not determine what a person can do or be.

Here we should acknowledge that where gender inequality exists, it is women and girls who are often disadvantaged in relation to decision-making and access to economic and social resources. Therefore, promoting gender equality requires empowerment of women and girls, with a focus on addressing power imbalances and giving women and girls more voice and independence to manage their own lives.

In other words, equality between men and women exists when both sexes are able to share power and influence in public and private lives; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions, interests and talents; share responsibility for home and children and are completely free from intimidation and gender-based violence both at work and at home.⁶⁸

WHY DOES GENDER EQUALITY MATTER?

No matter where you live, whatever your background and culture is, gender equality is a fundamental human right. Gender equality and empowerment of women and girls is also a precondition for any society to achieve sustainable development and peace. It benefits everyone in society.

⁶⁷ UN WOMEN. Training Centre eLearning Campus. Glossary.

⁶⁸ Adapted <http://www.unfpa.org/resources/frequently-asked-questions-about-gender-equality>

By achieving gender equality, a society is better-able to accelerate economic growth, reduce poverty, promote health and education, and ensure protection and wellbeing of its citizens. For example, evidence suggests that women's full employment would increase household incomes significantly—by as much as 25 percent. Moreover, if women worked in the same numbers as men, data suggests that the GDP of many countries in the region would rise significantly. For example, having an equal number of working men and women in the UAE would raise its GDP by 12 percent, while the same achieve-

ment in Egypt would raise its GDP by 34 percent⁶⁹. Research also shows that more economically empowered women invest far more in the education and health of their children. It is the single most important factor in reducing poverty in the developing countries⁷⁰.

Achieving gender equality in any society is not only the right thing to do, it is the smart thing to do for development and peace.



NOT JUST ABOUT WOMEN AND GIRLS!

When we hear words such as 'gender equality' or 'gender issues', most people immediately assume that these are 'women's issues'. Since girls and women suffer more intense forms of discrimination than boys and men, taking a gender perspective often does require focusing on achieving girls' and women empowerment and protection of their rights. But achieving equality for girls and women is not possible if boys and men they live with at home and in the larger society are left out of the equation. Without male allies, change will come more slowly. Moreover, there are also situations where boys and men are harmed or more vulnerable than girls and

women because of their gender.⁷¹ For example, young men can be exposed to more danger of recruitment in conflicts and post conflict situations than young women, and as the IMAGES MENA study highlights, boys may experience more physical violence than girls in schools. **Gender equality therefore concerns young women AND young men.** Based on this idea, UN WOMEN launched the **HeForShe campaign** that seeks to actively involve men and boys as partners and agents of change for achieving gender equality. *(Read more on partnering with men and boys for gender equality, and HeForShe campaign ahead in the toolkit)*

⁶⁹ Momani, B. (2016). *Equality and the Economy: Why the Arab World Should Employ More Women*. Brookings Institution

⁷⁰ <http://www.atlanticcouncil.org/blogs/menasource/why-is-gender-equality-important-to-the-arab-world-s-economies>, 8 October 2017

⁷¹ Adapted from UNICEF. *The Why's and How's of Gender Equality: Introduction to Operational Guidance on Promoting Gender Equality*.



THINGS TO THINK ABOUT AND DISCUSS

1. Can you think of examples from your own life experience when you realized gender equality concerns both young women and young men?
2. Can you think of examples of how young men in your community have supported gender equality and young women's rights?

WHAT ARE WOMEN'S RIGHTS? WHAT IS CEDAW?⁷²

Convention on the Elimination of All Forms of Discrimination Against Women, also known as CEDAW, is the most comprehensive international agreement on the basic human rights of women and girls. It provides an international standard for protecting and promoting women and girls' human rights and is often called as the 'Bill of Rights' for women and girls.

Other international human rights instruments, such as the Universal Declaration of Human Rights and International Covenant on Civil and Political Rights, also prohibit sex-based discrimination. However, CEDAW is important because it requires countries to end discrimination against women and girls in all aspects of women's lives – from education to employment, from family life to political life, from health care to rural development, from cultural stereotypes to public spending - and promotes human rights of

all women and girls, at every age.

CEDAW also states that traditional gender roles and stereotypes must be eliminated in order to end all forms of discrimination against women and girls, in the public and private sphere, such as within families. In this way, CEDAW guides the work of all countries to achieve gender equality and empowerment of women and girls.

CEDAW seeks to achieve 'substantive equality', in other words 'equality of results', which stresses that there should be equal access, equal opportunities and equal results for women and girls. For example, both young women and young men should be able to go to university. However, this is not enough to ensure there is equality between young women and young men in higher education. They both should also receive higher education of good quality, have equal chances to participate in class, be encouraged to study any subjects they choose and to take on leadership roles in the university. In addition, young women and young men should, on an equal basis, be able to complete their higher education, earn degrees and have equal chances to get decent jobs.⁷³

The United Nations adopted CEDAW in 1979. As of 2017, 189 countries have ratified CEDAW. Aside from Somalia and Sudan, all countries in the Arab States and North Africa region have ratified CEDAW⁷⁴ but with reservations, either to the entire Convention or regarding selected articles, thereby defying the spirit of the Convention⁷⁵. By ratification, we mean the governments have agreed to do everything possible to guarantee the rights in CEDAW, including making them a part of their own laws and policies.

⁷² Adapted from UN Women. (2016). *CEDAW for youth*; UNICEF. (2011). *CEDAW in brief*

⁷³ Adapted from UNICEF. (2011). *CEDAW in Brief (for adolescents)*.

⁷⁴ World Bank. (2013). *Opening Doors: Gender Equality and Development in the Middle East and North Africa*.

⁷⁵ UN ESCWA. (2017). *Status of Arab Women Report 2017: Violence Against Women. What Is at Stake?*



Read [CEDAW for Youth](#), a youth-friendly version of CEDAW. A [brief version](#) of CEDAW for Youth is also available.

Read '[An introduction to women's issues: In words and images](#)' (Arabic) to understand women's rights and gender issues in the Egyptian context. Despite its Egyptian focus, it is still useful to reflect the complexity of women's rights issues in Arab countries generally.

The Optional Protocol to CEDAW is another international agreement that adds to the CEDAW. It lets girls and women (alone or in a group) make a complaint to the CEDAW Committee (Committee on the Elimination of Discrimination against Women) if their rights have been violated. It also allows the CEDAW Committee to investigate a situation if there have been serious and widespread violations of girls' and women's rights. This way, the Optional Protocol to CEDAW further protects the rights of girls and women. With the exception of Libya and Tunisia, the Arab States did not accede or ratify the Optional Protocol to avoid any extra responsibilities it might impose (for example, providing written explanation to the CEDAW committee within six months of receiving a complaint).⁷⁶

The CEDAW Committee, with its international group of experts is also responsible for monitoring governments who ratify CEDAW. These governments have to submit reports to the CEDAW Committee every four years to show what they have done to end discrimination against girls and women in their countries. Based on such report, the CEDAW Committee makes suggestions

about what that government can do to improve the situation of girls and women in that country. Every four years, the countries that ratified this treaty come before the CEDAW Committee for review in order to report on how well their country is progressing in implementing the treaty. NGOs can provide 'shadow reports' at the same time.

BEIJING PLATFORM FOR ACTION

In 1995, the world came together in Beijing for the Fourth Conference on Women. There, 189 governments adopted a visionary roadmap for gender equality known as the Beijing Declaration and Platform for Action. More than 17,000 delegates and 30,000 activists pictured a world where women and girls have equal rights, freedom and opportunity in every sphere of life.

The Beijing Declaration and Platform for Action aims at removing all the obstacles to women's active participation in all spheres of public and private lives by ensuring women a full and equal share in economic, social, cultural and political decision-making. This means that power and responsibility should be shared between women and men at home, workplace, and in the wider national and international communities. To make this a reality, the Beijing Platform of Action mentions twelve critical areas of concern where action is needed. These are:

Women and poverty; Education and training of women; women and health; violence against women; women and armed conflict; women and the economy; women in power and decision-making; institutional mechanisms for the advancement of women; human rights of women; women and the media; women and the environment; the girl-child.

The Beijing Declaration and Platform for

⁷⁶ UN ESCWA. (2017). *Status of Arab Women Report 2017: Violence Against Women. What Is at Stake?*

Action remains the most comprehensive global agreement on women's empowerment and gender equality that upholds the CEDAW and other international agreements that promote women and girls' rights. More than 20 years later, it remains a powerful source of guidance and inspiration. The Beijing Platform for Action is regularly reviewed by the Commission on the Status of Women (CSW) which convenes every year in New York. Since 1995, Beijing +5, +10, +15 and + 20 conferences have been organized to review the progress of implementing the Beijing Declaration.

For more information, read [Arab Declaration: Towards Justice and Equality for Women in the Arab Region](#), emerging from the Arab High-level Conference on Progress Achieved in the Implementation of the Beijing Declaration and Platform for Action after 20 Years (2015)

CEDAW'S IMPLEMENTATION AND MONITORING IN THE REGION

Although there has been progress, implementation of the Convention is still a challenge in the region. Many Arab countries have ratified CEDAW with reservations to several key articles. Presently, 11 countries have reservations to CEDAW Article 9 on women's right to nationality, including Algeria, Bahrain, Iraq, Kuwait, Lebanon, Morocco, Oman, Qatar, Saudi Arabia, Syria and UAE. Seven countries have reservations on Article 15 on women's right to equality before law; and 11 countries have reservations on Article 16 on women's right to property (under family and married life)⁷⁷.

Moreover, despite many constitutions are providing for the protection of women and girls' rights in the region, there are laws that are discriminatory in nature. Yet, reviewing discriminatory laws and policies alone are

insufficient to overcome gender inequality in practice. The implementation of gender equitable laws and policies and in parallel mobilizing communities to address inequitable social norms and attitudes is essential for bringing about change. Gender equality must include equal rights for young women and young men, but also equal access to services and resources, freedom from gender-based violence, economic opportunities and political voice for all young women.⁷⁸

CEDAW AND YOUTH⁷⁹

Remember that different forms and areas of discrimination that CEDAW focuses on are important to women of all ages – from infancy to old age, including young women. For this reason, CEDAW is an important advocacy tool for youth in the region to push for gender equality. You can use CEDAW to regenerate commitment to young women's rights, charge up political will and mobilize the public to achieve gender equality and young women's empowerment.

Here are some specific-ways in which youth groups can advocate for achieving gender equality and young women's rights using the CEDAW:

1. Create awareness on gender equality and young women's human rights and guarantees provided by CEDAW.
2. Advocate for ratification and implementation of CEDAW and its Optional Protocol.
3. Advocate for removal of reservations to CEDAW as well as removal of discriminatory laws around women's rights in the family, divorce and personal laws, penal codes, and laws concerning nationality, inheritance, and ownership and control over land and other resources.
4. Lobby with the government to contribute country's official report to the CEDAW

⁷⁷ UN Women (2017), *Status of women and girls in a changing Arab region* (PPT)

⁷⁸ OECD *Women in Public Life: Gender, Law and Policy in the Middle East and North Africa*

⁷⁹ Adapted from UN Women (2016) *CEDAW for Youth*

Committee. Contribute to the official report on the progress that has been made in implementing CEDAW. You can draw attention to the challenges and suggest ways that government can advance gender equality and young women's rights in line with the Convention. CBOs can partner with other organizations to submit 'alternative reports' to the CEDAW Committee, showing the gaps in implementing CEDAW that may not be mentioned in their country's official report.

5. Use the recommendations issued by the CEDAW Committee to your country (also called concluding observations), to lobby with the government to make legal and policy reforms, in line with the Committee's recommendations.
6. Young women (alone or in a group) can also make a complaint to the CEDAW Committee if their rights have been violated, provided that their country has ratified the Optional Protocol to the Convention.



THINGS TO THINK ABOUT AND DISCUSS

1. Can you think of examples of laws and policies in your country that support the CEDAW and Beijing Platform for Action?
2. If you had a magic wand, which laws and practices will you change so you can achieve gender equality in your community? Also think about which existing laws and policies on gender equality would you implement in your community.

WOMEN, PEACE AND SECURITY IN THE ARAB REGION

The region has experienced continuing violence and instability since 2011 when the various uprisings began in the Arab States. The uprisings sparked in Tunisia and spread out to Egypt, Algeria and Morocco. The conflict in Syria, which has begun in 2011, is still ongoing; it was followed by the outbreak of conflicts in Libya, Yemen and Iraq, where violence also continues today. There has also been a dramatic rise in extremist and fundamentalist groups who spread instability, fear and violence.

The ongoing violence and conflict in these countries have led to large numbers of refugees and internally displaced people, the majority of whom are women and children. Research shows that political instability and armed violence increase the vulnerability of women. As mentioned earlier, in times of conflict and displacement, women are impacted more by the disruption of livelihoods, access to resources and essential services. They are also more likely than men to experience sexual and gender-based violence.⁸⁰ At the same time, the portion of women taking part in peace talks and negotiations remains extremely limited. For example, in Syria, only three women are involved in formal talks⁸¹.

In recognition of these issues, the UN Security Council adopted **Resolution 1325 on women, peace and security (UNSCR 1325)** in 2000. This landmark resolution was the first initiative that highlighted the need for women's protection from all forms of violence in conflict as well as their full inclusion in

the processes of conflict prevention and resolution. Since then, six subsequent supporting resolutions (1820, 1888, 1889, 1960, 2106 and 2122) that call for

⁸⁰ Adapted from Oxfam Fact Sheet on Women Peace and Security in the Middle East and Africa region, available at http://iknowpolitics.org/sites/default/files/wps_factsheet_final_feb2016.pdf, accessed 5 September 2017

⁸¹ UN Women Draft Regional SDG Strategy 2017

women to participate in peace building, be better-protected from human rights violations during conflict, and have access to justice and services in the aftermath of conflict, were adopted.

Including women in the peace process results in⁸²:



20 percent increase in the probability of an agreement lasting at least two years.



35 percent increase in the probability of an agreement lasting at least 15 years.

Even though these resolutions create a clear road map for the implementation of the women, peace and security agenda, governments and international organizations have not been successful to put their commitment into practice. In 2015, yet another resolution was adopted, UNSCR 2242 which reinforces the importance of women's protection, leadership and active role in decision-making. Based on these resolutions, UN Women is mandated to monitor and promote the women, peace and security agenda in the region.



Get to know more about women, peace and security in the Arab region. Read UNSCR 1325 in the Middle East and North Africa: Women and Security.

THE MUSAWAH MOVEMENT FOR ACHIEVING GENDER EQUALITY AND STRENGTHENING WOMEN'S RIGHTS⁸³

Musawah, ('equality' in Arabic), is a global movement for equality and justice in the Muslim family. It was launched in February 2009 at a Global Meeting in Malaysia attended by over 250 women and men from some 50 countries from around the globe. Musawah is a pioneering organization at the forefront of an emerging women's movement in the Muslim world that engages with religion from a human rights perspective, viewing Islam to be a potential source of empowerment and rights for women. Musawah comprises NGOs, activists, scholars, legal practitioners and policymakers across the globe.

The Musawah movement opens new horizons for rethinking the relationship among human rights, equality and justice, and Islam and builds a collective strength of conviction and courage among women's rights activists to stop governments and patriarchal authorities, and ideological non-state actors from the convenience of using religion and the word of God to silence demands for gender equality.

The movement rejects absolutist religious understandings. The fear to engage with religion has left the field open to the most conservative forces within Islam to define, dominate and set the parameters of what Islam is, and what it is not. Musawah believes that to remain silent is to cede the space and the discourse on Islam to those who believe that men and women are not equal in Islam. Hence, the

82 UN Women (2017), *Status of women and girls in a changing Arab region* (PPT)

83 Adapted from UNDP (2016), *Arab Human Development Report: Youth and the Prospects for Human Development in a Changing Reality*.

movement claims the right for Muslim women to shape the interpretations, norms and laws made in the name of Islam that affect their lives.

Musawah has developed a Framework for Action, which advocates for initiatives based on Islamic sources, international human rights, national laws, constitutional guarantees and the lived realities of women and men, and calls for reforms in law and practice. The framework offers the possibility that these various approaches can be in harmony with each other and that women activists can choose how to emphasize these approaches in their advocacy according to specific-needs and contexts. The framework has been adopted by Muslim feminists across the world, including those in the Arab nation, and has informed their strategies for change. It has been an important tool for countering the rising dominance of conservative interpretations of Islam and the use of these interpretations in politics.

For the Musawah movement, bringing together Muslim women from across geographical borders has been important in building solidarity. Women across the world realize that they are not working in isolation, but that they are fighting in similar battles, and this gives strength to the movement.

Musawah has also established an affinity group for young women advocates, the Young Women's Caucus (YWC), in which some 30 Muslim women under the age of 35 are working on issues among young Muslim women and based on the Musawah framework. The YWC is a space where young Muslim women's voices, experiences and perspectives are amplified. It also enables young Muslim women to have access to gender-just resources on Islam and women's human rights.



Read '[A Toolkit for Advocates: Sharing the Musawah Framework and Key Messages](#)'.

Look up [compilation of resources](#) related to women's rights in Muslim family laws.

Find out how you can **get involved with YWC** [here](#).

Watch a 4-minute [film](#) on the Musawah movement. Also look up Musawah's latest videos on Shari'ah and Fiqh, available [here](#).

In addition, look up another resource developed by Equitas, **Women's Rights in Muslim Communities: A Resource Guide for Human Rights Educators** in [English](#) and [Arabic](#).



THINGS TO THINK ABOUT AND DISCUSS

1. Can you think of examples from your faith that support gender equality and empowerment of women and girls?
2. What are some ways in which you can reach out to religious leaders in your community on issues of gender equality and empowerment of young women?

4. PARTNERING WITH YOUNG MEN AND BOYS FOR GENDER EQUALITY

WHY ENGAGE MEN AND BOYS AS PARTNERS IN GENDER EQUALITY?

We know that while the women's movement and the young women's movement must continue to lead advocacy for gender equality, to make gender equality a reality, there must be partnership between women and men.

Men often have power over many aspects of women's lives, as heads of States, government ministers, religious leaders, judges, heads of militaries and militias, community leaders, or indeed as husbands, fathers and brothers. Men who are in leadership positions within institutions can share and use their power to advocate for women's full and equal economic, political, social, and cultural participation, and influence policies and practices to make the world gender equitable.

In communities and families too, young men and boys can be a part of the solution for achieving gender equality. For example, men taking on greater responsibility for parenting, household and care work can support their female partners in thriving in their careers and professional work, and demonstrate to their children what gender equality looks within a family. Educating boys and young men about healthy relationships and consent can also help in stopping sexual and gender-based violence. They can also take concrete actions to stop violence against women, including as by-standers.

HeForShe campaign

This is a global 'solidarity campaign' to engage men and boys to become change agents to achieve gender equality. UN Women launched such campaign in 2014. It is based on the idea that gender inequalities weaken families, societies, nations, and the world as a whole; therefore, achieving gender equality is everyone's responsibility. *(Read more on the HeForShe campaign and how you can connect with it in Part 2 of the toolkit)*

Because I am a man campaign

UN Women's latest campaign 'Because I'm a Man' raises awareness on the positive role of men in achieving gender equality and empowerment of women. It seeks to change the negative stereotypes related to gender roles such as around household roles and responsibilities, fatherhood, violence against women, employment and other issues. The campaign highlights positive role models of men and youth that support the achievement of gender equality.

The campaign will be rolled-out on social media and includes celebrity endorsement as well as endorsement by partners such as social media influencers and private sector companies. It will include a 'Tell your story' series, where men and youth can narrate personal accounts of male champions that influenced their life positively. This will also be accompanied by a fatherhood culture series highlighting the positive impact of engaged fathers and promoting rights such as a paternity leave.

Look for more information on this campaign and related resources [here](#).



JORDANIAN YOUTH JOIN THE HeForShe MOVEMENT TO RAISE AWARENESS ON GENDER EQUALITY⁸⁴

UN Women Jordan, together with a network of more than 100 Jordanian youth volunteers, have organized 25 events linked to the HeForShe movement in more than 10 public and private universities in all governorates of Jordan. The campaign aims to mobilize Jordanian youth to commit and take action to achieve gender equality. Jordan has already reached over 10,000 commitments on the HeForShe online platform, making it the first country in the Arab region to reach this number. In addition, during the International Women's Day 2016, the network organized a large quilling project to commemorate the global [HeforShe art week](#). In October 2017, the second phase of the movement has been launched, with the aim of reaching additional 10,000 commitments among the youth and the private sector. A feature story on Jordan's lead youth volunteer can be seen [here](#).

is considered masculine to be strong and dominating, sexually active, not to show emotions, and to exercise authority over women and children. Boys in many cultures are expected to support their parents financially throughout their lives. Boys also learn from an early age that a conflict can be resolved by physical violence, putting young men at a particular risk.

At the same time, young men and boys are future partners, community members and leaders – advocating with them to promote gender-equitable attitudes and behaviours is essential for ensuring the future is free from gender discrimination. By sharing their power and privilege with young women and girls, boys and young men can begin to shift traditional gender roles.



ABAAD's questions and answers illustrated booklets (in Arabic) highlight the popular understanding of gender, violence and gender roles. They are quite specific to the Lebanese context but can also relate to other Arab countries. Download [Book 1](#), [Book 2](#) and [Book 3](#).

WHY ENGAGE ADOLESCENT BOYS AND YOUNG MEN?

From an early age, boys may be socialized into gender roles that give men power over women. Young men often learn that it

⁸⁴ Case study provided by UN Women.



PARTNERING WITH YOUNG MEN IN SCHOOLS AND UNIVERSITIES IN MOROCCO⁸⁵

UN Women Morocco, together with the NGO Association Marocaine des Droits des Femmes (AMDF), implements a project to address gender-based violence by mobilizing men and boys as actors of change. This NGO targets young men in 'citizenship and human rights clubs' in schools and universities, including male and female teachers. Under this project, a series of training workshops are planned in 2018 to develop knowledge and capacities of youth on gender equality and gender-based violence. Workshops with teachers will also be organized to raise awareness on their roles in education for gender equality.

that they are solely responsible for the family is also a major source of stress for men around the world. Men affected by conflict and displacement shared similar sentiments during the IMAGES MENA study in the region.

Research shows that sharing household responsibilities, being involved in childcare, and practicing gender equality at home leads to less stress and better mental and physical health for men and boys.⁸⁶ When boys and men support girls and women to claim their rights, they also have better relationships with girls and women in their lives.

There are many men and boys out there that do not feel comfortable with the popular expectations and demands of being male. Some have begun to step forward to join women and girls as allies in working for gender equality. They want their mothers, sisters or daughters to be safe and have the same opportunities as men have. Many men and boys are also outraged by the epidemic levels of violence against women and girls – and against boys and men.

Here it is important to remember that gender equality is concerned not only with the roles, responsibilities and needs of women and men, but also with the relationships between them.

WHY SHOULD GENDER EQUALITY BE IMPORTANT TO YOUNG MEN AND BOYS?

Gender equality benefits everyone!

Men and boys are also affected by gender discrimination. Even though most forms of gender discrimination affect girls and women, research clearly shows that popular ideas on what it means to be a man can make young boys take part in risk-taking behaviour including street violence, substance abuse and unsafe sexual practices. Believing

⁸⁵ Case study received from UN Women Morocco Country Office.

⁸⁶ CARE. *Engaging men and boys*.



MARATHON IN LEBANON TO ADVOCATE FOR INCREASED SENTENCES FOR RAPE AGAINST FAMILY MEMBERS⁸⁷

In November 2017, 350 activists marched with UN Women's partner ABAAD in Beirut to convey a strong message and call on authorities to increase the sentence for the crime of rape within the family. In line with ABAAD's strategy of engaging men and boys – along with women and girls – in combatting gender-based violence, a FlashMob was organized together with women and men. Participants wore signs reading the hashtag #WithTheIncrease, in Arabic, referring to the five-year jail sentence faced by perpetrators of rape against family members, as per Article 506 of the Lebanese penal code. In addition, another group of men dressed in jail uniform with their hands tied with a chain symbolized the necessity of exposing the crime of rape against family members and strengthening the existing sentence. The FlashMob highlighted that although most perpetrators are men, most men can be allies, and pressed for the prosecution of rapists and perpetrators of sexual assault, wherever violence takes place. The FlashMob also triggered high attention and engagement on social media.

DO MEN IN THE ARAB STATES SUPPORT GENDER EQUALITY?

HOW DO THEY SEE THEIR POSITIONS AS MEN?

HOW DO POLITICAL AND ECONOMIC STRESSES AFFECT IDEAS ABOUT MASCULINITY?

The first study of its kind in the region - The International Men and Gender Equality Study in the Middle East and North Africa (IMAGES MENA) - tries to find answers to these questions.

The study, coordinated by Promundo and UN Women, in collaboration with local research partners, includes nearly 10,000 men and women aged 18 to 59 in Egypt, Lebanon, Morocco, and Palestine, including both urban and rural areas. Equally important, IMAGES MENA provides women's perspectives on these same issues. Released in 2017, this research offers a unique perspective on the state of male-female relations in the MENA region. The report was funded by the Swedish International Development Cooperation Agency (Sida) with additional support from other donor agencies.

Main findings of the Study



75%

- Up to **75%** of the men believe that women's most important role is to care for the household.



1 in every 4

- **One in every four Arab men** back gender equality in public and private lives.

⁸⁷ UN Women, ABAAD. (2017). Press Release Beirut Marathon. 12 November 2017.



- There is tremendous stress in men's lives to fulfill their traditional roles as providers. Finding paid work in a poor economy, especially when the country is affected by conflict, is hard.



72%

- At least **72%** of individuals worry about their own and their family's futures in the Middle East and North Africa.



26%

- At least **26%** of men in the Middle East and North Africa agree that a woman should tolerate violence to keep the family together.



- When men experience violence in childhood, they are more likely to use violence in adult life.



- Young women have more gender-equitable views than the older generation. Younger men do not necessarily hold more equitable views than older men.



29%

- At least **29%** of men in the Middle East and North Africa think there should be more women in position of political authority.



44%

- At least **44%** of men in the Middle East and North Africa would like to have the opinion of parental leave for fathers.

Pathways for equality

The study finds that the most significant factors in how people viewed equality were their wealth, education level and the examples set by their parents. Both men and women were more likely to hold equitable views on gender if their mothers had more education and fathers were more involved in domestic tasks.

The study finds **that fatherhood** offers men a way to engage in their children's lives in more positive, equitable, and non-violent ways, and, ultimately, in gender equality. Men whose fathers used to do household work and caregiving, as well as men who were taught to do this work as children, often contribute in this way within their own marriages.

Fathers who encouraged their daughters to take on non-traditional professions, to work outside the home, or who allowed their daughters to choose their husbands, also contribute to the emergence of more empowered women.

The study also finds that men whose wives worked outside the home were more likely to do more of the unpaid care work.

The results affirm that there are also stories of champions, men and women, who believe strongly in gender equality.

Ideas for policies that promote gender equality

Since men frequently dominate public and private decision-making spheres, understanding where they stand is critical to developing policies and programmes that foster gender equality.

Here are examples of policy recommendations emerging from the study:

1. Advocate for paternal leave and fatherhood programmes across the region thereby strengthening men's

responsibility for caring and nurturing in the family and their support to unpaid care work.

2. Advocate for stronger gender equality focus in existing youth policies calling for investments in young women's leadership and partnership with young men in gender equality.
3. Advocate for increased private and government investment in young women's participation in the economy.
4. Advocate for integration of gender-sensitive curriculum at all levels including middle and high schools, universities and other informal education programmes. But remember, apart from strengthening gender equitable laws and policies, as a youth group, you need to reach out to young men to influence them to become partners in achieving gender equality.

Using IMAGES MENA study in advocacy for gender equality

The findings of this study are important for advocacy to achieve gender equality and to engage men and boys as partners in gender equality. Part 2 of the toolkit pinpoints precisely how you can use the results of the study to frame your advocacy. Here we present a few ideas in brief:

- Use the **data and evidence** emerging from the study to back your advocacy for gender equality and to influence men and boys to become partners for gender equality.
- Frame your **advocacy messages** using the **policy recommendations** emerging from the study.
- Use the findings to start a **public campaign** on engaging young men and boys for gender equality. Use a

mix of online and offline ways to start a public discussion on men's role as partners in gender equality and benefits of gender equality for everyone. Be sure to highlight male champions and positive role models of gender equality. Contact with the HeForShe campaign to take action in engaging men and boys.

- As the study mentions, be sure to target **social influencers** through your advocacy. This includes media, celebrities, religious figures, literature and art, to start a more progressive dialogue on gender equality.



Get more information on the IMAGES MENA study at www.imagesmena.org. Access the full multi-country report and specific-country reports here.



THINGS TO THINK ABOUT AND DISCUSS

1. Do the findings of the IMAGES MENA study resonate with your own life experience?
2. Do you have any other initial ideas on how you can use the IMAGES MENA findings in advocacy to achieve gender equality?



YOUNG MEN WORKING TO END SEXUAL HARASSMENT IN CAIRO⁸⁸

The Imprint Movement is a voluntary social organization founded by a group of young women and men in Cairo in July 2012. It was founded in the context of post-revolution Egypt. Through the revolution, many young people became aware of the oppressive conditions experienced by Egyptians, especially Egyptian women. This awareness amplified the voices of women who were speaking out for social justice and refusing to accept gender inequality. These voices were crucial because they broke the silent assumption that sexual harassment is an accepted element of the Egyptian society. Nonetheless, a year after the beginning of the Egyptian revolution, many young people were still struggling to find a way to make their voices audible.

The first project of the movement was to combat sexual harassment. The project was based on two fundamental principles: using non-violence and the power of dialogue to end harassment. While the emphasis is on learning practical strategies by taking part in the project, Imprint members learn about the power structures that lie behind the phenomenon of sexual harassment, including patriarchy.

In addressing the problem of sexual harassment, the movement agreed on the importance of including men

in its work, which came naturally as two of Imprint's co-founders are men. During Egypt's major holidays, when harassment is typically at its worst, Imprint organizes patrols in public spaces, made up of young male volunteers who intervene non-violently to prevent incidents of harassment, to deliver harassers to the police, and to help filing legal claims against harassers. The patrols also act to promote positive examples of masculinity. They show that there is an alternative and that joining the movement against harassment is a great thing to do. The sight of men commanding respect without using violence or harassing women is a powerful tool for change.

Imprint functions at the grassroots level and through advocacy, transmitting voices from the streets to the government through online media and through face-to-face meetings with officials. The movement relies on teams that work at various levels and aim at different targets, though all have the overarching aim of ending sexual harassment.

88 <http://www.arab-hdr.org/reports/2016/english/AHDR2016En.pdf?download>, Accessed 8 October 2016

5. YOUTH AND GENDER-RESPONSIVE IMPLEMENTATION OF SDGS

THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

With the Millennium Development Goals (MDGs) coming to an end in 2015, the UN adopted the 2030 Agenda for Sustainable Development on January 1, 2016. The 2030 Agenda is a global action plan to end poverty, protect the planet and ensure that all people enjoy equality, peace and prosperity. It strives for a world that is just, equitable and inclusive; where development benefits everyone, including children, girls and women, youth and future generations.⁸⁹ The 2030 Agenda applies to all countries, both rich and poor.

The 2030 Agenda emphasizes on 'leaving no one behind' and to 'reach the furthest behind first'. This means focusing on the progress of the most vulnerable communities first, which includes young women that are the most marginalized in a community such as those belonging to minority groups, those who are disabled, living in conflict and post conflict areas, those who are internally displaced, refugees and migrants, among others.

This new development framework includes a set of 17 goals - including 169 targets and 230 indicators - known as the **Sustainable Development Goals (SDGs)**.

The SDGs are interconnected and inter-linked. Often achieving one particular goal involves tackling issues commonly associated with another goal. For example, goals around poverty reduction, health, education, economic development, peace and security cannot be achieved without achieving gender equality.

What is sustainable development?

The United Nation's 1987 Report of the World Commission on Environment and Development: Our Common Future noted that sustainable development is the development that meets the needs of the present without compromising the well-being of future generations. The concept continued to expand in scope. In 2000, the Earth Charter broadened the definition of sustainability to include the idea of a global society "founded on respect for nature, universal human rights, economic justice, and a culture of peace."

<https://www.sustainabilitydegrees.com/what-is-sustainability/>

WHY ARE SDGS IMPORTANT?

The SDGs are important because they determine the direction of development work until 2030. They influence government planning and donor funding priorities. This means there are new opportunities now to influence national and local level policy-making.⁹⁰

The SDGs are also consistent with international law, and build upon existing international commitments. In this way, SDGs together with CEDAW create a human rights foundation, to help countries achieve gender equality, empower all women and girls, and end all forms of gender discrimination.⁹¹

⁸⁹ Adapted UNDG, (2016). *The Sustainable Development Goals are coming to life: Stories of country implementation and UN support*.

⁹⁰ <http://www.caritas.org/2015/09/sustainable-development-goals-sdgs-frequently-asked-questions/>, accessed 3 October 2017

⁹¹ Adapted from UN Women. (2016). CEDAW for Youth

The Sustainable Development Goals

Goal 1: End poverty in all its forms everywhere;

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture;

Goal 3: Ensure healthy lives and promote well-being for all at all ages;

Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all;

Goal 5: Achieve gender equality and empower all women and girls;

Goal 6: Ensure availability and sustainable management of water and sanitation for all;

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all;

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation;

Goal 10: Reduce inequality within and among countries;

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable;

Goal 12: Ensure sustainable consumption and production patterns;

Goal 13: Take urgent action to combat climate change and its impacts;

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development;

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosys-

tems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels; and

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

A SNAPSHOT OF THE SDGS⁹²



⁹² http://womendeliver.org/wp-content/uploads/2016/05/GlobalGoals_Infographic_5x7_DIGITAL.pdf



Learn more about the SDGs [here](#).

Read the [easy-to-read version of the 2030 Agenda](#), developed by the International Disability Alliance (IDA) and the International Disability and Development Consortium (IDDC).

Read the full text of the 2030 Agenda [here](#).

ACHIEVING GENDER EQUALITY: A PRECONDITION TO REALIZE THE SDGS

The 2030 Agenda declares that justice for women and girls and their human rights matter because they are half of humanity, and their needs and potential cannot, and must not, be ignored. It further recognizes that gender equality is a necessary foundation for a peaceful, prosperous and sustainable world. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes, creates sustainable economies and benefits societies and humanity at large.

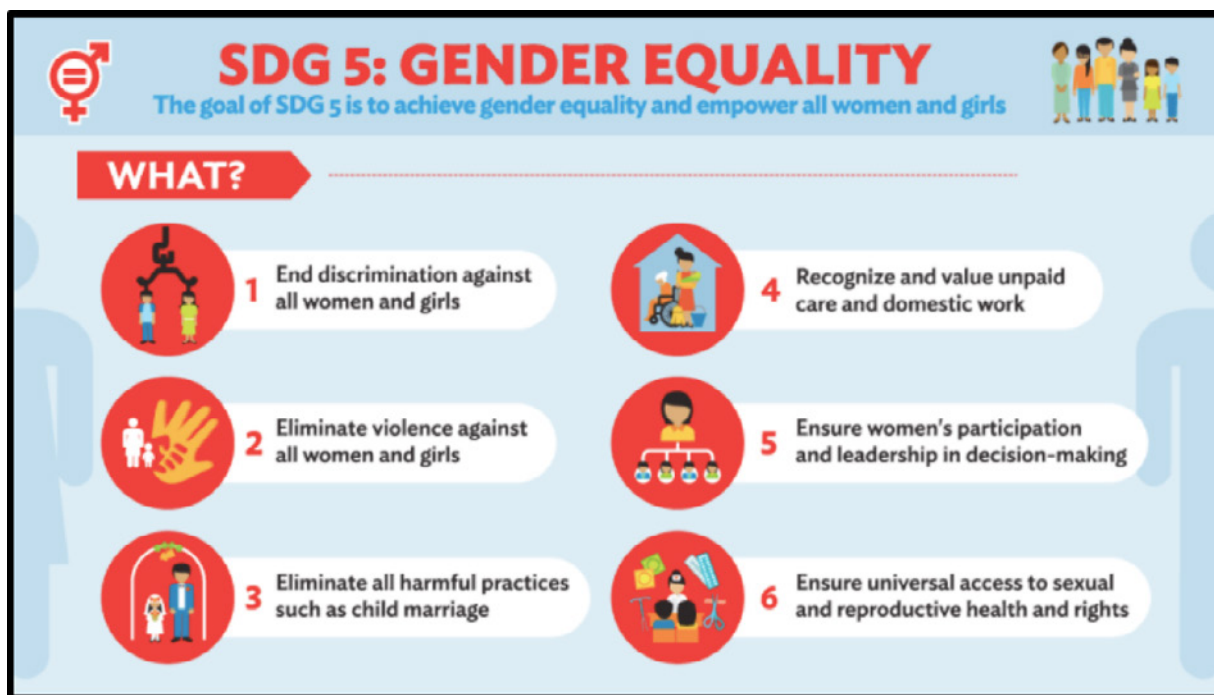
Gender equality is thus essential for progress towards the achievement of all SDGs, and should therefore be part of all strategies to achieve each of them. With this, the 2030 Agenda places gender equality and women and girls' empowerment in the core of all its efforts to achieve the SDGs. All countries have been asked to prioritize gender equality and to ensure that the agenda for sustainable development delivers for all women and girls.

The SDGs also include a dedicated goal

(SDG 5) to achieve gender equality and empowerment of women and girls. This standalone goal aims for ending all forms of discrimination in laws, policies and practices, and to eliminate all forms of violence and harmful practices against all women and girls everywhere. Reaching this goal requires recognizing and valuing unpaid care and domestic work, ensuring women's full participation and equal opportunities for leadership in political, economic and public life, and accessing sexual and reproductive health and rights.

In addition to SDG 5, there are 11 gender-focused targets and 50 gender-sensitive indicators in other goals addressing poverty, hunger, health, education, climate change and peaceful societies.

Finally remember that achieving gender equality requires going beyond SDG 5 and specific-gender related targets. All 17 SDGs are relevant for making gender equality and the empowerment of women and girls as a reality in all countries.



Means of Implementation

- 5.a** Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- 5.b** Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- 5.c** Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

WHAT DO WE MEAN BY GENDER-RESPONSIVE NATIONAL IMPLEMENTATION OF SDGS?

As mentioned above, the emphasis throughout the 2030 Agenda is that —over and above the dedicated SDG 5 on gender equality and the gender-sensitive targets and indicators in other goals— all SDGs have to be implemented in a gender-responsive way even where there is no clear reference to gender equality and the empowerment of women and girls. This means when implementing the SDGs, countries must put the needs of women and girls first,

especially the most marginalized groups.

Gender-responsive implementation of the 2030 Agenda requires countries to take actions around the following five areas:

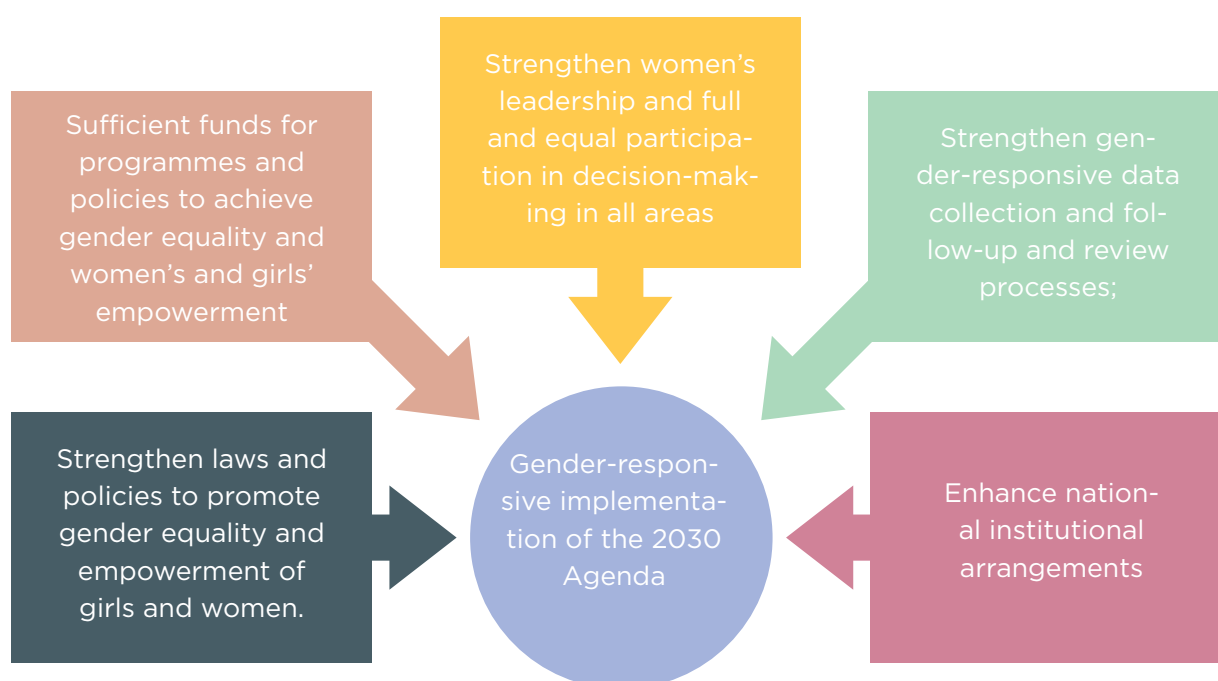
- 1. Strengthen laws and policies to promote gender equality and empowerment of women and girls.** For example, governments should remove all laws that discriminate against women and girls. This may require development of new laws and policies, or revision of existing ones, to promote female autonomy within the household; equal sharing of responsibilities between women and men in family life; women's access to capital

and property; women and girls' right to education and health services; women's participation in political and public life; women's rights in conflict resolution and peace building; economic participation of women and laws and policies that end violence against women and girls, among others. Governments should particularly pay attention to the situation of different groups of women and girls.

- 2. Ensure sufficient funds for programmes and policies to achieve gender equality and women and girls' empowerment.** In other words, governments should ensure specific allotment of funds, redirect funds and prioritize funds towards programmes and policies that support gender equality and women and girls' empowerment.
- 3. Strengthen women's leadership and full and equal participation in decision-making in all areas.** For example, governments should make more efforts to embed gender equality in constitutions and policies; promote women's participation in political and public activities such as in political parties, judiciary, ministerial positions and parliament. Women should

also be able to participate fully in local community development and peace building efforts.

- 4. Strengthen gender-responsive data collection, follow-up and review processes.** Governments should ensure gender related data and statistics are available and collected. Such data should be disaggregated by sex, age and income and other characteristics relevant in national contexts. Gender statistics should be available on poverty, income distribution within households, unpaid care work, women's access to, control and ownership of, assets and productive resources, participation at all levels of decision-making and violence against women, to measure progress for women and girls.
- 5. Enhance national institutional arrangements.** To put simply, all national institutions, their planning and decision-making, policy formulation and its implementation, as well as budgeting processes should contribute to the achievement of gender equality and the empowerment of all women and girls.



WHAT DOES THE NATIONAL IMPLEMENTATION OF SDGs ENTAIL?

There is no one-size-fits-all approach to implementing the 2030 Agenda. Achieving the SDGs essentially requires countries to own the agenda and lead it. To begin countries must sync their national development priorities with the SDGs, with a special focus on needs of women and girls. Many countries have begun undertaking an assessment of what each of the SDGs implies for them, taking account of country contexts and challenges. While the SDGs are universal, countries need to ‘tailor’ or further develop certain targets and indicators to reflect the countries reality. These SDGs and targets can be included into already existing policies and processes or new structures, laws and policies may be required.

Many countries are in the process of establishing national institutions to guide and support the implementation of the SDGs. These are often led by a group of specific-ministries (inter-ministerial committees) or groups focusing on specific-sectors or themes (intersectoral committees) such as peace and security, labour, health and so on. These committees will often be responsible for coordinating the national implementation of the SDGs. Parliaments also have a critical role in SDGs implementation, through their oversight and legislative functions, including adoption of the national budget. Local governments are too expected to be front-runners in SDGs implementation, with local planning, service delivery, community buy in and local leadership being essential for achieving sustainable development. A strong alignment among all levels of government is also essential for an effective implementation and achievement of SDGs.

The national implementation must also be cross-sectoral to reflect inter-linkages among various goals and targets. In other words, achieving gender equality and women’s

empowerment must not be a designated a responsibility of women related ministries and commissions alone. Different ministries and groups such as on workforce and labour, political affairs, peace building, finance, labour, education, poverty alleviation among others, must find ways to achieve gender equality within their sectors. Yet, whatever the approach chosen to implement the SDGs, it is the responsibility of governments to ensure that the development benefits reach the most vulnerable groups in the country and no one is left out including girls and young women.

While governments have the main responsibility to implement the SDGs, businesses, academia, faith-based groups, civil society including young women and young men, have a key role to play in national implementation of SDGs. Governments must bring them together for collective problem solving and define roles and responsibilities to make the process work. Partnerships among different groups, such as partnership for achieving gender equality, are an important way by which civil society can influence the national implementation of SDGs.

Finally, remember SDGs are not legally binding on countries. There are no enforcement mechanisms. Although there is a system for review and follow up at national, regional and global levels, but it remains voluntary. At the national level, National Statistical Offices (NSOs) are responsible for collecting data to show progress towards achieving SDGs. This data provides evidence for national reporting on SDGs. At the regional level, the Arab Forum on Sustainable Development is the key platform for follow-up and review of national progress on SDGs⁹³. At the global level, the High Level Political Forum (HLPF) undertakes the global review process. Youth groups can participate in the HLPF through the United Nations Major Group for Children and Youth (MGCY).

93 UN Regional Commissions. (2015). *Regional Views on 2030 Agenda Follow up and Review Framework*.



Read [‘Driving the Gender-Responsive Implementation of the 2030 Agenda for Sustainable Development’](#) for more information

Learn more [UN’s Major Group on Children and Youth](#) and ways to get involved, as an individual and as a youth group.

Read Womankind UK’s ‘Implementing the Sustainable Development Goals to advance women’s rights and gender equality: [An advocacy guide](#)’, to get more ideas on how to frame your advocacy for gender equality using the opportunity of SDGs.

SDGS MUST DELIVER FOR YOUTH

The 2030 Agenda is largely about youth and for all young women and young men. Just the way gender equality is connected to each SDG and is a precondition to achieve all the SDGs, similarly youth participation is essential to achieve all goals in the 2030 Agenda. Without young women and young men’s involvement, gender equality cannot be achieved, and therefore the overall 2030 Agenda cannot succeed.⁹⁴

ENTRY POINTS FOR YOUTH TO ADVOCATE FOR GENDER-RESPONSIVE IMPLEMENTATION OF THE 2030 AGENDA

As highlighted, the national implementation of the SDGs is a key opportunity to ensure accountability of states to achieve gender equality and empowerment of women and girls by 2030. As a young woman or young man (as an individual or in a group), you can utilize this global momentum to advocate for gender equality and empowerment of young women in your community and at the national level. As the 2030 Agenda asserts, young women and young men are critical agents of change, and are essential for achieving sustainable development.

Entry points for youth advocacy in SDG implementation

Make some noise. Use online and offline ways to increase public awareness on why gender equality and women and girls empowerment benefit everyone; and the role of men and boys as partners in gender equality. Highlight how achieving gender equality is the responsibility of everyone in the community. Talk about the SDGs and how they provide an excellent opportunity to secure rights of all young women in your country. Highlight why needs of young women, especially the most vulnerable groups, should be the focus of all plans to implement the SDGs. (Read more about how to develop advocacy messages in Part 2 of this toolkit)

Get involved. Find out who is responsible for coordinating the roll-out of SDGs in your country and at what stage is the SDGs implementation process. Learn how civil society is involved in this process. If mechanisms for civil society engagement do not exist or are

94 <http://www.unwomen.org/en/news/stories/2016/2/lakshmi-puri-speech-at-youth-assembly>, accessed 7 September 2017

weak, ask for a more open and inclusive process. This will require working with other civil society actors from a range of sectors to pressure government to make the process more inclusive, transparent and effective.

Amplify your voice. Make sure that the voices of most marginalized young women are at the table when setting national priorities linked to the SDGs. Remind the government that the SDGs are based on the principle of 'leaving no one behind' and 'reaching the furthest behind first'. Take part in identifying solutions and innovative ways of achieving gender equality linked to the implementation of the 17 SDGs.

Join hands. Seek out and build relationships with governments, businesses, academia, parliamentarians, religious and community leaders, and other national/regional/international bodies for achieving gender equality. Are there any local champions, women and men, advocating for gender equality that you can connect with? Apart from women's rights groups, there may be other advocacy groups such as those concerned with children's rights, youth issues, education, protection, social policy, environment, peace and security that are also pushing for gender equality. Find out ways to create partnership with them in the SDGs implementation process.

Numbers matter. Find out if your government has gender-sensitive data for all sectors, to measure progress towards the SDGs. Ask governments to improve data collection such as that which reflects the situation of all young women and young men, especially those belonging to the most vulnerable groups. For example, advocate for promoting gender-sensitive indicators in national labour statistics. These indicators can focus on measuring domestic work such as cleaning, cooking and care giving, to

show the extent of unpaid work undertaken by women and girls.

Be the eyes and ears. Monitor the implementation of SDGs in your country. Begin by learning about the process by which government agencies are developing the National Report on SDGs implementation and progress. Look for ways in which your youth group and civil society can provide inputs and engage in the process. Make sure that gender equality, empowerment of young women and the role of young men as partners in gender equality are integrated throughout national and local review and reporting of SDGs.

These ideas are only a glimpse of the opportunities available to you to influence the national implementation of SDGs such that they deliver for all young women. In different countries, the entry points for such advocacy for gender equality will vary. The national context and political landscape will determine your most strategic course of advocacy action. This engagement also depends on your capacity, skills and resources you have available for advocacy. How these advocacy actions can be put together in a strategic way to be effective is detailed in Part 2 of this toolkit.



THINGS TO THINK ABOUT AND DISCUSS

Do you have some more ideas on how your youth group can participate in the national implementation of SDGs?

Part 2: Planning and Conducting youth-led advocacy: The ‘how’

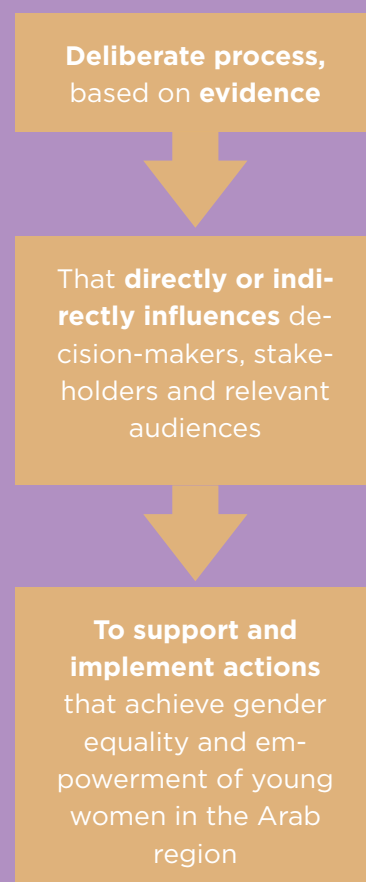
Now that you have explored ‘why’ young women and young men in the region should be involved in advocating for gender equality, it is time to get started on ‘how’ you can organize your advocacy work. In this section we will go through nine questions that every advocate must ask when developing an advocacy strategy. The nine questions for strategic advocacy planning⁹⁵ are as follows:

1. What do we want?
2. Who can give it to us?
3. What do they need to hear?
4. Who do they need to hear it from?
5. How do we get them to hear it?
6. What have we got?
7. What do we need to develop?
8. How do we begin?
9. How will we know if it is working or not?

Ahead you will find guidance tools and answers to each of these nine questions.

2.1 WHAT IS ADVOCACY?

There are many ways of describing and conducting advocacy. For the purpose of this toolkit, we can say that advocacy⁹⁶ is a



⁹⁵ The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.

⁹⁶ Definition adapted from UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*.

In other words, **advocating for gender equality and empowerment of young women means to speak up for young women's rights, and to bring about changes in laws, policies, practices and attitudes that will make a positive and lasting difference to the lives of all young women.** Such advocacy requires influencing people and organizations that have power to change gender discriminatory policies, laws, corporate behaviours and cultural practices and attitudes, which hold young women back from enjoying their rights.



In this toolkit we use examples of advocacy directed at government or other public bodies to make laws and policies more gender equitable. This is because gender-equitable policies can drive change in attitudes and practices in communities and in people. At the same time, we need to work with communities to address cultural attitudes and social norms that limit young women's rights and gender equality.

Advocacy is often confused with other approaches that share common elements. Therefore, it is common to find several terms that are used interchangeably to describe advocacy work. Public campaigning, media work, communications, lobbying, public relations, policy development, awareness raising, networking, social mobilization are often terms used for advocacy. In fact, they are all techniques that are part of advocacy.⁹⁷



ARE COMMUNICATIONS AND ADVOCACY WORKS THE SAME?⁹⁸

The demarcation lines between communications and advocacy are blurred. This can often cause confusion in the way both terms are interpreted and used.

Communications (also referred to as 'strategic communications') relates mainly to the flow of information that creates and improves knowledge amongst your target audience. The information that is conveyed can help to raise public awareness and shape opinions on young women's rights and the role of young men as partners in achieving gender equality. The main goal of creating public awareness is that it leads to behavioural and/or policy change that helps to achieve gender equality and young women's empowerment.

This type of communications overlaps with advocacy, which is an umbrella term used for a variety of ways available for influencing decisions that lead to positive and lasting changes in young women and young men's lives. In other words, advocacy is the strategic use of information that is organized into an argument that can then be communicated through various channels to gain the acceptance of political and social leaderships to achieve gender equality.

As evident, advocacy relies on communications to reach its goals. Both often overlap and should reinforce each other for greater impact.

⁹⁷ Karkara N. (2013). *The Children's Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children's rights in Tanzania*, UNICEF Tanzania.

⁹⁸ Adapted from MGD-F, Advocacy and Communication Strategy

2.2 PLANNING FOR ADVOCACY

For advocacy to be effective, it is important to plan it right. A good advocacy plan should reflect where you are, where you want to go and how you can get there. In other words, advocacy planning is a disciplined effort to influence key policy decisions and practices in a strategic way to achieve your goal of a gender-equitable society.

There are many different ways to strategically plan advocacy work. In this toolkit, we are using the 'nine-questions model' for making a strategic advocacy plan for achieving gender equality and empowerment of all young women. This nine-question model will take you step-by-step, from identifying the main advocacy issue you want to advocate for, to drawing up a specific-action plan then to implement your advocacy work. The toolkit ahead will take you through tools to find answers to each of the nine questions.



These nine questions are:

Question 1: What do we want?

Understand your situation, generate evidence and choose your advocacy priority.

Question 2: Who can give it to us?

Find out about your advocacy audience.

Question 3: What do they need to hear?

Determine your advocacy messages.

Question 4: Who do they need to hear it from?

Find out who will be most effective messenger/s for your advocacy.

Question 5: How do we get them to hear it?

Determine how the message will get delivered.

Question 6: What have we got?

Consider your resources and strengths.

Question 7: What do we need to develop?

Determine your challenges and gaps.

Question 8: How do we begin?

Think about your first steps by setting advocacy goals and outcomes.

Question 9: How will we know if it is working or not?

Plan for monitoring your advocacy and determining impact and learning.

Although these nine questions are provided in sequence, however, remember that advocacy is not a linear process – it is a cycle. While you do not have to go through the nine questions in a strict order, you will need to constantly revisit them as you plan and implement your advocacy strategy. The

nine questions are interrelated, and answering one will likely inform others. You can use this model for long-term strategic advocacy planning, and also as a checklist for making a quick advocacy response. This model can be applied on advocacy actions at all levels: local, national, regional and global.



REMEMBER

A common confusion in the development of advocacy strategy is the difference between ‘strategy’ and ‘tactics’. Tactics are specific-advocacy actions or activities – such as circulating online/offline petitions, writing letters to policy-makers, giving media interviews – that are undertaken to capture the attention of people in power in relation to your issue. Strategy is an overall map that guides the use of these tactics towards clear goals.⁹⁹

Here are some **factors to consider when developing your advocacy strategy**¹⁰⁰:

- **Context:** Every political environment is different. Each presents its own opportunities and constraints. Political decisions are made differently depending upon the nature of the State, its politics, media and strength of the civil society. Conflict and post-conflict situations present their own opportunities and challenges in advocacy.
- **Timing:** Each moment in history presents its own political opportunity and constraint. For example, the momentum created by the 2030 Agenda is an op-

portunity for countries to strengthen advocacy to achieve gender equality. Elections, national days and/or conferences may provide additional opportunities to raise these issues nationally. (See Q5: *How do we get them to hear it? for more information*)

- **Strengths and weaknesses of your network/organization:** When making your advocacy strategy, be aware of the comparative strengths and weaknesses of your youth group. Do you have a strong constituency of allies? What resources are available? Are your aims clear and achievable? What lessons can you learn from your youth groups’ past experiences in advocacy, (if applicable)? (See Question 6: *What have we got? and Question 7: What do we need to develop? for more information*)
- **Risks:** Ending gender discrimination requires changing power dynamics, which is not often without risk or backlash. Whatever the context, at times risks need to be taken to advance the advocacy agenda. In such a case, everyone involved must understand the potential risks and have a plan to reduce such risks. (For more information, see the section on managing risks in advocacy, under Question 6: *What have we got? and Question 7: What do we need to develop?*)

QUESTION 1: WHAT DO WE WANT?

Answering Question 1 involves:

- **Analyzing the situation;**
- **Generating evidence for advocacy; and**
- **Choosing advocacy priorities.**

Analyzing the situation: A situation analysis tends to analyze the problem that needs to be addressed, and looks for the ways in

⁹⁹ Adapted from Advocacy Institute, (2002). Washington DC.

¹⁰⁰ Adapted from VeneKlasen L., Miller V. (2002), *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*. Just Associates.

which it can be solved. It helps to generate solid evidence for your advocacy issue. In this way a situation analysis forms the foundation of every strategic advocacy plan.

There are other several ways to perform a quick analysis of the situation. For example, you could perform a review of available material on gender equality and monitor trends around young women's rights in your country to determine your advocacy issue. Look at researches; reports, surveys, youth consultations, statistics, policies and testimonies related to young women's rights and gender equality issues. Read CEDAW Committee reports for your country, to determine the situation of young women in your country, and what are its recommendations to ensure young women's rights are achieved. In addition, consider men and women's attitudes towards gender equality and the findings and recommendations emerging from the IMAGES MENA study.

You could also get together young women and young men, community members, active think tanks working on ending gender discrimination, and gender equality advocates to get a mix of ideas that can help you to define the problem and solutions that can be addressed by advocacy. If you have the capacity and resources, you can also conduct your own research to determine the most pressing gender discrimination issue that can be addressed by advocacy.



Below are a few resources that can help you learn about the status of women and girls in the region as well as the attitude of men and boys towards gender equality in the Arab region. They also provide ideas on how women's condition and status in the region can be improved by advocacy.

- **UNDP's Arab Human Development Report 2016: UNDP. Youth and the Prospects for Human Development in a Changing Reality:** Read this report to learn about the situation of young women and young men in the Arab State today.
- **Against Wind and Tides: A Review of the Status of Women and Gender Equality in the Arab Region (Beijing +20):** This report looks at progress and ongoing challenges for women's empowerment in the region.
- **Arab Women and Legalization:** The report analyses the legal status of women in more than 20 countries in the region.
- **The IMAGES MENA study:** As mentioned in Part 1, this study helps to understand masculinities in the Arab region. It provides key evidence on the position of men regarding gender equality, and provides orientation for framing policies to promote men and boys as partners in gender equality. Also available are full multi-country reports for Egypt, Lebanon, Morocco and Palestine.

- **Country Gender and Economic Profiles:** This report looks at women's engagement in the economy in the Arab region. It provides ideas on how women's participation in workforce can be increased.
- **Combating domestic violence against women and girls: Policies to empower women in the Arab region:** This study examines violence against women and girls in 18 Arab countries, with particular focus on domestic violence. It provides recommendations for evidence-based policies to end domestic violence.
- **Status of Arab Women Report 2017. Violence against Women: What is at stake?:** The study focuses on intimate partner violence and particularly on its economic costs. It reviews evidence-based knowledge and provides in-depth understanding of the human rights and socioeconomic consequences of intimate partner violence in the Arab region.

Here are a few resources to help you conduct your own research.

- **The YPAR Hub:** The YPAR - Youth-led Participatory Action Research-Hub trains youth to conduct research in their communities. It focuses on how to design your research, investigate your issue and take action.
- **START (Simple Toolkit for Advocacy Research Techniques):** This toolkit gives users a comprehensive guide to carry out their own research to discover the reality and the problems around a particular sector or theme.



CONNECT WITH THE SDGS TO IDENTIFY YOUR ADVOCACY ISSUE

In addition to conducting your own situation analysis around young women's rights in the Arab region, consider how your advocacy can connect with the SDGs to identify your advocacy issue.

As mentioned in Part 1, all 17 SDGs are relevant for making gender equality and the empowerment of women and girls a reality. In addition to the standalone goal on achieving gender equality (SDG 5), the eleven gender-sensitive targets and the fifty gender-focused indicators provide ideas on areas that can be prioritized for advocacy to achieve gender equality and empowerment of young women. For example, you can advocate for:

- Gender-responsive national implementation of SDGs. (See Part 1 on how youth can be involved in this)
- Ending all forms of discrimination against all young women.
- Adoption and strengthening of sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all young women at all levels.
- Eliminating all forms of violence against women in the public and private spheres, including trafficking and sexual and other types of exploitation.
- Eliminating all harmful practices, such as child, early and forced marriage and female genital mutilation.

- Recognizing and valuing unpaid care and domestic work.
- Young women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public lives.
- Reforms to give young women equal rights to and control over economic resources.

Remember that selecting your advocacy issue does not mean focusing only on the broad theme you want to address (e.g. economic empowerment of women, ending violence against young women among others). You also will need to think about specific problems linked to this broad issue; their root causes; barriers to solving them and their policy-related solutions.¹⁰¹ This can be done effectively using a tool called the 'problem and solutions' tree. This is a useful tool for conducting a deeper situation analysis because it offers a visual structure to analyze the problem and its solutions. The problem tree helps in understanding the immediate, underlying and root causes of the issue, as well as helping in gathering information to support the analysis. The solutions tree helps to identify possible areas where you could advocate for change.

TOOL 1: PROBLEM AND SOLUTIONS TREE

Here is a hypothetical example, we are assuming that a youth group, after conducting a rapid review of national situation analyses on gender equality and consulting with groups of young women and young men and gender equality advocates, has decided to focus on the problem of sexual harassment of women in public spaces.

For this central problem, let's develop a problem and solutions tree with the directions below to analyze the issue and its solutions in details.

To create a problem tree:

1. As the name implies, this tool resembles a tree. Begin by drawing a flow chart, as shown ahead, by placing the main problem in the center of the tree. The roots of the tree, in the lower part of the drawing, represent the causes of the main problem.
2. List as many causes of the problem as you can think of. Draw arrows from the causes to the main problem. While listing each cause, brainstorm on the 'cause' of the 'cause'. Link all of these by arrows to show their connection.
3. Next, write the effects, or the consequences of the problem, above the main problem box (the tree branches). Draw an arrow from the main problem to the effect. For each effect, ask what further effects it could have.
4. **Remember to consider the situation of the most vulnerable and excluded young women, and consider how the issue affects them.**
5. After the brainstorming is complete, look at the causes again and highlight those that could be changed or improved with the help of influential people or institutions through advocacy.

Now turn the problem tree into a solutions tree: One way to identify solutions is to reverse the causes and consequences of the main problem. For example, if the cause is 'inadequate laws around sexual harassment

¹⁰¹ UNAIDS. (2014). Act!2015. *Advocacy Strategy Toolkit*

of women in public spaces', then a possible solution will be 'developing a law to criminalize sexual harassment of women in public spaces'. Other solutions could be 'ensuring strong law enforcement', 'better and safer public infrastructure', 'working with men and boys as partners in gender equality'.

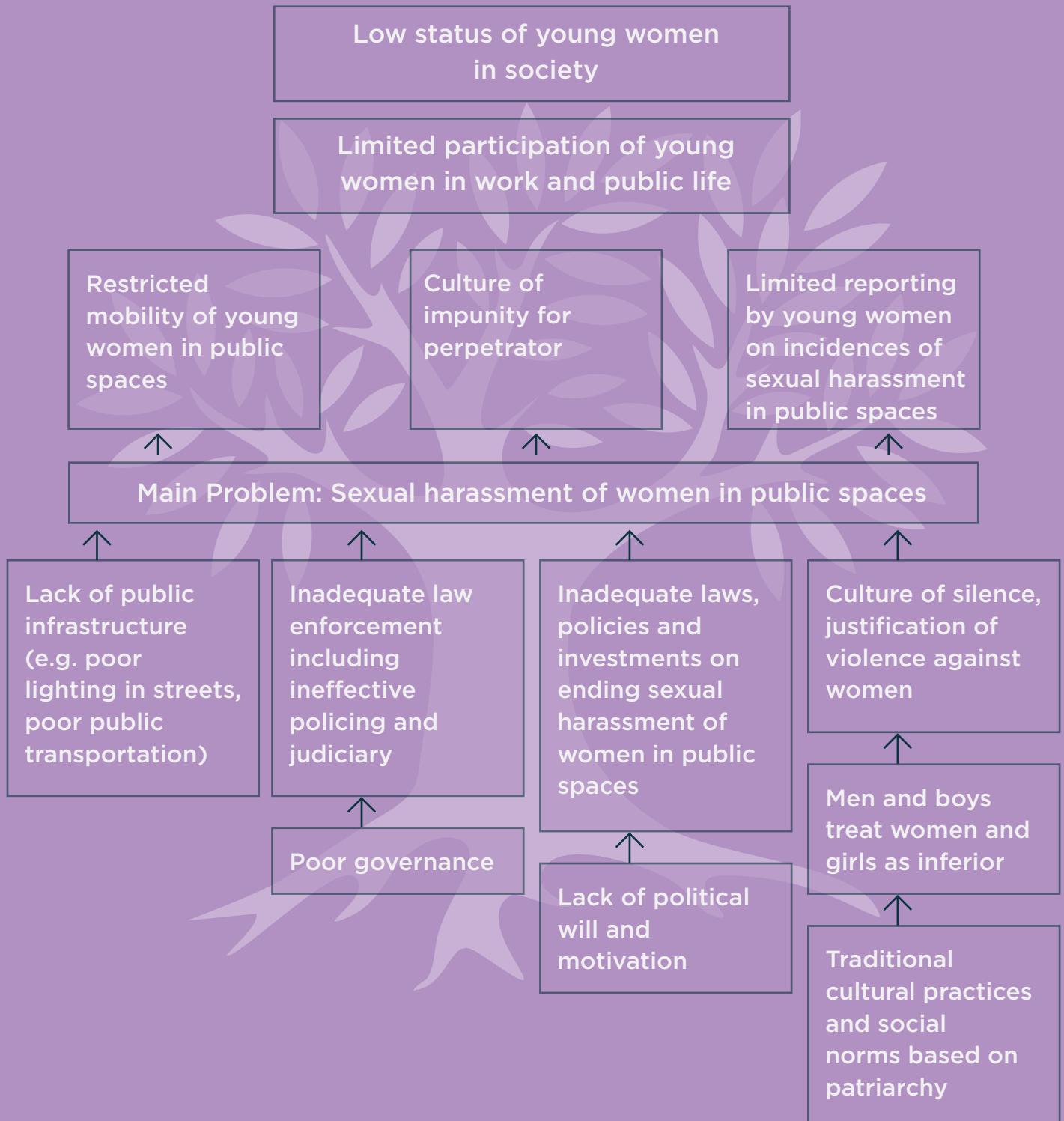
These solutions will begin to give you ideas on what your advocacy should focus upon. [Although this topic will be further developed in Question 8: How do we begin? it is useful, to start thinking now about how the issue relates to the policymaking environment].

Do note that the example provides an understanding of how the tool can be used, but by no means it is a complete analysis, because there would clearly be other causes and effects, and more links among solutions.

It is also important to understand that in this hypothetical example, we are assuming that there is no law, or an inadequate law, around ending sexual harassment of women in public spaces in the country, for which the corresponding solution is to develop a comprehensive law around this issue. When you conduct this exercise with your youth group, your analysis may reveal this problem or it may highlight that a law on this issue already exists in your country, but it is poorly implemented and/or monitored. In that case your solution would focus on ensuring effective implementation and monitoring of the said law.

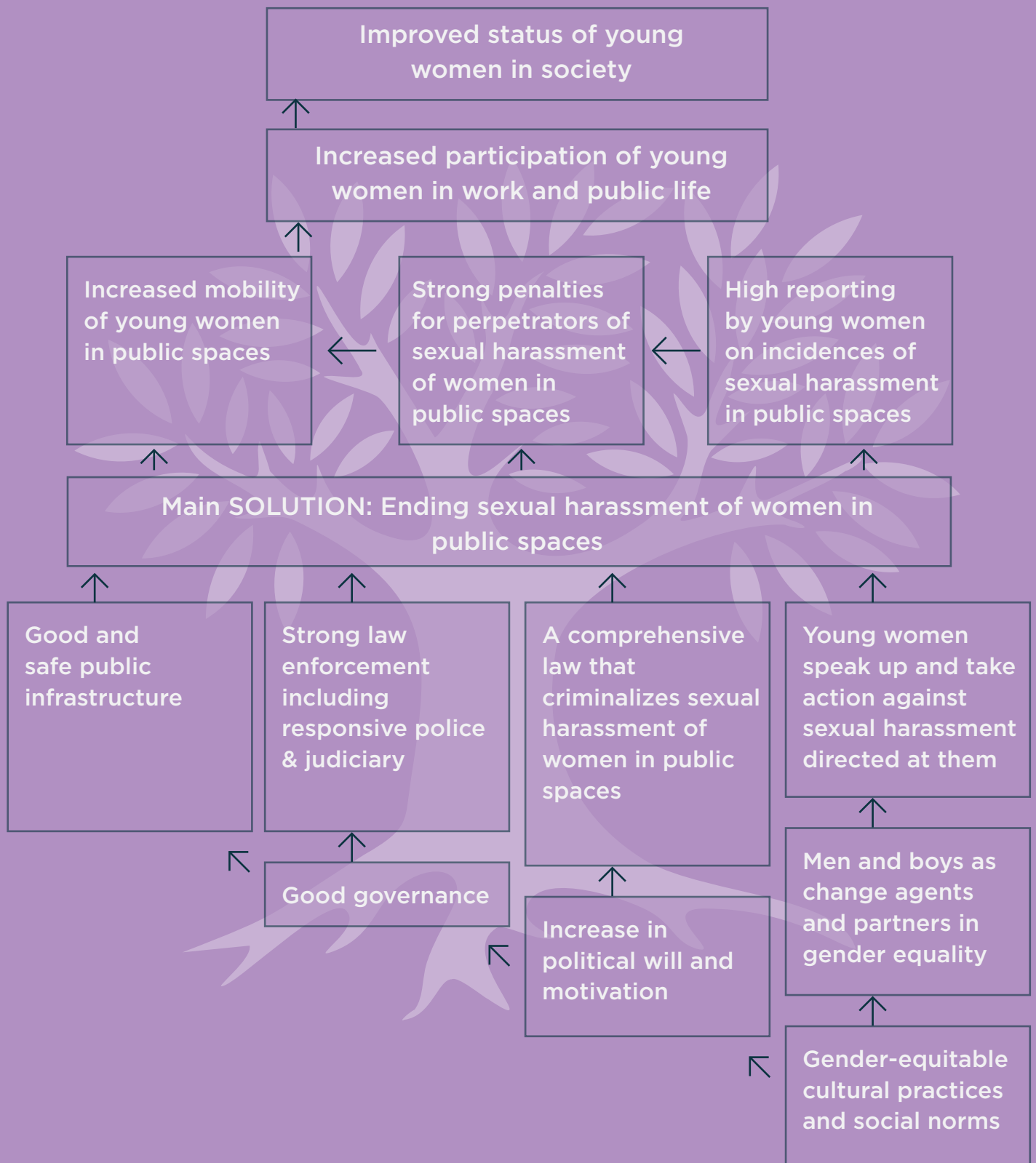
PROBLEM TREE

EFFECTS



CAUSES

SOLUTIONS TREE



Choosing advocacy priorities: It would be ideal to advocate for all the issues identified through the problem and solutions tree analysis, but your advocacy should prioritize one issue at a time to ensure focus and success. Remember that the advocacy priority you start with can build a momentum for the next chosen issue. These advocacy priorities can be chosen by rating each identified issue against a given criteria.

TOOL 2: CHOOSING ADVOCACY PRIORITIES¹⁰²

1. Draw upon the problem and solutions tree analysis conducted earlier and list out the main issues in relation to the problem of sexual harassment of women in public spaces. For example, 'develop a law that criminalizes sexual harassment of women in public spaces'; 'ensure strong law enforcement'; and 'build good and safe public infrastructure'.
2. Discuss the first issue and go down the entire list of criteria mentioned below. How likely is it to be suc-

cessful? How closely does it fit with your youth group's expertise? etc. Rate each issue on each criterion using a ranking of 1-5 (with 5 being the maximum).

3. After discussing all the points, you can add up the numbers at the bottom. The issue with the most points is the one you should prioritize to work on. Following the example in the table below, the hypothetical youth group chooses to focus its advocacy on developing a law that criminalizes sexual harassment against women in public spaces, since it receives the most points against the criteria. Remember, you may also choose to focus on more than one key issue, depending on your aims, resources and capacities.

NOTE: Whichever issue you may finally decide to focus upon, your advocacy for achieving gender equality must always include ways of working with men and boys as partners for gender equality.

Criterion	Issue 1: Develop a law that criminalizes sexual harassment of women in public spaces	Issue 2: Ensure stronger law enforcement	Issue 3: Build good and safe public infrastructure
Likelihood of success	5	3	3
Potential benefits to young women	5	5	4
Potential for your youth group/organization to make a difference	4	4	3
Fits with your youth group's (and your partners') area of expertise	5	2	2

¹⁰² Adapted VSO. (2009). *Participatory Advocacy: A toolkit for VSO staff, volunteers and partners.*

Possibility to involve young women, young men and communities	3	3	3
Is the issue grounded in solid evidence? <i>(See more on evidence gathering ahead)</i>	5	5	4
Is there pre-existing momentum on the issue?	4	4	4
Do you have resources to advocate on the issue?	4	2	3
Total	35	30	26

Depending on the context, your advocacy priority may be around developing a gender-equitable policy; placing young women issues on the policy agenda; implementing an existing gender-equitable policy; blocking a gender discriminatory policy or maintaining a policy that supports gender equality. To get more details on this, see Annex 1: Indicators for measuring advocacy activities, outcomes, goals and impact.



HARASSMAP CAMPAIGN TO STOP SEXUAL HARASSMENT IN EGYPT¹⁰³

The HarassMap initiative aims to stop the social acceptability of sexual harassment. It includes four main components. First, women who experience harassment can send an anonymous text message or log onto the HarassMap website (harassmap.org) to

report their experience. HarassMap then sends automated responses to each report with information on how to access free services – filing a police report, getting legal aid or psychological help, or taking a self-defence class. Volunteers review reports and sort them into categories such as ‘indecent exposure’ ‘sexual invites’ ‘stalking or following’ ‘catcalls’ or ‘groping’

HarassMap then maps each incident online, using the text message system Frontline SMS to collate the messages and the online mapping system Ushahidi to plot the locations out. The online map not only provides evidence that harassment exists for those who deny it, it also helps to break the stereotypes that lead to inaction such as: ‘harassment doesn’t happen in my neighbourhood,’ ‘it only happens to non-veiled girls,’ ‘it happens in dark streets at night,’ or by young men who can’t get married’ all of which are proven false by HarassMap’s reports.

This evidence provides support for HarassMap’s community outreach and prevention efforts, which are the pro-

¹⁰³ <https://tavanaa.org/en/content/taking-back-egypts-streets-harassmap-campaign-end-sexual-harassment>, accessed 30 October 2017

ject's primary focus. Volunteers across Egypt ask for civic support from policemen, shop owners, and others on the streets in their neighbourhoods, most of them agree to stand up against harassment they witness rather than looking the other way.

HarassMap is also working on ending sexual harassment at workplace.



LOOK UP THESE RESOURCES TO FIND USEFUL DATA THAT CAN BE USED AS EVIDENCE FOR ADVOCACY

- Arab Development Portal, a one-stop-shop knowledge resource on gender equality. Look it up at <http://arabdevelopmentportal.com>
- Data and evidence on men attitudes towards gender equality available from the IMAGES MENA study. Go to <https://imagesmena.org/> for more information.

Evidence for advocacy: Evidence is important because it provides legitimacy to advocacy. If your evidence is credible decision-makers take what you have to say seriously. However, generating evidence is a continuous part of advocacy work and supports many stages of advocacy planning. It helps in selecting advocacy issues, developing advocacy goals, forming messages (to also overcome opposition), building partnerships and monitoring progress and impact¹⁰⁴.

This evidence can be gathered by primary or secondary means. Primary means of generating evidence can include undertaking original researches, surveys, reviews, mappings and documentation on your advocacy theme. This can provide you with quantitative and qualitative data. It will also help you capture voices of young women and young men that will further legitimize your advocacy.

The secondary means of generating evidence may include using data already published and analysed. When you review the available situation analysis and trends on gender equality, highlight all the available data for building evidence for your advocacy.

TOOL 3: CHECKLIST FOR GENERATING EVIDENCE¹⁰⁵

Following are some areas to consider when generating evidence for advocacy to achieve gender equality and empowerment of young women. Answering these questions can help make your evidence a well-rounded package:

- Is the evidence grounded in solid research?
- Does the evidence highlight the causes of a problem?
- Does the evidence help to provide convincing solutions to the problem?

¹⁰⁴ Adapted from Gosling L., Cohen D., (2007). Participant's Manual: *Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

¹⁰⁵ Adapted UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*.

- Does the evidence consider inequities, disparities, vulnerability and marginalization of young women?
- Is the evidence complemented with qualitative analysis when it is quantitative, and vice versa?
- Is the evidence complemented with stories of real young women and young men that highlight the personal dimensions of the problem?
- Is the evidence timely?

QUESTION 2: WHO CAN GIVE IT TO US?

Answering Question 2 involves:

- **Identifying stakeholders and power to determine key targets and partners for advocacy; and**
- **Identifying entry points and opportunities for advocacy with the target audiences.**

Determining stakeholders: Identifying stakeholders is the first step in determining your target audience for advocacy. To begin, start by taking note of all the people who are involved in, influence or care about the issue. These are your stakeholders. They might be individuals, groups or institutions. Here are some questions to ask to determine stakeholders for your advocacy¹⁰⁶:

- Who is likely to gain from the proposed changes? Who might be adversely affected?
- Who are the groups of young women and young men who are affected by the issue? Consider the most vulnerable and marginalized groups of young women.
- Who has the power to make the changes happen?

- What are the relationships among the individuals, groups and institutions listed in the questions above?

Taking forward the example of youth group that prioritizes to advocate for a law to criminalize sexual harassment of women in public spaces, the stakeholders may include, senior government officials (e.g. office of the President or Prime Minister); a central government agency (e.g. Ministry of Social Affairs (or Ministry of Women and Family Affairs or another ministry focusing on women's rights issues), Ministry of Interiors, Ministry of Justice); other government bodies (e.g. National Commission on Women); other institutions (e.g. private sector boards, corporations); faith-based organizations, community-based organizations (CBOs), women rights organizations, organizations working with men and boys, international organizations including the UN, other youth groups, young women particularly refugees and internally displaced young women, young men and boys and so on.

After identifying the stakeholders, the next step is to **assess stakeholder interests in the issue** and how it impacts your advocacy. For example, what benefits are likely to result for the stakeholders from this advocacy work? What resources might the stakeholders be able and willing to mobilize for it? What stakeholder's interests conflicting with your advocacy agenda?

Next consider if the stakeholder supports or opposes the issue. Ask the following questions: Does the stakeholder publicly support or oppose the issue? Is the public support or opposition different from private support or opposition? What was the previous position on similar issues? Has the stakeholder's position changed over time? If the answer is 'yes', how?

Now, assess the influence and importance of the stakeholders for the advocacy issue.

¹⁰⁶ Adapted from UNEP-GPA, UNESCO-IHE, Train-Sea-Coast GPA. (2004). *Improving Municipal Wastewater Management in Coastal Cities, Training Manual (Version 1)*.

Influence here refers to the **power** that the stakeholders might have to bring about change. Importance here relates to how important the active involvement of the stakeholder is for the achievement of the advocacy goal.

Finally consider **what would be most appropriate way to involve different stakeholders** at various stages of the advocacy effort.

To find answers to these questions, brainstorm within your youth group. Include gender equality experts, government officials, academic institutions, young women’s rights groups and young women affected by the issue as well as young men in these discussions. The initial research you undertook will also help in finding some of these answers. Such consultation in the early stages of advocacy planning can also alert to potential risks and conflicts, which can

harm the implementation and success of advocacy.

Below is a tool you can use to summarize your findings.

TOOL 4: STAKEHOLDER MAPPING¹⁰⁷

This tool is explained taking forward the example of a youth group advocating for a law to criminalize sexual harassment of women in public spaces. The following table is hypothetically filled with different stakeholders’ interests, levels of support or opposition, their influence and importance. Add more columns for different stakeholders.

	Stakeholder 1	Stakeholder 2	Stakeholder 3	Stakeholder 4
Stakeholder (state name)	E.g. Young women group	E.g. Director of the National Women’s Commission	E.g. Minister of Social Affairs	E.g. Head of a faith-based organization
Stakeholder’s interest in the issue (state high, medium, low)	High	High	Medium	Low
Stakeholder’s level of opposition to or support for the issue (strong ally, medium ally, neutral, medium opponent, strong opponent)	Strong Ally	Strong Ally	Medium Ally	Strong Opponent

¹⁰⁷ Adapted UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children’s lives*.

Stakeholder's influence (power) over the issue (unknown, no influence, some influence, moderate influence, significant influence, very influential)				
	Some Influence	Moderate influence	Very Influential	Significant influence
Importance of stakeholder's engagement (unknown, no importance, some importance, moderate importance, very important, critical player)	Very Important	Moderate importance	Critical Player	Very important

Target audience for advocacy¹⁰⁸: Following the analysis above, you can now begin to prioritize stakeholders as targets for your advocacy issue.

Your advocacy targets will be those institutions and individuals that have **high power and influence** to help you bring about gender equality and empowerment of young women. Decision-makers who can actively approve the change you are seeking can be called primary advocacy targets. For example, government ministers, agencies and departments, senior figures in local and national administrations, parliamentarians, international donors and their governments.

Remember that men hold most of the decision-making positions. In your advocacy you will need to consider approaches to reach out to them with messages that demonstrate the benefits of gender equality to everyone.

‘Influencers’ are those who have influence or power over the primary targets to bring about the desired change, although they may not have the power to solve the issue directly. These are the secondary advocacy

targets. Often, you may not be able to reach decision-makers themselves, however; your advocacy planning is effective. Instead, your advocacy may need to be targeted at those who do have access to decision-makers. For example, the media, celebrities (online and offline), community leaders, faith-based leaders, academia, multilateral organizations, research institutes, professional bodies, or any other source, which advise or inform decision-makers and shape public opinion.

Target analysis: Having identified your targets and influencers you need to decide how to influence them. Their beliefs, attitudes and interests in gender equality and empowerment of young women may be similar to yours, and in that case, influencing them will be easier. However, their ideas may be very different or even opposed to your ideas on gender equality and young women's rights.

Responding to this situation requires to get as much information on your targets' interests and attitudes from all available sources such as through social media, monitoring

¹⁰⁸ Adapted from WaterAid. (2007). *The Advocacy Sourcebook*.

news related to the target, talking to people who may know them, or even directly talking to them if possible. With this information you can perform a comprehensive target analysis. Later, this will allow you to devise messages and influence strategies tailored for them, their political affiliation, what they know and think about your issue, their interests and personal beliefs and also what they really care about (i.e. any potential hidden agendas they might have).¹⁰⁹

Understanding public opinion on your advocacy issue

One way to learn of public views on your advocacy issue is by conducting an opinion poll. For example, you can conduct an online poll (such as through twitter, survey monkey) and also organize an in-person opinion poll to determine what the general public including young men and young women, and others in the community (from all backgrounds)

think about your advocacy issue. This information can feed into your target analysis and will subsequently help you to develop more effective ways of influencing them. A thorough and well-conducted opinion poll can also provide you evidence on public views on the issue that you can use in your advocacy message.

Taking forward the example of developing a law to criminalize the sexual harassment of women, the opinion poll can tell you which people in the community support this law, and if they are against it, what are their reservations. This information will help you devise more appropriate strategies to influence the opponents (e.g. focusing on awareness rising with

communities) and find ways to work closely with the supporters.



FAITH-BASED ORGANIZATIONS AND RELIGIOUS LEADERS AS TARGETS FOR ADVOCACY FOR ACHIEVING GENDER EQUALITY¹¹⁰

It is important to target faith-based organizations and people in positions of religious authority as they can influence the wider community's opinions and actions to achieve gender equality. But remember that this should be done in caution, keeping in mind local sensitivities. Religious leaders can also be a strong influence over certain governments in debates on issues of young women's rights. Over time, religious leaders can influence other stakeholders with whom they have contact, such as parliamentarians and the mainstream media. Here are some questions to think about when analysing faith-based organizations and religious leaders as targets for your advocacy: What are the important faith-based organizations in your community? What is the relationship between these faith-based organizations or leaders and the government or state? What is the role of religious organizations or leaders in shaping public opinion or the opinion or position of specific-sectors of society?

¹⁰⁹ Adapted from Karkara N. (2013). *The Children's Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children's rights in Tanzania*, UNICEF Tanzania.

¹¹⁰ Adapted from Amnesty International. (2001). *Campaigning Manual*

To learn more about how to approach and work with faith-based organizations and religious leaders to achieve gender equality, see [UNDP Guidelines on Engaging with Faith-based Organizations and Religious Leaders](#).

TOOL 5: IN-DEPTH TARGET ANALYSIS¹¹¹

For a better understanding of your target audience, for each target you might ask:

1. What do they know about the issue?
2. What is their attitude towards it?
3. What do they really care about?
4. Who has influence over them?
5. What influence or power do they have over the issue?

Taking forward the previous example, below is a table drawn up for a youth group advocating for a law to criminalize sexual harassment of women in public spaces in the country.

Target/ influential	What do they know about the issue?	What is their attitude towards it?	What do they really care about?	Who has in- fluence over them?	What influence or power do they have over the issue?
1. Minister of Social Affairs	Has some exposure to the importance of safe public spaces for women	Neutral. Agrees women should not be sexually harassed in public spaces but does not think there is an actual need to develop a law around it.	Budget allocations; the votes and elections in two years' time; the Minister is keen for its name to be linked with a 'good' project	Ministry of Interiors, Ministry of Finance, World Bank and other major donors; the electorate.	The Minister has significant power to place the issue on the agenda and pursue the development of the law.

¹¹¹ Adapted from WaterAid. (2007). *The Advocacy Sourcebook*.

2. Minister of Justice	High exposure	Not very interested	Votes, election results	President/ Prime Minister's office, Ministry of Interiors, international organizations	The Minister has immense power to influence the drafting and passing of the law.
3. Head of National Women's Commission	High exposure	High interest to create safe public spaces for women	Increasing their central funding, attracting international donors	Ministry of Planning, Ministry of Social Affairs, Ministry of Finance, Donors, international organizations	The Director has moderate power to influence the development and passing of the law.
5. Head of a faith based organization	Low exposure	Low interest	Upholding traditional social norms around limited mobility of women in public spaces	Other religious leaders, politicians	He can influence the general public to accept the importance of this law. He can also influence men and boys to stop sexual harassment of women and stand up against it, if they witness it in their communities.
4. Media	Medium exposure	Medium to high relevance or important	Circulation figures; interesting stories	Media owners, Ministry of information and broadcasting	High power to hold elected officials accountable for law development

6. General Public (focusing on young men)	Low to medium under-standing	Medium priority	Peace and develop-ment	Traditional media, social media, faith-based leaders	The citizens can have a strong voice to push for a law that keeps women safe in public spaces. They may hold coercive power on the government through their ability to vote in the next elections.
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PARLIAMENTARIANS AS TARGETS AND ALLIES IN THE ADVOCACY FOR ACHIEVING GENDER EQUALITY

Parliamentarians have the power to debate and shape gender-equitable national policies, adopt and formulate laws that advance young women's rights, ensure resources for the implementation of such legislation and policies and monitor their implementation. This makes parliamentarians key targets for advocacy to achieve gender equality.

Engaging with parliamentarians requires a thorough understanding of the political and policy-making environment and ways in which the parliament functions. Depending on your context, you will need to identify entry points for engaging with parliamentarians, such as through parliamentary leadership, parliamentary committees, individual parliamentarians and par-

liamentarian networks. Pending bills around gender equality issues can also be used as an entry point to start a discussion with parliamentarians. Another effective way to approach parliamentarians is by selecting partners in advocacy that have access to parliamentarians. (More information on identifying partners ahead)

A promising movement is **The Arab Women Parliamentarians Network for Equality 'Ra'edat'**, or 'Pioneers' in English, formed in 2015. This is a regional parliamentary network that advocates for gender equality and the fair participation of women in policymaking in the Arab region. It also operates as a pressure group on governments to adopt gender-sensitive policies.

Find more information on Ra'edat here. In addition, look up UNICEF 'Guide to working with Parliamentarians'.

PARTNERSHIPS FOR ADVOCACY ¹¹²

Partnerships for advocacy generally mean that a group of people and/or organizations that can share information, opportunities, skills and resources, come together, formally or informally, to help to build power for advocacy. Different words are often used to describe partnerships, such as network, coalition, alliance, movement and platform.

Partnerships in advocacy to achieve gender equality can help you to:

- Gain support for your initiative, build your power base and amplify your voice;
- Develop new ideas and ways of thinking about your advocacy issue;
- Access knowledge and experience;
- Manage risks emerging from advocacy, and;
- Work more directly with marginalized young women and young men and those who are most affected by gender discrimination.

This, in turn, will help you to develop a deeper understanding of the advocacy issue and build a more representative network.

Identifying partners: At this point in your advocacy planning, you have already done a large part of the work to identify partners. Refer to the information emerging from the stakeholder mapping and target analysis, to develop a list of potential partners for advocacy. Now match these people and organizations to the following list of criteria to identify your potential partners:

- They are supportive of young women and young men and the issues that matter to them.
- They are engaged with a diverse range of youth (e.g. youth living in rural and urban areas, refugee youth, youth from ethnic minorities, disabled youth, among others).

- They have a specific-focus on achieving gender equality and empowerment of all young women.
- They understand and value the role young men can play as partners in achieving gender equality.
- They have a key strength or skill that would really benefit your advocacy.
- They have been involved in the conversation around gender-responsive national implementation of SDGs so far.
- They have existing relationships with key decision-makers.



THINGS TO THINK ABOUT AND DISCUSS

1. Can you think of any additional criteria that would help you to identify your potential partners?
2. Once you identify your potential partners for advocacy work, think about ways you will connect with them and form a partnership that will add value to your advocacy.

FINDING ENTRY POINTS FOR ADVOCACY

After analysing stakeholders, determining target audiences and partners, it is time to identify the potential entry points for advocacy and opportunities to influence them. This requires understanding the political systems, the policy environment and local culture. Linking national policies to international agreements such as the SDGs, CEDAW and other international instruments

¹¹² Adapted from UNAIDS. (2014). Act!2015. *Advocacy Strategy Toolkit*.

provide additional advocacy opportunities to achieve gender equality.

Understanding the political and cultural

landscape: Every advocate must be familiar with the governance structures in the country. Here are some points to think about: What are the key formal political entities in the country? For example, at the national level, key formal political structures include the legislature (the National Assembly/Parliament), the executive (President, Vice President, Prime Minister and the Council of Ministers), the Judiciary (the court), the bureaucracy, the political parties (especially during election time), the police and the military. Consider how do these entities relate to each other, including with the private sector, donors, international community and citizens?¹¹³ All these political structures form important entry points for advocacy.

Similarly, assess the cultural and religious structures and institutions in the country and determine what space exists to influence them.¹¹⁴ (See the earlier box on targeting faith-based organizations and religious leaders for advocacy on achieving gender equality).

Understanding the policy environment¹¹⁵:

To understand the policy environment, map out the existing relevant policies and plans that need to be made gender equitable, or already existing gender-equitable policies that need to be implemented and monitored.

To effectively influence policies, it is important to remember that each of these policies operates under a larger system within which policies are made. Within this larger policy environment, understand who is taking decisions, within what structure as well

as when a policy decision is to be taken. Get familiar with the timetable of the actions and events that influence policy development and the timing of decision-making. Factor in these significant dates or periods in your advocacy. Knowing the calendar helps to determine how and when to influence policy, and the earlier in the policy-making cycle the idea is accepted, the more effective the end result is likely to be.

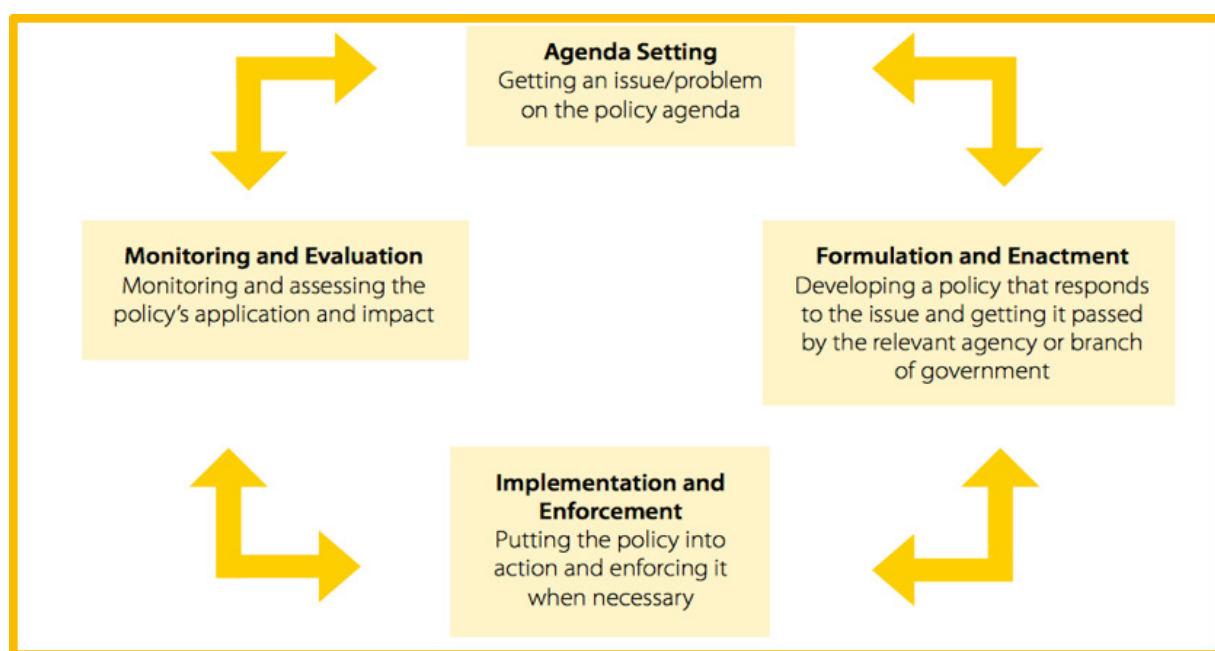
Policy decisions are generally made according to a cycle or schedule in the policy arena. The four phases of policy-making cycle (also called decision-making cycle) usually include: (1) agenda setting, (2) formulation and enactment, (3) implementation and enforcement, and (4) monitoring and evaluation. While each phase is distinct, they often interact with each other.

¹¹³ Adapted from: Veneklasen, L., and Miller, V., (2002) *A New Weave of Power, People, and Politics: The action guide for advocacy and citizen participation*. Just Associates.

¹¹⁴ Karkara N. (2013). *The Children's Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children's rights in Tanzania*, UNICEF Tanzania.

¹¹⁵ Adapted from TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change*.

Phases of policy-making¹¹⁶



LINKING NATIONAL POLICIES TO INTERNATIONAL AGREEMENTS

As mentioned earlier you can use international agreements on achieving gender equality and empowerment of young women to influence national policies. Foremost among them is the SDGs that provide an important and historic opportunity to make national policies more gender equitable.

Other international agreements such as CEDAW and its Optional Protocols, Beijing Platform for Action, Resolution 1325 on Women, Peace and Security; Resolution 2250 on Youth, Peace and Security among others, also legitimize and give more power to your demands for achieving gender equality. Together these instruments and their monitoring mechanisms help to hold governments accountable to ensure young women's rights.

For example, the new 'Egyptian Women's Strategy 2030' has been developed in line with the SDGs. Similar national gender equality strategies exist in Bahrain, Jordan, Lebanon, Morocco, Palestine, Tunisia, Yemen

and UAE¹¹⁷. These strategies reflect a political commitment to advance the status of women and girls. You should find out if the national gender equality strategy in your country (if any) has been synced with SDGs, and what are the plans for its implementation and monitoring. Find out also how your young women-led group or youth group can get involved in this (*See the section on youth and gender-responsive implementation of SDGs in Part 1 for more ideas*). Use this information to plan your advocacy. In countries where a national gender equality strategy does not exist, the momentum around national implementation of SDGs provides an opportune time to advocate for it.

¹¹⁶ Miller, V., and Covey J., (1997). *Advocacy Sourcebook: Frameworks for planning, action and reflection*, Institute for Development Research. Boston.

¹¹⁷ OECD. *Women in Public Life: Gender, Law and Policy in the Middle East and North Africa*

QUESTION 3: WHAT DO THEY NEED TO HEAR?

Answering this question involves developing evidence-based messages for each specific-target.

DEVELOPING ADVOCACY MESSAGES

A message simply means, ‘telling your story’. To do this you need to think about what you want to say, and how you should say it. To influence decision-makers you should invest time in developing this message early in your advocacy planning. If your messages are numerous, vague or too complex, they might not grab the attention of your target audience or have real memorable impact¹¹⁸.

An effective advocacy message is also the one that informs, persuades and moves people to take action. Using data, sound logic and concrete evidence, your advocacy message¹¹⁹ should describe the action the audience is being encouraged to take. The audience needs to know clearly what you want them to do. Draw upon the initial research you conducted in the early stages of advocacy planning to find the right evidence to use for advocacy messages.



USING LANGUAGE USED IN SDGS AND OTHER INTERNATIONAL AGREEMENTS TO FRAME ADVOCACY MESSAGES ON ACHIEVING GENDER EQUALITY

You can use the language used in the SDGs, CEDAW, CSW, UNSC Resolutions and other international agreements to develop your advocacy messages. The messages should also be used to speak up about any deviation of the State from its commitment to the international agreements.

When linking the message to the SDGs, highlight the main principles of the 2030 Agenda – inclusiveness (leaving no one behind) and people-centered agenda – that has been agreed upon by the countries in the intergovernmental negotiations. Stress that national governments are accountable and must honour these principles. They must deliver for all young women.¹²⁰

Here are a few useful tips to help you develop effective advocacy messages¹²¹:

- 1. Know your target audience:** Draw upon the information from the stakeholder and target analyses to learn about who cares – or could be persuaded to care – about your advocacy issue. At the same time,

¹¹⁸ Stakeholder Forum and CIVICUS. *Sustainable Development 2015*. Advocacy Toolkit.

¹¹⁹ Adapted from Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

¹²⁰ Adapted from Beyond 2015. *From Policy to Action Toolkit*.

¹²¹ Adapted from Karkara N. (2013). *The Children's Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children's rights in Tanzania*, UNICEF Tanzania.

be aware of your political environment and timing: many contextual factors shape the message. These include the level of political openness and public attitudes about controversial issues.

2. Keep the message clear, simple and brief:

Make sure someone who does not know the subject can easily understand the information. Remember that often used development terms, such as ‘civil society’, ‘gender-based violence’ and ‘sustainable development’ among others, can be unclear to many people.

3. Use precise, powerful language and active verbs:

use language that will work with all audiences. For instance, ‘young women’s rights are human rights’.

4. Use clear facts and numbers creatively:

Good information boosts the clout of any advocacy. But the facts you choose and how you present them are important. Saying “One in five young women ...”, rather than “over 20 percent of young women ...” conveys the same fact more clearly.

5. Adapt the message to the medium:

Each communication medium (e.g. TV, films, newspaper, radio, internet, theatre and so on) has its own possibilities and limitations. For example, for TV, film and videos make full use of the visual element and reduce written and spoken information.

6. Encourage the audience to take action:

The audience – whether a policy maker or the general public – need to know what they can do to support the issue. Offer simple suggestions to each audience such as ‘support the violence against women bill in Parliament’ or ‘sign our online petition to end sexual harassment in public spaces’.

7. Present a possible solution:

Tell the audience how you propose to solve the problem. For example, “Every law enforcement official should be trained in the appropriate way for dealing with incidents of sexual harassment of women”.

8. Reinforce your message:

Usually, delivering a message once is not enough. Always have a strategy to reinforce and repeat your message, either yourself, or through others.

TOOL 6: DEVELOPING ADVOCACY MESSAGES

To begin, you need to develop one clear primary message, which clearly summarizes your position and the changes you want to bring about. One way to develop a primary message is to think of a statement, representing the main idea of your message; then the evidence to support the statement, and finally the action desired from the target audience.

Primary advocacy message = Statement + Evidence + Goal + Desired Action (or advocacy ‘ask’)



Now let’s take a look at what an advocacy message **should not** look like.

“Ending sexual harassment of women in public spaces by 2030 is a critical issue and we are committed to it as part of our youth group’s vision. There is also an obligation imposed upon our country by international human rights agreements and now the

2030 Agenda for Sustainable Development, which we have adopted. Being safe is every young woman's right, but it is also imperative for the country as there are other developmental benefits to be gained from this. If you're interested, we can provide more information to you about this issue that will give you more evidence to end sexual harassment of women on the streets. We hope you and your colleagues will keep the issue of gender-based violence in mind as new laws get developed in the parliament."

Why do you think this does not make for an effective advocacy message?

First, the benefits of the proposal are not easily understood. Second, it does not present clear facts and contains too much jargon. Third, an effective advocacy message is the one that easily explains technical information to someone who does not know the subject. Finally, there is also no clear request for action from the audience.

Now let's reframe this message using the primary message model. Here is one example -

"Sexual harassment is a violation made to human rights. It is a threat to the safety and freedom of women, preventing their full engagement in public life. Women have the right to live a life free from all forms of violence." **[Statement]**

"Research shows eight out of ten women in our country have experienced some form of sexual harassment in public spaces." **[Evidence]**

"Our government is accountable to all women. As commitment made by our government to the 2030 Agenda for Sustainable Development, we must end violence against women in all forms." **[Goal]**

"The immediate priority is to make a law that criminalizes sexual harassment of women in public spaces. The government should effectively enforce this law by ensuring that women are able to report sexual harassment incidents and that these incidents are dealt with appropriately." **[Action Desired]**



USE FINDINGS FROM THE IMAGES MENA STUDY TO FRAME YOUR ADVOCACY MESSAGE

As mentioned earlier, findings and evidence emerging from the IMAGES MENA study can help you frame your advocacy message. As an example, here are the findings from the IMAGES MENA study around sexual harassment on the streets:

The other most prevalent form of gender-based violence in the region is street-based sexual harassment, mainly sexual comments, stalking/following, or staring/ogling. Between 31 percent and 64 percent of men said they had ever committed such acts, while 40 percent to 60 percent of women said they had ever experienced such acts. When asked why they committed such violent acts, the vast majority of men - up to 90 percent in some countries - said that they did it for fun, with two-thirds to three-quarters blaming women for dressing 'provocatively'.

Younger men, more educated men, and men who experienced violence as children are more likely to engage in street sexual harassment. More educated women and those in urban areas were more likely to report that they had experienced such violence.

The primary advocacy message will also guide potential slogans and sound-bites used in advocacy work. For example, potential slogans could be:

"Sexual harassment doesn't fit with our values, tradition and history"

“Bring rights of young women into policy-making”

“Violence against women ends with our generation”



THINGS TO THINK ABOUT AND DISCUSS

Can you think of other advocacy messages and slogans on achieving gender equality that resonate with you? What is it that makes the message memorable?

Framing messages for different audiences:

The primary message can be framed differently according to the target audience. This is known as a secondary message. It provides further explanation or is used when a particular audience needs a primary message to be reinforced.¹²² The stakeholder analysis should provide important information that should assist you in the preparation of these messages.

Consider the following questions for each target audience when framing the message¹²³:

- What are their political interests?
- How much information do they already have about the issue?
- Are you telling them something they already know?
- What new information are you offering?
- Have they taken a public position on the issue?
- What objections might they have to your position?
- Do you need to clear up any misconceptions around what is gender equality and young women's rights?
- Is the evidence you are conveying to your target audience, accurate?

Also, remember that framing the message should be done without diluting the facts and compromising core values¹²⁴. Also you may need several secondary messages tailored to the specific-concerns of the target audience. Here are a few examples of secondary messages:

Audience	Example of advocacy messages (These examples are for illustrative purposes only. These examples should be further tailored to specific-audiences' beliefs and interests)
Parliamentarians and legislators	As agreed in the SDGs, show your commitment towards ending violence against women by supporting development of a law to criminalize sexual harassment of women in public spaces. This will show that government policies are working to create better-lives for everyone.

¹²² Adapted from PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolkit*.

¹²³ Adapted UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*.

¹²⁴ Chandler, I., (2006). *Effective advocacy training course materials*. The Pressure Group. UK.

Minister of Social Affairs	Continued violence against women impacts public health, economic development and in achieving the highest possible standard of wellbeing for all citizens. Making a law to criminalize sexual harassment in public spaces will ensure women's rights are safe guarded. Ensuring women have unrestricted and safe mobility in public places is essential for a country's progress.
Minister of Justice	A law that criminalizes sexual harassment in public spaces safeguards human rights of women. It will support the survivors of crimes and show zero tolerance towards perpetrators. This is in line with commitments made in our Constitution around dignity and justice for all, and as agreed in the Agenda 2030 for Sustainable Development.
Head of the National Women's Commission	A law to criminalize sexual harassment in public spaces will reduce the social acceptability of violence against women and will increase social responsibility towards addressing it. Encourage policymakers to put this issue on the policy agenda.
Donors	To fulfill your pledge and commitment to achieve gender equality and end violence against women by 2030, direct financial aid to the country that supports the development, implementation and monitoring of a law that criminalizes sexual harassment in public spaces.
Media	Media should use its power to act as a watchdog to hold government accountable in enacting the law on ending sexual harassment of women in public spaces. This will result in increase in viewership/readership for the media.
General public	Let's end the culture of silence on sexual harassment, blaming the harassed and excusing the harasser. To get sexual harassers to stop harassing, all of society needs to stop tolerating and excusing their behaviour. Every action counts. Sign the online petition to support a law that criminalizes sexual harassment in public spaces. When public spaces are safe and support mobility of women, social and economic development of the society will increase.



FRAMING MESSAGES FOR MUSLIM RELIGIOUS LEADERS

Here are some key messages from Musawah that you can adapt and use in your advocacy targeting Muslim religious leaders¹²⁵. These messages focus on women's rights in the Muslim family.

- We believe that equality and justice in the Muslim family are necessary and possible.
- Equality in family is the foundation for equality in society. Families in all their multiple forms should be safe and happy spaces, equally empowering for all.
- In the 21st century, justice cannot exist without equality. Now is the time for achieving equality and justice!
- We want to publicly reclaim Islam's spirit of justice for all.
- We use a holistic framework that integrates Islamic teachings, universal human rights, national constitutional guarantees of equality, and the lived realities of women and men.

In another example, here are key advocacy messages used by #ImamsForShe campaign.

#ImamsForShe is a global initiative by Muslim for Progressive Values, launched in March 2015 to address misogynist interpretations of Islamic

scripture and traditions. In spirit of the #HeForShe campaign, the initiative's purpose is to support and provide solidarity for Imams, Muslim leaders and Islamic scholars who actively advocate for women's rights, women's empowerment and gender equality, labeled collectively as #ImamsForShe Champions. Find out [here](#).



Look up Musawah's [knowledge briefs](#) for women's rights activists that provide advocacy arguments and convey key ideas and concepts related to Muslim legal traditions in a simple and appealing way. The first issue brief is on *Shari'ah*, *fiqh* and Islamic law. The second issue brief focuses on 'Muslim Family Laws. What Makes Reform Possible?' The third issue looks at 'Islam and the Question of Gender Equality', and the fourth issue unpacks the arguments of those resisting the use of CEDAW implementation in Muslim contexts and shows that CEDAW can provide a useful mechanism for countries on their path towards gender equality. These are available in Arabic, English and French.

In addition, refer to ABAAD's manuals on how to work with judges, lawyers, politicians, religious leaders and police to end violence against women. These manuals will provide you with ideas on how you can advocate on gender issues with this target group. These resources are available in [Arabic](#).

¹²⁵ <http://www.musawah.org/about-musawah>



QUESTION 4: WHO DO THEY NEED TO HEAR IT FROM?

Answering this question involves determining the most strategic choice for an advocacy messenger.

edgeable about the subject matter and the other knowledgeable about the target audience.

Choosing an effective messenger

Effective advocacy delivers the right message to the right audience by the **right messenger** at the right time. The messenger matters just as much as the message. Consider who will be most credible source in the eyes of the target audience. Sometimes policy skills are important, but other times first-hand knowledge of the problem, technical expertise, popularity, or seniority within an organization matter more. Also, it can be effective to have two messengers who complement each another: one knowl-



Choosing an effective messenger¹²⁶

POSITION	What has the messenger said or written about this issue?
POWER	What level of influence does the messenger have over the target?
KNOWLEDGE	How much does the messenger know about the issue?
CREDIBILITY	How credible is the messenger in the eyes of the target audience?
ACCESS TO MESSENGER	How and when does the youth advocate interact with messenger? Does the advocate have the capacity to engage with the messenger?
ACCESS TO TARGET	How and when does the messenger interact with the target?
ACTION	What will the advocacy strategy encourage the messenger to do?
RISKS	What are the risks of engaging the messenger? Can the messenger help reduce the risks faced by advocates?

Think of advocacy messengers as strategic multipliers. To put simply, strategic multipliers are people or entities that support your advocacy and who engage their own audiences to that end.¹²⁷

Here are a few ideas for advocacy messengers:

- **Young women:** When young women (of your youth group and from communities) take part in preparing and sharing advocacy messages it brings credibility and additional strength to advocacy efforts. It draws on the power of authentic voices speaking up for themselves, which gives power to advocacy.
- **Young men:** When young men are involved in developing and sharing advocacy messages, they confirm that gender equality is not only about women, it benefits everyone.
- **Religious and community leaders:** They add strength to the advocacy efforts by shaping public opinion and the position of specific-sectors of society. They can also help in tackling any opposition that may arise from the community during advocacy.
- **Civil society organizations:** (CSOs) They include local champions and experts of gender equality who are appropriate messengers when we want to convey credibility.
- **Celebrities:** Famous spokespersons such as

¹²⁶ UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives.*

¹²⁷ UN Women. *Communications and Public Advocacy Strategy 2016-2020.*

popular singers, television actors, and sports celebrities can broaden the appeal of the message. Social media in particular have increased their direct reach to thousands of followers. Influencers on platforms like YouTube or Instagram may command audiences, reaching millions, with content often focused on specific issues, and without ever having worked in the entertainment industry. Engaging such individuals to carry a message of gender equality into their specific spheres of influence offers an innovative way to reach large audiences through role models.¹²⁸

- **Private sector:** As advocacy messengers they legitimize the idea that women's participation and leadership in the workplace brings in economic growth. In this way they can influence the government to develop gender-equitable economic policies.
- **Media:** Journalists cannot change gender discriminatory policies and laws directly, but a striking or high-profile media campaign can have a real influence on those who can.¹²⁹ (Learn more about working with the media ahead in Q 5: How can we make sure they hear it?)



THINGS TO THINK ABOUT AND DISCUSS

1. In your community, who do you think would be the most effective advocacy messenger (or strategic multiplier) for gender equality and empowerment of young women?
2. What qualities would make them effective advocacy messengers for gender equality?

QUESTION 5: HOW CAN WE MAKE SURE THEY HEAR IT?

Answering this question involves:

- Identifying advocacy opportunities, and
- Then selecting the most effective way of delivering your message. This may include one or more of the following ways, such as:
 1. Public campaigning;
 2. Online campaigning;
 3. Working with the media; or
 4. Lobbying and negotiation.

Identifying advocacy opportunities

The SDGs provide an incredible opportunity in itself to advocate with the governments to achieve gender equality by 2030. Converting this opportunity to reality requires being strategic in ways we use to influence decision-makers to make a change. At the same time remember that achieving gender equality is the responsibility of everyone in society.

To begin, think about your possible advocacy opportunities in relation to the policy-making process that you are focusing upon. These moments could be as simple as meeting with a parliamentarian, attending a conference, to more formal opportunities such as taking part in government's consultations on SDGs, major policy reviews, drafting of the new constitution, and national reports on SDGs implementation.¹³⁰

You can also use other social and political events to strengthen your advocacy position, create alliances, raise awareness and get the advocacy message across. Other advocacy opportunities include national and local elections, observation of special days (e.g. International Women's Day, International Day of the Girl Child, Human Rights

¹²⁸ UN Women. *Communications and Public Advocacy Strategy 2016-2020*.

¹²⁹ Stakeholder Forum and CIVICUS. *Sustainable Development 2015. Advocacy Toolkit*.

¹³⁰ Adapted from Karkara N. (2013). *The Children's Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children's rights in Tanzania*, UNICEF Tanzania.

Day, and the 16 Days of Activism against Gender-Based Violence campaign, among others); major events such as the opening of the Parliament or a major conference; a current affairs issue around young women

rights, among others.

Below is an advocacy opportunity planner that you can use to peg your advocacy to key international events and days.

Advocacy opportunity planner

January 25th (of each month) Orange day to end violence against women and girls	February 6 February International Day of Zero Tolerance to Female Genital Mutilation 11 February International Day of Women and Girls in Science 20 February World Day of Social Justice	March 1 March Zero Discrimination Day 8 March International Women's Day Mid-March Commission on Status of Women
April 6 April International Day of Sport for Development and Peace	May 15 May International Day of Families	June 1 June Global Day of Parents 19 June International Day for the Elimination of Sexual Violence in Conflict 23 June International Widows' Day
July 12 July Malala Day 15 July World Youth Skills Day	August 12 August International Youth Day 19 August World Humanitarian Day	September 21 September International Day of Peace

October 11 October International Day of the Girl Child 15 October International Day of Rural Women 17 October International Day for the Eradication of Poverty 20 October (every five years, beginning in 2010) World Statistics Day	November 16 November International Day for Tolerance 25 November International Day for the Elimination of Violence against Women 25 November to 10 December 16 days of activism to end gender-based violence	December 3 December International Day of Persons with Disabilities 10 December Human Rights Day
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THINGS TO THINK ABOUT AND DISCUSS

- Mention some important dates, events and celebrations in your country that can help you to push your advocacy for gender equality. Put these dates in the calendar.



PROVIDING ADOLESCENT GIRLS WITH SKILLS ON RESEARCH AND CAMPAIGNING¹³¹

The Regional Centre for the Advancement of Adolescent Girls is a MENA platform that upholds the rights and wellbeing of adolescent girls and young women by ensuring that girls' voices, priorities and opinions are intentionally integrated and prioritized by practitioners. It recognizes girls as experts in their own wellbeing, and supports their leadership to identify, articulate and share what works to construct meaningful, dignified, equitable and empowered lives.

The Regional Centre has established a Girl Research Division that ensures

¹³¹ UNICEF MENARO. (2017). *Mapping of Adolescent and Youth Participation in Programming*.

that girls are able to express, freely and fully, their realities and that practitioners have access to this information as well as the tools and support to integrate this information into all stages of programmes.

Together with partners, the programme is also designing two more initiatives:

- **End Child Marriage Campaign:** This campaign will provide girls with access to resources and spaces to speak for themselves and engage in public action with local activists, organizations and coalitions as well as the media to influence laws, policies and public opinions.
- **The Human Story:** In partnership with Girls' Globe, this media campaign will showcase blogs, podcasts, photographs, interviews and stories written by refugee girls. After a training in journalism, photography and story-telling, these writers will present themselves, their families and communities and spark critical conversations on diversity, inclusion and images of refugee women and girls.

Selecting the most effective way for delivering your message

Now it is time to start getting more specific about the kinds of activities or tactics that you could use to move your advocacy forward.

1. Public campaigning

Public campaigning is the process of engaging the public and getting them to take some action to demonstrate their support for your advocacy to achieve gender equality and empowerment of young women.

Public campaigns can help you raise aware-

ness and start a public debate around young women's rights. In this way it puts pressure on decision-makers to meet the obligations made by governments. It also helps you to raise the profile of your youth group and grow the numbers of supporters to help you.



RAISING AWARENESS IS ESSENTIAL BUT NOT ENOUGH ON ITS OWN

Campaigning is a motivational exercise. It narrows the focus of attention in order to get people to do something that will lead to change. Awareness of young women's rights and the role of young men in promoting gender equality is a crucial first step here, however; not enough. Many people may be already aware, but they simply do not think that the issue is important enough to act on. To end all forms of gender discrimination, we have to create a sense of urgency and need for change. Once you have a level of awareness you need to motivate people to act on your issue. The public and decision-makers are overwhelmed with concerns and issues, so we need to make them feel that achieving gender equality and securing young women's rights is an issue that is both important and urgent to them. We then need to give them tangible actions that they can act upon.¹³²

There are many ways of running a public campaign from writing letters and petitions to decision-makers to symbolic actions (like waving flags or holding vigils), as well as holding protests and public demonstrations.

¹³² Adapted from VSO. (2009). *Participatory Advocacy: A toolkit for VSO staff, volunteers and partners.*

If you opt for mobilising popular support for your advocacy issue, you will need to decide which way will be most appropriate and effective for doing so as per your circumstances. Make sure that you have discussed the related risks within your group before you engage in any activities (*Q6 and Q7 suggest some helpful tips on how to manage risks in advocacy*).



INTERNATIONAL WOMEN'S DAY NIGHT CYCLING RIDE¹³³

In 2014, on the occasion of International Women's Day, ABAAD, in collaboration with Cycling Circle and Bike Generation, organised a night cycling ride in Beirut to demand gender equality and safety for all women and girls both, on streets, and at home. The initiative aimed to push for the enactment of laws and regulations that protect women and girls in Lebanon from violence, discrimination, and marginalisation, especially in light of the increase in numbers of women victims of domestic violence. Young men and women of different ages and nationalities, in addition to a group of professional cyclists, took part in the ride, during which they cycled throughout different areas of Beirut. They made multiple stops to distribute flyers to raise awareness on International Women's Day, as well as to engage people in the discussion around the situation of women in Lebanon.

Ahead is a list of some popular ways (not an exhaustive list) used to run a public campaign on achieving gender equality.¹³⁴ Do note in this section that we are focusing on offline ways of campaigning publicly. Online campaigns are discussed in the manual accompanying to this toolkit. Many campaigns today use a mix of both offline and online ways to advocate. Select your preferred approach based on your advocacy strategy.

¹³³ <http://www.abaadmena.org/programmes/advocacy-and-policy-development/project-5901e242aea6co-11704423>

¹³⁴ Adapted from Plan International. (2014). *An Advocacy Toolkit: The Education We Want*. And UNAIDS. (2014). *Act! 2015. Advocacy Strategy Toolkit*

Put together a briefing paper and hold a launch event

Bring together your targets in a public space to share your messages and draw attention to your important recommendations on achieving gender equality and young women's rights in your country. This could be used to rally targets and civil society on gender-responsive SDGs implementation. Work with them to strategize together on next steps and how youth can be involved. Get to know more on how to write a briefing paper at https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-21.pdf

Public panel discussion

Invite young women, young men, and organizations working on gender equality and SDGs to a panel discussion. Invite your targets and local decision-makers.

Potential questions for the panel are:

- What are youth priorities around gender equality?
- How can we engage young men as advocates for gender equality?
- How can youth and decision-makers work together towards SDGs implementation to achieve gender equality?

Write letters and emails to decision-makers

You could write to your targets on how gender equality is necessary to achieve the SDGs, using your key messages and thinking about the specific action that you'd like them to take. Remember if

a politician receives one letter, they are unlikely to take action, but if several hundred letters arrive on their desk, they are more likely to do something about the issue!

For guidance and an example letter, visit:

https://wiki.openrightsgroup.org/wiki/Letter_writing

Petitioning

Use your key advocacy messages to create a petition. This petition should have a clear recipient (a specific decision-maker), and it must make a clear call to the public that explains why they should sign the petition. This could be done both online and offline. Remember that a petition should be short and to the point, with a clear action you are asking the recipient to take.

For guidance on how to put together an effective petition, visit: www.change.org

Public stalls and exhibitions

Find a place where a lot of people pass by and make it obvious what you are there for. Have information for people to take away. Use pictures, posters and banners to attract attention as well as to provide good visual images for online and offline media. This is a useful way to raise awareness, build support locally and get people to take action.

Distribute information, use visual tools

Put together fliers, posters, infographics, films, photos and graphics on your specific advocacy issue, role of young men as gender equality advocates and SDGs for your targets or the public. Be sure to include information about how to get involved. Remember to:

- Use your local language;
- Avoid jargon and technical terms;
- Think about why this should matter to youth in your community/targets; and
- Make sure you have a clear call to action.

Organize a publicity stunt

Publicity stunts like flash mobs (or even performance arts) can do a fantastic job of getting public attention and media coverage. This in turn can be used to direct pressure towards your advocacy targets. However, not all countries allow citizens to run public actions, so make sure you are acting within the law.



Get to know more about how to create winning public campaigns from Amnesty International's campaigning manual.



THINGS TO THINK ABOUT AND DISCUSS

1. Can you think of more ideas on how you can publicly campaign to achieve gender equality?
2. Has your youth group undertaken a public campaign before? What did you learn from that experience?



USING ART TO RAISE AWARENESS ON VIOLENCE AGAINST WOMEN IN MOROCCO¹³⁵

In 2017, UN Women Morocco initiated a partnership with a cartoonist to develop a series of cartoons

addressing various forms of violence against women, gender-based discrimination and masculinities. In a workshop with women rights organizations and youth groups the cartoonist identified the main issues that he will illustrate through the cartoons. A traveling exhibition of these cartoons will be held in five cities in Morocco in 2018. This will be followed by discussion-debates with youth using the cartoons and IMAGES MENA findings. The cartoonist, a gender expert and CBO partners will moderate these discussions.

UN Women Morocco also supports the Zanka bla violence (street without violence) collective, which is a group of young women and young men actors addressing sexual harassment in public spaces. The group uses art as a medium to change attitudes and behaviours around gender-based violence in public spaces. In Rabat, in November 2017, they created an experimental space where people were invited to a multi-sensory experience - through sounds, images, videos, interactive objects - that encouraged them to question their own attitudes towards sexual harassment in public spaces. To further raise awareness, the collective also organized a performance on this theme that combined video projection, readings and Forum Theater based on testimonials related to harassment on the streets. For more details on these events, [click here](#).

Examples of global campaigns on achieving gender equality: Below are four global public campaigns on achieving gender equality that you can link your own advocacy campaign to.

¹³⁵ Case study received from UN Women Morocco Country Office

PLANET 50-50 BY 2030 | STEP IT UP FOR GENDER EQUALITY

What is it?

The Step It Up campaign asks governments to make national commitments that will close the gender equality gap by 2030 – from laws and policies to national action plans and adequate investment. Passing new laws or strengthening existing ones is one way to Step It Up. Other actions might include creating Programmes to end violence against women and girls, encouraging women's participation in decision-making, investing in national action plans or policies for gender equality, creating public education campaigns to promote gender equality, and many more.¹³⁶

Get to know more about the Step It Up campaign at goo.gl/sbGDBb,

<https://www.facebook.com/SayNO.UNiTE>

#planet5050

Link Step it Up campaign to your advocacy work

The momentum created by this ongoing campaign is an unprecedented opportunity for Arab young women and young men to push their governments to make a commitment to Step It Up for Gender Equality. Raise awareness of this campaign among the government, civil society and the wider public as part of your broader advocacy efforts to achieve gender equality. Talk about the campaign to spark debates online and offline on gender equality and what pledges your governments can make. Link these campaigns to specific occasions such as International Women's Day, International Youth's Day and so on.

If you are from Algeria, Jordan or Tunisia, you can hold your governments accountable to the commitments they have already made to make Planet 50/50 by 2030, and advocate for their implementation and monitoring.

Here are their specific-commitments under the Step it Up campaign:

Algeria commits to ongoing efforts to promote peace and tolerance and to implement strategies aiming to improve women's status¹³⁷

Jordan pledges to align national laws with international commitments and expand support to women and girls in many areas¹³⁸

Tunisia seeks to expand participation of women in office.

¹³⁶ <http://www.unwomen.org/en/get-involved/step-it-up>

¹³⁷ <http://www.unwomen.org/en/get-involved/step-it-up/commitments/algeria>

¹³⁸ <http://www.unwomen.org/en/get-involved/step-it-up/commitments/jordan>

¹³⁹ <http://www.unwomen.org/en/get-involved/step-it-up/commitments/tunisia>



What is it?

In 2008, the United Nations Secretary-General launched the UNiTE to End Violence against Women campaign. The central goal of the campaign is to create a world free from violence against women and girls. The campaign aims to achieve this by raising public awareness and increasing political will and resources for preventing and ending all forms of violence against women and girls in all parts of the world. This is only possible when national governments take meaningful actions and adhere to their political commitments for gender equality, backed by adequate resources. The campaign is actively engaging with governments, celebrities, artists, sports celebrities, private sector and many more.

The campaign has proclaimed day 25th of every month as the 'Orange Day' – a day to take action to raise awareness and prevent violence against women and girls. In 2017, Orange Days were celebrated under the overall theme of leaving no one behind in spirit of the 2030 Agenda, ensuring the furthest back is reached first. The UNiTE campaign also uses the opportunity of the 16 Days of Activism against Gender-Based Violence to 'Orange the World'. The 16 days start every year from 25th of November, the International Day for the Elimination of Violence against Women, and end on 10th of December, Human Rights Day. The 16 days campaign calls on all people in all parts of world to take action in their communities, play their part and stand up against violence against women and girls.

Link UNiTE and 16 days campaign to your advocacy work

Organize your public campaign activities on an Orange Day (25th of every month), wear orange and start the conversation about how your country can achieve gender equality and eliminate violence against women and girls by 2030. Use the momentum generated to raise wider awareness of your advocacy issue.

Get to know more about Orange Days at <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/take-action>

The UN mentions ways in which schools and universities can join the campaign. Find out more details at <http://www.un.org/en/women/endviolence/schools.shtml>

You can find some more ideas on how to 'Orange your Country' at <http://www.unwomen.org/-/media/headquarters/attachments/sections/what%20we%20do/evaw/april-2016-orange-day-theme.pdf?la=en&vs=5421>

Twitter: SayNO_UNiTE #orangetheworld #16days

Facebook: facebook.com/SayNO.UNiTE



HeForShe

UN Women Solidarity Movement
for Gender Equality

What is it?

The HeForShe movement engages men and boys as agents of change for the achievement of gender equality. It mobilizes people of every gender identity and expression as advocates and acknowledges the ways that we all benefit from this equality. HeForShe uses online, offline, and mobile phone technology to identify and activate men and boys in every city, community, and village around the world. Since its launch on 20 September, 2014, by UN Secretary-General Ban Ki-Moon and UN Women Global Goodwill Ambassador, Emma Watson, hundreds of thousands of supporters from around the world – including Heads of States, CEOs, global celebrities, and people from all walks of life – have committed to gender equality. In 2015, HeForShe IMPACT 10x10x10 initiative was launched as a one-year pilot effort to engage governments, corporations and universities as instruments of change.

Link HeForShe to your advocacy work

Link your advocacy activities to the HeForShe Campaign (along with the IMAGES MENA findings) to influence men and boys to be partners for gender equality. The HeForShe website includes ideas for action for individuals, civil society, and for students in universities, both through online and sustained engagement.

Get to know more at <http://www.heforshe.org/>

Specific-action kits for individuals, organizations and students are available [here](#).



STRATEGIC ADVOCACY TO REPEAL ARTICLE 522 IN LEBANON¹⁴⁰

ABAAD, in partnership with UN Women Lebanon and other partners, undertook a successful nation-wide advocacy campaign to remove discriminatory legal provisions in Article 522 of the Lebanese Penal Code. The provision allowed rapists to avoid prosecution if they married their victims. In August 2017, the Parliament repealed this article.

To bring about this change, a #Undress522 campaign was launched in early 2016, although women's rights organizations have been advocating for the abolition of Article 522 for no less than 15 years. ABAAD organized a series of 'shock' actions to sensitize the public on Article 522. They wanted to convey the idea that forcing a woman or a girl to marry her rapist meant sentencing her to lifelong rape. The campaign activists took part in the Beirut Marathon, dressed in white sheets with slogans such as 'Rape is a Crime. Abolish 522!' They covered their heads with boxes to show how women and girls forced to marry their rapist were deprived of their freedom.

As part of the 16 Days of Activism, a video was released, "Undress 522 – A white dress does not cover the rape!", which reached an estimated 20.8 million people online and was accompa-

nied by banners displayed everywhere in Lebanon. Sit-ins were organized in front of the Committee of Administration and Justice when it was drafting the law, abolishing Article 522 in preparation for presenting it to the Parliament.

In partnership with renowned artist Mireille Honein, 31 white dresses were hung among the palm trees on the Corniche of Beirut. Each dress symbolized a day of the month where women and girls could be compelled to marry their rapists. These white dresses provided a visual 'shock' in the campaign and played a crucial role in sensitizing the public.

A national concert took place in November 2016, to engage men and boys as advocates and agents of change for the achievement of gender equality and women's rights. The concert drew an audience of more than 400 people and popular Lebanese composer and singer, Mike Massy, produced a song dedicated to the issue.

Successful advocacy requires using a mix of approaches in an effective way. Here a public campaign was combined with lobbying of stakeholders and sensitization of the public on the existing legal framework, in a strategic way.

2. Online campaigning

An online campaign (also called an e-campaign or digital advocacy) involves using web and digital communication platforms such as social media, websites and e-mail as well as mobile phone technology to achieve advocacy goals.

This topic is discussed in detail in the accompanying Guide to Online Campaigning. Here you can learn how to effectively use

¹⁴⁰ <http://www.girlsnotbrides.org/abolishing-lebanons-rape-law-spotlight-on-abaads-campaign/>, accessed 8 October 2017

online campaign tools to further your advocacy goals to achieve gender equality.



YOUNG PALESTINIANS PUSH FOR A GENDER-EQUAL CONSTITUTION¹⁴¹

A group of 26 young women and men representing 25 community-based organizations from rural and urban Palestine have formed a coalition called the Constitutional Shadow Committee. Drawing on the knowledge gained from leadership and gender-sensitivity trainings supported by UN Women, they drafted an alternative constitution that challenges the lack of gender equality in the third draft of the constitution, prepared by the official Constitutional Committee which is comprised only of men.

To reach as many people as possible, the Shadow Committee established a Coalition of Organizations for Constitutional Equality in early 2014, spearheading an advocacy and lobbying campaign that engaged 117 political leaders from across the political spectrum in six roundtable discussions, and reached another 118 high-ranking officials (governors, ministers, members of the Palestinian Legislative Council, municipal leaders, political party leaders, lawyers and representatives of national NGOs). The coalition also used television and radio ads, newspaper articles, billboards, leaflets and social media messaging to draw support for its recommendations.

Many young women who played a leading role in drafting the Shadow Constitution have been at the forefront of the campaign, placing them in leadership roles they never imagined.

3. Working with Media

Here by media we mean **offline media** including **print media** (newspapers, magazines, journals, newsletters, posters, leaflets, pamphlets, letters to editors, opinion editorials) and **electronic media** (radio, television, video, films and online media).

Media can be a tool and the target for advocacy. Therefore, the specific-role of the media in achieving your advocacy goal should be clearly integrated into your advocacy strategy.

Media can create awareness, shape the nature of debates and influence public opinion on the importance of gender equality for everyone in society and the role of young men as gender equality advocates. Media can also put direct pressure on the government to provide adequate laws, policies and practices to achieve gender equality and ensure their implementation and monitoring. For these reasons, UN Women has developed a partnership to advance women's empowerment with, and through, the news media called the 'Step It Up for Gender Equality Media Compact'. *Find more information on it later on.*

¹⁴¹ <http://www.unwomen.org/en/news/stories/2015/4/young-palestinians-push-for-a-gender-equal-constitution>



‘PUT YOUR HAND WITH HERS, NOT ON HER, VIO- LENCE AGAINST WOMEN IS A CRIME’¹⁴²

ABAAD and World Vision launched a media campaign with a public service announcement (PSA) carrying the message ‘Put your hand with hers, not on her - violence against women is a crime!’ Through a ‘suspenseful’ approach, the PSA addresses the role that men can adopt in order to transform the concepts of masculinity that bound and dictate men’s behaviour, focusing on men being true allies in combating violence against women.

Using media as a tool for advocacy: In engaging with the media, there are several tools that you can use. For example: press releases; press conferences; media briefing; press kits; interviews; sending letters to the editors; writing opinion-editorials. Which tool you use will depend partly on the strength of your story, the resources you have available and logistic issues. Here are some ideas on how to use these tools¹⁴³:

¹⁴² <http://www.abaadmena.org/programmes/advocacy-and-policy-development/project-5901e3733d1d9-05530168>, accessed 6 October 2017

¹⁴³ UNAIDS. (2014). Act!2015. *Advocacy Strategy Toolkit*

Write a press release

To raise the importance of your advocacy issue including achieving gender equality by 2030, young women's rights and the role of young men as gender equality advocates, you can consider writing a press release for your local or national newspaper. This is usually most effective if you can connect your issue to something current, topical and relevant to the media audience. You could even stage a publicity stunt to create your own topical or current story. (See the above box on organizing a publicity stunt).

Get to know more about how to work with the press and develop an effective press release at:

<http://www.eldis.org/vfile/upload/1/document/0708/DOC21756.pdf>

Use community radio

Community radio can effectively influence public opinion and potentially reach your targets. Arrange with your local radio for some of your youth group to talk about gender equality issue, young men as gender equality advocates and link between gender equality and SDGs. Talk about how other youth can get involved. You can host a phone-in segment to collect public opinion and answer questions. Consider using your radio show as a podcast too. WaterAid have some helpful hints at:

<http://www.comminit.com/democracy-governance/content/harnessing-power-community-radio-broadcasting-promote-accountability-transparency-and-re>

Give media interviews

Media interviews are often the desired result of press releases, press conferences and special events. The key element for doing good interviews is knowing your subject and good preparation.

Remember that interviews usually involve revealing your identity and face to the wider public. Be mindful of the risks involved if you are discussing a sensitive topic. Be sure to ask the journalist to not reveal your identity if you wish for it to be concealed.

See Amnesty International's Campaigning Manual for useful tips on how to prepare for media interviews, available at:

<https://www.amnesty.org/en/documents/act10/002/2001/en/>

There are some general rules that work to engage effectively with the media.¹⁴⁴

Be reliable and be accurate. A reputation for unreliability is a barrier to getting coverage. You must be trusted. You should also know your facts.

Make your story newsworthy: Why is it important? Who is affected and in what way? Why is it important now? Is there new information? Is it tied to some larger event in the news? Is a decision about to be made or has it been made? Make your story relevant to journalists by tying-in your story to breaking news or current events such as a controversy, conflict or scandal around a particular policy; injustice or deception on a massive scale concerning a policy; something new that has happened (for example, link your story to the IMAGES MENA study, which is the first survey of its kind and size in the region, that shows the attitude of men towards gender equality and provides a unique perspective on the state of male-female relations in the region). Show the media that your issue is current and relates to today's news discussions and you will have a much better chance of convincing journalists that your story is newsworthy.

Identify key dates on which young women's rights and achieving gender equality will take on special meaning and work on raising of the significance of that date. Look into the calendar of events you developed earlier to help you and journalists determine when to focus attention on your story.

Make your story easy to cover: What is the human story behind ensuring all young women get equal opportunities and rights? Give reporters the information they will easily understand. Reports and evidence are useful information, provided that they are translated for public consumption. Journalists might not understand human rights jargon and abbreviations. Their readers understand even less.

Build relationships with reporters: Who covers the issue? Make contact when you aren't pitching a story.

Meeting editorial deadlines: Remember to work within editorial deadlines. Deadlines vary greatly depending on the journalist and his or her medium of communications. Be sure to provide journalists sufficient 'lead time' in order to prepare to publish a story in a timely manner.



Get to know more on how to engage effectively with media. See '[Engaging with the Media](#): A Companion to the Advocacy Toolkit for Influencing the Post 2015 Development Agenda.



YOUTH CREATES RADIO DRAMA SERIES ON GENDER EQUALITY IN PALESTINE¹⁴⁵

UN Women Palestine partnered with NISAA Media Training and Coaching Company to provide media guidance and training to youth on how to create social change through entertainment. This resulted in the production of seven radio drama series that addressed violence against women and

¹⁴⁴ Adapted from UNDP. (2004). *The Blue Book: A hands-on approach to advocating for the Millennium Development Goals*; And, Coalition for the International Criminal Court. (2003). *NGO Media Outreach: Using the Media as an Advocacy Tool*.

¹⁴⁵ Case study provided by UN Women

the role of men and boys in ending gender-based violence. Nisaa FM's – the first commercial women's radio station in Palestine – partnership with the college of Dar Al Kleema in Bethlehem brought together three male students and five female students in a brainstorming session to create ideas for potential scripts for radio shows. The topics included early marriage, sexual harassment, societal violence (driving), economic challenges and masculinity. The students wrote the scripts with the support of UN Women and recorded the radio dramas under supervision of NISAA FM. The radio series were broadcasted twice on their radio channels. The seventh episode was broadcasted live with the participation of a few students from Dar Al Kaleema where they also shared their experience in developing the radio series.

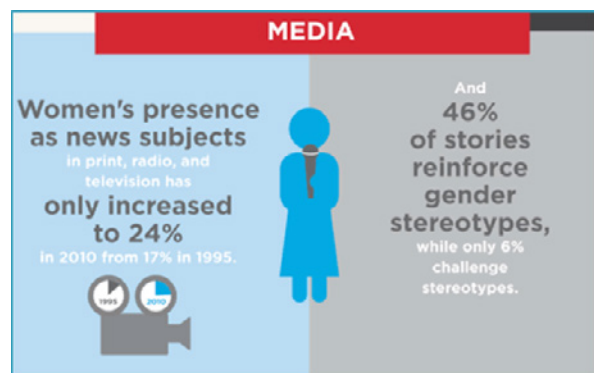
Media as a target for advocacy¹⁴⁶

The media can play a significant role in maintaining and challenging gender norms and stereotypes. It can not only represent young women, but also showcase strong young women leaders and protagonists who can become role models for their audience.

Youth groups can develop and expand media partnerships to scale up reporting and analysis on young women's rights and gender equality issues. As recommended in the IMAGES MENA study, you can also partner with the media to carry out research to analyze how young men are portrayed in media. Be sure to highlight male champions of gender equality from all walks of life.

Work with the media to facilitate in-depth coverage on the benefits of a gender-equitable society and how it supports sustaina-

ble development. Undertake research on the portrayal of young women in media including the entertainment industry (also called media monitoring). Connect and join forces with women rights' organizations in your country that are undertaking similar media monitoring, including conducting trainings for journalists on gender-sensitive reporting. Another potential area for advocacy is around increasing the number of women working in media outlets, particularly in leadership and decision-making functions.



Source: <http://www.unwomen.org/en/news/in-focus/csw59/feature-stories>



STEP IT UP FOR GENDER EQUALITY MEDIA COMPACT

As part of the Step it up for Gender Equality campaign, UN Women is inviting international, regional and national media partners to play their part in the implementation of SDGs, by becoming gender champions through their reporting, editorial decisions and corporate practices. You can connect to this initiative for more ideas when developing your own media partnerships. You can read the media compact guidelines [here](#).

¹⁴⁶ Adapted from <http://www.unwomen.org/en/news/in-focus/csw59/feature-stories>, accessed 25 September 2017.



Gender Links, a Southern African NGO, conducts research, training, and creates and shares content that shows how gender can be integrated into media outputs. Find more information [here](#).

UN Women's Regional Office for Arab States is also developing a tool to monitor how gender relations, masculinities and gender-based violence are displayed in the media.

4. Lobbying and Negotiating

Effectively delivering your advocacy message, especially in the policy arena, generally involves lobbying and negotiating.

Lobbying is about informing and convincing decision-makers to support and advance your gender equality agenda by directly communicating and building relationships with them. The primary targets of lobbying are the people with the power to influence a policy change relevant to your issue.

Lobbying can occur either formally, through visits to, and briefings of, decision-makers and others; or informally, through conversations in corridors, restaurants, parking lots and so on, as decision-makers go about their daily lives or at events that are not directly related to your advocacy work.¹⁴⁷

Here are some basic rules for lobbying:

- Cultivate good long-term relations with your target decision-makers but do not confuse access with influence – and do

not let good relationships stop you from taking public action where necessary and if appropriate.

- Where possible, propose a solution related to your advocacy issue, rather than using all your energy to oppose an issue.
- Do not expect to achieve change in one meeting or by one letter.

If possible, it is important to receive advice and involve those partners who have some experience in lobbying and policy work, prior to convening meetings with politicians or officials. They may already know the target audience and can advise on the best approach.¹⁴⁸

In addition to lobbying, advocacy generally requires high negotiation skills. **Negotiation** is a process to resolve conflict. In negotiations, groups try to agree on a solution that both sides can accept. It is a process that involves bargaining, good communication and an understanding of the relative powers and interests of all stakeholders. Negotiation also requires a willingness to engage in dialogue and to compromise.¹⁴⁹

To start in good negotiation, make sure your proposal (the advocacy call for action or the advocacy 'demand') to the target decision-maker is persuasive. The proposal must show that government interests as well as the public interests will be well-served if they accept and implement your proposal to promote gender equality. Highlight the international, regional and national commitments made by the governments on gender equality and empowerment of young women (*see Part 1 of the toolkit for more information*). Use information from your target analysis around the interests and concerns of the decision-maker related to your advocacy issue. Stress upon the benefits of a gender-equitable society including sustainable development, stability and peace.

¹⁴⁷ Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

¹⁴⁸ Adapted from Toma C. (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.

¹⁴⁹ Veneklasen, L. with Miller, V. (2002). *A New Weave of Power, People & Politics: The Action guide for advocacy and citizen Participation*.

As you see, the willingness to negotiate is influenced by this cost-benefit calculation.

The willingness to negotiate is also determined by the relative power of the parties. Government authorities are usually viewed as possessing the power of the State, but they can be convinced to join in negotiations with your youth group, if you can demonstrate that you have broad and committed public support for your gender equality proposal; public opinion and/or law is on your side, including strong evidence that upholds your position.¹⁵⁰

Here are some more useful tips for negotiations in advocacy:¹⁵¹

- **Establish your authority and credibility:** make sure you have a clear mandate from the people you represent (e.g. a youth group, a CBO, or a network of organizations) and inform the other party with this.
- **Enlist support and show clout:** use allies to get you to maximize resources and respect.
- **Maintain control over the process:** anticipate the reactions of the other party, build support behind the scenes for your agenda using allies and raise awareness of your advocacy issue.



YOUTH WORKING WITH DECISION-MAKERS IN MOROCCO¹⁵²

The Near East Foundation in Morocco is helping promote reconciliation and cooperation between youth and their local elected officials. Local youth councils are helping to bridge this gap and to build a new generation of civic leaders. The councils provide a formal structure for youth to participate in local government.

Among the 30 to 40 council members, six of them (three males, three females) are elected to a dialogue committee that interacts directly with elected officials and civil servants. They discuss issues facing youth, plan activities, and jointly develop a plan of action that responds to youth needs. In turn, the youth work with external partners to put the plans into action. Through the councils, this effort is building a sustainable model for including youth in local governance. It also provides them with skills in lobbying with the local governance.

¹⁵⁰ Adapted <http://negotiations.org/Advocacy.pdf>, 1 October 2017

¹⁵¹ Toma C. (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.

¹⁵² <http://www.neareast.org/youth-helping-shape-solutions-through-morocco-project/>, accessed 8 October 2017

QUESTION 6: WHAT HAVE WE GOT?

QUESTION 7: WHAT DO WE NEED TO DEVELOP?

Answering these questions **together** involves assessing the external and internal advocacy environment when advocating for gender equality and empowerment of young women.

An effective advocacy effort takes careful stock of the advocacy resources that are already there to be built on. Essentially, you do not start from scratch; you start from building on what you have already got.

Question 6: What have we got? highlights the importance of building on existing strengths such as existing youth advocacy networks, past advocacy experiences (if any), youth digital activism in the region, changing political landscape in the region, momentum around national implementation of SGDs among others. After taking stock of the advocacy resources, you have, the next step is answering **Question 7: What do we need to develop?** This requires identifying advocacy resources you need that are not there yet, including advocacy challenges and gaps. For example, this could include strengthening alliances with other youth networks and CBOs, building outreach, building research and communication capacities, building government and media contacts, lack of funds among others. Below is a useful tool to help you analyze your advocacy environment.

TOOL 7: SWOT ANALYSIS

Undertake the SWOT analysis to analyze your strengths, weaknesses, opportunities and threats in advocacy. This model provides a simple way to assess the internal forces that determine your youth network's potential to carry out an advocacy strategy, and the external forces that will help or hinder it. As the internal and external advocacy environment keeps changing, you may use this tool many times during the implementation and management of your advocacy.

S= Strengths that you may have, that will significantly increase your capacity for effective advocacy.

W= Weakness that may reduce the effectiveness for your advocacy. Begin by looking at your youth network internally.

O= Opportunities that exist externally to advance the advocacy agenda.

T= Threats in the external environment that can be overcome by strengths and opportunities.

To give you some ideas, the table below is hypothetically filled. Brainstorm with your youth group to think of strengths, weaknesses, opportunities and threats in your own advocacy context.

Internal forces	S=Strengths	W= Weaknesses
	<i>E.g. High- quality evidence available on the situation of young women in the country; the presence of a network with parliamentarians that support gender equality</i>	<i>E.g. lack of capacity to undertake advocacy; limited skills in engaging the media</i>

External forces	<p>O= Opportunities</p> <p><i>The adoption of the 2030 Agenda by government; the government's invitation to civil society to join the drafting of the national development plan; political changes</i></p>	<p>T= Threats</p> <p><i>E.g. Risks involved in public campaigning; decision-makers' poor understanding of young women's situation; dealing with bureaucracy</i></p>
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Determine your next steps based on the analysis performed above. The next steps can involve responding to any of the strengths, weaknesses, opportunities and threats. Remember advocacy entails making choices so prioritize what is critical and where you have support.

Risks in advocacy¹⁵³

The SWOT analysis can highlight many risks in undertaking advocacy. Risks can arise from different situations. Pushing for any kind of change in power relations that empower young women can lead to risk. Risks can get exaggerated in certain political environments and conflict and post-conflict situations. The question is not if advocacy should be undertaken, but rather how. For example, there could be conflict with the community for going against social norms related to traditional roles of young women; or a lead partner may pull out of the advocacy work; a public mobilization campaign may run into conflict with the authorities and media; working closely with certain parliamentarians and government bodies may damage advocacy's neutrality, among others.

Managing risk in advocacy requires spending some time identifying and analyzing these potential risks. This work starts at the research stage itself. The more you understand your issue, the political context, and your target audience, the less probability you have for error.

During the policy analysis stage, you would have learnt about the stakeholders and policy-making processes. This is also an opportunity to learn about any risks involved in advocacy. During your policy analysis, you can explore questions such as:

- Are the decision-makers you are targeting dishonest or dangerous?
- Will you have any allies to help you if you run into trouble?
- Has public debate on gender equality ever led to political violence or risk of a backlash?
- Have others suffered for raising similar concerns on gender equality and empowerment of young women?

Potential risks in advocacy might also arise from the choice of advocacy tactics. Public campaigning can be especially risky and may lead to damaged reputation to the youth group, damaged relationships with stakeholders, partners or government, or even physical harm/injury to the advocates.

In this risk assessment is made early in your strategy development, it can help you carefully select advocacy activities, messages and messengers. In some cases, advocating in large numbers through a network or a coalition of youth groups and CBOs may cushion the risks of advocacy around gender equality, and in other cases it may increase the risk.

In order to assess the level of risk, follow the coming steps:

¹⁵³ Adapted from UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*. And Sprechmann, S., Pelton, E. (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.

- Identify possible risks arising from proposed advocacy action (or lack of action);
- Assess the potential benefit of the proposed advocacy action;
- Identify who could be harmed;
- Assess the level of risk;
- Consider measures you can take to mitigate the risks;
- Assess the level of risk remaining after mitigating measures have been taken; and
- Decide if the benefit of undertaking advocacy outweighs the risk.

TOOL 8: RISK ASSESSMENT AND MANAGEMENT¹⁵⁴

Brainstorm within your youth group about the potential risks that may come up in advocating for gender equality. Discuss ways you can use to overcome those risks. Factor these points in your advocacy planning. Use the table below to guide your discussion.

Risk	Example	Level of risk: High/ Medium/ Low	Potential benefit: High/Medium/ Low	Ways to manage the risk	Remaining risk High/Medium/Low
For the youth group					
For individual young women within the youth group					
For individual young men within the youth group					

Approaching cultural sensitivities as gender equality advocates¹⁵⁵

Culture shapes how things are done in a society and provides explanations as to why they are done that way. Culture can seem natural because it conditions not just what people do,

but also how they think about and understand what they do. At the same time, a culture is not fixed. They are continually changing; what is culturally acceptable or even desirable today may be unacceptable tomorrow. Moreover, it is important to under-

¹⁵⁴ Adapted from Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

¹⁵⁵ Adapted UNICEF. (2011). *Promoting Gender Equality: An Equity-Focused Approach to Programming: Operational Guidance Overview*.

stand the differences in culture among the many countries in the Arab states and the cultural differences within the countries as well.

Gender equality advocates may sometimes be perceived as interfering with another culture. They may feel reluctant to impose ideas about young women's rights that may be perceived as 'Western', or they might wish to avoid being accused of cultural insensitivity. But assessing social norms and practices with regard to universal human rights is the right thing to do.

When it comes to culture, it is important to:

- Listen to how people understand and talk about gender discrimination in your community: Is it a taboo topic? or something that is readily discussed? This gives a sense of the degree to which social change is taking place.
- Keep in mind that the dominant group does not speak for everyone. If men are speaking for women, it is necessary to create forums in which young women and young men can speak for themselves.
- Refer to national commitments to gender equality (such as the SDGs, the Beijing platform for Action, the CEDAW, and other agreements) and to the established national commission for women, gender-equitable laws and policies in your country.
- Understand what provisions in the local culture and tradition support gender equality. Make sure those ideas are central to your advocacy.
- Understand the root causes of harmful gender norms and practices that are rooted in your culture. This will help you think of alternatives.

- Use evidence to convey the benefits that gender equality brings to development and peace.

QUESTION 8: HOW DO WE BEGIN?

Answering this question involves setting advocacy goals, outcomes and activities, which would help you to move from advocacy planning to action.

By this point in advocacy strategy planning, the analysis to underpin an advocacy effort is complete. The analysis now must be pulled together in an action plan. This advocacy action plan must reflect clear advocacy goals, outcomes and activities.

Setting advocacy goals, outcomes and activities

The ultimate impact of your advocacy to achieve gender equality and empowerment of young women should be to bring about **positive and lasting changes in the lives of all young women so that their position and condition is strengthened in society.** Therefore, a policy change/development/implementation is not the final goal of an advocacy initiative; it is a step that should lead to positive improvements in quality of life of young women.

The advocacy goal is the subject of your advocacy effort. It is your long-term vision, possibly over several years. The advocacy goal can be general, for example, *end violence against women in all forms in the country by 2030*. Advocacy goal should indicate the change you want to bring about with your advocacy efforts.

Advocacy outcomes are short-term results that must be achieved in order to reach the advocacy goal. It must focus on a specific-action that your youth group can take. For example, an advocacy outcome can state, ***all major political parties endorse the development of a law to criminalize***

sexual harassment of women in public spaces in their core commitments by 2018.

Advocacy strategies usually have multiple outcomes that are achieved on the way to that goal. The research and analysis undertaken in the initial steps of advocacy planning will pinpoint towards these additional advocacy outcomes.

SMART advocacy goals and outcomes

The advocacy goals and outcomes should be SMART. This means considering the following:

- › Is the goal/outcome as..... **Specific** as possible?
- › Is the goal/outcome**Measurable**?
- › Is it..... **Achievable**?
- › Is it..... **Realistic, Result-oriented**?
- › And, is the goal/outcome **Time-bound**?

In addition, remember that advocacy goals

and outcomes should also be change-oriented rather than activity-oriented. They should also describe the change you intend to bring about, not what you intend to do. The change should be quantified and the outcome should state who will do it and by when.

For example, an advocacy outcome could be: **to mobilize the government to develop a law to criminalize sexual harassment in public spaces by 2018.**

Now converting this to a SMART outcome might rephrase it as: **Assist the Ministry of Social Affairs to draft a law to criminalize sexual harassment of women in public spaces by 2018.**

Advocacy tactics or activities are the specific-advocacy actions that you actually do, that help to achieve the outcomes. Here are some examples of advocacy activities that you might undertake:

	Advocacy activities
Policy and Politics	<p>Issue/policy analysis and research</p> <p>Policy development (including placement of gender equality issue on the policy agenda, gender-equitable policy adoption, blocking a gender discriminatory policy, implementing a gender-equitable policy, monitoring and evaluation of gender-equitable policies, maintenance of a gender-equitable policy, funding of a gender-equitable policy)</p> <p>Relationship building with decision-makers</p> <p>Lobbying</p> <p>Alliance and network building</p>
Communications and Outreach	<p>Traditional media (press releases, press conferences, media packs, capacity building, media partnerships)</p> <p>Online media</p> <p>Alliance and network building</p> <p>Briefings/presentations</p> <p>Lobbying</p> <p>Awareness raising</p> <p>Public campaigning (including rallies, march)</p>

TOOL 8: PLANNING ADVOCACY GOALS, OUTCOMES AND ACTIVITIES¹⁵⁶

Below is a worksheet, filled with examples, to help you plan advocacy activities, outcomes, goals and impact. When considering the advocacy activities, remember to consider your specific-context and messages, and weave the different activities, both offline and online, into a winning mix¹⁵⁷. For each advocacy activity, also think of who will be responsible to implement it, in what time frame and with what kind of resources.

Advocacy activities	Advocacy outcomes	Advocacy goal	Advocacy impact
1. Policy analysis undertaken related to sexual harassment in public spaces	1. Assist the Ministry of Social Affairs to draft a law to criminalize sexual harassment of women in public spaces by 2018.	1. End violence against women in all forms in the country by 2030.	Positive and lasting changes in the lives of all women such that their position and condition is strengthened in society.
2. Lobbying with Minister of Social Affairs and Minister of Justice,	2. The national development plan (linked to the SDGs) includes a target to end sexual harassment in public spaces by 2018.	2. Increase economic participation of all young women in the country by 2030.	
3. Media interviews			
4. Rally			
5. Twitter and Facebook campaign			
6. Providing inputs in a consultation around revising the national development plan linked to the SDGs			
7. Strengthen partnership with Ministry of Social Affairs			

¹⁵⁶ Gosling L, Cohen D. (2007). *Facilitator's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

¹⁵⁷ Adapted from Jim Schultz: *Strategy Development: Key Questions for Developing an Advocacy Strategy*.

QUESTION 9: HOW DO WE TELL IF IT IS WORKING?

Answering this question involves including and implementing a monitoring and evaluation plan as part of the advocacy strategy.

Monitoring your advocacy work

Monitoring is the on-going assessment of the progress of your advocacy work. This requires revisiting the nine questions every now and then during your advocacy. This will help you to check that things are going as planned and make real-time changes to your advocacy, as needed, effective.

In advocacy, we monitor the following¹⁵⁸:

- The actions and activities we planned;
- The changes that we hope to achieve as a result of our actions – changes in young women and young men lives, in young women's rights and in power structures and relations;
- Any unintended consequences of the strategies and tactics that we used;
- How the overall context in which we do our advocacy is changing; and
- The resources we have invested: time, energy, funds.

To monitor each of the above, you should think carefully about the information you need and how you will collect it during the planning phase. Here are some ways you can use to gather information for monitoring your advocacy:

- Monitor if your **policy 'demands'** are incorporated in policy documents, strategies, and meeting topics.
- Collect **personal stories** of change in young women's lives through face-to-face feedback or online.
- Monitor **media** to see how many times your advocacy issue was mentioned in the local, regional, or international media.
- Use an **email marketing service** to evaluate

how many people read your advocacy outreach via email (many online services provide a free option if the audience is not large or sent emails).

- Use **social media analytics** to note the reach of your social media tools, how many people visit your websites, how many clicks/retweets your online messages received, and which messages received the most attention (see the online campaign guide for ideas).¹⁵⁹

The information you collect does not always have to be formal data. Our personal perspectives and those of others who are involved form an important part of monitoring. For this reason, one of the most effective methods for advocacy monitoring is to call for regular learning meetings to reflect on what is working and what is not.¹⁶⁰

Learning meetings

Monitoring requires teams to continuously assess their performance to identify and learn from successes and failures. Learning meetings (also called project reviews) therefore can act as a simple, but powerful, way to help you do this. A learning meeting is simply an activity that you carry out (in-person or via Skype) by answering the following questions as a youth advocacy group¹⁶¹:

1. During (and after) the journey of our advocacy project to achieve gender equality

- A) What did we expect to happen?
- B) What actually happened?
- C) Why are there differences between what we had planned and what actually happened?

2. The key lessons we learned

- A) What worked well and should be continued in the future?
- B) What did not work well and could potentially be stopped in the future? Why didn't it work? Why should it be stopped?

¹⁵⁸ Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

¹⁵⁹ Global Social Service Workforce Alliance. (2017). *Global Advocacy Toolkit for the Social Service Workforce*.

¹⁶⁰ Plan International. (2014). *An Advocacy Toolkit: The Education We Want*.

¹⁶¹ Adapted from UNAIDS. (2014). *Act!2015. Advocacy Strategy Toolkit*.

C) What could we start doing to improve the process of organizing our advocacy?

You can organize learning meetings regularly throughout your advocacy to ensure that you are

progressing as per the advocacy plan. Involve as many stakeholders as possible in the learning meeting and find ways to share the lessons learned with the various stakeholders.

TOOL 9: DEVELOP YOUR ADVOCACY MONITORING PLAN¹⁶²

Below is a sample worksheet that can be used to develop a monitoring plan linked to your advocacy action plan.

Brainstorm with your youth group to fill the table.

What are you monitoring (internal process/ anticipated results)? <i>For example</i>	How will it be done (methodology)? <i>For example</i>	When will it be done (timeline)? <i>For example</i>	Who will make it happen (responsible person)? <i>For example</i>	What action will you take as a result (mitigation/ corrective actions)? <i>For example</i>
Internal: <ul style="list-style-type: none"> Teamwork Internal communication Budget 	Learning meetings to identify issues arising	Monthly	Coordinator	Revise individual work plans Revise ways of working together
External: <ul style="list-style-type: none"> Advocacy activities Changes in the external context New advocacy opportunities New learnings about targets and influencers Working with partners 	Learning meetings, Revise action plan, Maintain log of events, Documentation of meetings	Weekly	Coordinator and other youth advocates	Share and update new information about targets and opportunities Update messages Revise tactics and action plan
Progress towards meeting outcomes	Learning meetings to assess progress towards milestones	3-4 months	Coordinator with the entire youth group	Revise tactics if they are not working Revise action plan

¹⁶² Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.



THE KEY TO SUCCESS: know when to switch your focus! As you monitor your project, keep reassessing the situation in light of your overall goal and outcomes. If you are not making much progress, be prepared to work with new partners and allies, and do not be afraid to switch either the decision-makers you are targeting or the tactics that you are using to reach them.¹⁶³

Evaluating your advocacy work

Evaluation is a way to assess how effective your advocacy has been in bringing about the changes intended, as well as any unintended changes, and what can be learnt from the process to make your future advocacy more effective. There are many ways to evaluate your impact. The best method to use will depend on what you need to know, who needs to know it, how much rigor is required, and the resources available. You and your partners may choose to carry out a formal participatory evaluation together or it could be an internal process, like organizing a formal learning meeting shortly after a project ends. The important thing to keep in mind is that evaluation is about learning – what you learn should change what you do.¹⁶⁴

TOOL 10: INDICATORS FOR MEASURING CHANGE: ADVOCACY ACTIVITIES, OUTCOMES, GOALS, AND IMPACTS¹⁶⁵

Annex 1 contains a table with possible advocacy activities, outcomes, goals and impacts that can be measured for determining success in advocacy efforts. It also includes definitions for each component and possible indicators. (An indicator is a piece of evidence that helps you to measure progress. Indicators are generally quantitative, i.e. things you can count). In order to track these indicators you need to record and maintain evidence for the numbers you are tracking. You can also set annual/semi-annual targets, and try to achieve them.



Get to know more on how you can plan monitoring and evaluation of your advocacy work. See UNICEF M&E Companion to the [Advocacy Toolkit](#).

This resource is intended for advanced reading. It contains an explanation of the monitoring and evaluation designs and the data collection tools for measuring advocacy outputs, outcomes and impacts.

¹⁶³ UNAIDS. (2014). Act!2015. *Advocacy Strategy Toolkit*

¹⁶⁴ Adapted Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

¹⁶⁵ UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*.

2.3 PUTTING TOGETHER THE ADVOCACY STRATEGY TO ACHIEVE GENDER EQUALITY

TOOL 11: ADVOCACY STRATEGY PLANNING WORKSHEET

After you collect answers for all the nine questions, use this planning worksheet to organize the information and to develop your advocacy strategy.

Impact: What we want to achieve

Advocacy Goal: Specific, Measurable, Achievable, Results-based, Time-bound

Outcomes: Specific, Measurable, Achievable, Results-based, Time-bound

Who can make it happen?	Target audiences
What do they need to hear?	Primary messages and secondary messages for each target audience
Who do they need to hear it from?	Messengers for each target audience
How can we get them to hear it?	Approaches and opportunities (lobbying, public and online campaigning, working with the media)
What do we have/need to develop?	Strengths, weaknesses, opportunities and threats. Risk management
How can we begin?	Advocacy action plan (activities that link to outcomes and advocacy goals, and who is responsible for doing them and by when)
How do we tell if it is working?	Monitoring and learning plan



Remember your advocacy strategy should detail the activities that will be carried out, who is responsible for them, the time by which they will be completed and the resources required to complete them.

This section provides ideas that youth advo-

PART 3: HOW TO ENGAGE YOUNG MEN AND BOYS IN ADVOCACY TO ACHIEVE GENDER EQUALITY

cates can explore further to influence other young men in their communities to become partners in achieving gender equality.

By the end of Part 3 you will be able to:

- Describe why young men must be partners to achieve gender equality;
- Understand how to approach young men from a lifecycle approach; and
- Describe some of the approaches for working with young men in different settings such as in the family, community, school/university, workplace, media and social media.

YES, GENDER EQUALITY IS A MALE ISSUE TOO...

In Part 1 of this toolkit, we make a case on why young men must join hands with young women to achieve gender equality. Let's recall some of those ideas again:

Gender equality benefits young men too. Young men have their share of social struggles. These social struggles are often rooted in the gender stereotypes and gender roles they learnt from childhood.

Stereotypical ideas on what it means to be a young man

Active
Aggressive
Ambitious
Independent, Competitive
Dominant
Self-confident
Feels superior



Stereotypical ideas on what it means to be a young woman

Being considerate
Emotional
Gentle
Home-oriented
Kind
Passive
Likes children
Devoted to the family

Most cultures encourage young men to be violent and competitive; the key factors to becoming the provider and the protector, while young women are taught to accept the male-dominance. Sometimes, young men are brought up to commit to their culture's strict concepts of 'honour' that drives them even further into violence in order to prove their masculinity and that they're 'real men'.¹⁶⁶ The reality is that many men and boys undergo heavy stresses to fulfill these expectations.

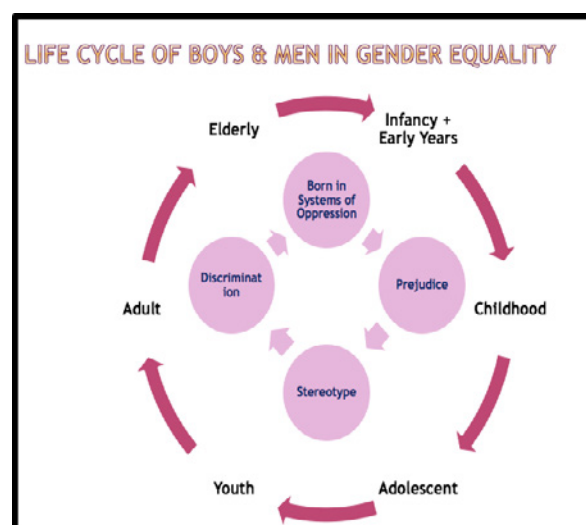
As evident, overcoming gender stereotypes will help young men as much as young women. Providing young women opportunities does not undermine or threaten the status of young men; rather, it enhances the opportunities available to everyone.¹⁶⁷ When men take on caregiving and share responsibilities inside the home; when they support women to get good education and decent jobs, and support them to participate in their communities, the health, happiness, and well-being of men, women and children will improve family income will increase, couples report better relationships, and economy progresses; while violence against women causes setbacks.. So, clearly achieving gender equality is a win-win situation for young men and young women.

LIFECYCLE OF YOUNG MEN AND BOYS IN GENDER EQUALITY

Youth advocates need to adopt a life cycle approach to work with other young men and boys. Make sure that your advocacy targets boys, adolescent boys and young men in all stages of their development as they reach adulthood and join other men to become partners in gender equality. It is important to redefine the notions of what it means to be a boy and a man at an early stage of human development.

When planning for advocacy, develop specific-advocacy approaches and messages

for working with young men and boys at different ages. Involve young men and boys in framing advocacy messages that would resonate with other young men and boys in their age group. Use positive messages such as: change is possible and that gender equality has positive effects on the lives of all. When targeting other adolescent boys and young men, inform them of human rights, women's rights, reproductive and sexual rights and their relevance to gender equality.



IDEAS TO ENGAGE YOUNG MEN FOR GENDER EQUALITY

Here some ideas youth advocates can incorporate in their advocacy work to bring in other young men as partners for gender equality. Below you will find ideas for advocacy in various social settings.

Young men as partners for gender equality in HOMES

- Through your advocacy campaign, educate young men on the importance of nurturing and caring as key values of boyhood, adolescence and youth.
- Advocate for integrating gender equality in parenting education for both mothers and fathers including young first-time fathers.

¹⁶⁶ ABAAD, (2016), Programme Ra Manual

¹⁶⁷ <http://www.coca-colacompany.com/coca-cola-unbottled/gender-equality-men-and-boys-are-part-of-the-solution>, accessed 6 October 2017

- Include fathers as target audience for your advocacy. Through your advocacy messaging, highlight the value of fatherhood throughout the child's development starting from birth.
- Develop a public campaign around breaking gender stereotypes at home. Encourage young men to participate in household chores and care giving.



CHANGING GENDER ROLES AT HOME IN MOZAMBIQUE

The HOPEM Men for Change Network is composed of 25 civil society organizations and recognized human rights activists in Mozambique. HOPEM is dedicated to engaging men and boys in transforming harmful masculine behaviours so as to achieve gender equality and improve the welfare of women, men, girls and boy¹⁶⁸.

HOPEM's Men in the Kitchen Programme promotes gender equality and addresses violence against women and girls by increasing men's participation in domestic activities. The Programme combines dialogue and reflection on gender-related topics with workshops on nutrition, education, agro-processing and preparation of nutritious recipes based on local resources.

Young men as partners for gender equality in SCHOOLS and UNIVERSITIES

- Focus your advocacy towards schools and universities, to make the curriculum more gender equitable. Educate young men on benefits of gender equality. Highlight young male role models.
- Advocate for youth leadership training for young men and young women through university coursework in gender studies.
- Advocate with school and university management to give the young women equal opportunities to play sports. Encourage young women towards STEM (Science, Technology, Engineering, and Mathematics) education.
- Encourage young men to speak out and take action against gender-based violence in schools and universities.
- Connect your campaign activities in schools and universities with the HeForShe, Step it Up and Orange campaigns. Find more information on how you can start a HeForShe campaign at your university at HeforShe.org.

Young men as partners for gender equality in COMMUNITIES

- Develop a public campaign (see Part 2 for ideas) that emphasizes that gender equality is a male issue too and that it benefits everyone in society. Target young men in other youth groups, sports teams, religious and other community groups, private sector.
- Organize talks with other young men in your community on gender equality. Having an open conversation with young men on what it means to be a man is the first step towards change.
- Mobilize and inspire young boys in the community to take action against gender discrimination and stand up against gender-based violence.

¹⁶⁸ <http://www.unwomen.org/en/news/stories/2013/7/men-in-the-kitchen>

- Advocate with local authorities to create safe and equal access to public spaces and community centers for women and girls.



CAIRO RUNNERS TEAMED UP WITH UNICEF AND UN WOMEN TO CELEBRATE INTERNATIONAL WOMEN'S DAY¹⁶⁹

Egypt's leading running community group, Cairo Runners, along with UN Women and UNICEF Egypt, held a special running event on March 8, 2015 to mark the International Women's Day, which also coincided with the 20th anniversary of the Beijing Declaration and Platform for Action on women's empowerment. The idea of this initiative was to advocate for volunteering work and to shed light on young people's efforts.

Young men as partners for gender equality at WORKPLACE

- Create awareness on how gender equality at workplace expands economic growth.
- Advocate with businesses to sign the UN Global Compact's women empowerment principles. See <https://www.unglobalcompact.org/what-is-gc/our-work/social/gender-equality-for-more-information>.
- Advocate for paternity leave and paternity training for first-time fathers.

- Create an awareness raising campaign on reducing the gender pay gap at your workplace.

Young men as partners for gender equality using the MEDIA

- Monitor mainstream media to learn how it highlights gender stereotypes. Use this information to advocate with the media to develop films, advertisements, animation, drama and soap operas that promote caring and nurturing as masculine traits. Media should also not promote stereotypical roles of young women and young men.
- Encourage young men groups to create media products on gender equality, such as short films, street theatre, video games and so on.
- Use a current affairs issue to connect with the media (through press releases, media briefings, press kits, interviews, sending letters to the editors, writing opinion-editorials) to highlight the benefits of gender equality for everyone, and the role young men can play to empower young women.



REACHING OUT TO OTHER MEN WITH GENDER EQUALITY MESSAGES USING MEDIA IN ZIMBABWE

In Zimbabwe, UN Women's HeForShe campaign has been branded as the Men to Men Campaign against Gender-Based Violence by its local

¹⁶⁹ <http://english.ahram.org.eg/NewsContent/7/48/125123/Life--Style/Health/Brimming-with-energy-Cairenes-run-to-celebrate-in.aspx>, accessed 31 October 2017

implementing partner, SAYWHAT. Since its inception in November 2014, more than 150 young men have been trained as advocates and community leaders, Men to Men Campaign clubs have been established in 37 tertiary institutions across three districts, and more than 10,000 young men have been reached through various forms of media.

Young men as partners for gender equality using **DIGITAL TECHNOLOGY**

- Develop an online campaign on gender equality using emails and social media tools (such as Twitter, Facebook, and YouTube), targeting young men.
- Raise awareness of the role of young men as partners in gender equality using mobile phone technology. Use instant messaging tools such as WhatsApp and telegram.
- Start an online campaign using blogs to generate awareness on what young men can do to promote gender equality and actions to end gender-based violence.
- Support social networking in local languages.
- Advocate for reducing gender bias in social media and media per se.



HEFORSHE IMPACT UNIVERSITIES HOST INAUGURAL GLOBAL IDEATHONS TO END GENDER-BASED VIOLENCE ON COLLEGE CAMPUSES¹⁷⁰

The HeForShe's IMPACT Universities held Global Ideathons, bringing together students, staff and faculty to generate innovative solutions that work towards eliminating gender-based violence on their campuses. Solutions ranged from awareness campaigns to buddy safety systems to mobile applications. Students recognized that there is not one simple solution to eradicate gender-based violence but that they can each contribute to a global toolkit of solutions that can be applied anywhere in the world.



ABAAD has developed numerous useful resources to engage men and boys in gender equality.

The Programme Ra Manual: It provides easy communication methods to work with young men on gender-related issues using age-appropriate entertaining and interactive activities.

¹⁷⁰ <http://www.heforshe.org/en/newsroom/news/global-ideathons>

It is available in [Arabic](#).

Programme P: A Manual for Engaging Men in Fatherhood, Caregiving and Maternal and Child Health: Look up the guidance here on how to develop a MenCare campaign on healthy fatherhood, available in [English](#) and [Arabic](#).

Visit <http://www.abaadmena.org> for more resources that you can use in your campaign, including brochures, flyers and videos (in Arabic).

In addition, read White Ribbon campaign's Issue brief on [Engaging Men and Boys to Reduce and Prevent Gender-Based Violence](#).

See '[The Men of Quality](#)' campaign to get ideas on how to design your own campaign on engaging men and boys for gender equality.

WHAT'S NEXT?

We hope now that you have read this toolkit; your next step may be to plan an advocacy initiative to achieve gender equality, as part of a new or ongoing initiative of your youth group. The best way to learn advocacy is by advocating. We hope that this toolkit will help you approach advocacy to achieve gender equality with more confidence and conviction.

ANNEX

ANNEX (1)

1. Indicators for measuring advocacy activities, outcomes, goals and impacts ¹⁷¹

Activities, interim outcomes, goals, impacts	Definition	Possible indicators
Advocacy Activities		
Digital media, social media	Using digital technologies and social media platforms (such as email, websites, blogs, podcasts, text messages, Facebook, Twitter, YouTube among others) to reach a large audience and enable fast communication.	<ul style="list-style-type: none"> • A new website or web pages developed • Number and frequency of electronic messages sent • Number of list subscribers (including e.g. target group, members, partners) • Number of likes, retweets, shares, etc.
Earned media	Pitching the print, broadcast or digital media to get visibility for an issue with specific-audiences.	<ul style="list-style-type: none"> • Number of outreach attempts to reporters • Number of press releases developed and distributed • Number of editorial board meetings held
Media partnerships	Getting a media company to agree to promote gender equality through its communications channels and programming.	<ul style="list-style-type: none"> • Number and types of media partnerships developed • Number and types of distribution outlets accessed through media partnerships

¹⁷¹ Adapted from Julia Coffman et al, common language: The composite logic Model', innovation network, June 2007; This information also appears in: Julia Coffman, A User's guide to Advocacy Evaluation Planning, Harvard Family Research Project, Cambridge, MA, 2009.

Partnerships and network building	Unifying advocacy voices by bringing together individuals, groups or organizations that agree on a particular issue or goal to achieve gender equality.	<ul style="list-style-type: none"> • Number of network members • Types of constituencies represented in the coalition • Number of network meetings held and attendance
Grass-roots organizing and mobilizing	Creating or building a community around a gender equality issue or position, often by helping young women affected by policies to advocate on their own behalf.	<ul style="list-style-type: none"> • Number and geographic location of communities where organizing efforts take place • Number of community events held and attendance • Success stories
Rallies and marches	Gathering a large group of people for symbolic events that arouse enthusiasm and generate visibility, particularly in the media.	<ul style="list-style-type: none"> • Number of rallies or marches held and attendance • Participation of high-profile speakers or participants
Briefings/ presentations	Making a case on gender equality and empowerment of young women in person through one-on-one or group meetings.	<ul style="list-style-type: none"> • Number of briefings or presentations held • Types of audiences reached through briefings or presentations • Number of individuals attending briefings and presentations
Public service announcements	Placing a non-commercial advertisement to promote gender equality.	<ul style="list-style-type: none"> • Number of print, radio or online ads developed • Number and types of distribution outlets for ads
Polling	Surveying the public via phone or online to collect data for use in advocacy messages.	<ul style="list-style-type: none"> • Polls conducted with advocacy audience(s)
Issue/policy analysis and research	Systematically investigating a gender equality issue or problem to better define it or identify possible solutions.	<ul style="list-style-type: none"> • Number of research or policy analysis products developed, e.g., reports, briefs • Number and types of distribution outlets for products • Number of products distributed

Policy proposal development	Developing a specific-policy solution for ending gender discrimination around the issue or problem being addressed.	<ul style="list-style-type: none"> • Policy guidelines or proposals developed • Number of organizations signing onto policy guidelines or proposals
Policymaker and candidate education	Telling policymakers and candidates about a gender equality issue or position.	<ul style="list-style-type: none"> • Number of meetings or briefings held with policymakers or candidates • Number of policymakers or candidates reached • Types of policymakers or candidates reached
Relationship building with decision-makers	Interacting with policymakers or others who have authority to act on the issue.	<ul style="list-style-type: none"> • Number of meetings held with decision-makers
Litigation or legal advocacy	Using the judicial system to move gender-equitable policy by filing lawsuits, civil actions and other advocacy tactics.	<ul style="list-style-type: none"> • Legal briefs written • Testimony offered
Lobbying	Attempting to influence law and policy by communicating with a member or employee of a governing body, or with a government official or individual who participates in law-making.	<ul style="list-style-type: none"> • Number of meetings with policymakers or candidates • Number of policymakers or candidates reached • Types of policymakers or candidates reached
Advocacy Outcomes		
Organizational advocacy capacity	The ability of an organization, youth group or network to lead, adapt, manage and implement an advocacy strategy.	<ul style="list-style-type: none"> • Increased knowledge about advocacy, mobilizing or organizing tactics • Improved media skills and contacts • Increased ability to get and use data

Partnerships or alliances	Mutually beneficial relationships with other organizations or individuals who support or participate in an advocacy strategy.	<ul style="list-style-type: none"> • New or stronger organizational relationships developed • New relationships with unlikely partners • New organizations signing on as collaborators • Policy agenda alignment among collaborators • Collaborative actions taken among organizations
New advocates (including unlikely or non-traditional)	Previously unengaged individuals who take action in support of a gender equality issue or position.	<ul style="list-style-type: none"> • New advocates recruited • New constituencies represented among advocates • New advocate actions to support issue
New champions	High-profile individuals who adopt a gender equality issue and publicly advocate for it.	<ul style="list-style-type: none"> • New champions or stakeholders recruited • New constituencies represented among champions • Champion actions captured, e.g., speaking out or signing on, to support the issue or position
Youth group's/ issue visibility or recognition	Identification of the youth group or campaign as a credible source on an issue.	<ul style="list-style-type: none"> • Number of requests for advocate products or information, including downloads or page views of online material • Number and types of invitations for youth advocates to speak as experts
Awareness	Audience recognition that a gender discrimination problem exists or familiarity with a gender-equitable policy proposal.	<ul style="list-style-type: none"> • Percentage of audience members with improved knowledge of an issue • Online activity for campaign's website

Salience	The importance a target audience assigns to a gender equality issue or policy proposal.	<ul style="list-style-type: none"> Percentage of audience members saying that the issue is important to them and changing their position
Attitudes or beliefs	Target audiences' thoughts, feelings or judgments about a gender equality issue or policy proposal.	<ul style="list-style-type: none"> Percentage of audience members with favorable attitudes towards the gender equality issue or interest (Tracking improvement) Significant stories of changes in attitudes or behaviour
Public will	Willingness of a (non-policy-maker) target audience to act in support of an issue or policy proposal.	<ul style="list-style-type: none"> Percentage of audience members willing to take action under a specific-issue (Tracking improvement) Attendance at advocacy events, e.g., public forums, marches, rallies
Political will	Willingness of policymakers to act in support of an issue or policy proposal to achieve gender equality and empowerment of young women.	<ul style="list-style-type: none"> Number of citations of advocate products or ideas in policy deliberations/policies Number of government officials who publicly support the advocacy effort Number of issue mentions in policymaker speeches Number and party representation of policy sponsors and co-sponsors Number of votes for or against specific-policies
Constituency or support-based growth	Increase in the number of individuals who can be counted on for a sustained advocacy or action on gender equality and young women's rights.	<ul style="list-style-type: none"> Website activity Number of group members or followers on social media websites (Tracking improvement)

Media coverage	Quantity and/or quality of coverage generated in print, broadcast or electronic media.	<ul style="list-style-type: none"> • Number of media citations of advocate research or products • Number of stories successfully placed in the media • Number of advocate or trained spokesperson citations in the media • Number of positive and negative media coverage
Issue reframing	Changes in how a gender equality and young women's rights issue is presented, discussed or perceived.	<ul style="list-style-type: none"> • Number of media articles reflecting preferred issue framing
Advocacy Goals		
Gender-equitable policy development	Creating a new gender-equitable policy proposal or policy guidelines.	<ul style="list-style-type: none"> • New proposals or guiding principles developed
Placement of gender equality and empowerment of young women on the policy agenda	Appearance of gender equality and young women's rights on the list of issues that policymakers give serious attention.	<ul style="list-style-type: none"> • Gender-equitable policies formally introduced
Gender-equitable policy adoption	Successful passing of a gender-equitable policy proposal through an ordinance, ballot measure, legislation or legal agreement.	<ul style="list-style-type: none"> • Gender-equitable policies formally established • Number of policy makers extending their commitments to proposed policy directions
Blocking gender-discriminatory policies	Successful opposition to a gender-discriminatory policy proposal.	<ul style="list-style-type: none"> • Policies formally blocked • Number of policy makers extending their opposition to proposed policy directions
Gender-equitable policy implementation	Proper implementation of a gender-equitable policy, along with the funding, resources or quality assurance to ensure it.	<ul style="list-style-type: none"> • Policies implemented or administered in accordance with requirements

Gender-equitable Policy M&E	Tracking a gender-equitable policy to ensure that it is implemented properly and is achieving its intended impacts.	<ul style="list-style-type: none"> • Funding established to formally monitor or evaluate gender-equitable policies
Gender-equitable policy maintenance	Preventing cuts or other negative changes to an evaluation policy.	<ul style="list-style-type: none"> • Funding levels sustained for evaluation policies or programmes • Eligibility levels maintained for policies or programmes
New donors for advocacy for gender equality empowerment of young women	New public or private funders or individuals who contribute funds or other resources for gender equality.	<ul style="list-style-type: none"> • Number of first-time donors • New donors offering financial versus in-kind support • Average funds given by new donors
More or diversified funding for achieving gender equality and empowerment of young women	Amount of funds raised and variety of funding sources generated for gender equality programmes and policies.	<ul style="list-style-type: none"> • Number of overall donors • Types of donors (individual, philanthropic, corporate) • Funds donated to support advocacy efforts • Revenue earned to support advocacy efforts
Impacts on young women especially the most marginalized groups		
Improved services and systems	Programmes and services that are higher quality and more accessible, affordable, comprehensive or coordinated.	<ul style="list-style-type: none"> • Indicators depend on the specific-policy goal; the following are examples: • More programmes offered; • Easier access to programmes or services; • Higher-quality services; and • More affordable services.

Positive social and physical conditions	<p>Better circumstances and surroundings for young women, communities or society in general</p>	<ul style="list-style-type: none"> • Indicators depend on the specific-policy goal. For example, indicators might focus on: • Decreased violence against young women; • Increase in economic and political participation of women; • More young women in leadership roles; • Improved participation of young women in decision-making; or • Enhanced control of young women over their economic resources.
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2. BUSTING JARGONS (DEFINITIONS)

Here is the explanation of key terms used in this toolkit:

Activities: These are what advocates do to influence their audiences and achieve their goals. Advocacy activities may also be known as advocacy tactics. These might include events, press releases, meetings, social media activities, among others.

Advocacy: The deliberate process based on demonstrated evidence to directly and indirectly influence decision-makers, stakeholders and relevant audiences to support and implement actions that contribute to achieving gender equality and empowerment of young women.

Ally: A partner working in helpful association with you to achieve an advocacy goal.

Decision-maker: A person who has the authority to create or change governmental or organizational policies, programmes or laws.

Entry points or 'points of entry': The ways to gain access to the audience you wish to reach. It might be a specific-time, a particular place, or a person that can help you get the attention of your audience.

Evaluation: A process that seeks to determine the relevance, effectiveness and impact of an ongoing or completed advocacy programme or project with respect to its goals.

Goal: What the youth group or organization hopes to achieve in the long-term, possibly over several years; it is the overall change that is desired as a result of advocacy efforts.

Influencers: Individuals and groups that can influence the decision-makers (or the target audience) by having the opportunity to give their inputs, ideas and opinions.

Monitoring: A continuous function that involves systematic collection of data on specified indicators to provide the management

and the main stakeholders, with indications of the extent of progress in achieving advocacy goals.

Outcomes: Shorter-term results that must be achieved in order to reach the advocacy goal. Advocacy strategies usually have multiple outcomes that are achieved on the way towards that goal.

Lobbying: Direct communication with decision-makers and other parties who have influence over them. Lobbying is about informing and convincing them to support and advance your agenda.

Negotiation: Advancing the issue by presenting a position and dealing with opposition by understanding and managing power dynamics within and among the institutions being influenced.

Participation: Having the opportunity to express a view, influence decision-making and achieve change.

Policy: A plan, course of action, or a set of regulations adopted by a government or an institution.

Policy-making process: Series of steps taken to develop, approve, implement, monitor and evaluate a policy. This is often referred to as the 'policy-making cycle'.

Opponents: Influential people, organizations and institutions who oppose your advocacy for different reasons and to different degrees.

Stakeholders: Agencies, organizations, groups or individuals who have direct or indirect interests in gender equality and empowerment of young women.

Social Media: A broad term used to describe interactive communications, networking, and organizing activities that take place using digital technologies (web-based and mobile). Facebook, Twitter, YouTube, Instagram are some of the popular social media platforms.

Strategy: An overall plan based on an assessment that guides the use of advocacy

activities towards clear advocacy goals. (See more on 'activities' and 'goals' above)

Sustainable Development Goals: A new, universal set of goals, targets and indicators that UN Member States are expected to use to frame their agendas and political policies till 2030.

Target audience: Decision-makers with the authority to affect the outcomes for your advocacy directly.

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UN WOMEN IS THE UN ORGANIZATION DEDICATED TO GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN. A GLOBAL CHAMPION FOR WOMEN AND GIRLS, UN WOMEN WAS ESTABLISHED TO ACCELERATE PROGRESS ON MEETING THEIR NEEDS WORLDWIDE.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on five priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



Planet 50-50 by 2030
Step It Up for Gender Equality

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Sarayat Al Maadi, Cairo, Egypt.

<http://arabstates.unwomen.org>
www.facebook.com/unwomenarabic
www.twitter.com/unwomenarabic
www.youtube.com/unwomenarabic
www.flickr.com/unwomenarabic